

- Toussaint, L. & Williams, D. R. (2003), "Physiological correlates of forgiveness: Findings from a racially and socioeconomically diverse sample of community residents". Presented at *A Campaign for Forgiveness Research Conference*, Atlanta, GA.
- Witvliet, C. V. O., Ludwig, T. E. & Vander Laan, K. L. (2001), "Granting forgiveness or harboring grudges: implications for emotion, physiology, and health". *Psychological Science*, No. 121, p. 117–123.
- Worthington, E. L., Jr. (Ed.). (2005). *Handbook of forgiveness*, Brunner-Routledge, NY.
- Worthington, E. L., Jr. & Scherer, M. (2004), "Forgiveness is an emotion-focused coping strategy that can reduce health risks and promote health resilience: Theory, review, and hypotheses". *Psychology and Health*, No. 19, p. 385–405.
- Worthington, E. L., Jr. (2001), "Unforgiveness, forgiveness, and reconciliation in societies". In R. G. Helmick & R. L. Petersen (Eds.). *Forgiveness and Reconciliation: Religion, Public Policy, and Conflict Transformation*, Templeton Foundation Press, Philadelphia, p. 161–182.

Надійшла до редакції 16.05.2016

УДК 159.922.7:316.356.2

L. V. Chernova, O. O. Bayer
Oles Honchar Dnipropetrovsk National University

MATERNAL UPBRINGING AS A FACTOR OF PERFECTIONISM DEVELOPMENT

Анотація. Досліджено роль материнського виховання у розвитку перфекціонізму дитини. До вибірки досліджуваних увійшли 35 підлітків-учнів 9–11 класів. Як психодіагностичні засоби застосовано Багатовимірну шкалу перфекціонізму Х'юїтта–Флетта, Багатовимірну шкалу перфекціонізму Фроста та опитувальник «Підлітки про батьків». Одержані дані оброблено із застосуванням кореляційного аналізу та критерію U-Манна–Уїтні. Установлено, що високі показники, які стосуються перфекціонізму в дитини, пов'язані із притаманними матері відсутністю позитивного інтереса та вираженими директивністю, ворожістю і непослідовністю у вихованні. Водночас зв'язку між високими стандартами діяльності, характерними для дитини, та особливостями виховного впливу матері виявлено не було.

Ключові слова: перфекціонізм, виховання, позитивний інтерес, директивність, ворожість, непослідовність.

Аннотация. Исследование направлено на выявление возможной связи между перфекционизмом и особенностями материнского воспитания. Выборку составили 35 учеников 9–11 классов. Психодиагностический инструментарий представлен двумя методиками для диагностики перфекционизма (Хьюитта–Флетта и Фроста) и методикой «Подростки о родителях». Полученные данные подверглись корреляционному анализу и поиску различий между неэквивалентными группами, которые показали наличие значимой связи между выраженным перфекционизмом детей и присутствием их матерям отсутствием позитивного интереса, высокими показателями по директивности, враждебности и непоследовательности как особенностям воспитания.

Ключевые слова: перфекционизм, воспитание, позитивный интерес, директивность, враждебность, непоследовательность.

Problem identification

The research of perfectionism have lately become very popular. Clinical psychologist M. Hollander (Hollander, 1965) was one of the first to work out the problem of perfectionism. According to him, perfectionists are used to making higher demands to themselves and their activities than everyday circumstances imply. Following classic

definitions, perfectionism includes one key parameter – the tendency of a personality to put excessively high standards of an action (Hollander, 1965; Missildine, 1963). Because of difficulties in following these models a subject finds himself constantly stressed and often unable to feel satisfied with the results of his own activity. The problem of perfectionism is fairly actual in the psychological science as high levels of this characteristic may become the reason of anxiety disorders and even depression. Recent research in the field proves that perfectionism may serve as a factor increasing the risk of suicidal behavior (Hewitt et al., 2014; Flett et al., 2014). There are also data showing it provokes the development of children's depression (Asseraf & Vaillancourt, 2015). This arises the questions of psychoprophylaxis and psychocorrection of emotional disorders.

