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The Relationship between Social Anxiety, Perfectionism and Academic Performance

Key words: [social anxiety, perfectionism, academic performance, grade point average]

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Abstract

The aim of this study was to investigate the relationship between social anxiety, dimensions of perfectionism and academic performance (GPA) in a sample of Turkish university students. The study included 104 university students (59 females and 45 males) who were in the final year at university. Data were collected using the Turkish version of the Social Interaction Anxiety Scale for social anxiety, the Turkish version of the Multidimensional Perfectionism Scale for perfectionism, and self-reported GPA for academic performance. The results showed that self-oriented perfectionism was negatively related to GPA. Other-oriented perfectionism, socially prescribed perfectionism and social anxiety were not related to GPA. Limitations and suggestions for future research are discussed.

1. Introduction

1.1. Academic performance

Academic performance is defined as the measure or level of students' performance in relation to academic tasks (Chen, 2007). The determinants of students' academic performance include tests, examinations, class participation, class assignments, and homework assignments. Some of these tasks require performance in a specific situation such as speaking in front of large or small groups of unfamiliar or familiar people. For instance, students may be required to speak in front of the class when being assessed through presentations that discuss a particular subject matter. Based on their performance during the presentation, the student is assessed and a grade is given that contributed to the overall evaluation of their performance in academic settings. Educators often use different types of assessments to measure students' knowledge and skills such as oral examinations or written examinations (Linn & Gronlund, 1995).

According to the literature, academic performance is most frequently measured through examinations and is often reflected in the grade point average (GPA) (Darling et al., 2005; Polat, 2017; Kilic, 2015). GPA is one of the widely used tools based on a number that indicates how well or how high the students scored in their courses on average. Various studies have investigated factors that could affect academic performance such as class attendance, time management, and examination formats (Kassarnig et al., 2017; Khanam et al., 2017; Caldwell & Pate, 2013).

Most universities in Turkey have attendance rules encouraging students to attend classes regularly. According to Cohn and Johnson (2006), if the students attend classes regularly, they may benefit because it is assumed that the students who attend classes can learn more, do better

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in the examinations and have a higher grade. Grades are mostly evaluated by judging a combination of examination results, general performance, attendance, and other factors in Turkey. Some of the universities have regulations and rules related to class attendance such that students need to attend 70% of the classes for which they are enrolled. The students who do not attend more than 30% of the classes are considered to fail the module. The students who attend their classes, submit the assignments on time, and take the mid-term and final examinations are more likely to succeed in their studies and have a high GPA (Obeidat et al., 2012).

In general, studies have reported a positive relationship between class attendance and course grades (Devadoss & Foltz, 1996). Specifically, students who attend all their classes are more likely to achieve a higher grade than students who attend only half of their classes. Rodgers (2002), used data from a sample of business and economics students at an Australian university and found that there was a strong positive association between class attendance and academic performance.

Time management is defined as a process of determining priorities, planning, and controlling the time spent on specific activities in order to work effectively (Cottrell, 2013). As it is known, time management is one of the important aspects in daily activities and it plays a role in improving an individual's life. When studying at the university level, students need to keep track of time which includes knowing when they have scheduled classes, examinations or deadlines for handing the assignments.

Using the time strategically to study may help students receive a high GPA (Sansgiry et al., 2006). According to this, a number of studies have examined and reflected on the students' academic performance. The studies found that there is a relationship between the time management and the students' academic performance, and that students who can effectively

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manage their time have the highest levels of academic performance (Hartley et al., 1993; Britton & Tesser 1991; Hamzah et al., 2014, Macan et al., 1990; Bee & Ronaghy, 1990; Mpofu et al., 1996; Misra & Mckean, 2000; Demirtas & Özer, 2007).

Different formats are used for academic assessment and these assessments provide information about how students are able to demonstrate a wide range of their abilities in different contexts. Examinations which aim to measure the students' academic performance are mostly conducted during a specified period of the academic term.

Examination formats can range from an oral format which involves a student answering a question verbally or a written format, which commonly includes multiple-choice or essay questions that require open-ended responses to test questions. Each examination format has considerable advantages and disadvantages (Simkin & Kuechler, 2005).

Oral examinations require students to answer questions in such a way to show knowledge of the subject in order to pass the module. During this type of examination, some students might feel comfortable while other students feel under pressure which might affect the students' performance and examination results. Phillips (1992) found a significant negative correlation between anxiety scores and performance on an oral examination. Birenbaum and Feldman (1998) suggested that university students mostly preferred multiple-choice tests rather than oral examinations. Specifically, students find multiple-choice tests easier than oral examinations and multiple choice format does not require students to speak in front of groups (Simkin & Kuechler, 2005). In addition, multiple-choice tests require less effort to prepare for which may result in higher grades. As it is known, to answer multiple-choice questions students are required to read the questions and select only correct answers from the choices offered.

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There is a concern that oral examinations can be very stressful and this may contribute to students' lower levels of performance and affects their grades as a result. Research has indicated that the mixed examination format (multiple-choice testing, short answers, or essay questions) was correlated with significantly more active study behaviors and significantly better performance on the examinations (Stanger-Hall, 2012).

