

personality characteristics that affect an individual's behavior is “perfectionism.”

“Perfectionism” is generally defined as “the striving for flawlessness” (Flett & Hewitt, 2002). It expresses individuals’ search for perfection to an unhealthy extent, chasing after unrealistic goals and assessing their own self-worth based on whether or not they reach the high standards that they have set for themselves (Martin & Greenwood, 2000). Frost, Marten, Lahart and Rosenblate (1990) explain that “perfectionism involves high standards of performance which are accompanied by tendencies for overly critical evaluations of one's own”.

The first studies on the subject of perfectionism focused more on the ego and considered perfectionism to be one-dimensional (Hamachek, 1978; Burns, 1980). Among researchers who considered perfectionism to be one-dimensional, Burns (1980) stated that perfectionists strive to constantly achieve success in reaching nearly impossible goals, that they evaluate their self-worth based on the fruits of their success, and emphasized their “all or nothing” attitude. In view of this perspective, perfectionists’ “all or nothing” attitude is indicative of a certain thought pattern which preserves their perfectionism.

However, in later studies on this subject, the idea that perfectionism should be evaluated from a multi-dimensional, rather than one-dimensional, point of view gained importance (Frost et al., 1990; Hewitt & Flett, 1991). Among the researchers investigating the multi-dimensional perfectionism, Hewitt and Flett (1991) approached perfectionism under the three basic dimensions of perfectionism. Firstly, *self-oriented perfectionism* expresses an individual’s propensity to set standards for his/herself that are unrealistic and impossible to achieve. These standards are directed towards the person him/herself, and individuals who engage in these types of self-oriented perfectionist behavior tend to criticize themselves and to not be able to accept their own mistakes. These individuals have a tendency to downplay their successes and exaggerate their failures. Secondly, *other-oriented perfectionism* is expressed as individuals’ setting unrealistic standards for others and expecting them to meet these standards. Individuals who score high in the dimension of other-oriented perfectionism do not want to assign duties to others as they think that others will disappoint them in the likely event of failure. Because of this, other-oriented perfectionists are disposed to feel anger towards other people. Thirdly, *socially prescribed perfectionism* explains the direction of perfectionism in relationships between individuals. Individuals who exhibit socially prescribed perfectionism believe that others possess unrealistic standards concerning them and put pressure on them to be superior and flawless. They are afraid of being negatively judged by others. They feel anger towards others and exhibit a tendency to become depressed if they are not able to meet the desired standards and outcomes (Hewitt & Flett, 1991). In interpersonal perfectionism, the perfectionist expresses that the performance standards imposed by others are unreasonable and difficult to achieve (Flett, Hewitt, Oliver & Macdonald, 2002).

Based on the above definitions, perfectionism, characterized by the effort to be flawless and an inclination to set high performance standards, involves the

tendency to be quite critical when evaluating an individual's own behaviors (Flett & Hewitt, 2002), and is a personal characteristic which may be influential in interpersonal relationships to the extent that it concerns personal standards (Hewitt & Flett, 1991). From this perspective, it is possible to assert that the perfectionist personality structure plays an important role in the relationships and interactions of an individual with others.

As long as perfectionists neglect to take into account their perfectionist thought patterns and the possibility of degrees between 100% "success" and 100% "failure", their experience of negative feelings such as depression, anxiety and anger in situations of failure may be inevitable given their "all or nothing" attitude.

Lazarus (2000) stated that one of the most frequently experienced negative emotions was anger in the situation existing probable feelings of failure. Similarly, Antony and Swinson (2000) found that individuals with self-oriented perfectionist thoughts experienced feelings of anxiety and depression, whereas individuals with other-oriented perfectionism experienced feelings of anger more intensely. Griffith and Graham (2004), stated that the individual with perception of the uncertainty to reach the goal will have highly negative feelings or emotional reactions regardless of who sets perfectionist performance standards and whether these standards are realistic or not.

In light of these explanations, negative feelings and reactions for themselves or others can be anticipated for achieving the expected high standards and future goals. Increased and repeated negative feelings and reactions may result in anger.

Anger as a negative emotion associated with perfectionism, can be described as an internal and universal feeling experienced naturally in the face of certain aggression, criticism, impediment or fear leading to behavioral disorders and an extreme mental fog known as "rage" (Balkaya, 2001; Köknel, 2000). According to Spielberg, Crane and Kearns (1991), anger is defined as varying in degrees from "mild irritation" and "ire", to intense "fury" in the face of a real or imagined hindrance.

