


Davis Research Project

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A message from Su Yeong Kim, Chief Researcher

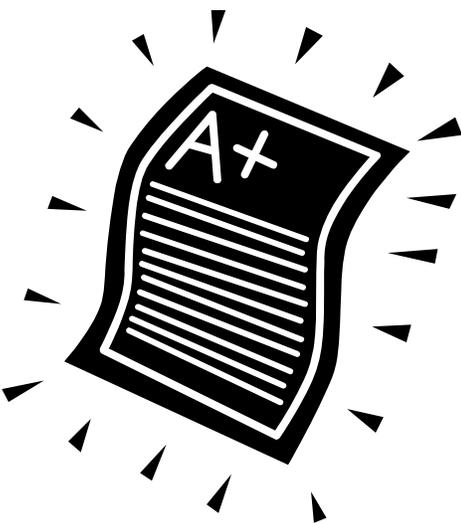
We are very pleased to have you continue with the Davis Research Project. In this issue we highlight information on perfectionism.

Please note that the project is housed at the University of Texas at Austin. We look forward to your continued support and participation in the project. We can be reached by e-mail at projectfamily@gmail.com, by phone at (415) 271-0390 and on the internet at <http://webpace.utexas.edu/syk343/>. When you move or when your contact information changes, please update your contact information.



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Perfectionism and High Parental Expectations



Perfectionism is striving to be “perfect,” to be nothing but the best. Some perfectionists feel they must work to their full potential and be successful in everything they do. We measured perfectionism in student participants at two time periods, high school and emerging adulthood, to determine if student perfectionism may be related to high parental expectations for the child to achieve academically. We will elaborate on our findings in the following paragraphs.

In our project, we examined how high parental expectations might be related to perfectionism in the student. Many parents want the best for their children and set high academic standards. Children are often motivated to meet high parental expectations and may work hard to do so. This could possibly result in perfectionism in the child.

Parents were asked five questions to determine the level of expectation they have for their child. The questions included the parents' desire for the child to continually receive top marks in school, the parents' inclination to compare the child to others, and the parental emphasis on the child to act in acceptable ways to bring respect and honor to the family.

Our results showed a weak correlation between high parental expectations and student perfectionism during high school. The weak correlation may be due to other factors such as the student's internal drive to succeed, which may correlate more strongly to student perfectionism. Also, we did not find a relationship between high parental expectations and student perfectionism when they were emerging adults, which may indicate parents' decreased influence on their children as they leave the household and function independently as young adults.

In summary, we found a weak link between high parental expectations and student perfectionism. This suggests that other factors like the student's innate motivation may influence student perfectionism. We must continue to examine perfectionism in families to learn more about additional factors that may be strongly associated with it.



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