1.2. Social anxiety

Social Anxiety Disorder (SAD) or Social Phobia is characterized by an intense fear of one or more social situations, causing considerable distress and/or avoidance of situations (American Psychiatric Association, 2013). SAD is a very common disorder with an early age of onset, and it is associated with considerable impairment of functioning in at least some parts of everyday life.

In the United States, lifetime prevalence rates of up to 12% have been reported for SAD (Kessler et al., 2005). In Turkey, studies conducted with university students have demonstrated that the prevalence of SAD was between 9% and 22% (İzgiç et al., 2004; Dilbaz & Güz, 2002). In relation to the prevalence of SAD in youth and early adulthood, it is suggested that these individuals may experience social and professional problems such as lack of social support systems and expulsion from the school (Dilbaz & Güz, 2002). Another Turkish study investigated social anxiety among Turkish adolescent students between ages 10 to 16 and found that the lifetime prevalence of social phobia was 9.6% (Memik et al., 2010).

Performance situations refer to situations in which people think that they are being observed by others. For instance, talking in public, working, eating or drinking while being seen, using public toilets and doing presentations or answering questions in front of the class are

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examples of different types of performance situations (Hodson et al., 2008). Interpersonal interactions relate to the communication process which involves the exchange of information or developing close relationships with others. For instance, meeting with people, dating, starting conversations in groups, talking with colleagues and tutors, going to the university, going to the new market, and expressing personal opinions involve interpersonal interactions (Hodson et al., 2008). People in the general population can feel anxious about some of these performance situations or interpersonal interactions. However, people who suffer from social anxiety can worry excessively and also experience distress from fear of showing physical symptoms (Bögels & Reith, 1999). Based on this, people with SAD fear negative evaluation from others because they believe they will be judged if they do or say something wrong (Hodson et al., 2008). This fear of being negatively evaluated is also related to the possibility of being humiliated or rejected, looking anxious or appearing stupid, and is accompanied by the fear that others will notice symptoms such as trembling, blushing or sweating (Bögels & Reith, 1999). These physical reactions share commonalities and may be observable to others and cannot be controlled easily (Bögels & Reith, 1999).

According to the DSM-5, (Diagnostic and Statistical Manual of Mental Disorders, fifth edition), the following are some criteria for SAD:

1. Marked fear or anxiety about one or more social situations in which the individual is exposed to possible scrutiny by others. Examples include social interactions (e.g., having a conversation, meeting unfamiliar people), being observed (e.g., eating or drinking), and performing in front of others (e.g., giving a speech).
2. The social situations almost always provoke fear or anxiety.

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3. The fear or anxiety is out of proportion to the actual threat posed by the social situation and to the sociocultural context.
4. The social situations are avoided or endured with intense fear or anxiety.
5. The fear, anxiety, or avoidance causes clinically significant distress or impairment in social, occupational, or other important areas of functioning.
6. The fear/anxiety/avoidance has lasted 6 months.
7. The fear, anxiety, or avoidance is not attributable to the physiological effects of a substance (e.g., a drug of abuse, a medication) or another medical condition (American Psychiatric Association, 2013).

There are several changes in diagnostic criteria between DSM-IV-TR and DSM-5 besides the shift from the term social phobia to SAD (Heimberg et al., 2014). First, in DSM-5, Anxiety Disorders have been divided into three chapters: Anxiety Disorders, Obsessive Compulsive and Related Disorders, and Trauma- and Stressor-Related Disorders. Second, there are some significant conceptual differences between DSM-IV and DSM-5 definitions of SAD such as the change in the duration criterion which has been extended to all age groups in the DSM-5. It was previously required that symptom duration lasts over 6 months in individuals under 18 years. Third, the emphasis on the judgement of reasonableness shifts from the individual in the DSM-IV to the clinician in the DSM-5 as to whether the individual's experience of anxiety is unreasonable or excessive (Heimberg et al., 2014). The final change has been the specifier "generalized" which identifies people experiencing fear in most social situations (Bögels et al., 2010). This was replaced with a 'performance-only' specifier which identifies social anxiety as occurring only when speaking or performing in public.

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According to the literature, people with social anxiety disorder will tend to avoid their most feared situations (American Psychiatric Association, 2013), these are usually the undesirable conditions which cause individual problems in social, academic or some other areas of functioning. As it mentioned above, people with social anxiety disorder can become very concerned about what other people may think about them, or how they may judge them. As a result, the individuals experiencing high levels of social anxiety can have great difficulty in social situations, which can disrupt their lives (Strahan, 2003; Rosser et al., 2003).

According to the literature, socially anxious people may worry in connection to the fear of negative evaluation about doing something weird or acting in a way that will be humiliating (Di Maria & Di Nuovo, 1990). According to the Acceptance-based Model of SAD, these kinds of uncomfortable situations can also lead the individual into social avoidance which is defined as staying away or avoiding particular situations, social activities or educational functions that may elicit anxiety (Herbert & Cardaciotto, 2005). According to Allen and colleagues (2008), if something is uncomfortable, people try to stay away and avoid the uncomfortable situation. For example, when people are afraid of social situations or negative thoughts, it is normal to want to escape from these threats and further avoid these unpleasant situations or cognitions. This tendency to react with avoidance or escape from social situations is an attempt to protect themselves from negative evaluations (e.g. if I am worried about saying something weird, then I will try to avoid talking).

