

## Perfectionism and its Levels among Teachers in South Al Batinah

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### Abstract

This study aimed to explore the perfectionism degree and its levels among teachers in Al Batinah South Governorate according to the variables of type of education, years of work, gender, and educational qualification. The study sample consisted of (302) teachers, comprising (129) male teachers and (173) female teachers. The researchers developed a perfectionism scale due to the absence of a specific Arabic scale to measure perfectionism among teachers. The results indicated a moderate level of perfectionism among teachers in Al Batinah South according to the perfectionism scale. The results also showed differences in the level of perfectionism among teachers in Al Batinah South attributed to years of experience in favor of the group with 10 years or more. However, the results did not show differences in the level of perfectionism among teachers in Al Batinah South Governorate attributed to variables of gender, type of education, and educational qualification.

**Keywords:** Teacher, Perfectionism.

## Introduction

The message of education is a noble message, given its significance in social, economic, and cultural advancement. Its position in society cannot be highlighted unless we prioritize the personality of the educator and their readiness and qualification for this noble profession. The teacher is the cornerstone of the educational institution, as they play a fundamental role in achieving educational goals and objectives. Teaching, like other service professions, now requires the ability to overcome challenges, patience, determination, and the pursuit of gaining both theoretical and practical experiences. A competent teacher must possess a strong personality capable of understanding problems, accepting setbacks, and overcoming obstacles that may hinder their ability to fulfill their role effectively. They are significantly influenced by events happening around them within society, particularly in professional and family domains, due to the circumstances and situations they may encounter, which may not always be in their favor. This inevitably leads to impacts and repercussions that may result in a state of dissatisfaction, and psychological disturbances, causing both mental and physical exhaustion, fatigue, and emotional depletion. There is no doubt that the pursuit of excellence and perfection is a natural trait of human development encompassing healthy aspects (healthy perfectionism). Its driving force is to obtain social benefits or enhance societal progress more than improve individual self-worth (Adler, 1956). Perfectionism or idealism in psychology is a personality trait characterized by an individual's struggle to achieve perfection and setting extremely high standards for performance, accompanied by exaggerated self-critical evaluations and fears of external evaluations. Perfectionism is considered a trait with both positive and negative dimensions. It drives individuals towards achieving excellence, yet in its negative form, it can lead to maladaptation. While individuals may feel happiness, they may also experience depression if they fail to achieve their goals (Hewitt & Flett, 2002). This journey of suffering begins with excessive self-blame,

experiencing various pressures, doubts, and extreme sensitivity to criticism. One is never satisfied with any success they achieve, and this may escalate into severe conditions such as alcoholism and addiction, leading to psychosis and suicidal attempts. Perfectionism is the belief that perfection and the highest ideals must be achieved in every action, and anything less than perfection is rejected. This state is non-positive (unhealthy perfectionism).

### **The Problem of the Study**

The problem of the study arises from the desire and aspirations of countries to achieve higher educational goals set to confront the rapid development in most fields worldwide, and the associated need to provide the necessary human resources to achieve these goals. Herein lies the role of the teacher in nation-building and the importance of the function they exercise in preparing a generation capable of confronting various challenges, whether they be educational, economic, or social. Of particular attention is the increase and diversification of tasks and job burdens currently placed on teachers, resulting in some falling short in performing certain job tasks below the set levels and standards for achieving objectives. Conversely, others exhibit high ideals, elevated standards, and a sense of inadequacy even when objectives are met (perfectionism). The current study addresses perfectionism and its levels among teachers in Al Batinah South Governorate, shedding light on the levels of perfectionism among teachers and the negative and positive effects it has on both the teacher and the educational institution. It is worth noting that most of the available Arab or Omani studies have focused on perfectionism and its impact on university students or school students only, neglecting the important element in the educational process, which is the teacher, and the effects on the working environment in the schools of Al Batinah South Governorate.

