



## Psychological peculiarities of perfectionism of scientific and pedagogical staff of the higher school

T. Grubi

ORCID 0000-0002-2345-588X

Borys Grinchenko Kyiv University, Kyiv, Ukraine

### Article info

Received 15.05.2018

Accepted 31.08.2018

Chair of Applied Psychology  
of Borys Grinchenko Kyiv  
University, Kyiv city, Ukraine

tamaragrubi@gmail.com  
+38067 98 23 502



Grubi, T. (2018). Psychological peculiarities of perfectionism of scientific and pedagogical staff of the higher school. *Fundamental and applied researches in practice of leading scientific schools*, 28 (4), 181-189.

A perfectionism of scientific and pedagogical staff of high school is one of the topical. An access to the Bologna Process and to the European educational research environment demands from teachers of high school new requirements. These factors demand an achievement of new heights, a desire to be the best, an obtaining success by focusing on avoiding failure.

In the investigation of perfectionism of teachers of high school participated 1068 persons. "The Big Three Perfectionism Scale" of M. Smith, D.Saklofske, J. Stoeber, S.Sherry was used in investigation.

In the article, four main approaches to perfectionism are described: as a need for self-improvement, as a mindset of personality, as a style of life, as a personal trait. It is shown that teachers of high school know well about the perfectionism and they define it as a pursuance of ideal; a pursuance of doing everything in the best way; a belief that an ideal can and should be achieved; a desire for self-improvement and improvement of other people; as a human disease, in which everything should be perfect.

Due to "The Big Three Perfectionism Scale", a significant number of teachers of high school has average and high levels of perfectionism of personality. According to the results of ANOVA, it is established that the level of "self-oriented perfectionism" depends on gender and the presence and number of children; "self-critical perfectionism", "entitlement" and "hypercriticism" depends on age and gender of respondents; "concern over mistakes" depends on gender and marital status; "narcissistic perfectionism" and "other oriented perfectionism" depends on age, gender and marital status of respondents.

The author describes such characteristics of professional activity, which provoke the perfectionism of personality of high school teachers: openness, activity and dynamism, adaptability, communicability, creativity, professional competence, independence, professional mobility, job satisfaction etc.

*Key-words: perfectionism of personality; scientific and pedagogical staff of high school; teacher of high school; psychological peculiarities; gender; age.*

### Introduction

The problem of perfectionism of personality is studied in different spheres of human activity actively. The desire of person to achieve high results can be explained by socio-economic and socio-cultural changes, for example: a high speed of life, a social development, a high level of competition, constantly increasing requirements for employees at the labor market etc. In addition, a cult of

rationality and individual achievements promotes the pursuit to perfection.

The interest to the investigation of perfectionism of scientific and pedagogical staff of high school is topical and can be explained by the modernization and development of higher education, access to the Bologna Process and to the European educational research environment, etc. Therefore, new requirements for professional activity before lecturers and professors arise. All these factors demand from a scientific and pedagogical staff of high school an

achievement of new heights, a desire to be the best, an obtaining success by focusing on avoiding failure.

Scientists define the term "perfectionism" as an aspiration of the personality to self-improvement, faultlessness in everything. The perfectionism is a rather complicated and not enough investigated personal feature, the part of which covers all spheres of human life.

#### **Goals of article**

For investigation psychological peculiarities of perfectionism of scientific and pedagogical staff of higher school, we should consider different approaches to the definition of this concept and main directions of scientists' investigations. Using content analysis of teachers' answers, to analyze the definitions of the term "perfectionism of personality". Using their answers to find out the levels of perfectionism of personality and to analyze the connections between levels of perfectionism and individual factors, like age, gender, marital status, etc. Also, for investigation psychological peculiarities of perfectionism of teachers of higher school, in our investigation we should find out the special characteristics of professional activity of high school teachers, which provoke the perfectionism of personality.

#### **Materials and Methods**

The research of the psychological peculiarities of perfectionism of scientific and pedagogical staff of higher school was conducted in 2017 year. 1068 teachers of higher school from different cities and regions of Ukraine took part in the investigation: 288 men, 666 women; age of the respondents was from 21 to 83 years ( $M = 40$ ); married - 720, single - 241; 184 workers do not have children, 393 have one child, 375 have two or more children. For investigation the influence of age on the development of perfectionism, four age groups were singled out: 1) till 35 years; 2) 35-45 years; 4) 45-55 years; 5) more than 45 years.

Mathematical processing of data was conducted by a statistical data processing package SPSS (Version 21.0).

According to questionnaire, the results of the analysis of literature demonstrate that there are more than twenty different questionnaires for investigation the perfectionism of personality. Nevertheless, all these questionnaires are based on various models of perfectionism, which are significantly different from each other. These differences in the components of perfectionism generate difficulties in development of a diagnostic tool that would be based on a single, universally model of perfectionism of personality (Grubi, 2016; Karamushka, 2015).