Kısaç (2005) focused on the individual's goals and expectations with their experiences during the process of meeting these expectations and defined anger as a fundamental emotion an individual experiences when his/her plans, wants or needs are hindered, or when an injustice and/or a threat to the individual's self-worth is perceived. Clearly, anger can be defined a negative emotion after experiencing unexpected results and threats toward to individual and goals.

Among the studies investigating relation between perfectionism and anger, the study of Hewitt and Flett (1991) proposed that anger is a "social" emotion, state that the feeling of anger arises when there is a perception that one has been exposed to other people's intentional bad behaviors. When the perfectionist's personal dimensions are taken into account, the existence of a relationship between the feeling of anger and other-oriented perfectionism and socially prescribed perfectionism is expected (Hewitt & Flett, 1991). For example, in a study by Hewitt et al. (2002), there was a low level of correlation between anger and self-oriented perfectionism, and a mid-level correlation between anger and socially-

directed perfectionism. In another study of Erol Öngen (2010), the extent of perfectionism's setting of high standards was found to be a negative predictor of aggressiveness, but a positive predictor of verbal aggression. Besharat and Shahidi (2010) focused on the relationship between perfectionism and anger in university students. They proposed that there was a negative relationship between anger and positive perfectionism, while the relationship between anger and negative perfectionism was positive.

Most studies related to the relationship between perfectionism and anger was analyzed have been carried out on adolescents (Erol Öngen, 2009, 2010), high school students (Şahin, 2011), university students (Büyükbayraktar, 2011) and athletes (Dunn, Gotwals, Causgrove Dunn & Syrotuik, 2006; Vallance, et al., 2006).

The participants of this study are physical education and sports teacher candidates differentiated from the participants of other studies. This study aimed to examine the relationship between perfectionism and anger state. The second goal of this study was to prove whether or not perfectionism sub-dimension scores are predictive of anger scores.

The results of this study were found to be important to develop proposals for managing relationships among physical education teachers, students, school managers and families in the professional future applications. Thus, It can be hypothesized that a positive relationship is expected between other-oriented perfectionism and socially prescribed perfectionism and state anger and anger-out subscales, while a negative relationship is expected between the former two and the anger-control sub-dimension.

2. Material and methods

Aim: The main purpose of this study was to examine the relationship between perfectionism and anger states of Physical Education and Sports Teacher candidates (PESTC), and whether or not perfectionism sub-dimension scores were predictive of anger scores.

Hypothesis: On the basis of the above-mentioned theoretical explanations, it can be hypothesized that;

1. Positive relationship is expected between other-oriented perfectionism and socially prescribed perfectionism and state anger and anger-out subscales
2. Negative relationship is expected between the former two and the anger-control sub-dimension

The Study Model: This study was patterned after a relative search model directed toward determining whether or not a relationship exists between physical education student teacher candidates' perfectionism and state anger scores, and determining the predictive power of the candidates' perfectionism scores for their anger scores. Relational search models are research models the goal of determining the existence and degree and change between two or more variables (Karasar, 2005). By means of relational search models, the determination of relationships between variables allows us to better understand this phenomenon and make predictions.

The Sample: The participants in this study included 66 women and 64 men between the ages of 18 and 37, all students in the Department of Physical Education and Sports Teaching at Mersin University. The average age of the teacher candidates who participated in the study was $X_{\text{avg age}} = 21.73 \pm 2.39$. Of the participants, 57% (n=74) stated that they are actively engaged in sports, while 43% are not.

Methods of Data Collection: Perfectionism: The Multidimensional Perfectionism Scale (MPS), developed by Hewitt and Flett (1991) and adapted for Turkish by Oral (1999), was used to measure the perfectionism scores of the study participants. The scale is composed of three subscales, “Self-oriented Perfectionism”, “Other-oriented Perfectionism” and “Socially prescribed Perfectionism”, and comprises a total of 45 items. The scale’s Cronbach Alpha internal consistency coefficient is 0.91 for the “self-oriented perfectionism” subscale, 0.80 for “other-oriented perfectionism”, and 0.73 for “socially prescribed perfectionism”. Anger: In order to determine the state anger and anger traits of the teacher candidates who participated in the research, The State - Trait Anger Scale-STAS, developed by Spielberg (1983) and adapted for Turkish by Özer (1994) as Sürekli Öfke – Öfke Tarz Ölçeği-SÖ-ÖTÖ, was employed. The scale comprises the four subscales of State Anger, Anger-in, Anger-out and Anger-control, and has 34 items, used to determine anger and anger traits in adolescents and adults. The scale’s Cronbach Alpha internal consistency coefficient is 0.79 for the “state anger” dimension, 0.84 for “anger-control”, 0.78 for “anger-out” and 0.62 for “anger-in.”

