Perfectionism as Mediator between Parental Autonomy Support and Career Adaptability

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Career Adaptability (Savickas, 2013)
- A psycho-social resource of career adaptation
- The readiness to cope with current or future career tasks and challenges
  - Concern – Are they concerned about their future? Do they have the capability of plan-making?
  - Control – Do they have the capability of self-regulation and decision-making?
  - Curiosity – are they curious about their career preferences? Do they have the capability to make career exploration?
  - Confidence – Are they confident of dealing with the career challenges? Do they have the capability of problem-solving?

Perfectionist: People who always set high standards and striving for the rewards associated with achievement.

<table>
<thead>
<tr>
<th>Good for career adaptability</th>
<th>Bad for career adaptability</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Concerned about career goals</td>
<td>• Overly focused on details of current tasks but not the long-term plan</td>
</tr>
<tr>
<td>• Like to make plans</td>
<td>• Inflexibly high standards</td>
</tr>
<tr>
<td>• Prepare well for future career (resource accumulation)</td>
<td>• Out of control and unconfident when facing barriers</td>
</tr>
</tbody>
</table>

Perfectionism: Two-Dimension Structure of Perfectionism

<table>
<thead>
<tr>
<th>Adaptive perfectionism</th>
<th>Maladaptive perfectionism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setting high personal standards (Slaney et al., 1996; Hamachek, 1978)</td>
<td>Setting inflexible and/or unattainably high standards (Hamachek, 1978; APS, Slaney et al., 1996, 2001)</td>
</tr>
<tr>
<td>Gaining pleasure from their efforts (Hamachek, 1978)</td>
<td>Being overly critical (Slaney et al., 1995) and doubts about the quality of one’s performance (FMPS, Frost et al., 1991)</td>
</tr>
<tr>
<td>Emphasis on organization (FMPS, Frost et al., 1991) and order (APS, Slaney et al., 1996)</td>
<td>Fear of making mistakes (FMPS, Frost et al., 1991) and concerned about the views of others (Slaney et al., 1996)</td>
</tr>
</tbody>
</table>

Factors in the development of perfectionism:
- Individual's developmental experiences ➔ perfectionism
- Parents’ flexibility adhering to high standards (Hamachek, 1978)
- Parents holding high expectations and never satisfied with children's accomplishment (Hamachek, 1978)
- Parents who were nonapproving and insensitive to the subjective experience of the child (Hamachek, 1978)
- Trust in the parent-child relationship (Zhou, Liang, Cai & Yang, 2010)
- Parents who were intrusive, controlling and punitive (McCranie & Bass, 1994)
- Parents with more critical and demanding behavior (Fox, Ashby & Freassel, 1996)
- Children’s idea that approval by their parents was contingent upon meeting stern and harshly expressed parental expectations (Blatt, 1995)
Hypothesis a1: Parental autonomy support is positively associated with adaptive perfectionism (high standard).

Hypothesis a2: Parental autonomy support is negatively associated with maladaptive perfectionism (discrepancy between standard and reality).

Introduction

Method

Result

Implication

Adaptive perfectionism
- More positive affect and satisfaction (Chang, Watkins & Banks, 2004)
- More planfulness (Bieling, Israeli, Smith & Antony, 2003)
- Less self-blame (Dunkley, Zuroff & Blankstein, 2003)
- Less external locus of control (Suddarth & Saney, 2001)
- More endurance (Stumpf & Parker, 2000)
- Higher perceived ability (Enns, Cox, Slaney, and Freeman, 2002)

Maladaptive perfectionism
- Depression and anxiety (Mobley, Slaney, and Rice, 2005)
- Less planfulness (Bieling, Israeli, Smith & Antony, 2003)
- More self-blame (Dunkley, Zuroff & Blankstein, 2003)
- More external locus of control (Suddarth & Saney, 2001)
- Less endurance (Stumpf & Parker, 2000)
- Lower academic performance (Bieling, Israeli, Smith & Antony, 2003)
- Lower self-esteem (Grzegorek, Slaney, Franze, and Rice, 2004)

Hypothesis b1: Adaptive perfectionism is positively associated with career adaptability.