Scientists focus on the development of depressive and anxiety disorders of subjects with high levels of perfectionism (Haranyan, 2006; Paramonova, 2011; Judeeva, 2007); the relation between narcissism and perfectionism (Kholmogorova & Haranyan, 2004); between perfectionism and motivation (Barcza-Renner et al., 2016; Stoeber et al., 2013); between perfectionism and coping strategies (Nevoyenna et al., 2015); between perfectionism and procrastination (Larskikh et al., 2015); between perfectionism and emotional well-being (Sorokina, 2013); the specifics of perfectionists' self-attitude (Komissarova, 2012; Mironova et al., 2010); people with different somatic disorders' manifestations of perfectionism (Bardone-Conea, 2007; Bardone-Conea et al., 2007; Feduleeva, 2013) and so on. Researchers view the structure of this psychological phenomenon differently but almost all agree that perfectionism is a multi-aspect one which possesses a multicomponent structure. Meanwhile, there are almost no papers revealing under the influence of which factors this personal trait is formed. On the basis of literature analysis we have come to conclusion that parental upbringing plays one of the leading roles in the development of perfectionism.

The objective of the present study

The paper aims at finding out the role of parental upbringing in the development of perfectionism and analyzing the relation between particular parental styles and perfectionism as well as the basic features of this relation.

According to theoretic sources of literature, there exist three basic factors of parental upbringing that may provoke the development of children perfectionism:

1. parents' excessive expectations and criticism.
2. a wrong parents' approach to upbringing when his or her actions are not praised or praised because of a child's achievements.
3. parents' own perfectionism when their behavior becomes a model for children to follow.

Let us consider them in detail. The first factor to provoke the development of perfectionism is *parents' excessive expectations and criticism* toward a child. This idea is shared by one of the leading researchers of perfectionism R. Frost who included "parental expectations" and "parental criticism" into his model of perfectionism as its components (Frost et al., 1990). These components are viewed as parents' subjective perception of being excessively demanding or critical towards a child. When studying the specifics of rearing styles, S. Kapustin (Kapustin, 2015) revealed that parents who are excessively demanding tend to consider their child as an object of upbringing from which it is important to shape a "decent" person. At the same time their relations with the child are characterized by a considerable distance and the behavior towards him or her depend on the extend he or she meets the parents' demands and expectations.

N. Chistyakova (Chistyakova, 2011) believes that the components of perfectionism connected with unrealistic parental expectations, criticism and control are in the least influenced by psychocorrection or even not influenced at all. When researching the relation between personal traits and perfectionism she found out that the more a personality strives at meeting parental expectations, the more the manifestations of

impulsiveness and dreaminess are seen in his or her behavior, such a subject is more prone to experiments and seeks independence. At the same time if a subject believes his or her parents tend to excessive criticism, he or she finds himself or herself unstable, easily caught by the influence of emotions, sometimes even prone to asocial behavior. Therefore we consider parental expectations a more adaptive component of the development of perfectionism in comparison with parental criticism.

Another factor that may provoke the development of perfectionism is a *parental style*. According to O. Kuznetsova (Kuznetsova, 2007), authoritarian parental style is a key factor. She believes that under such circumstances the demands to meet parental expectations and avoid failures are put on a child. Besides, the mass media and advertisement encourage parents to contribute as much resources to their children as possible in order to teach them everything they will need and be able to put high expectations on them. We think this is more typical in the situation of firstborns or single children. Besides, the authoritarian rearing style may cause a child's high anxiety and the feeling of insecurity. It was found out that the parents of the children with high anxiety demand discipline and obedience much more often (Popova et al., 2012).

Research also shows that parents' excessive control is the factor that provokes children's perfectionist concerns. In Kenney-Benson & Pomerantz's study students of elementary school as well as their mothers were chosen as a sample of participants. The authors diagnosed children with self-reports and modelled situations that might cause a mother's will to control (for example, over completing a task). A child's behavior and his or her mother's emotions were estimated. It was found out that mothers prone to excessive control provoke high perfectionist concerns in their children, especially that of a socially prescribed character. The authors also found that socially prescribed perfectionism indirectly conditions the relation between excessive maternal control and children's depressive symptoms (Kenney-Benson & Pomerantz, 2005).