Data Analysis: In this study, Pearson Product-Moment Correlation Analysis was used along with descriptive statistics to determine the relationship between sub-dimensions of perfectionism and sub-dimensions of anger. In order to determine the predictive power of the anger sub-dimension scores for those of perfectionism, Multi-Directional Regression Analysis techniques were employed.

In order to accommodate the regression analysis hypothesis it is necessary that no relationship exist between error terms in the model (Kalayci, 2009). Towards this end, the Durbin Watson value, which indicates whether or not there is autocorrelation in the model and is ideally between 1.5 and 2.5 in all analysis results (Kalayci, 2009), is found to vary between 1.5 and 2.5 (see: Tables, 3, 4, 5 and 6), and no autocorrelation is observed in the model.

3. Results and Discussions

The findings of this study are presented below in order of the study goals. First, the mean and standard deviation values of the scores that the participants received on the *Multidimensional Perfectionism Scale* and the *State – Trait Anger Scale* are shown in Table 1.

The results of the Pearson Product-Moment Correlation Analysis, undertaken with the aim of determining the relationship between the scores received by the study participants on the Multidimensional Perfectionism Scale and STAS subscales, are presented in Table 2.

As seen in Table 2, a positive significant relationship was found between the socially prescribed perfectionism score and state anger, anger-in and anger-out (p

<.05), while the relationship with the anger-control was negative ($p < .01$).

Table 1. Mean and standard deviation values for MPS and STAS

SCALES	Total (n=130)		Men (n=66)		Women (n=64)	
	\bar{X}	S.D.	\bar{X}	S.D.	\bar{X}	S.D.
Self-oriented Perfectionism	79.56	13.65	78.26	14.54	80.98	12.64
Other-oriented Perfectionism	65.11	9.60	64.86	9.50	66.39	9.71
Socially prescribed Perfectionism	60.94	9.11	60.07	9.70	61.83	8.43
State Anger	22.87	6.21	2.29	.68	2.28	.56
Anger-in	16.13	4.04	2.06	.52	1.97	.49
Anger-out	16.77	4.50	2.09	.57	2.10	.56
Anger-control	22.07	5.05	2.93	.63	2.58	.59

Table 2. Correlation results showing the relationship between Perfectionism and Anger scores

SUBSCALES	State Anger	Anger-in	Anger-out	Anger-control
Self-oriented Perfectionism	.17	.09	.05	.03
Other-oriented Perfectionism	.16	.08	.09	-.10
Socially prescribed Perfectionism	.30**	.28**	.31**	-.19*

** $p < .05$ * $p < .01$

Multi-Directional Regression Analysis was performed to determine whether or not the perfectionism subscale scores were predictive of the anger experienced by the physical education teacher candidates. The Multidimensional Perfectionism Scale subscales predictor (independent) variables were incorporated into the analysis, as well as the predictable (dependent) variables of the STAS sub-dimensions. In connection with this, state anger, anger-in, anger-out and anger-control scores are presented in the below tables with the results concerning predictiveness. In Table 3, the multiple regression analysis aimed at determining whether or not Perfectionism subscales are predictive of state anger scores is shown.

Table 3. Multidirectional regression analysis results for the prediction of "State Anger"

Predictor variables	B	S. H.	β	t	p
Self-oriented Perfectionism	.001	.005	.025	.249	.804
Other-oriented Perfectionism	.004	.006	.056	.580	.563
Socially prescribed Perfectionism	.018	.007	.271	2.823	.006*
R= .308		R ² = .095		Durbin Watson=2.068	
F =4.395		p< .01			

As seen in Table 3, the Socially prescribed Perfectionism subscale, incorporated in the predictor (independent) variable analysis, is predictive of the State Anger score at a significant level (R= 0.308, R²= 0.095; F=4.395, p=0.006).

This finding indicates that the socially prescribed perfectionism dimension explains 9.5% of the score received in the state anger subscale. The t-test results related to the predictor variables reveal that of the predictor variables, socially prescribed perfectionism dimension is the most significant predictor of state anger ($\beta = .271$; $p < .01$). Furthermore, the results indicate that the other predictor variables do not by themselves reach a statistically significant level to predict state anger ($p > .01$).

Multiple regression analysis made with the goal of determining whether or not perfectionism subscales are predictive of anger-in scores are given in Table 4.