1.2.1 Social anxiety and academic performance

Anxiety is a normal part of life. People might feel anxious when they are faced with difficult situations such as an examination. However, anxiety disorders include more than temporary fear or worry. In other words, the anxiety does not disappear or go away and hence it

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can get worse over time for the person who suffers from social anxiety (Rapee & Heimberg, 1997).

Based on the literature, social anxiety negatively impacts of students' life including academic performance (Van Ameringen et al., 2003). The research indicated that students who reported high levels of social anxiety were at a higher risk of dropping out of school and individuals with lifetime rates of social anxiety tend to leave school early. This may be due to dysfunctional coping methods with social anxiety in academic settings.

Turner and colleagues (1991) demonstrated how 91% of individuals with social anxiety perceived their level of academic adjustment. For example, these individuals reported receiving poor academic grades because of lack of class attendance, avoiding speaking in the class, and making decisions to change schools in order avoid presenting assignments (Turner et al., 1991).

Strahan (2003) investigated the relationship between social anxiety and academic performance and proposed that a higher degree of social anxiety was associated with lower GPA. This was based on the assumption that social phobia is related to a lack of participation in class, fear of public speaking, awareness and fear of talking with tutors, and avoidance of asking questions to classmates about assignments. However, the results indicated a small and not significant relationship between social anxiety and GPA for the 253 undergraduate university students that participated in the study. In another related study, Gultekin and Dereboy (2011) examined the impact of social phobia on quality of life and academic performance with 700 undergraduate students at a Turkish University. The results showed that academic performance did not significantly differ between the students with social phobia and those without social phobia. In other research (Di Maria & Di Nuovo, 1990), male students who reported high levels

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of social anxiety also showed lower GPA. There was a significantly negative relationship between social anxiety and academic performance.

1.3. Perfectionism

In the literature, perfectionism has been defined in many different ways. Generally, perfectionism is a personality trait characterized by striving for perfectness, setting intensely high standards of performance, and evaluating someone's ability to achieve those standards in a critical way (Flett & Hewitt, 2002; Frost, Marten, Lahart & Rosenblate, 1990).

Perfectionism's strong relationships with various symptoms of psychological maladjustment and disorders have made this topic a comprehensive research interest in the past (Hewitt & Flett, 1991). However, there are some reasons to suspect that perfectionism is a multidimensional structure, and may not always be a harmful feature to possess (Hewitt & Flett, 1991). For example, setting high standards may have some positive outcomes such as higher accomplishment and higher motivation (Bieling et al., 2003). On the other hand, setting high standards may lead to negative consequences such as being overly self-critical, reduce performance and put individuals at risk for depression (O'Connor, Rasmussen, & Hawton, 2010).

1.3.1. A Multidimensional Approach to Perfectionism

In the literature, there are different multidimensional perfectionism models that exist such as Frost's multidimensional perfectionism model (Frost et al., 1990). Frost and colleagues took the view that perfectionism is multidimensional in nature and have developed their own Multidimensional Perfectionism Scale (FMPS), comprising six correlated dimensions: high personal standards (e.g., "I set higher goals than most people."), a concern over mistakes in

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performance (e.g., "If I fail at work/school, I am a failure as a person."), parental expectations (e.g., "My parents wanted me to do the best at everything."), parental criticism (e.g., "As a child, I was punished for doing things less than perfect."), doubts about actions (e.g., "I tend to get behind in my work because I repeat things over and over."), and organization (e.g., "Organization is very important to me.") (Frost et al., 1990). However, the most prevalent and widely researched model of perfectionism was proposed by Hewitt and Flett (1991). This model differentiates three forms of perfectionism such as self-oriented, other-oriented, and socially prescribed perfectionism. Hewitt and colleagues have developed an instrument for measuring these three dimensions. Their main tool to date is the Multidimensional Perfectionism Scale (MPS; Hewitt & Flett, 1991), which measures these three dimensions:

- Self-oriented perfectionism, which characterized by setting excessively high personal standards for oneself;
- Other-oriented perfectionism, which imposes perfectionistic standards or expectations on others and involves critical evaluations of others' performance;
- Socially-prescribed perfectionism is about the belief that being perfect is important to others.

These three dimensions include different motivations, goals and behaviors (Stoeber, 2015). Self-oriented perfectionists focus on being perfect and are motivated to avoid failure. Therefore, they are highly self-critical (Stoeber, 2014). According to Hewitt and Flett (1990), self-oriented perfectionism is associated with strong concerns about failing and it is difficult to cope with mistakes. Other-oriented perfectionism represents unrealistic standards for others. Other-oriented perfectionists expect others to be perfect in their performance, and are often overly evaluative of others' performance. Socially prescribed perfectionism includes meeting

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others' standards because being perfect is important to others, such as parents. Socially prescribed perfectionists believe that others hold unrealistic expectations for them and that others will evaluate them critically (Hewitt & Flett, 1993).

1.3.2. Perfectionism in academic settings

Having high personal expectations and goals should not necessarily have negative effect on an individual because the person has a greater sense control over situations and standards can be changed in a proactive manner (Frost et al., 1990; Hewitt & Flett, 1991).