### **The Objectives of the Study**

- To identify the level of perfectionism among teachers in Al Batinah South Governorate.
- To examine the differences between gender, type of education, educational qualification, and years of experience in relation to the level of perfectionism among teachers in Al Batinah South Governorate.

### **The Importance of the Study**

The significance of the current study lies in shedding light on the levels of perfectionism among teachers in Al Batinah South Governorate through the nature of the sample, which consists of teachers representing the cornerstone of the educational system. It is hoped and expected that the study will enrich Omani and Arab literature, as the previous studies addressing perfectionism among teachers and its impact on them have been scarce and very limited.

### **The Questions of the Study**

- What is the level of perfectionism among teachers in Al Batinah South Governorate?
- Are there statistically significant differences in perfectionism attributed to the variables of gender, type of education, educational qualification, and years of experience?

### **The Boundaries of the Study**

- Objective Boundaries: The researcher conducted this study on the levels of perfectionism among teachers in the Primary Education stage (second cycle) in Al Batinah South Governorate.
- Spatial Boundaries: Governmental Primary Schools (second cycle) under the Directorate General of Education in Al Batinah South Governorate.

- Temporal Boundaries: this study was conducted during the academic year 2023–2024 AD.
- Human Boundaries: Teachers in governmental primary schools (second cycle) under the Directorate General of Education in Al Batinah South Governorate.

### **The Methodology of the Study**

The researchers adopted a descriptive methodology suitable for the nature of the study, which investigates the levels of perfectionism among teachers in Al Batinah South Governorate.

### **The Terminology of the Study**

Perfectionism.

Healthy Perfectionism.

Unhealthy Perfectionism.

### **Previous Studies**

A study by Flett, Hewitt, and Hallett 1995 AD examined the relationship between dimensions of perfectionism, indicators of job stress, and perceptions of organizational support among teachers. The sample consisted of 62 teachers, and the results revealed a widespread positive relationship between socially prescribed perfectionism and various indicators of teacher stress, including the density and frequency of occupational stress, emotional aspects, and physiological manifestations. Additionally, a significant correlation was found between socially prescribed perfectionism and decreased job satisfaction.

Sourti's study conducted in 2000 AD aimed to identify the challenges facing teachers in governmental schools in the Sultanate of Oman and to investigate the relationship of these challenges with the teacher's gender, educational qualification,



specialization, and years of service. The study population consisted of Omani male and female teachers in governmental schools in Ad-Dakhiliyah region in Sultanate Oman, with a study sample of 155 randomly selected teachers. The results of the study indicated that the most significant challenges faced by teachers were student-related issues, followed by curriculum-related problems, administrative and educational supervision issues, school-related challenges, and finally, teaching profession-related challenges. Additionally, the results also showed no statistically significant differences in the means of problems among teachers attributed to gender, years of service, and scientific specialization. However, there were statistically significant differences in the means of problems attributed to educational qualification.

A study by Stoeber and Rennert conducted in 2008 AD showed that many school teachers suffer from stress and fatigue, and perfectionism is a personality trait associated with increased stress, maladaptive coping, and fatigue. However, recent findings indicate that perfectionism has both positive and negative aspects. To understand how these aspects relate to stress, coping, and burnout among teachers, the study sample consisted of 118 high school teachers. Multiple regression analyses showed that striving for perfectionism was positively associated with anticipations of challenge and active coping, and inversely related to threat/loss valuation, avoidance coping, and fatigue. Meanwhile, negative responses to deficiency were positively related to threat/loss anticipations. Perceived pressures were found to be differential, depending on the pressure source, while pressure from students was positively associated with anticipation of loss, pressure from student's parents was positively linked to fatigue. Pressure from colleagues was inversely related to threat anticipation and fatigue. The results indicate that striving for perfectionism and perceived pressure from colleagues do not contribute to stress and fatigue among teachers, whereas negative responses to deficiency and perceived pressure from students and student's parents may be contributing factors.