It is interesting to note that Iranian researchers also found the influence of authoritarian upbringing on the development of children's perfectionism (Besharata et al., 2011). But according to the authors' results, children's perfectionism was considerably related to fathers' authoritarian upbringing. This enables us to hypothesize that the factor of ethnicity and culture where a child grows produces its impact on the development of his or her perfectionism, and the leading influence of either a father or a mother on this process is culturally conditioned.

Perfectionism may arise even under no tough upbringing and constant control. The presence of parents' encouragement is crucial for this process. D. Hamachek states that absence of praise or situational praise of a child's actions, when parents' love depends on the results of his or her activity, contribute to the development of neurotic perfectionism (Hamachek, 1978). In the first case a child wishes to avoid discouragement, in the second he or she begins to realize that parents' estrangement as well as their high level of authoritarian control in the childhood may lead to the increase of self-criticism in the adolescence and later — to the appearance of suicidal tendencies.

The third factor provoking the development of perfectionism is *parents own perfectionism*. R. Frost and his colleagues found that mothers' perfectionism correlate with their daughters' perfectionism (Frost et al., 1990) when there is no such a tendency detected for fathers. G. Parker confirmed that a mother's perfectionism considerably influences the rise of this characteristic in girls as well as boys (Parker, 1993).

The research of parents' perfectionism and its influence on a child's personality and his or her development have become especially actual. In particular. It was found that adolescents whose parents are characterized by high level of perfectionism experience parents' pressure more often. Authors stress that it is important to take parents' perfectionism into account when considering adolescents' behavior and draw attention to the fact that parents' pressure significantly complicate children's adaptation (Randall et al., 2015). Foreign researchers also proved that parents-perfectionists are prone to

excessive control which in its turn is a factor of increasing children's anxiety (Affrunti & Woodruff-Borden, 2015). It was found that parents-perfectionists' upbringing policy differs considerably from that of parents with high levels of non-perfectionism. On the one hand, positive perfectionism is positively related to parents' acceptance both from mothers and fathers. On the other hand, both mothers and fathers with negative perfectionism are prone to parental criticism and permissiveness (Greblo & Bratko, 2014).

On the grounds of the analysis of literature we hypothesized that there is a relationship between parental upbringing and the development of children's perfectionism.

Method and sampling strategy

35 adolescents (19 males and 16 females), students of 9–11 classes of a secondary school participated in the research. The rearing style was chosen as an analogue of the independent variable.

Data tools

Measures included: Multidimensional Scale of Perfectionism by P. L. Hewitt & G. L. Flett (adapted by I. Hrachova) and Multidimensional Scale of Perfectionism by R. Frost (adapted by N. G. Haranyan) — these two scales give information on different components of perfectionism therefore we find it reasonable to use them both; the Questionnaire "Adolescents about Parents" by L. I. Vasserman, I. A. Gor'kovaya and Y. Y. Romitsyna (the adaptation of ADOR by E. Matejcek & P. Rican, 1983, which in turn is a modification of CRPBI by Earl S. Schaefer, 1965); the authors' Questionnaire aimed at acquiring data on the subjects' age, family composition and the order of children birth.

Procedure

The main strategy of processing the data was finding correlations between the scales of children's perfectionism and their mothers' rearing styles (in children's perception). The data distributions were checked on the subject of correspondence to the normal curve. The calculations were made in the IBM SPSS Statistics program.

Findings and conclusion

When analysing the results (see tab. 1) we found out that there is a correlation between mother's positive interest to a child and such components of perfectionism as parents' expectations ($r = -0.447$ at $p < 0.01$), parents' criticism ($r = -0.467$ at $p < 0.01$), and organization ($r = -0.435$ at $p < 0.05$) according to Frost's model. We also learnt that directiveness is correlated to parents' expectations ($r = -0.444$ at $p < 0.01$), parents' criticism ($r = -0.376$ at $p < 0.01$), and concern over making mistakes ($r = -0.405$ at $p < 0.01$). Mother's hostility is linked to parents' expectations ($r = -0.389$ at $p < 0.05$), parents' criticism ($r = -0.497$ at $p < 0.01$), children's doubting of quality of their actions ($r = -0.449$ at $p < 0.01$), and organization ($r = -0.43$ at $p < 0.05$). Besides, in the course of the research we found that inconsistency in upbringing is correlated to parents' criticism ($r = -0.446$ at $p < 0.01$) and children's doubting of quality of their actions ($r = -0.587$ at $p < 0.01$) according to Frost's scale.