Based on a review of empirical studies, self-oriented perfectionism clearly helps with academic performance. For instance, Stoeber and Rambow (2007) indicated that students with an adaptive form of perfectionism, which included self-oriented perfectionism and other oriented perfectionism, obtained significantly higher academic achievement as reflected in higher grades compared to the maladaptive form of perfectionism, namely socially prescribed perfectionism. Bieling and colleagues (2003) reported that self-oriented perfectionism correlated positively with positive affect while socially prescribed perfectionism correlated positively with negative affect toward the recent examination, future plans to study further, grade goals for the current and future examinations, and exam performance. The authors showed that high levels of self-oriented perfectionism were positively related to higher grades in a mid-term examination compared to socially prescribed perfectionism in a sample of college students. Vemer-Filion and Gaudreau (2010) also indicated that self-oriented perfectionism was positively related to academic performance for college students and socially prescribed perfectionism was negatively associated with academic performance. Another study, conducted by Arthur and Hayward (1997), examined the relationships between perfectionism, standards for academic achievement, and emotional distress in postsecondary students. The authors found that higher levels of socially prescribed

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perfectionism were associated with lower GPA. In Turkey, Büyükbayraktar (2011) examined the relationships between perfectionism and academic performance with university students.

Socially prescribed perfectionism was negatively related to GPA. The study did not show a significant relationship between other-oriented perfectionism and GPA.

Consequently, self-oriented perfectionism mostly indicates a positive relationship with academic performance. On the other hand, socially prescribed perfectionism mostly demonstrates a negative relationship with academic performance. Therefore, self-oriented perfectionism seems to play a more positive than negative function in the academic performance process.

1.4. Research problem

Few studies have been conducted in the area of perfectionism, social anxiety and academic performance, especially in the Turkish population. As such, the present study aims to address this problem.

1.4.1. Hypotheses

1. Social anxiety is negatively related to academic performance.
2. Self-oriented perfectionism is positively related to academic performance.
3. Other-oriented perfectionism is positively related to academic performance.
4. Socially prescribed perfectionism is negatively related to academic performance.

2. Method

2.1. Participants

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The participants were university students in Turkey, N=104. The sample included both female (N=59) and male (N=45) students. Mean age of these participants was 23.33 years (SD = 2.4).

2.2. Measures:

2.2.1. Social anxiety

Social anxiety was measured by the Turkish version (Özbay & Palancı, 2001) of The Social Interaction Anxiety Scale (SIAS; Mattick & Clarke, 1998). This original scale is a self-report scale that measures "distress when meeting and talking with other people" (Mattick & Clarke, 1998, p. 457). SIAS is widely used in clinical settings and among social anxiety researchers. The measure assesses social anxiety disorder, which is fear or anxiety about one or more social situations where the individual is subject to possible scrutiny. In addition, the scale contains 20 items which are measured on a five-point Likert scale ranging from 0 = not at all characteristic or true of me to 4 = extremely characteristic or true of me. However, the Turkish version of the scale contains 30 items and was developed by Özbay and Palancı (2001). The scale was prepared in such a way that it could measure socially viable concerns and skills appropriate to social situations. Sample items include "I get nervous if I have to speak with someone in authority (teacher, boss, etc.)" or "I feel I'll say something embarrassing when talking". The Cronbach's alpha for the Turkish version of the scale was .88 (Özbay & Palancı, 2001). In this study, the Cronbach's alpha for the scale was .95.

2.2.2. Perfectionism

Multidimensional Perfectionism Scale (MPS) includes 45 items that are scored on a 7-point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree) and it has three

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subscales, each with 15 items. These subscales are self-oriented perfectionism, other-oriented perfectionism, and socially prescribed perfectionism (Hewitt & Flett, 1990). Based on the literature (Hewitt & Flett, 1990), self-oriented perfectionism is having high expectations for oneself that leads people to perfectionistic motivation as reflected in the item, "I demand nothing less than perfection of myself". The second subscale, other-oriented perfectionism is having unrealistic expectations for others and is associated with being critical of others' performance as reflected by the sample item, "I have high expectations for the people who are important to me". The third subscale, socially prescribed perfectionism, is about person's beliefs regarding other people's expectations of her or him. A sample item is "Others will like me even if I don't excel at everything".

The Turkish version of Multidimensional Perfectionism Scale was developed by Oral (1999). The Turkish validity and reliability study was done with university students in 1999 by Oral. Cronbach's alpha for the Turkish version of the whole scale was .91, for the subscale of self-oriented perfectionism it was .91, for the subscale of other-oriented perfectionism it was .73, for the subscale of socially prescribed perfectionism it was .80 (Oral, 1999). In the presented study, the Cronbach's alpha for the whole scale was .76, for the subscale of self-oriented perfectionism it was .64, for the subscale of other-oriented perfectionism it was .54, and for the subscale of socially prescribed perfectionism it was .52. The reliabilities in the present study were low and suggests that one must be careful and skeptical when drawing conclusions related to findings.