Schwenke's study, conducted in 2012 AD, aimed to examine the relationship between perfectionism, coping with stress, and coping strategies among (238) teachers and sign language interpreters. Four scales were used in this study: Slaney et al. for the perfectionism scale, Cohen et al. for the stress scale, and Maslach, Jackson, Matheny, and Coreltin for the coping strategies scale. The results revealed a relationship between maladaptive perfectionism and burnout.

A study by A. Aygün, Yıldızbaş, and B. Aygün, conducted in 2014 AD, aimed to investigate the relationship between levels of perfectionism among pre-school teachers and their demographic variables. The researcher adopted the rational sorting method in the study. The study sample consisted of (80) pre-school teachers working in public or private institutions in the central district of Istanbul in 2013-2014. The researcher utilized several data collection methods, including the demographic questionnaire (8 questionnaires) developed by the researcher based on relevant literature, and the Frost Multidimensional Perfectionism Scale. The data were analyzed using one-way ANOVA and t-test to determine any changes in perfectionism and its sub-dimensions (concern over mistakes, personal standards, parental expectations, parental criticism, doubts about actions, and organization) according to demographic variables. The results showed significant differences in perfectionism scores among pre-school teachers based on demographic characteristics such as (age, education level, professional experience, school type, and professional experience in the current institution). However, there were no statistically significant differences based on the age category of the children.

A study by Al Azzam (2014) aimed to explore the level of perfectionism and its relationship with burnout among a sample of Wastiyyah teachers in Jordan. The study sample consisted of (391) teachers, comprising (168) male teachers and (222) female teachers. For data collection purposes, the researcher developed scales for

perfectionism and burnout. The results revealed a high level of perfectionism among male and female teachers in Wastiyyah teachers in Jordan.

A study by Ghorbanzadeh and Rezaie, conducted in 2016 AD, aimed to investigate the relationship between English language teachers, perfectionism, teacher stress, and teacher effectiveness. For the purposes of the study, the sample consisted of (114) teachers selected from the Tabriz and Mashhad regions in Iran, with (83) female participants and (31) male participants, all with various specializations in English language teaching.

The researcher utilized three questionnaires, the SELTP scale, the Maslach scale, and the Teacher Effectiveness Scale, to collect data regarding the variables under research. Data analysis was conducted using correlational statistics and t-tests. The results indicated a significant positive relationship between perfectionism, teacher stress, and effectiveness. Additionally, it was found that female teachers exhibit higher levels of effectiveness compared to male teachers and that the correlation coefficients were higher for male participants.

A study by Ghaemi and Fard, conducted in 2016 AD, aimed to investigate the relationship between key attributes of teachers, namely perfectionism, leadership, and empowerment, among English and mathematics teachers. To achieve this, two groups of Iranian teachers were selected to participate in the study. The first group consisted of (177) mathematics teachers, while the second group comprised (200) English language teachers. All participants were from Khorasan and Razavi provinces, whether from secondary schools or institutes. In order to collect the necessary data, the researcher used three questionnaires (the Revised Almost Perfect Evaluation Questionnaire, the School Participants' Empowerment Questionnaire, and the Inventory of Leadership Practices). After analyzing the data, the researchers found statistically significant correlations among all variables for both mathematics and English teachers. However, there were statistically significant differences



between mathematics and English teachers regarding leadership and empowerment. Nevertheless, no statistically significant differences were found between mathematics and English teachers regarding perfectionism.

A study by Gluschkoff and et al., conducted in 2017, aimed to examine the relationship between perfectionism and symptoms of depression. The study population consisted of (76) elementary school teachers in Finland, (87%) of whom were female, who responded to perfectionism scales (multidimensional). The study utilized the Recovery Experience Questionnaire and the Beck Depression Inventory Questionnaire. Perfectionism was found to have both adaptive and maladaptive dimensions. The results of the study indicate that striving for perfection and perceiving pressure to be perfect may not contribute to depression symptoms in teaching. Teachers who experience negative reactions, however, may be at risk of developing depression symptoms in the future. Finding ways to psychologically detach from work may benefit teachers who exhibit negative reactions.