Therefore, for investigation of psychological peculiarities of perfectionism of scientific and pedagogical staff of higher school we used "The Big Three Perfectionism Scale". The authors of this questionnaire, M. Smith, D.Saklofske, J.Stoerber, S.Sherry, interpret perfectionism as a multidimensional construct. For analysis of multidimensional perfectionism, the authors constructed a self-report questionnaire designed for measuring three global perfectionism factors (rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism), comprised of 10 scales, which were constructed using facets assuage theoretical confusion, reduce the possibility of omitting core

content and afford greater reliability and precision in assessment (Smith, Fister, & Fischer, 2003).

Each of the abovementioned factors of perfectionism consists of several scales. These scales of questionnaire were constructed using facets assuage theoretical confusion, reduce the possibility of committing core content, and afford greater reliability and precision in assessment (Smith, 2016).

Rigid perfectionism. The authors of the questionnaire borrowed the name from the "Personality Inventory for Diagnostic and Statistical Manual of Mental Disorders" (DSM-5) deliberately, to capture the rigid insistence that one's own performance must be flawless, perfect, and without errors (Krueger, Derringer, Markon, Watson, & Skodol, 2013). "Rigid perfectionism" consists of two scales: "self-oriented perfectionism" and "self-worth contingencies". The first scale, "self-oriented perfectionism", is regarded as a belief that striving for perfection, as well as being perfect, are important. Another scale, "self-worth contingencies" refer to the tendency to base self-worth on self-imposed perfectionistic standards (Hewitt & Flett, 1991). Self-worth contingencies are included into research for disentangling self-oriented perfectionism from self-worth contingencies provides a more detailed and informative assessment of personal standards perfectionism (DiBartolo, 2004).

Self-criticism reflected evidence suggesting that self-criticism is a core component of perfectionism (Blankstein & Dunkley, 2002). The authors of questionnaire operationalized self-critical perfectionism following the model proposed by Dunkley, Zuroff, and Blankstein (2003). Self-critical perfectionism consists of four scales: "concern over mistakes", "doubts about actions", "self-criticism" and "socially prescribed perfectionism". "Concern over mistakes" is treated as a tendency to have overly negative reactions to perceived setbacks and failures (Frost et al., 1990). "Doubts about actions" reflects uncertainty about own performance (Frost et al., 1990). "Self-criticism" measures the tendency toward strict self-criticism, when performance of a certain activity is not perfect, as an engagement in harsh self-criticism when performance falls short of perfection (Dunkley, Zuroff, & Blankstein, 2003). "Socially prescribed perfectionism" refers to the tendency to perceive others as those who demand perfection (Hewitt & Flett, 1991).

Narcissistic perfectionism. The authors of the questionnaire borrowed this name from model of Nealis (Nealis, 2015). This factor consist of four scales: "other oriented perfectionism", "hypercriticism", "entitlement" and "grandiosity". "Other oriented perfectionism" was interpreted as a tendency towards unrealistic expectations for others (Hewitt & Flett, 1991). "Hypercriticism" involves a sharp devaluation of others and their imperfections (Nealis, 2015). "Entitlement" was interpreted as the belief that one is entitled to perfect or special treatment (Nealis, 2015). "Grandiosity" denotes a sustained view of oneself as perfect or superior to others (Flett, Sherry, Hewitt, & Nepon, 2014). The authors of the questionnaire, M. Smith, D.Saklofske, J. Stoerber, S.Sherry, offer the only self-report measure designed specifically to assess individuals who believe they are perfect, superior to others, and justified in holding unrealistic expectations (Smith, 2016).

In addition, in our investigation, we used "open" questions in a form of work sheet "Perfectionism in the

professional activity of scientific and pedagogical staff of higher school". These "open" questions enable to reveal thoughts of respondents for understanding the essence of perfectionism of personality, as far as this problem is urgent, individual characteristics and factors, which are caused the occurrence of perfectionism in professional activity, display features of perfectionism in the professional activity of scientific and pedagogical staff of the higher school etc. This step helped us to find out how the problem of perfectionism is "alive" for scientific and pedagogical staff of the higher school. In addition, this step is necessary for highlighting the most important and the problem areas in this context and in this professional activity (Karamushka, 2015). For this purpose, we developed a work sheet, which consists of open-ended questions aimed at determining understanding the essence of term "perfectionism of personality" (Grubi, 2016).

### Results and discussions

The problem of perfectionism of personality is the subject of interest of many foreign researchers (J.Ashby, D. Burns, N. Garagnyan, D. Hamachek, A. Holmogorova, M. Hollender, P. Hewitt, G. Flett, R. Frost, S. Enikolopov, E. Ilyin, P. Moon, R.Slaney, J.Stoeber, V. Yasnaya, T. Yudeeva, A. Zolotareva, etc.) and Ukrainian scientists (A. Chepurina, L. Danylevych, I. Gulyas, O. Kononenko, O. Loza, etc.).