2.2.3. Academic performance

Students' GPA results are published at the end of every term. For self-reported GPA, participants were simply asked to choose their own GPA. Academic performance in this study

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was measured using students' self-reported GPA with multiple options as follows: "1. BA- AA/ 3.50- 4.00", "2. BB-BA/ 3.00- 3.50", "3. CB- BB/ 2.50- 3.00", "4. CC-CB/ 2.00- 2.50", "5. DC- CC/ 1.50- 2.00", "6. DD- DC/ 1.00- 1.50", "7. F- DD/ 0- 1.00". The mean for GPA was 2.68 (SD= 1.09).

3. Results

Descriptive statistics for the variables were computed for the entire sample (see Table 1). As shown in Table 1, the data were not normally distributed, meaning that the assumptions for the use of parametric tests were not met. Therefore, the non-parametric test Spearman's correlation coefficient was used to test the hypotheses.

The hypothesized negative relationship between social anxiety and GPA was not confirmed. The results indicated that there was no correlation between social anxiety and GPA ($r_s = 0.12, p = .214$).

The hypothesized positive relationship between self-oriented perfectionism and GPA was not supported by the data. Specifically, the results indicated a weak negative but statistically significant correlation between self-oriented perfectionism and GPA ($r_s = -0.25, p = .012$).

The hypothesized positive relationship between other-oriented perfectionism and GPA was not confirmed. The results indicated that other-oriented perfectionism showed no significant correlation with GPA ($r_s = -0.77, p = .439$).

The hypothesized negative relationship between socially prescribed perfectionism and GPA was not supported by the data. Specifically, no significant relationship was found between socially prescribed perfectionism and GPA ($r_s = 0.16, p = .89$).

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Additional analyses were conducted to check whether there were any significant relationship between genders in the tested variables. Self-oriented perfectionism showed negative correlation with GPA in females ($r_s = -0.41, p = .001$). However, no relationship between self-oriented perfectionism and GPA was found in males ($r_s = .014, p = .339$).

Table 1

Descriptive Statistics for Social Anxiety, Multidimensional Perfectionism subscale, and GPA scores.

	Mean	Median	SD	Skewness	Kurtosis	K-S Test**
Self-oriented perfectionism	70.60	72.00	10.03	-.98	1.0	.01
Other-oriented perfectionism	64.19	65.50	9.65	-.28	.33	.08
Socially prescribed perfectionism	25.32	25.00	4.98	-.08	-.22	.01
Social anxiety	1.51	1.48	.77	.22	-.98	.08
GPA*	2.68	3.00	1.09	.34	-.14	.00

*GPA= grade point average

** K-S test= significance level for Kolmogorov- Smirnov Test

4. Discussion

The aim of the present study was to investigate how social anxiety and perfectionism in university students are related to GPA. In this study, self-oriented perfectionism was expected to be positively related to GPA, other-oriented perfectionism was expected to be positively related to GPA, and socially prescribed perfectionism was expected to be negatively related to GPA. Finally, social anxiety was expected to be negatively related to GPA. However, the results did not confirm these hypotheses. Surprisingly, there was a negative relationship between self-

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oriented perfectionism and GPA. Moreover, self-oriented perfectionism showed a negative correlation to GPA in females but no relationship was found in males. The previous literature has not found a negative relationship between self-oriented perfectionism and grades, and therefore the present study does not corroborate previous findings (Bieling et al., 2003; Stoeber & Rambow, 2007; Vemer-Filion & Gaudreau, 2010; Arthur & Hayward, 1997; Büyükbayraktar, 2011).

The low reliability of the Turkish version of Multidimensional Perfectionism Scale in the present study makes the relationship between perfectionism and academic performance difficult to interpret. On the other hand, a possible explanation of the obtained results relates to cultural differences for both perfectionism and academic performance. Turkish students might believe that factors such as social network or cultural factors rather than individual performance are important. For example, Kagitcibasi (2000) who is a cross-cultural researcher, characterized Turkey as a collectivistic country suggesting that social support may be more important than individual efforts put into performance. As mentioned, self-oriented perfectionists focus on being perfect and their own experiences of success (Hewitt & Flett, 1991). However, an individual from a collectivistic country may determine his or her performance according to others' expectations rather than the person's own experiences (Trumbull & Rothstein-Fisch 2011). Such a person might experience a kind of conflict between one's own strivings and other's expectations. One of the negative consequences of collectivistic culture is being controlled by shame and guilt about whether the person can fulfill social obligations, because shame and guilt prevent achieving the person's own goals (Grey et al., 2018). Based on this, Turkish students might value obligations to in-group members. In other words, they tend to try hard to maintain group concord by concerning in-group members' opinions and conforming to determined norms

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and standards. As a result of this, it might have influenced the way of answering the questions for participants or how much effort they put into receiving good grades.

In this study, there were no relationships found between other-oriented perfectionism and academic performance. Thus, this finding corroborates previous findings (Büyükbayraktar, 2011). Furthermore, in the present study socially prescribed perfectionism was not related to GPA. However, previous findings demonstrated that higher levels of socially prescribed perfectionism were associated with lower GPA (Büyükbayraktar, 2011; Arthur & Hayward, 1997). In relation to cultural issues, it is unclear exactly what the expectations of others are. For example, how are those expectations among students with high socially-prescribed perfectionism perceived?