A study conducted by Samfira, E. M., & Paloş in 2021 AD aimed to identify the role of (Personality traits, self-efficacy, and seeking perfectionism) that predict proactive coping strategies for Romanian teachers. The study samples consisted of (284) male and female teachers. The results of that study indicated the significance of self-awareness and openness for teachers to create coping strategies based on planning (strategic, proactive, and meditative planning and preventive coping). The results also showed the role of self-efficiency and personality traits as predictors of coping strategy and that recognizing teachers' personality traits helps to create a proper reaction to stressful situations inside the school.

Somai and Regidor's study conducted in 2023 AD aimed to investigate the levels of perfectionism and its relationship to fear of failure for teachers in Mankilam, Philippines. The researchers used the correlative descriptive approach. The sample consisted of 369 teachers. The results showed a moderate level of teachers'

perfectionism and moderate levels of fear of failure, as well as a correlative relationship between perfectionism and fear of failure.

A study conducted by Oliver in 2024 AD aimed to measure the teachers' anticipations about perfectionism and its relationship with anxiety in West Hartford, USA. The researcher used the interviews and experimental approach for a sample consisting of (6) female teachers. The results of the study showed a correlative relationship between perfectionism and anxiety. Teachers used to manage anxiety resulted from teaching using various strategies.

### **Study Tool and Methodology**

To achieve the study's objectives, the researchers used the Perfectionism Scale. The researchers reviewed previous studies and literature that utilized the Perfectionism Scale (Frost & Henderson, 1990; Flett & Hewitt, 1991; Hill, et al., 2004; Stoeber & Renner, 2008; Abdel Nabi, 2009) in preparing the current study's scale.

- Scale Description: The scale was prepared by the researchers, where the correlation coefficients between the total scores of the dimension and the total scores of the scale were calculated. These coefficients showed that the correlations between the total scores of the dimension and the total scores of the scale are high (Table 1), indicating that the scale enjoys a high degree of validity. The reliability coefficients were calculated for the four main dimensions, the three sub-dimensions of the first dimension, and the scale as a whole using Cronbach's alpha method. The results showed that all reliability coefficients for the main and sub-dimensions, as well as the scale as a whole, are high, reaching a score of (0.68). This indicates that the scale possesses a high degree of reliability.

Table (1): Correlation coefficients between the scores of the dimension and the total scores of the Perfectionism Scale

Dimensions	Correlation Coefficient
High and exaggerated levels	0,821**
Fear of failure	0,955**
Dissatisfaction in general	0,975**
The feeling of inadequacy and lack of self-confidence	0,891**

The reliability was calculated using two methods:

**\* Cronbach's Alpha Test:**

The reliability coefficient was calculated using internal consistency with Cronbach's alpha equation for the entire scale and its dimensions for a sample of (30) male and female teachers. The overall result for all dimensions was (0.53).

**\* Test-Retest:**

The retest was conducted on a sample consisting of (30) male and female teachers, and the overall result for all dimensions was (0.61).

**Statistical Methods:**

The researchers processed the data using the Statistical Package for the Social Sciences (SPSS), adopting the following techniques:

- Arithmetic averages and standard deviations.
- Cronbach's Alpha equation for internal consistency to calculate the reliability coefficient of the Perfectionism Scale.
- T-test to determine the significance of differences in the gender and type of education variables.
- One-way analysis of Variance (ANOVA) to identify differences in the variables of academic qualification and years of experience.

- Least Significant Difference (LSD) test to determine the direction of differences in the variable of years of experience.

## Results and discussion

First Question: What is the level of perfectionism among teachers in Al Batinah South Governorate?

To answer this question, the researchers extracted the arithmetic averages and standard deviations of the study sample's estimations of the level of perfectionism among teachers in Al Batinah South Governorate from the perspective of the sample members.