The investigations, devoted to the perfectionism of personality, were developed in such directions:

- phenomenological descriptions and clarification of the concept (A.Adler, J. Barrow, D. Burns, N. Garagnyan, M. Hollender etc.);
- investigation of perfectionism's structure (J. Ashby, D. Burns, G. Flett, R. Frost, P. Hewitt, M. Hollender, C. Rice, R.Slaney, N. Garagnyan, etc.);
- empirical researches and conceptualization of the construct (M. Adderholdt-Elliott, I. Guluas, W. Parker, L. Silvertman, G. Chepurina etc.);
- investigation of factors of perfectionism (D. Burns, S. Blatt, R. Frost, P. Hewitt, G. Flett, D. Hamachek, R. Slaney, L. Terry Short, R. Owens, P. Slade etc.);
- research the relationship of perfectionism with psychopathological phenomena (N.Garagnyan, A. Holmogorova, T. Yudeeva).
- operationalization of the concept, creation of valid and reliable instruments for measuring the perfectionism (J. Ashby, D. Burns, N. Garagnyan, G. Flett, R. Frost, P. Hewitt, R. Slaney, T. Yudeeva, B. Yasnaya, etc.);
- investigation of the positive and negative aspects of perfectionism (N. Garagnyan, T. Grubi, D. Hamachek, E. Ilyin, K. Otto, W. Parker, L. Silverman V. Yasnaya etc.);
- correction of perfectionism (J. Barrow, D. Burns, P. Hewitt, G. Flett, R. Frost, S. Moore, M.Larsky, etc.);
- the development typology of perfectionism (J. Ashby, G. Chepurina, R. Frost, I. Gulyas, D. Hamachek, C.Rice, R.Slaney, V. Yasnaya etc.);
- research the relationship of perfectionism with professional activity (D. Bokum, O. Loza, I. Matieshyn, etc.).

Despite of the great number of investigations of this phenomenon, the definition of perfectionism is still open. The analysis of scientific literature of foreign and Ukrainian

scientists shows that there is no single definition to this concept.

Based on the analysis of scientific literature, the existing definitions of perfectionism, depending on the leading operational category, can be combined into the following four approaches (Loza, 2015):

1. *Perfectionism as a need for self-improvement* (L. Silverman, B. Sorozkin, O. Savenkov), which determines the specifics of standards of the individual, without taking into account the ability to achieve them, and manifests itself with the desire to be perfect everywhere.

2. *Perfectionism as a mindset of personality* (D. Burns, I.Gulyas), which manifests itself in the tendency to consider everything as unacceptable if it is "below perfection".

3. *Perfectionism as a life of style* (A. Sokolova, P. Tsygankova), which includes an intertwined motivational orientation and peculiarities of cognitive style: excessive generalization, imperative, ignoring constraints, cognitive undifferentiation and reduced ability to analyze.

4. *Perfectionism as a personal trait* (D. Watson, N. Garagnyan, L.Danylevych, L.Clark, M. Hollender, A. Holmogorova, G.Chepurina), which manifests itself in the daily practice of nominating to yourself and to other requirements for fulfilling duties and carrying out activities at a higher level than circumstances require.

*Summarizing* the abovementioned aspects, we are going to define perfectionism of personality as a psychological construct that combines the desire of the person to the excellence, high personal standards, the desire to bring the results of its activities to the highest standards (moral, aesthetic, intellectual) (Ilyin, 2011).

At the first stage of our investigation, we analyzed the "open" questions, which helps us to reveal thoughts of respondents for understanding the essence of perfectionism of personality (table 1).

The data, presented in Table 1, indicate a high percentage of awareness of scientific and pedagogical staff of the higher school about the concept "perfectionism of personality." One third of the respondents (33%) defines perfectionism as a person's pursuit to achieve an ideal in all spheres of human life; the pursuit of excellence, even in the smallest details; the desire to be perfect, to be best that other people, understanding that you are perfect.

A little smaller percentage (28%) of teachers of high school defines perfectionism as a pursuit of doing everything in the best possible way and achieve a better, ideal result; the belief that absolutely everything, that is done, should be done perfectly; the position of the person to do everything absolutely perfectly; inner position, beliefs to be ideal in any activity.

A significantly smaller percentage (15%) of respondents interprets the concept of perfectionism as a belief in the existence of an ideal and the conviction that this ideal can be achieved.

Thus, 10% of respondents defines perfectionism as a constant desire to self-development and improving themselves; the ability to become the best one; the conviction that the improvement of itself and of other people is the goal that person should achieve.

Smaller percentage (5%) of respondents considers perfectionism as the presentation of high demands to themselves and outward things; as a tendency of persons to

make demands on others and themselves; too high level of requirements for themselves and others; the tendency to observe high standards in the achievements in professional and personal spheres.

Only 4% of respondents interprets perfectionism as a morbid aspiration for perfection; a human disease, in which everything should be perfect.