Table 1

The specifics of relationship between rearing and children's perfectionism (according to R. Frost's scale)

Scales in "Adolescents about Parents"	Perfectionism indices according to R. Frost's "Multidimensional Scale of Perfectionism"					
	Concern over making mistakes	Personal standards	Parents' expectations	Parents' criticism	Doubting of quality of one's actions	Organization
Positive interest	-0.245	0.226	-0.447**	-0.467**	-0.213	0.435*
Directiveness	0.272	0.064	0.444**	0.376*	0.405*	-0.177
Hostility	0.296	-0.069	0.389*	0.497**	0.449**	-0.430*
Autonomy	-0.314	0.109	-0.016	-0.283	-0.131	0.143
Inconsistency	0.328	0.009	0.283	0.466**	0.587**	-0.298

* at $p < 0.05$;

** at $p < 0.01$.

The relation between positive interest and parents' expectations and parents' criticism is reverse that means in a child's view lack of parental goodwill and positive attitude are connected with their excessive exactingness and over-expectations. Meanwhile as parents' positive interest grows, a child's organization increases which manifests itself in his or her aspiration to be neat and keep personal things in order.

The indices of directiveness are also positively correlated with parental expectations and parental criticism. Moreover, a tendency for the increase of a child's hesitation in his or her actions when parental directiveness gets higher is revealed. These results show that parents' excessive control may lead to them being taken as those who are over-critical and over-expecting as well as a child's starting to hesitate how well he or she completed a certain task.

A mother's hostility tends to be positively correlated with parents' expectations, parents' criticism, and a child's doubting of quality of his or her actions. There is a correlation between hostility and organization although this is a reverse correlation. Viewing parents as those who neither respect nor love their child is connected with the child's hesitation in his or her actions and absence of a desire to keep things in order as there appears an image of over-criticizing parents who demand too much.

Inconsistency in upbringing tends to be correlated with parental criticism and a child's hesitation in his or her actions. Thus lack of logic in the process of rearing is related with the child's becoming non-confident in the results of his or her actions and constantly expecting reproaches.

As for the relations between maternal rearing and a child's perfectionism indices according to the Hewitt-Flett's model, we revealed only one significant correlation between directiveness and socially prescribed perfectionism ($r = 0.398$ at $p < 0.05$). No other relations with the rest of the components of the model were found.

Table 2

The specifics of relationship between directiveness (according to the Questionnaire "Adolescents about Parents") and children's perfectionism (according to R. Frost's scale)

	The names of scales in Flett's "Multidimensional Scale of Perfectionism"			
	General index	The index of self-oriented perfectionism	The index of others-oriented perfectionism	The index of socially prescribed perfectionism
The value of r-Pearson's criterion	0.316	0.062	-0.039	0.0398*

* at $p < 0.05$.

The character of the relation shows that as parents' directiveness increases, a child's socially prescribed perfectionism also gets higher. It means that the upbringing which implies parents' constant control and will to manage a child's actions may lead to her or she viewing surrounding people as those who present excessive demands and wishing to meet these expectations.

Our results show there is a relation between rearing styles and certain indices of a child's perfectionism (see tab. 2). The latter may develop in case parents do not show their interest in him or her, try to control him or her, are hostile and inconsiderate in the policy of upbringing.

Parents' positive interest is viewed as parental ability to take their child unconditionally and their positive attitude to the child notwithstanding his or her achievements and meeting their demands. We believe children who do not feel their parents love them and take them the way they are constantly strive to deserve this love and attention and as soon as they fail they begin to take the parents as critical and excessively demanding towards them.

We also think that children whose parents permanently control them develop a feeling of inability to complete an activity successfully. Meanwhile the pressure and

control lead to the fact a child tries to avoid criticism and meet expectations laid on him or her.