Additionally, a classification scale was adopted to clarify the degree of responses of the study sample members by dividing the range (1-3) into three levels as shown in Table (2)

Score	Range	Level
1	1 – 1.66	Low
2	1.67 – 2.23	Moderate
3	2.24 – 3	High

Through the previous table, which illustrates how to measure scores in the Perfectionism Scale, it appears that scores falling within the range (1 – 1.66) indicate a low level of perfectionism, while the range (1.67–2.23) suggests a moderate level of perfectionism. Meanwhile, the range (2.24–3) indicates high levels of perfectionism. A tripartite range was used in this scale because most of the scales reviewed in previous studies used a tripartite range.

Table (3): Arithmetic averages and standard deviations of the study sample's estimations for the dimensions of the Perfectionism Scale for teachers in Al Batinah South Governorate (N = 302)

Grade	Dimensions	Arithmetic Average	Standard Deviation	Level
1	First Dimension: High and exaggerated performance standards	2.40	.29	High
2	Third Dimension: Dissatisfaction in general	2.02	.53	Moderate
3	Fourth Dimension: Feeling of inadequacy and lack of self-confidence	1.96	.37	Moderate
4	Second Dimension: Fear of failure	1.78	.53	Moderate
The overall arithmetic average of the scale		2.16	.22	Moderate

From Table (3), it is evident that the arithmetic average of the study sample's estimations for the dimensions of the scale ranged between moderate and high, between the averages (1.78 – 2.40). The first dimension “High and exaggerated performance standards” obtained the highest average score with an arithmetic average of (2.40) and a standard deviation of (.29), followed by the third dimension “Dissatisfaction in general” with an arithmetic average of (2.02) and a standard deviation of (.53). the second dimension “Fear of failure” obtained the lowest arithmetic average score of (1.78) and a standard deviation of (.53).

According to the results shown in Table (3), the level of perfectionism among teachers in Al Batinah South Governorate was found to be at a moderate level. These results came in agreement with the results of Somai and Regidor’s study conducted in 2023 AD, and differed from those of Al Azzam's study conducted in 2014 AD, which indicated a high level of perfectionism among teachers in the Wastiyyah District in Jordan. Due to the scarcity of previous studies conducted to determine the level of perfectionism among teachers, the researcher attributed this to the fact that some teachers perceive their performance as sufficiently exceptional at times, despite the high standards and goals they set for success. They consistently strive to achieve a higher level of accomplishment in their assigned tasks. The first dimension “High



and exaggerated performance standards” obtained the highest score, as shown in the table. The researcher attributes this to the facilities and privileges that some teachers receive from the educational institution, such as opportunities to pursue higher education at the expense of the ministry and paid recreational trips during vacations. These factors may leave a positive impression on some teachers (Healthy perfectionism). Following this, the third dimension “Dissatisfaction in general” obtained the next highest score, while the second dimension “Fear of failure” obtained the lowest score of all dimensions, as shown in the table. In the first dimension, the results showed that teachers always strive for the best and prefer to achieve high standards while hating low levels of performance.

In the second dimension, the results indicated that teachers have a significant fear of failure. They do not feel anxious or stressed before starting a task but fear discontinuing success, as they believe that failure would lead others to lose respect and love for them. In the third dimension, the results showed that teachers improve their performance to achieve the best and do not feel satisfied if there is any incomplete work. They exercise their utmost effort to ensure that the work is done and complete. In the fourth dimension "Feeling of inadequacy and lack of self-confidence" the results, as shown in the table, indicated that teachers criticize themselves in pursuit of perfection and feel the need to be distinguished in order to gain respect from others.

Second Question: Are there statistically significant differences in perfectionism attributed to the variables of gender, type of education, educational qualification, and years of experience?

This question was addressed using an independent samples t-test to determine the significance of differences in the sample members' estimations of perfectionism levels among teachers in Al Batinah South Governorate attributed to gender and type

of education variables, and a one-way analysis of variance test for variables of experience, specialization, and educational qualification.