**Table 1**  
**The definition of the concept of "perfectionism of personality" by scientific and pedagogical staff of the higher school (% of the total number of respondents)**

Definition of the concept of perfectionism	%
Perfectionism as a pursuance of ideal	33 %.
Perfectionism as a pursuance of doing everything in the best way and achieve a better, more perfect result	28%.
Perfectionism as a belief that an ideal can and should be achieved	15 %
Perfectionism as a person's desire for self-improvement and improvement of other people	10%
Perfectionism as a high demands to yourself and outward things	5 %
Perfectionism as a human disease, in which everything should be perfect	4 %
No answer	5 %

Using the questionnaire "The Big Three Perfectionism Scale", we found out the levels of perfectionism's components of scientific and pedagogical staff of the higher school (Table 2). For investigation gender and age peculiarities of perfectionism, we used ANOVA analysis (Grubi, 2018).

**Table 2**  
**Levels of perfectionism of scientific and pedagogical staff of the higher school**

Components of perfectionism	Levels of manifestation in %		
	Low level	Middle level	High level
Rigid perfectionism	24.7	33.8	41.4
• Self-oriented perfectionism	32.3	26.9	40.8
• Self-worth contingencies	27.2	32.2	40.5
Self-critical perfectionism	25.2	38.9	35.9
• Concern over mistakes	30.4	30.4	39.2
• Doubts about actions	27.6	40.7	31.8
• Self-criticism	3.6	14.1	82.2
• Socially prescribed perfectionism	8.5	56.6	34.9
Narcissistic perfectionism	30.8	32.3	37.0
• Other oriented perfectionism	33.6	32.0	34.5
• Hypercriticism	34.6	39.0	26.4
• Entitlement	32.0	37.2	30.8
• Grandiosity	29.7	32.7	37.6

As follows from the data (table 2), a significant number of teachers of high school has average and high levels of perfectionism of personality.

According to the first factor of "The Big Three Perfectionism Scale" 41.1 % of teachers of high school has high level of "Rigid perfectionism", 33.8% has middle level and just one quarter (24.7%) has low level. It means that mostly teachers of high school are used to the tendency to be perfect, they understand that they have to be an example for their students; all time to improve their knowledge, skills etc. For three quarter of respondents striving to be as perfect as possible makes them feel worthwhile, they always need to be aiming for perfection to feel "right" about themselves and their value as a person depends on being perfect.

40.8 % of respondents has a high level of "Self-oriented perfectionism" 26.9% - middle level and 32.3% - low level. It means that almost average of respondents feel the strong desire to be as perfect as possible and it is very important to them to be perfect in everything they attempt.

According to the results of ANOVA, there is a connection between "self-oriented perfectionism" and age and gender ( $p$

$<0.05$ ). The level of "self-oriented perfectionism" grows with age of teachers of high school.

In addition, according to the results of ANOVA, in our investigation it is established that the level of "self-oriented perfectionism" depend on gender and the presence and number of children ( $p < 0.05$ ). Teachers of high school, both women and men, who do not have children, have a low level of "self-oriented perfectionism". The highest level of "self-perfectionism" is fixed in men who have one child. Women who have two or more children have a high level of "self-oriented perfectionism". This can be explained by the fact that workers with children, understand that they have to be an example for their children.

According to the scale "self-worth contingencies", 40.5 % of respondents has a high level 32.2% - middle level and 27.2% - low level. For three quarter of respondents striving to be as perfect as possible makes them feel worthwhile, they always need to be aiming for perfection to feel "right" about themselves and their value as a person depends on being perfect.

The second factor of "The Big Three Perfectionism Scale" is "self-critical perfectionism". Here the middle level (38.9%) prevails, then high level (35.9%) goes and the last

one – low level (25.2%). It means that teachers of the higher school are afraid of being mistaken; they have doubts in some of their actions; they are used to judge themselves harshly when they do not do something perfectly and they know that their students expect too much from them.

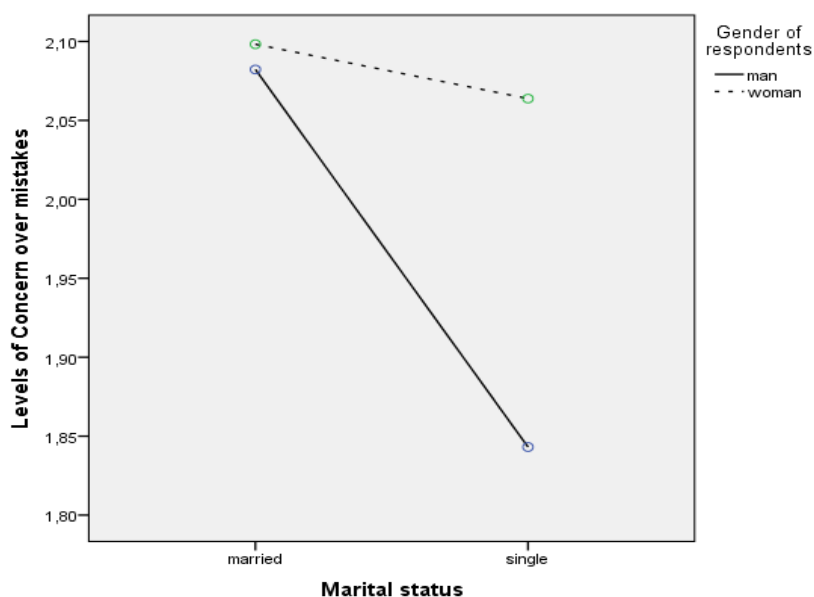
According to the results of ANOVA, the peculiarities of "self-critical perfectionism" depending on age and gender ( $p < 0,05$ ) are revealed in our investigation. Men's level of "self-critical perfectionism" prevails, compared with women. The lowest level of men's "self-critical perfectionism" is found at the 45-55 years age group. At this age, men feel themselves more self-confident.