On the basis of the analysis of theoretical sources we hypothesized that children's level of perfectionism was related to the order of a child's birth and presence of siblings. We expected that firstborns and single children were more prone to perfectionism manifestations in comparison with children from large families, middle or youngest children. This idea is quite widespread among researchers. For example, there is a hypothesis that single children are typical of excessive perfectionism and high standards that they put for themselves and their achievements (Zyryanova, 2008). An interesting suggestion about single children was made by K. Leman (Leman, 2004). He thought that the key point in understanding a single child is knowing the reason why he or she became single in the family. Some parents wanted to have several children, but they failed to for different reasons, others wanted to have the only child. In the first case the child is a bliss, parents heap love on him or her, and he or she feels unique. In the second case parents bring up their children as adults and are admirers of strict discipline. And this is parents' exactingness and directivity as it was found out within our research are factors stimulating the development of separate components of perfectionism.

In order to verify this hypothesis U-Mann-Whitney criterion was used. Non-equivalent groups from single children and firstborns and the rest of the sample were made. Yet no differences between them were found (see tab. 3) that creates further perspective of the research.

Table 3

The results of the comparison of single children and firstborns with middle and youngest children in the level of manifestation of perfectionism components (with U-Mann-Whitney criterion)

Perfectionism components		The indices of U-Mann-Whitney
Multidimensional Scale of Perfectionism by P. L. Hewitt & G. L. Flett	Self-oriented perfectionism	0.087
	Others-oriented perfectionism	0.085
	Socially prescribed perfectionism	0.631
Multidimensional Scale of Perfectionism by R. Frost	Personal standards	0.557
	Parents' expectations	0.402
	Parents' criticism	0.79
	Concern over making mistakes	0.51
	Doubting of quality of one's actions	1
	Organization	0.363

Conclusion. Our findings show that parents' demands, criticism and high expectations are related to their children being excessively critical to themselves and becoming perfectionists. This research enables us to plan further explorations of perfectionism: on possible mediating factors of perfectionism development in single children and firstborns; cultural differences in perfectionism development as for more influential impact on it from mothers or fathers; and possible child's characteristics which contribute to development of perfectionism when parents practice the same rearing style.

References

- Affrunti, N. V. & Woodruff-Borden, J. (2015), "Parental perfectionism and overcontrol: examining mechanisms in the development of child anxiety". *Journal of Abnormal Child Psychology*, Vol. 43 (3), p. 517–529.
- Asseraf, M. & Vaillancourt, T. (2015), "Longitudinal links between perfectionism and depression in children". *Journal of Abnormal Child Psychology*, Vol. 43(5), p. 895–908.
- Barcza-Renner, K., Eklund, R. C., Morin, A. J. & Habeeb, C. M. (2016), "Controlling coaching behaviors and athlete burnout: investigating the mediating roles of perfectionism and motivation". *The Journal of Sport & Exercise Psychology*, Vol. 38(1), p. 30–44.