As seen in Table 4, the Socially Prescribed Perfectionism subscale, incorporated in the predictor (independent) variable analysis, is predictive of Anger-in scores at a significant level ($R = .283$, $R^2 = .058$; $F = 3.667$, $p = .002$). This finding indicates that the socially prescribed perfectionism dimension accounts for 5.8% of the score received in the anger-in subscale. The t-test results related to the predictor variables reveal that of the predictor variables only the socially prescribed perfectionism dimension is an important predictor of anger-in ($\beta = .301$; $p < .01$). The results show that the other predictor variables do not by themselves reach a statistically significant level to predict anger-in ($p > .01$).

Table 4: *Multidirectional regression analysis results for the prediction of “Anger-in”*

Predictor variables	B	S. H.	β	t	P
Self-oriented Perfectionism	-.001	.004	-.039	-.385	.701
Other-oriented Perfectionism	.000	.005	-.008	-.079	.937
Socially prescribed Perfectionism	.017	.005	.301	3.111	.002
R= .283		R ² = .058		Durbin Watson=2.064	
F=3.667		p< .01			

Multiple regression analysis performed to determine whether or not perfectionism subscales are predictive of anger-out scores are given in Table 5.

Table 5. *Multidirectional regression analysis results for the prediction of “Anger-out”*

Predictor variables	B	S. H.	β	t	p
Self-oriented Perfectionism	-.004	.004	-.108	-1.069	.287
Other-oriented Perfectionism	.001	.006	.024	.248	.805
Socially prescribed Perfectionism	.,021	.006	.345	3.611	.000
R= .319		R ² = .080		Durbin Watson=2.149	
F=4.760		p< .01			

As seen in Table 5, the Socially prescribed Perfectionism subscale, incorporated in the predictive (independent) variable analysis, is predictive of anger-out scores at a significant level ($R = .319$, $R^2 = .080$; $F = 4.760$, $p = .000$). This finding indicates that the socially prescribed perfectionism dimension explains 8.0% of the score received in the anger-out subscale. The t-test results related to the predictor variables show that of the predictor variables only the socially prescribed perfectionism dimension is an important predictor of anger-out ($\beta = .345$; $p < .01$).

The results reveal that the other predictor variables do not by themselves reach a statistically significant level to predict anger-out ($p > .01$).

Table 6. *Multidirectional regression analysis results for the prediction of “Anger-control”*

Predictor variables	B	S. H.	β	t	p
Self-oriented Perfectionism	.008	.005	.183	1.774	.079
Other-oriented Perfectionism	-.007	.006	-.106	-1.079	.283
Socially prescribed Perfectionism	-.016	.007	-.235	-2.407	.018*
R= .248 R ² = .039 , Durbin Watson=1.699					
F=2.763 p< .05					

As seen in Table 6, the Socially prescribed Perfectionism subscale, incorporated in the predictive (independent) variable analysis, is predictive of anger-control scores at a statistically significant level ($R = .248$, $R^2 = .039$; $F = 2.763$, $p = .018$). This finding indicates that the socially prescribed perfectionism dimension accounts for 3.9% of the score received in the anger-out subscale. The t-test results related to the predictor variables reveal that of the predictor variables only the dimension of socially prescribed perfectionism is an important predictor of anger-control ($\beta = -.235$; $p < .01$). The results show that the other predictor variables do not by themselves reach a statistically significant level to predict anger-control ($p > .01$).

Discussions

As previously stated, the goal of this study was to determine the relationship between perfectionism and anger, and to propose the predictive power of the perfectionism sub-dimensions on anger scores. In the results of the analyses made with this aim in mind, a positive significant relationship was found between socially prescribed perfectionism and the anger subscales state anger, anger-in and anger-out, while a negative significant relationship was found between socially prescribed perfectionism and anger-control (Table 2). These findings indicate that individuals who score high in the sub-dimension of socially prescribed perfectionism have high anger scores, but are perceived as having low ability to control their anger. The finding that was obtained confirms the second hypothesis of our research. Additionally, the results of the regression analyses performed with the goal of determining whether or not the perfectionism sub-dimensions were predictive of the anger subscale scores also reveal that only socially prescribed perfectionism predicts anger subscale scores at a significant level. Self-oriented perfectionism and other-oriented perfectionism were not found to be significant in the prediction of anger.

The findings obtained in this study largely support the expectations and findings of previous research (Hewitt & Flett, 1991; Hewitt et al., 2002; Besharat & Shahidi, 2010; Büyükbayraktar, 2011). For example, in a study by Hewitt and Flett (1991), anger was found to have low correlation with self-oriented perfectionism and mid-level correlation with socially prescribed perfectionism. In their study with university students, Besharat and Shahidi (2010) asserted that

anger had a negative relationship with positive perfectionism and a positive relationship with negative perfectionism.