39.2% of respondents has a high level of "Concern over mistakes", 30.4% - middle level and the same number 30.4 - low level. It means that almost 70% of teachers of high school are afraid of mistake; making a mistake, they feel like

a failure; when they made a mistake, they feel themselves ashamed.

According to the results of the ANOVA, there were established peculiarities "concern over mistakes" depending on gender and marital status ( $p < 0,05$ ) in our investigation (Pic. 1).

It is found that women, as married and as single, have a much higher level of scale "concern over mistakes" compared with men. The level of "concern over mistakes" of marriage men is much higher than in single men. This situation can be explained by the fact that women are more emotional than men to excessive negative reactions. As for married men, the high level of this scale can be interpreted as being more concerned about their own future and the future of their family because they feel that they are responsible.



**Pic. 1. Peculiarities of "concern over mistakes" depending on gender and marital status (based on the results of ANOVA)**

According to the scale "Doubts about actions", 40.7 % of respondents have a middle level 31.8% - high level and 27.6% - low level. Such situation can be explained by the fact that teachers are mostly sure about their actions. They are used to be an example to their students, so, that is why mostly of the, has a middle level of this scale. However, 31.8% has a high level of "Doubts about actions"; it means that they doubt and feel uncertain about most things they do and sometimes they are not sure if they are doing things the correct way.

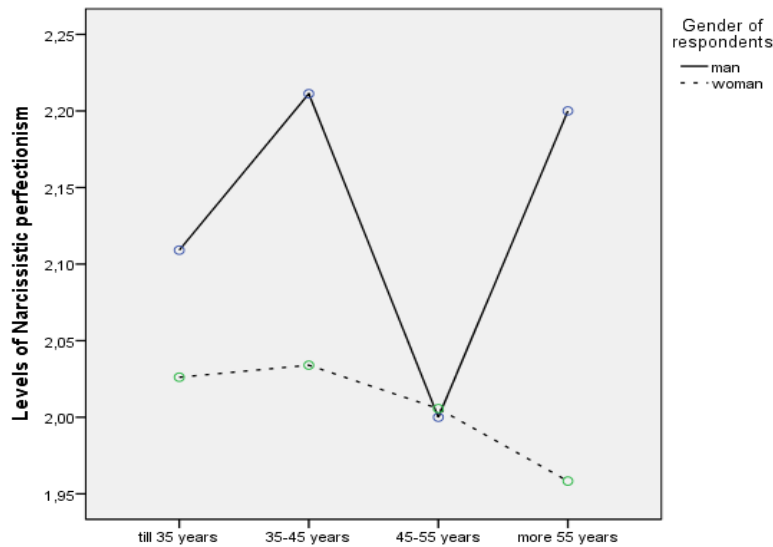
82.2 % of respondents has a high level of "self-criticism", 14.1 % - middle level and just 3.6% - low level. Scientific and pedagogical staff of the higher school, as they think, have to perform themselves in the perfect way because they understand that many of students' eyes are looking at the teacher during classes, consultations etc. That is why teachers judge themselves harshly when they do not do something perfectly; they feel disappointed with themselves, when they do not do something perfectly and it is difficult

for them to forgive themselves when their performance or actions are not flawless.

According to the scale "socially prescribed perfectionism", 56.6% of respondents have a middle level 34.9% - high level and 8.5% - low level. Such situation can be explained by the fact that teachers of high school understand and used to the fact that other people expect them to be perfect, that students make excessive demands of them.

The third factor of "The Big Three Perfectionism Scale" is "narcissistic perfectionism". 37.0% of teachers of high school has high level of "Narcissistic perfectionism", 32.3% has middle level and 30.8% has low level. It means that teachers of high school have a tendency that other people do things perfectly because they demand it from themselves firstly and only then from others. In addition, teachers, due to their professional activity, used to be highly critical of other people's imperfections. It is like professional deformation. In addition, the other manifestation of professional deformation - entitlement and grandiosity.