- Bardone-Conea, A. M. (2007), "Self-oriented and socially prescribed perfectionism dimensions and their associations with disordered eating". *Behaviour Research and Therapy*, Vol. 45(8), p. 1977–1986.
- Bardone-Conea, A. M., Wonderlich, S. A., Frost, R. O., Bulik, C. M., Mitchell, J. E., Uppal, S. & Simonich, H. (2007), "Perfectionism and eating disorders: Current status and future directions". *Clinical Psychology Review*, Vol. 27(3), p. 384–405.
- Besharata, M. A., Azizib, K. & Poursharif, H. (2011), "The relationship between parenting styles and children's perfectionism in a sample of Iranian families". *Procedia – Social and Behavioral Sciences*, 3rd World Conference on Educational Sciences, Istanbul, Vol. 15, p. 1276–1279.
- Blatt, S. (1995), "The destructiveness of perfectionism". *American Psychologist*, Vol. 50 No. 12, p. 1003–1020.
- Chistyakova, N. A. (2011), "The relationship of students' perfectionism and personal characteristics" ["Vzaimosvyaz perfektsionizma i lichnostnykh osobennostey studentov"]. *Humanistic heritage of enlighteners in culture and education. The issues of International scientific and practical conference on December 17th, 2010 – Humanisticheskoye nasledie prosvetiteley v kulture i obravovanii. Materialy Mezhdunarodnoi nauchno-prakticheskoi konferentsii 17 dekabrya 2010 h.*, Ufa, The publishing house of M. Akmullah Bashkir State Pedagogical University, p. 324–328.
- Feduleeva, A. G. (2013), "The specifics of perfectionism manifestations of people with different somatic diseases" ["Osobnosti proyavleniya perfektsionizma u lits s razlichnymi somaticheskimi zabolevaniyami"]. *Vestnik Permskogo universiteta. Filosofiya. Psikhologiya. Sotsiologiya – The Bulletin of Perm University. Philosophy. Psychology. Sociology*, No. 1 (13), p. 108–116.
- Flett, G. L., Hewitt, G. L., Heisel, P. L. & Marnin, J. (2014), "The destructiveness of perfectionism revisited: Implications for the assessment of suicide risk and the prevention of suicide". *Review of General Psychology*, Vol. 18(3), p. 156–172.
- Frost, R. O., Marten, P., Lahart, C. & Rosenblate, R. (1990), "The dimensions of perfectionism". *Cognitive Therapy and Research*, No. 14 (5), p. 449–468.
- Greblo, Z. & Bratko, D. (2014), "Parents' perfectionism and its relation to child rearing behaviors". *Scandinavian Journal of Psychology*, Vol. 55 (2), p. 180–185.
- Hamachek, D. E. (1978), "Psychodynamics of normal and neurotic perfectionism". *Psychology*, Vol. 15, p. 27–33.
- Haranyan, N. G. (2006), "Perfectionism and mental disorders" ["Perfektsionizm i psikhicheskiye rasstroistva"]. *Terapiya psikhicheskikh rasstroistv – The Therapy of Mental Disorders*, No. 1, p. 23–31.
- Hewitt, P. L., Caelian, C. F., Chen, Ch. & Flett, G. L. (2014), "Perfectionism, stress, daily hassles, hopelessness, and suicide potential in depressed psychiatric adolescents". *Journal of Psychopathology and Behavioral Assessment*, Vol. 36(4), p. 663–674.
- Hollender, M. H. (1965), "Perfectionism". *Comprehensive Psychiatry*, Vol. 6, p. 94–103.
- Judeeva, T. (2007), *Perfectionism as a personality factor of depressive and anxiety disorders* [Perfektsionizm kak lichnostnyi faktor depressivnykh i trevozhnykh rasstroistv], Author's abstract in candidacy for a degree of Ph. D. in Psychology: 19.00.04 – Developmental and Educational psychology, Moscow.
- Kapustin, S. A. (2015), "The use of an existential criterion for estimation of the personality of overprotective and over-demanding parents in the families of clients of psychological help with child-parent issues" ["Ispol'zovaniye ekzistsentsialnogo kriteriya dlya otsenki lichnosti giperopekayushchikh i sverkhtrbovatel'nykh roditel'nykh klientov psikhologicheskoy konsultatstii po detsko-roditelskim problemam"]. *Vestnik Moskovskogo universiteta. Seriya 14: Psikhologiya – Moscow University Bulletin. Series 14: Psychology*, No. 2, p. 51–62.
- Kenney-Benson, G. A. & Pomerantz, E. M. (2005), "The role of mothers' use of control in children's perfectionism: implications for the development of children's depressive symptoms". *Journal of Personality*, Vol. 73 (1), p. 23–46.
- Kholmogorova, A. & Haranyan, N. (2004), "Narcissism, perfectionism, and depression" ["Nartsissyzm, perfektsionizm i depressiya"]. *Moskovskiy psikhoterapevticheskiy zhurnal – Moscow Psychotherapeutic Journal*, No. 2, p. 18–35.