Hypothesis b2: Maladaptive perfectionism is negatively associated with career adaptability.

Participants
- We gave out 750 questionnaires in 5 universities in China and withdrew 712 questionnaires.
- 672 students' questionnaires are valid (262 males, 407 females, 3 didn't report their gender; average age=21.3, SD=1.04).

Measures
- Career Adapt-Abilities Scale China Form (CAAS, Hou et al., 2012)
- Perceptions of Parents Scales (POPS; Robbins, 1994)
- Almost Perfect Scale-Revised (Slaney et al., 2001)

Statistics
- Mplus 7.0 was used to do SEM analysis.
People with more parental autonomy support are more likely to set high standards and goals.

People with less parental autonomy support are more likely to set unrealistic standards and goals.

Adaptive perfectionists tend to have higher career adaptability, while maladaptive perfectionists tend to have lower career adaptability.

Introduction

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Note. The dash line means nonsignificant path.

People with high self standards tend to be more concerned about their future career and have higher capability to make plans, no matter whether their standards are realistic or not.

People with high self standards tend to be more curious about their career preference and have higher capability to make career exploration, no matter whether their standards are realistic or not.

People with high self standards tend to have more capability of self regulation and decision-making than people with low self standards.

People setting unrealistic standards tend to have lower capability of self regulation and decision-making.

People with high self standards tend to be more confident and have more capability of problem-solving than people with low self standards.

People setting unrealistic standards tend to be unconfident when facing career challenges.

Conclusion & Implication

Perfectionism is a double-edged sword for career adaptation.

Parental autonomy support is the common predictor of adaptive and maladaptive perfectionism.

Autonomy may probably help perfectionists to adapt better.

Self-Determination Theory (SDT; Deci, Eghrari, Patrick & Leone, 1994; Ryan & Deci, 2000)

Autonomy support

Satisfaction of need for autonomy

Intrinsic motivation

More initiative, self-efficacy, Realistic standard

Higher perceived competence
Conclusion & Implication

- Perfectionism is a double-edged sword for career adaptation.
- Parental autonomy support is the common predictor of adaptive and maladaptive perfectionism.
- Autonomy may probably help perfectionists to adapt better.

Descriptive statistics

<table>
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<th></th>
<th>M</th>
<th>SD</th>
<th>1</th>
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<td>0.06</td>
<td>0.06</td>
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<tr>
<td>confidence</td>
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<td>discrepancy</td>
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SEM result

Indices of model fit

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<tr>
<th>Model</th>
<th>X²</th>
<th>df</th>
<th>RMSEA</th>
<th>CFI</th>
<th>TLI</th>
<th>SRMR</th>
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<tbody>
<tr>
<td>Model 1 (latent variable)</td>
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<td>0.946</td>
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<td>Model 4 (curiosity)</td>
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<td>Model 5 (confidence)</td>
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<td>0.000</td>
<td>1.000</td>
<td>1.014</td>
<td>0.002</td>
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Indirect effect

<table>
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<tr>
<th>Indirect effect</th>
<th>β</th>
<th>SE</th>
<th>p</th>
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<tbody>
<tr>
<td>AS-CA</td>
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<td>0.00</td>
</tr>
<tr>
<td>AS-CC</td>
<td>0.11</td>
<td>0.02</td>
<td>0.00</td>
</tr>
<tr>
<td>AS-HS-CA</td>
<td>0.03</td>
<td>0.01</td>
<td>0.006</td>
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<tr>
<td>AS-HS-CC</td>
<td>0.03</td>
<td>0.01</td>
<td>0.006</td>
</tr>
<tr>
<td>AS-HS-CTRL</td>
<td>0.03</td>
<td>0.01</td>
<td>0.006</td>
</tr>
<tr>
<td>AS-HS-CURI</td>
<td>0.03</td>
<td>0.01</td>
<td>0.006</td>
</tr>
<tr>
<td>AS-HS-CONF</td>
<td>0.03</td>
<td>0.01</td>
<td>0.006</td>
</tr>
</tbody>
</table>

Note: AS = parental autonomy support, HS = high standard, D = discrepancy, CA = career adaptability, CC = career concern, CTRL = control, CURI = curiosity, CONF = confidence.