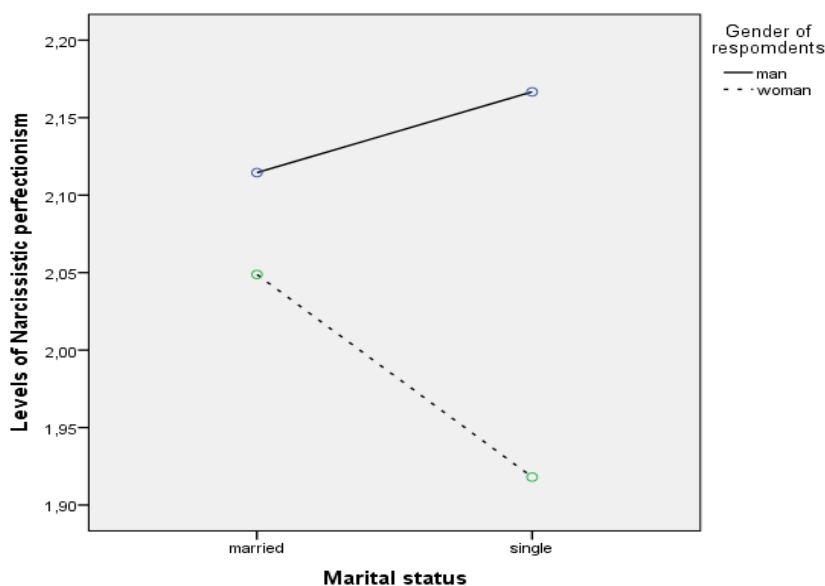
According to the results of ANOVA, men are more prone (pic.2.) to "narcissistic perfectionism" than women ( $p < 0.05$ )



**Pic. 2. Peculiarities of "narcissistic perfectionism" depending on age and gender (based on the results of ANOVA)**

The level of men's "narcissistic perfectionism" is much higher than women's and has certain ups and downs. The maximum level of men's "narcissistic perfectionism" is fixed at the age stage of 35-45 years, when a man is in full bloom and he is self-confident. After 45, the level of men's narcissistic perfectionism falls sharply and at 45-55 years, the lowest level of narcissistic perfectionism is fixed. However, it should be noted that after 55 years a level of narcissistic perfectionism increases. Women's level of "narcissistic perfectionism" is more stable and the level is lower than men's and after 45-55 years is significantly reduced.

In addition, according to the results of ANOVA, in our investigation it is established that the marital status also has an influence on the "narcissistic perfectionism" ( $p < 0.01$ ). The level of men's "narcissistic perfectionism" despite the marital status is much higher than in women (Pic. 3).



**Pic. 3. Peculiarities of "narcissistic perfectionism" depending on gender and marital status (based on the results of ANOVA)**

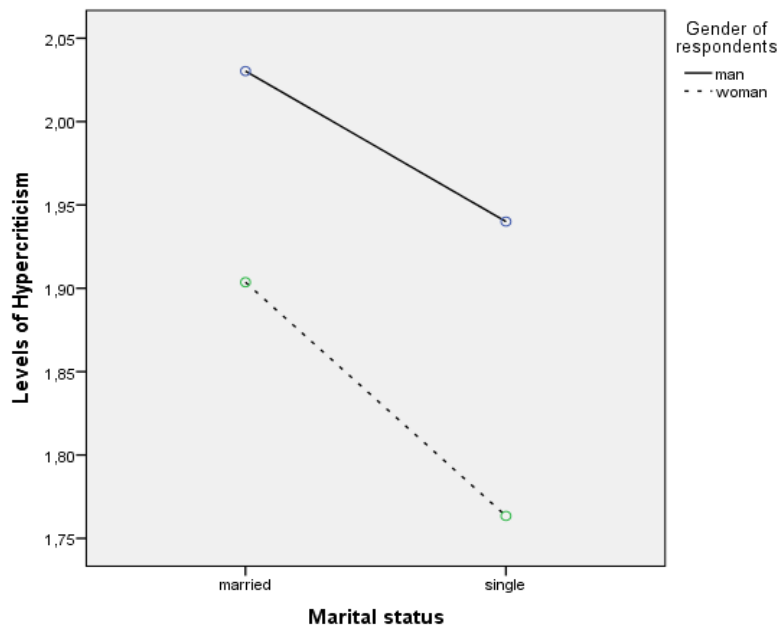
The investigation revealed the peculiarities of "narcissistic perfectionism" depending on the marital status. Married men have lower level than single men, but much higher than women's narcissistic perfectionism. Women have the opposite situation: a low level of "narcissistic perfectionism" is fixed in single women. This situation can be explained by the fact that married women have a much lower level on the scales "entitlement" and "grandiosity".

34.5 % of respondents has a high level of "other oriented perfectionism", 33.6% - low level and the 32.0- middle level. It means that mostly teachers of high school demand perfection from their families and friends. Especially teachers' children feel different manifestations of this type of perfectionism. For teachers it is very important that other people should do things perfectly.

According to the results of the ANOVA, it is established that scale "other oriented perfectionism" increases with age in men ( $p < 0.01$ ). There is also a connection with the marital status. The level of "other oriented perfectionism" is significantly higher in married teacher of high school, than in single ( $p < 0.01$ ).