Below is an explanation according to each variable:

### First: Gender Variable

Table (4): Results of the t-test for the significance of differences in the gender variable for the Perfectionism Scale

Scale	Gender	No.	Arithmetic Average	Standard Deviation	T value	The level of significance
First Dimension: High and exaggerated performance standards	Male	129	2.39	.27	-.16	.32
	Female	173	2.40	.29		
Second Dimension: Fear of failure	Male	129	1.77	.53	-.2	.73
	Female	173	1.79	.52		
Third Dimension: Dissatisfaction in general	Male	129	2.07	.47	1.45	.13
	Female	173	1.98	.56		
Fourth Dimension: Feeling of inadequacy and lack of self-confidence	Male	129	1.98	.37	.90	.57
	Female	173	1.94	.37		
The scale as a whole	Male	129	2.17	.23	.56	.14
	Female	173	2.16	.21		

It is evident from Table (4) that there are no statistically significant differences in the level of perfectionism among teachers in Al Batinah South Governorate attributed to the gender variable at a significance level of (0.05).

## Second: Type of Education Variable

Table (5): Results of the t-test for the significance of differences in the type of education variable for the Perfectionism Scale

Scale	Type of education	No.	Arithmetic Average	Standard Deviation	T value	The level of significance
First Dimension: High and exaggerated performance standards	Elementary	260	2.39	.28	-.65	.55
	General	42	2.42	.30		
Second Dimension: Fear of failure	Elementary	260	1.78	.53	.12	.22
	General	42	1.77	.44		
Third Dimension: Dissatisfaction in general	Elementary	260	2.02	.53	-.13	.87
	General	42	2.03	.51		
Fourth Dimension: Feeling of inadequacy and lack of self-confidence	Elementary	260	1.96	.37	.50	.71
	General	42	1.93	.36		
The scale as a whole	Male	260	2.16	.21	-.26	.20
	Female	42	2.17	.25		

It is evident from Table (5) that there are no statistically significant differences in the level of perfectionism among teachers in Al Batinah South Governorate attributed to the type of education variable at a significance level of (0.05).

### Third: Educational Qualification

Table (6): Results of the One-Way ANOVA Test for the significance of differences in the educational qualification variable for the Perfectionism Scale

Scale	Variation Source	Sum of Squares	Freedom Degree	Averages Square	F value	The level of significance
First Dimension: High and exaggerated performance standards	Between Groups	.09	2	.04	.51	.60
	Within Groups	25.14	299	.08		
	Total	25.23	301			
Second Dimension: Fear of failure	Between Groups	.17	2	.09	.30	.74
	Within Groups	82.82	299	.28		
	Total	82.99	301			
Third Dimension: Dissatisfaction in general	Between Groups	.32	2	.16	.56	.57
	Within Groups	84.17	299	.28		
	Total	84.49	301			
Fourth Dimension: Feeling of inadequacy and lack of self-confidence	Between Groups	.47	2	.23	1.67	.19
	Within Groups	41.65	299	.14		
	Total	42.11	301			
The scale as a whole	Between Groups	.10	2	.05	1.05	.35
	Within Groups	14.76	299	.05		
	Total	14.87	301			

It is evident from Table (6) that there are no statistically significant differences in the level of perfectionism among teachers in Al Batinah South Governorate attributed to the educational qualification variable at a significance level of (0.05).