This study also indicated that there was no relationship between social anxiety and GPA. In contrast, previous research by Di Maria and Di Nuovo (1990) found a negative relationship between social anxiety and GPA. However, the present finding supports previous studies (Gultekin & Dereboy, 2011; Strahan, 2003) that found no significant relationship between academic performance and social anxiety. It is suggested that these individuals may be experiencing considerable social anxiety but have learned to manage their anxiety in order to finish university. Another reason might be related to the universities' examination formats, which include examinations, tests, presentations, and assignments. Certain assessment formats may require speaking in front of the class, which can lead to increased anxiety due to the specific performance situation (Hodson et al., 2008). However, individuals' academic performance can also be measured using different assessment methods such as tests, examinations, and assignments which are different to presentations that require performing in front of the class. Thus, due to the fact that more precise information about the different types of examination

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formats used to measure academic performance were not gathered in the present study, it is difficult to speculate about the possible mechanism explaining the lack of the relationship between social anxiety and academic performance. Additionally, since the participation of the study was voluntary, it might be possible that those students who encountered any problems in performance were less willing to participate in this study. The average grade for the tested sample was 2.68, which is rather high.

Finally, based on the literature review, there are a few studies that have investigated the relationship between perfectionism, social anxiety, and academic performance (Di Maria & Di Nuovo, 1990; Gultekin & Dereboy, 2011; Strahan, 2003; Bieling et al., 2003; Stoeber & Rambow, 2007; Vemer-Filion & Gaudreau, 2010; Arthur & Hayward, 1997; Büyükbayraktar, 2011); however, no prior studies with have an outcome of a negative relationship between self-oriented perfectionism and academic performance. Therefore, this study can provide a significant contribution to the literature.

5. Limitations

This study has a number of limitations. First, the sample size of the present study was small and hence the results may not be generalized to all university students in Turkey. Therefore, replications of this study are needed with larger samples. Second, it is about reliance on self-reported measures. The participants completed online surveys and thus it was assumed that students provided a true reflection of their self, and their GPA. One of the scales (perfectionism) showed low reliability, which suggests that one should being skeptical about drawing conclusions. Additionally, the fact that information about the GPA was obtained by self-reports of the university students rather than gathering information from the administration office might suggest that students could be motivated to show themselves as better than they really are.

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Therefore, more objective measures of academic performance should be used in the future research. Third, this study only examined university students who were in their final year. Future studies are needed to explore other samples of students in different educational contexts to determine whether the same relationships could be found. Future studies can focus on establishing a probabilistic causal relationship between these variables. Fourth, some factors such as class attendance and time management are related to academic performance. However, this information was not included in the present study in addition to specific examination formats which may be associated with GPA. Future studies should investigate the relationship between these factors and the tested variables. Finally, this study investigated Hewitt's multidimensional perfectionism model (Hewitt & Flett, 19991). However, there is also another measure of multidimensional perfectionism (Frost et al., 1990). Future studies should investigate if the present findings replicate in Turkish student samples with this model.

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APPENDICES

APPENDIX A

**MULTIDIMENSIONAL PERFECTIONISM SCALE (ÇOK BOYUTLU
MÜKEMMELİYETÇİLİK ÖLÇEĞİ)**

Aşağıda kişilik özellik ve davranışlarına ilişkin bir dizi ifade bulunmaktadır. Her ifadeyi okuduktan sonra o maddede belirtilen fikre katılma derecenizi 7 (kesinlikle katılıyorum) ve 1 (kesinlikle katılmıyorum) arasında değişen rakamlardan size uygun olanını işaretleyerek belirtiniz. (Örneğin; kesinlikle katılıyorsanız 7 ‘yi, katılıyorsanız 6’yı, biraz katılıyorsanız 5’i, kararsızsanız 4’ü, bir miktar katılmıyorsanız 3’ü, katılmıyorsanız 2’yi ve kesinlikle katılmıyorsanız 1 rakamını işaretleyiniz). Bu ölçek kişisel görüşlerinizle ilgilidir, bunun için “doğru” ya da “yanlış” cevap vermek söz konusu değildir. Önemli olan işaretlediğiniz rakamın sizin gerçek düşüncenizi yansıtmasıdır.

	Bir iş üzerinde çalıştığımda iş kusursuz olana							
1	kadar rahatlayamam.	1	2	3	4	5	6	7
2	Baskalarını kolay pes ettikleri için elestirmem.	1	2	3	4	5	6	7
3	Yakınlarımla başarılı olmaları gerekmez.	1	2	3	4	5	6	7
	Arkadaşlarımı en iyisinden aşağısına razı							
4	oldukları için pek elestirmem.	1	2	3	4	5	6	7
	Başkalarının benden beklentilerini karşılamakta							
5	zorlanırım.	1	2	3	4	5	6	7
	Amaçlarımdan bir tanesi yaptığım her şeyde							
6	mükemmel olmaktır.	1	2	3	4	5	6	7
	Başkaları yaptıkları her şeyin en iyisini							
7	yapmalıdırlar.	1	2	3	4	5	6	7
8	İşlerimde asla mükemmelliği hedeflemem.	1	2	3	4	5	6	7