According to the scale "hypercriticism", 39.0% of respondents have a middle level 34.6% - low level and 26.4% - high level. Such situation can be explained by the fact that teachers of high school understand that hypercriticism for students it is unproductive way. If they would get frustrated when other people make mistakes very soon they will get the syndrome of professional burnout.

According to the results of the ANOVA, the peculiarities of scale "hypercriticism" depending on gender and age ( $p < 0.05$ ) are found in our investigation. The level of men's "hypercriticism" is much higher than women's. It should be noted that the level of "hypercriticism" in women is gradually increasing and a high level of this scale is fixed at 45-55 years, and after 55 years begins to subside. According to men, we can observe the opposite situation: a low level of this scale is fixed in 45-55 years, and after 55 years reaches the highest level. According to the marital status, married women and married men have a higher level of "hypercriticism" than single teachers of high school, and the level of "hypercriticism" significantly prevails in men in comparison with women ( $p < 0.05$ ) (Pic.4)



**Pic.4. Peculiarities of "hypercriticism" depending on gender and marital status (based on the results of ANOVA)**

37.2 % of respondents has a middle level of "Entitlement", 32.0% - low level and the 30.8% - high level. It means that mostly teachers of high school understand that other people should not bend the rules for them and they are not entitled to special treatment from other people. We can explain it due to the fact that mostly interaction between teacher and student is based on parity grounds.

According to the results of the ANOVA, it is established that "entitlement" increases with age in men ( $p < 0.05$ ). The highest level of this scale is at the age of 35-45 years in men. According to the women, vice versa, the level of this scale is

high at the beginning of their professional activity and comes down with the age.

According to the marital status, the single men have a higher level of "entitlement" compared with married men. Marital status of women does not have an effect to the level of this scale. The presence and number of children also have an effect on the level of this scale ( $p < 0.05$ ). Level of this scale prevails in men regardless of the number and presence of children. Women, who do not have children, have the maximum level of "entitlement", and women, who have two or more children, has the lowest level of this scale.

37.6 % of respondents has a high level of "Grandiosity", 32.7% - middle level and the 29.7% - low level. It means that mostly teachers of high school are used to feel themselves as perfect; also, they are used to appear in front of a large audience of students. Scientific and pedagogical staff of the higher school are experts in their field of scientific research and they know that are absolute the best at what they do. That is why many teachers have a sense of their grandiosity.

The specifics features of professional activity can explain these data, because always the teacher of high school should be an example for students.

Main characteristics of professional activity, which provoke the perfectionism of personality at scientific and pedagogical staff of the higher school:

- *openness* as a tendency to something new, the renouncement from stereotypes and patterns;
- *activity and dynamism* - readiness for activity, external manifestation of intentions, development of new forms and types of activity, flexibility, innovation;
- *adaptability* – as an ability to adapt to conditions of professional and social activity effectively; to change the types of activities in the professional sphere successfully, to adapt to new conditions, schedule of work easily;
- *communicability* as an ability and readiness to establish necessary contacts and contacts with subjects of educational activity, easiness to establish contacts with other people;
- *creativity* - creative attitude to the external environment and the organization of their own activities, readiness for purposeful and expedient transformation;
- *professional competence* - high level of professional knowledge, monitoring of literature novelties, continuous improvement and updating of working materials and teaching techniques; interest to the new ideas, developments in the subject, attending classes of other teachers etc.;
- *independence* - constant improvement and professional development, own way of professional development, readiness for continuous forms of training and advanced training;
- *professional mobility* as a change in the labor position or the rank of an employee, which is caused by a change of place of work or profession;
- *job satisfaction*.

Described above characteristics of the perfectionism of personality of high school teachers show that the influence of professional activity is not enough investigated.

**Conclusions.** The problem of perfectionism of personality is the subject of interest of many foreign and Ukrainian researchers. The investigations, devoted to the perfectionism of personality, were developed in different directions. Despite of the great number of investigations of perfectionism of personality, there is no single definition to this concept. The author take Ilyin's description where perfectionism of personality is defined as a psychological construct that combines the desire of the person to the excellence, high personal standards, the desire to bring the results of its activities to the highest standards.

Analysis of "open" questions revealed thoughts of respondents for understanding the essence of perfectionism of personality. The teachers of high school know well about the perfectionism and they define it as a pursuance of ideal; a pursuance of doing everything in the best way; a belief that

an ideal can and should be achieved; a desire for self-improvement and improvement of other people; as a human disease, in which everything should be perfect.

Due to "The Big Three Perfectionism Scale", a significant number of teachers of high school has average and high levels of perfectionism of personality. The results of investigation indicate that there is no direct correlation between general level of perfectionism and the age of the respondents. It is due to the influence of psychological-organizational and organizational-professional factors. However, in investigation we found that gender and age characteristics that have an influence on the level of such scales such as "narcissistic perfectionism", "hypercriticism" and "entitlement".