#### Fourth: Years of Experience

Table (7): Results of the One-Way ANOVA Test for the significance of differences in the years of experience variable for the Perfectionism Scale

Scale	Variation Source	Sum of Squares	Freedom Degree	Averages Square	F value	The level of significance
First Dimension: High and exaggerated performance standards	Between Groups	.10	2	.05	.58	.56
	Within Groups	25.13	299	.08		
	Total	25.23	301			
Second Dimension: Fear of failure	Between Groups	1.53	2	.76	2.81	.06
	Within Groups	81.46	299	.27		
	Total	82.99	301			
Third Dimension: Dissatisfaction in general	Between Groups	1.99	2	.99	3.60	.03*
	Within Groups	82.50	299	.28		
	Total	84.49	301			
Fourth Dimension: Feeling of inadequacy and lack of self-confidence	Between Groups	.09	2	.04	.310	.74
	Within Groups	42.03	299	.14		
	Total	42.11	301			
The scale as a whole	Between Groups	.29	2	.14	2.95	.05*
	Within Groups	14.58	299	.05		
	Total	14.867	301			

It is evident from Table (7) that there are statistically significant differences in the level of perfectionism in the third dimension “Dissatisfaction in general” among teachers in Al Batinah South attributed to the variable of years of experience at a significant level of (0.05). To determine the direction of the differences in perfectionism in the third dimension, the LSD test was conducted as shown in table (8).



Table (8): LSD test to determine the direction of differences in the variable of years of experience for the perfectionism scale

Scale	Years of Experience	No.	Arithmetic Average	Average difference	Error in standard deviation	The level of significance
Third Dimension: Dissatisfaction in general	5-1	44	1.88	.22*	.09	.01*
	10 years or more	150	2.10			

It is evident from Table (8) that the differences in the third dimension “Dissatisfaction in general” between the group (1-5) and the group (10 years or more) are in favor of the group with 10 years or more.

### Discussion:

The previous tables indicate that there are no statistically significant differences in the level of perfectionism among teachers in Al Batinah South Governorate attributed to gender, type of education, or academic qualification at a significance level of (0.05). Researchers attribute this to the similarity in conditions regarding job requirements, educational laws, and interaction with school staff, including teachers and students. These results align with a study by Ghaemi and Fard (2016), which aimed to explore the relationship between key characteristics of teachers, namely perfectionism, leadership, and empowerment, among English and Mathematics teachers. Their results showed no statistically significant differences between Mathematics and English teachers regarding perfectionism. However, this differs from Al Azzam's study (2014), which indicated statistically significant differences in the variable of gender in favor of females. There are statistically significant differences in the level of perfectionism in the third dimension “Dissatisfaction in general” among teachers in Al Batinah South attributed to the variable of years of experience at a significance level of (0.05). The differences in the third dimension “Dissatisfaction in general” between the group (1-5) and the group with (10 or more

years of experience) were in favor of the group with 10 or more years of experience. Due to the lack of previous studies supporting the answer to the question and its specific result regarding the third dimension, the researcher explained that the experience gained by teachers with 10 or more years of experience and their self-confidence provide them with a greater ability to deal with problems and situations encountered in school in a way that does not make them feel dissatisfied. The situation differs for teachers within the group (1-5) as the lack of self-confidence and the limited years of experience may lead to failure or the inability to deal with situations and problems encountered in school.

### **Recommendations and Future Proposed Studies:**

In light of the study results, some important recommendations for teachers can be reached:

- The study recommends making amendments to the employee care systems, especially for teachers, within the Ministry of Education.
- The study recommends conducting studies aimed at understanding perfectionism due to the scarcity of Omani and Arab studies addressing this topic.
- The study recommends reducing administrative and job-related burdens on teachers and providing continuous financial and moral motivation and encouragement.
- The study recommends the importance of creating job opportunities close to home and providing stability for female teachers, in particular.
- The study recommends the necessity of providing suitable professional conditions that minimize the feeling of underachievement among experienced teachers.
- The study recommends providing a positive working environment within educational institutions.

Given the importance of the study's topic and in light of its results and recommendations, the study suggests conducting several research studies in the following areas:

- 1- Analyzing the sources of psychological pressure on teachers.
- 2- Burnout and its relationship with certain personality traits among teachers in Al Batinah South Governorate.
- 3- The impact of unhealthy perfectionism and cognitive distortions on teachers.

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