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9	Çevremdekiler benim de hata yapabileceğimi kolayca kabul ederler.	1	2	3	4	5	6	7
10	Bir yakınımın yapabileceğinin en iyisini yapmamış olması benim için önemli değildir.	1	2	3	4	5	6	7
11	Bir işi ne kadar iyi yaparsam çevremdekiler dha da iyisini yapmami beklerler.	1	2	3	4	5	6	7
12	Nadiren mükemmel olma ihtiyacı duyarım.	1	2	3	4	5	6	7
13	Yaptığım bir şey kusursuz değilse, çevremdekiler tarafından yetersiz bulunur.	1	2	3	4	5	6	7
14	Olabildiğim kadar mükemmel olmaya çalışırım.	1	2	3	4	5	6	7
15	Giriştiğim her işte mükemmel olmam çok önemlidir.	1	2	3	4	5	6	7
16	Benim için önemli olan insanlardan beklentilerim yüksektir.	1	2	3	4	5	6	7
17	Yaptığım her şeyde en iyi olmaya çalışırım.	1	2	3	4	5	6	7
18	Çevremdekiler yaptığım her şeyde başarılı olmamı beklerler.	1	2	3	4	5	6	7
19	Çevremdeki insanlar için çok yüksek standartlarım yoktur.	1	2	3	4	5	6	7
20	Kendim için mükemmelden daha azını kabul edemem.	1	2	3	4	5	6	7
21	Başkalarının benden hoşlanması için her konuda üstün başarı göstermem gerekmez.	1	2	3	4	5	6	7
22	Kendilerini geliştirmek için uğraşmayan kişilere değer vermem.	1	2	3	4	5	6	7
23	Yaptığım işte hata bulmak, beni huzursuz eder.	1	2	3	4	5	6	7
24	Arkadaşlarımdan çok şey beklemem.	1	2	3	4	5	6	7
25	Benim için başarı başkalarını memnun etmek için daha da çok çalışmak anlamına gelir.	1	2	3	4	5	6	7

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	Birisinden bir şey yapmasını istersem, o işi							
26	mükemmel yapmasını beklerim.	1	2	3	4	5	6	7
	Yakınlarımla hata yapmasını görmeye							
27	tahammül edemem.	1	2	3	4	5	6	7
	Hedeflerimi belirlemede							
28	mükemmeliyetçiyimdir.	1	2	3	4	5	6	7
	Değer verdiğim kişiler beni hiçbir zaman hayal							
29	kirişliğine uğratmamalıdır.	1	2	3	4	5	6	7
	Başarısız olduğum zamanlar bile başkaları							
30	yetersiz olduğumu düşünmezler.	1	2	3	4	5	6	7
	Başkalarının benden çok şey beklediğini							
31	düşünüyorum.	1	2	3	4	5	6	7
	Her zaman yapabileceğimin en iyisini yapmaya							
32	çalışmalıyım.	1	2	3	4	5	6	7
	Bana göstermeseler bile, hata yaptığım zaman							
33	diğer insanlar çok bozulurlar.	1	2	3	4	5	6	7
	Yaptığım her şeyde mükemmel olmak zorunda							
34	değilim.	1	2	3	4	5	6	7
35	Ailem benden mükemmel olmamı bekler.	1	2	3	4	5	6	7
36	Kendim için yüksek hedefler koymam.	1	2	3	4	5	6	7
	Annem ve babam nadiren hayatımın her							
37	alanında en başarılı olmamı beklerler.	1	2	3	4	5	6	7
38	Sıradan insanlara değer veririm.	1	2	3	4	5	6	7
	İnsanlar benden mükemmelden aşağısını kabul							
39	etmezler.	1	2	3	4	5	6	7
40	Kendim için çok yüksek standartlar koyarım.	1	2	3	4	5	6	7
	İnsanlar benden verebileceğimden fazlasını							
41	beklerler.	1	2	3	4	5	6	7
42	Okulda veya işte her zaman başarılı olmalıyım.	1	2	3	4	5	6	7

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	Bir arkadaşımın elinden gelenin en iyisini							
43	yapmaya çalışması benim için önemli değildir.	1	2	3	4	5	6	7
	Hata yapsam bile, etrafımdaki insanlar yeterlisiz							
44	ve beceriklisiz olduğumu düşünmezler.	1	2	3	4	5	6	7
	Cevremdekilerin yaptığı her şeyde üstün başarı							
45	gostermelerini pek beklemem.	1	2	3	4	5	6	7



APPENDIX B**SOCIAL INTERACTION ANXIETY SCALE (SIAS) (SOSYAL ANKSIYETE ÖLÇEĞİ)**

Her öge için, ifadenin sizin için karakteristik veya doğru olduğunu düşündüğünüz derecesi belirtmek için lütfen numarayı daire içine alın. Derecelendirme ölçeği aşağıdaki gibidir:

0 = Hiçbir zaman karakteristik değil, benim için doğru.

1 = Çok az karakteristik veya benim için doğru.

2 = Ara sıra karakteristik veya benim için doğru.

3= Sık sık veya benim için doğru.

4 = Her zaman karakteristik veya benim için doğru.

Lütfen aşağıda verilen derecelendirmelerden size en uygun olanı işaretleyiniz.