Examination of the literature reveals that, along with studies analyzing the relationship between perfectionism and anger, a number of investigations have been made of the relationship between perfectionism and such negative emotions as anxiety, depression and stress. For example, in a study by Saboonchi and Lundh (2003) in which the relationship between perfectionism and anxiety was examined, contrary to the findings obtained in our research, state anxiety was revealed to be related more to self-oriented perfectionism than to socially prescribed perfectionism. In other words, individuals who believe that they must be perfect and set quite high goals for themselves are understood to experience state anxiety more intensely. In another study involving high school students in which the relationship between aggressiveness, a form of negative behavior, and perfectionism was examined, it was found that order, an aspect of perfectionism which ensures harmony, negatively affected aggressiveness, while other aspects of perfectionism positively affected aggressiveness (Şahin, 2011).

In studies investigating the relationship between perfectionism and anger, the main focus has been on different samples groups such as adolescents, high school students, adults and athletes, whereas similar studies on the relationship between perfectionism and anger in teachers and teacher candidates are not encountered in the literature. However, Erbaş (2012) in his study with teacher candidates, examined the relationship between perfectionism levels and sensitivity to rejection and subjective well-being. He showed that the perfectionism scores of teacher candidates had a significant positive relationship with sensitivity to rejection and a negative one with subjective well-being.

As previously stated, the sub-dimension of socially prescribed perfectionism reflects the beliefs of an individual concerning the expectations of perfection that others have of him/her, and the thoughts regarding the extremely high standards that these people have for him/her (Hewitt & Flett, 1991). When viewed from this perspective, the thought arises that situations such as the extent to which an individual sees oneself as adequate with respect to meeting another's expectations and uncertainty regarding the probability of success could cause the individual to experience negative feelings. Consequently, these feelings that the individual may experience are sometimes in relation to himself/herself, and sometimes directed toward others. As a result, when the statement made by Hewitt and Flett (1991) that anger is a social emotion is taken into consideration, it is expected that the feeling of anger experienced by physical education teaching candidates would be related to the social dimension of perfectionism.

When considering the characteristics necessary for physical education teachers (in spite of their similarity in large measure to those described for teachers in general), the qualities they must possess and the duties and responsibilities assigned to them, it emerges that teaching physical education is a profession that harbors different missions (Milli Eğitim Bakanlığı, 2000; Erhan, 2009). The fundamental duty of physical education teachers is, by fulfilling their

responsibilities stated in the teaching program, contributing to the physical, psychological, sociological and mental development of children and youths. However, along with these missions, physical education teachers have been burdened with organizing and carrying out a number of different roles and duties, both in school and outside of school. It is expected that physical education teachers, together with in-class activities, perform a number of roles including overseeing sports practice sessions, scouting activities, folk dance activities, training school teams, and participating in interscholastic and interscholastic competitions and tournaments (Milli Eğitim Bakanlığı, 2000; Erhan, 2009). All of the duties and responsibilities referred to her increase what is expected of physical education teachers and these expectations compel teachers to act in a perfectionist manner. In athletic competitions both in school and outside of school, in situations where they cannot fulfill these duties or meet expectations, they are perceived as inadequate and ineffectual and may not be appreciated. The pressures that teachers feel may cause them to experience anger and to reflect this anger internally or externally. Consequently, along with the anger they experience in the case of increasing responsibilities and expectations to be met, problems relating to the fulfillment of the requirements of their profession may be inevitable.

4. Conclusions

As a result, in this study the perfectionism levels of physical education teacher candidates were found to be related to anger, and feelings of anger could be predicted by the socially prescribed perfectionism scores.

Proposals: In accordance with the findings of this study, the following proposals may be made for future studies of a similar nature.

- The sample subjects in this study consist only of physical education teacher candidates. It is expected that those who carry out (or will carry out) teaching duties be psychologically healthy and, in particular, able to form positive relationships with their students, colleagues, families and others in their social circles. Consequently, teacher candidates' awareness of both their perfectionism, which is believed to affect social relationships, and their feelings of anger can provide support towards developing harmonizing perfectionist tendencies and controlling their anger in negative situations.

- As it has been noted that this study was carried out with teacher candidates, regarding the generalizability of the results, it is suggested that a comparative study be made by repeating this research in different branches and age groups, and with teachers in both public and private schools.

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