- Komissarova, L. G. (2012), “The specifics of self-attitude of students with Me-oriented perfectionism” [“Osobennosti samootnosheniya studentov s Ya-orientirovannym perfektsionizmom”]. *Vestnik Buryatskogo gosudarstvennogo universiteta – The Bulletin of Buryat State University*, No. 5, p. 46–51.
- Kuznetsova, O. N. (2007), “Perfectionism as a phenomenon of a modern schoolchild development” [“Perfektsionizm kak fenomen razvitiya sovremennogo shkolnika”]. *Vestnik KGU imeni N. A. Nekrasova – The Bulletin of N. A. Nekrasov Kostromskoy State University*, Vol. 3, p. 138–140.
- Larskikh, M. V. & Matyukhina, N. G. (2015), “The relationship between students’ perfectionism and procrastination” [“Vzaimosvyaz mezhdru perfektsionizmom i prokrastinatsiyei u studentov”]. *Universum: psikhologiya i obrazovaniye: elektronnyi nauchnyi zhurnal – Universum: Psychology and Education: Electronic Scientific Journal*, No. 7 (17), available at: <http://7universum.com/ru/psy/archive/item/2370>.
- Leman, K. (2004), *The Birth Order Book: Why You Are the Way You Are*, Revell, Minnesota.
- Mironova, T. L. & Dondupova, E. V. (2010), “The specifics of self-attitude of students prone to perfectionism” [“Osobennosti samootnosheniya studentov sklonnykh k perfektsionizmu”]. *Vestnik Buryatskogo gosudarstvennogo universiteta – The Bulletin of Buryat State University*, No. 5, p. 88–100.
- Missildine, V. (1963), “Perfectionism – if you must strive “to do better”. In W. Missildine (Ed.) *Your inner child of the past*, Pocket Books, New York, p. 75–90.
- Nevoyenna, O. A. & Denisenko, D. O. (2015), “The specifics of relationship between students’ perfectionism and coping strategies” [“Osoblyvosti zv'yazku perfektsionizmu iz koping-strategiyamy u studentiv”]. *Visnyk Kharkivskogo natsionalnoho universytetu imeni V. N. Karazina. Seriya “Psikhologiya – The Bulletin of V. N. Karazin Kharkiv National University. Psychology Series*, No. 58, p. 29–32.
- Paramonova, V. V. (2011), *Perfectionism at anxiety and depressive disorders [Perfektsionizm pri trevoznykh i depressivnykh rasstroistvakh]*, Author’s abstract in candidacy for a degree of Ph. D. in Psychology: 19.00.04 – Developmental and Educational psychology, Moscow.
- Parker, G. (1993), “Parental rearing style: examining for links with personality vulnerability factors for depression”. *Social Psychiatry and Psychiatry Epidemiology Journal*, Vol. 28, p. 97–100.
- Popova, T. A. & Suleimanova, S. (2012), “The correlation between child and parent relations and a preschooler’s anxiety” [“Vzaimosvyaz detsko-roditselskikh otnosheniy i trevozhnosti doshkolnika”]. *Fundamentalnyie issledovaniya – Fundamental Research*, No. 11, p. 1145–1148.
- Randall, E. T., Bohnert, A. M. & Travers, L. V. (2015), “Understanding affluent adolescent adjustment: The interplay of parental perfectionism, perceived parental pressure, and organized activity involvement”. *Journal of Adolescence*, Vol. 41, p. 56–66.
- Sorokina, L. V. (2013), “The relationship between sportsmen’s perfectionism and emotional well-being” [“Svyaz perfektsionizma i emotsionalnogo blagopoluchiya sportsmenov”]. *Vestnik Tamboskogo universiteta. Seriya: Yestestvennyie i tekhnicheskiiye nauki – The Bulletin of Tambov University. Series: Humanities and Technical Sciences*, Vol. 18 No. 1, p. 365–366.
- Stoeber, J., Davis, C. R. & Townley, J. (2013), “Perfectionism and workaholism in employees: The role of work motivation”. *Personality and Individual Differences*, Vol. 55(7), p. 733–738.
- Zyryanova, N. M. (2008), “Early sibling research” [“Ranniye siblingovyye issledovaniya”], *Psikhologicheskiiye issledovaniya – Psychological Research*, No. 2 (2), available at: <http://psystudy.ru/index.php/num/2008n2-2/100-zyrianova2.html>.

Надійшла до редакції 13.03.2016