The prospects for further research will be directed at studying of the influence of organizational and professional factors and the result of professional activity on the perfectionism of the individual in the activity of the scientific and pedagogical staff of the higher school more detailed.

## References

- Blankstein, K. R., & Dunkley, D. M. (2002). Evaluative concerns, self-critical, and personal standards perfectionism: A structural equation modeling strategy. In G. L. Flett, & P. L. Hewitt (Eds.) *Perfectionism: Theory, research, and treatment* (pp. 285-315). Washington: American Psychological Association.
- DiBartolo, P. M., Frost, R. O., Chang, P., LaSota, M., & Grills, A. E. (2004). Shedding light on the relationship between personal standards and psychopathology: The case for contingent self-worth. *Journal of Rational-Emotive & Cognitive-Behavior Therapy*, 22, 237-250.
- Dunkley, D. M., Zuroff, D. C., & Blankstein, K. R. (2003). Self-critical perfectionism and daily affect: Dispositional and situational influences on stress and coping. *Journal of Personality and Social Psychology*, 84, 234-252.
- Flett, G. L., Sherry, S. B., Hewitt, P. L., & Nepon, T. (2014). Understanding the narcissistic perfectionists among us: Grandiosity, vulnerability, and the quest for the perfect self. In A. Besser (Ed.), *Handbook of psychology of narcissism: Diverse perspectives* (pp. 43-66). New York: Nova Science Publishers.
- Frost, R. O., Marten, P., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive Therapy and Research*, 14, 449-468.
- Grubi T.V. (2016). A set of techniques to investigation a perfectionism of personality of scientific and pedagogical staff of the higher school. *Journal of organizational psychology. Economical Psychology*, 4(7), 25-31, Kyiv: Logos.
- (Grubi T.V. (2016). A set of techniques to investigation a perfectionism of personality of scientific and pedagogical staff of the higher school. *Організаційна психологія. Економічна психологія. Науковий журнал [за наук. ред. С.Д.Максименка та Л.М.Карамушки]*, 4, 25-31, К. : Логос,
- Grubi T.V. (2018). Gender-age features of the perfectionism of the scientific and pedagogical staff of higher education. *Journal of Kherson State University. Series "Psychological Sciences"*, 2, 137-143 [In Ukrainian].
- Грубі Т.В. (2018). Гендерно-вікові особливості перфекціонізму науково-педагогічного персоналу вищої школи. *Науковий вісник Херсонського державного університету. Серія «Психологічні науки»*, 2, Т.2, 137-143.
- Hewitt, P. L., & Flett, G. L. (1991). Perfectionism in the self and social contexts: Conceptualization, assessment, and association with psychopathology. *Journal of Personality and Social Psychology*, 60, 456-470.
- Ilyin E.(2011). Work and Personality. Workaholism, perfectionism, laziness, 224, St. Petersburg: Peter [In Russian].



- (Ильин Е. П. (2011). Работа и личность. Трудоголизм, перфекционизм, лень, 224. СПб.: Питер.
- Karamushka L.M., & Grubi T.V. (2015). Typology of Perfectionism. *Journal of organizational psychology. Economical Psychology*, 4, 77-84, Kyiv: Logos.
- (Karamushka L.M. & Grubi T.V. (2015). Typology of Perfectionism. *Організаційна психологія. Економічна психологія. Науковий журнал [за наук. ред. С.Д.Максименка та Л.М.Карамушки]*, 4, 77-84. К.: Логос,
- Krueger, R. F., Derringer, J., Markon, K. E., Watson, D., & Skodol, A. E. (2013). *The Personality Inventory for DSM-5 (PID-5)*. Washington, DC: American Psychiatric Association.
- Loza O.O. (2015). Features of perfectionism as a personal trait of civil servants. *Dissertation*, 216, Kyiv [In Ukrainian].
- Лоза О.О. (2015) Особливості перфекціонізму як особистісної риси державних службовців. *Дисертація на здобуття наук. ступеня канд. психол. наук*, 216 с.Київ
- Nealis, L. J., Sherry, S. B., Sherry, D. L., Stewart, S. H., & Macneil, M. A. (2015). Towards a better understanding of narcissistic perfectionism: Evidence of factorial validity, incremental validity, and mediating mechanisms. *Journal of Research in Personality*, 57, 11-25.
- Sherry, S. B., Gautreau, C. M., Mushquash, A. R., Sherry, D. L., & Allen, S. L. (2014). Selfcritical perfectionism confers vulnerability to depression after controlling for neuroticism: A longitudinal study of middle-aged, community-dwelling women *Personality and Individual Differences*, 69, 1-4.
- Smith, G. T., Fischer, S., & Fister, S. M. (2003). Incremental validity principles in test construction. *Psychological Assessment*, 15, 467-477.
- Smith, M. M. The Big Three Perfectionism Scale: A New Measure of Perfectionism /M.M. Smith, D.H. Saklofske, J. Stoeber, S.B. Sherry // *Journal of Psychoeducational Assessment*. – 2016. – Vol. 34 (7). – P.670-687.