	Hiçbir zaman	Çok az	Ara sıra	Sık sık	Her zaman
1.Sorulan soruların cevabını bilsem dahi cevaplamaktan çekinirim.					
2. Birisiyle konuşurken göz göze gelmekten kaçınırım.					
3. Ancak basit işlerde başarılı olabilirim.					
4. Hatalı davranmamak için kendimi sürekli kontrol ederim.					
5. Küçük düşmekten daha kötü hiçbir şey olamaz.					
6. Birisiyle konuşurken yüzüm kızarır.					
7. Önemli birisiyle konuşurken sesimin titremesine engel olamam.					

8. Bana bakılırken bir şey yapamam.					
9. Beğenilecek bir tarafımın olmadığını düşünüyorum.					
10. İnsanların beni kabul etmeleri için hata yapmamalıyım					
11. Hata yaparsam insanlarla olan iyi ilişkilerim bozulur.					
12. Karşı cinsten birisiyle konuşurken zorlanırım					
13. Konuşurken hata yapmamaya özen gösteririm.					
14. Fiziksel görüntümden genel olarak memnun değilim.					
15. Başkalarının beni beğeneceği şekilde davranmaya özen gösteririm.					
16. Kalabalık bir ortamda bir şeyi yaparken herkesin bana baktığını düşünürüm.					
17. Hep yanlış anlaşılmaktan korkarım.					
18. Reddedilmek benim için küçük düşmek demektir.					
19. Ya hata yaparsam endişesiyle birçok davranışımı ertelediğim olur					
20. Başkaları tarafından eleştirilmekten korkarım					
21. Büyük ve lüks bir mağazadan fiyat sormaya çekinirim.					
22. Geç kaldığımda sınıfa girmekte zorlanırım.					
23. Hiçbir şeye yaramadığımı düşünüyorum.					

24. Yeni tanıştığım insanlarla konuşacak bir şey bulmakta güçlük çekerim.					
25. Sınıf karşısında konuşmakta güçlük çekerim.					
26. Toplu ortamlarda kalabalığa karışmak yerine bir kişi ile sohbet etmeyi tercih ederim.					
27. Anlamadığım şeyleri başkalarına sormaktan çekinirim.					
28. Bildiğim bir konu hakkında dahi olsa kalabalık önünde konuşmam.					
29. Birisiyle konuşacakken konuşmaya karşıdaki kişinin başlamasını beklerim.					
30. Bir gruba/ topluluğa üye olmak benim için hep zor olmuştur.					

APPENDIX C**INFORMATION FORM (BILGILENDİRME FORMU)**

Değerli katılımcı,

Bu çalışma SWPS Üniversitesi Psikoloji Bölümü'nde Klinik Psikoloji yüksek lisans öğrencisi olan Yasemin Başhasanoğlu, tarafından yürütülmektedir. Araştırmada, üniversite son sınıf öğrencilerinin sosyal kaygı ve mükemmelliyeçiliğin akademik performansına etkisini incelemek amaçlanmıştır. Aşağıda birtakım ifadeler verilmiştir. Sizden istenen, samimi bir şekilde, size uygun olan yanıtları işaretlemenizdir.

Anket yaklaşık 15 dakika sürmektedir. Çalışmaya katılım tamamıyla gönüllüğe dayanmaktadır. Çalışma sırasında herhangi bir aşamada çekilme hakkınız vardır. Toplanan veriler yalnızca araştırma amaçlı kullanılacaktır ve üçüncü şahıslarla paylaşılmayacaktır. Buna ek olarak, araştırmanın hiçbir aşamasında sizden kimliğinizi belirleyecek herhangi bir bilgi istenmemektedir. Bu nedenle çalışmaya katılım tamamıyla anonimdir ve gönüllülüğe dayanmaktadır. Size sorulacak soruların doğru bir cevabı olmamakla birlikte, merak edilen yalnızca kişisel deneyim ve düşüncelerinizdir. Herhangi bir sorunuz olması durumunda yaseminbashasanoglu@hotmail.com adresi yoluyla iletişime geçmekten çekinmeyiniz.

Yardıminız ve katılımınız için çok teşekkür ederim.

Yasemin Başhasanoğlu

****Bu çalışmada yer almak ve sonuçların anonim olarak işlenmesi, dağıtımı ve yayınlanması konusunda tam bilgilendirilmiş olarak rıza gösteriyorum.**

Katılıyorum

APPENDIX D

PERSONAL INFORMATION FORM (KİŞİSEL BİLGİ FORMU)

CINSİYETİNİZ:

KADIN

ERKEK

KAÇ YAŞINDASINIZ?

APPENDIX E**ACADEMIC PERFORMANCE (AKADEMIK PERFORMANS)**

Genel akademik ağırlık not ortalaması, öğrencilerin kayıtlı oldukları eğitim-öğretim programında almış oldukları tüm derslerin başarı notlarının ağırlık ortalamasıdır.

Genel ağırlık ortalamanız aşağıdakilerden hangisine tekabül eder. Lütfen doğru olan seçeneği işaretleyiniz.

Genel ağırlık ortalaması:

1. BA - AA ya da 3.50 - 4.00 arası
2. BB – BA ya da 3.00 - 3.50 arası
3. CB - BB ya da 2.50 - 3.00 arası
4. CC - CB ya da 2.00 - 2.50 arası
5. DC - CC ya da 1.50 - 2.00 arası
6. DD - DC ya da 1 - 1.50 arası
7. F - DD ya da 0 - 1.00 arası