





## The relative contribution of perfectionism level to social self-efficacy and social life satisfaction among a sample of adolescent students

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### ABSTRACT

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#### Keywords

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The present study aimed to explore the relationship between perfectionism, social self-efficacy, and social life satisfaction. The study adopted a predictive descriptive approach suitable for examining the relationship between perfectionism, social self-efficacy, and social life satisfaction as well as the predictive value of perfectionism on these variables. The study sample consisted of 321 male and female high school students. The study applied the Multidimensional Perfectionism Scale by Hewitt & Flett along with the social self-efficacy and social life satisfaction scale both developed by the researchers. The results revealed a moderate level of perfectionism and a negative relationship between perfectionism and both social self-efficacy and overall social life satisfaction. The explained variance was 24.9% for perfectionism's contribution to social self-efficacy and 22% for its contribution to social life satisfaction. Additionally, the results indicated a statistically significant and negative relationship between overall perfectionism level and both social self-efficacy and social life satisfaction. The study recommended raising awareness and educating adolescent students about the concept of perfectionism and its impact on people as well as providing counselling programs and training courses for students suffering from low levels of social self-efficacy and social life satisfaction.

**Contribution/Originality:** This study focuses specifically on the contribution of perfectionism to social factors (social self-efficacy and social life satisfaction), a topic that has not been thoroughly studied among adolescents. The importance of the study comes from its contribution to adding a new variable in the educational and psychological field, satisfaction with social life as a new dimension in its relationship with perfectionism. Researchers have noted a lack of studies predicting social self-efficacy and satisfaction with social life through luxury as a common feature that can affect all different areas of life.

## 1. INTRODUCTION

Perfectionism is considered a fundamental requirement for individuals' success and for performing life tasks without errors or defects. Some individuals find it difficult to distinguish between positive characteristics and striving for excellence. The pursuit of excellence should occur according to available circumstances based on possible

standards of personal performance without rushing toward difficult or unattainable goals that don't match the individual's capabilities and potential. The pursuit of perfection may be a positive trait that creates energy, driving the individual towards development and success in their pursuit of achievable goals which is associated with positive aspects of self-esteem and achievement. It may be a negative trait that hinders the individual's success and development when pursuing unattainable goals which is associated with negative aspects, such as emotional disorders, including depression, anxiety, obsessive-compulsive disorder and other mental health-related disorders (Stoeber & Becker, 2008). Hewitt and Flett (1991) defined perfectionism as individuals' pursuit of accomplishing tasks without defects or errors and reaching perfection in all aspects of their lives. Hagan and Hausenblas (2003) refer to perfectionism as either a positive or negative force in individuals through its association with performance, high levels, goals, and standards. Positive perfectionists work within constraints and situations and feel happiness and satisfaction while negative perfectionists work to avoid failure and are dissatisfied with their work and achievement level. Stoeber and Janssen (2011) indicate that perfectionism is associated with high levels of extraversion, endurance, life satisfaction, coping methods, achievement, academic performance, and social support. Negative perfectionism is associated with lower levels of uncontrollability, depression, suicidal thoughts, and self-blame (Stoeber & Otto, 2006). Rice and Ashby (2007) classify perfectionist individuals into three types: non-perfectionists, adaptive perfectionists, and maladaptive perfectionists. This classification is based on two levels, namely, the level of high standards which are personal performance standards in individuals and the level of discrepancies resulting from failure to achieve high standards. Individuals with high standards show a clear disparity between the capabilities they perceive and their actual performance (high discrepancies) and are usually referred to as maladaptive perfectionists (Wei, Mallinckrodt, Russell, & Abraham, 2004). Hewitt and Flett (1991) identify three dimensions of perfectionism, namely, first, self-oriented perfectionism (SOP), having unrealistic high expectations and standards in performance which leads to avoiding failure in all achievements and avoiding confrontation. Second, other-oriented perfectionism (OOP) means perceptions that others should be perfect. Individuals who are perfectionist and have high standards toward others and require others to accept these standards, which may be unrealistic, and when others don't meet these standards, they resort to blame and criticism. Third, socially prescribed perfectionism (SPP) which is the belief that others expect perfection from us. Here, individuals see that significant others have imposed extremely high standards on them. These standards must be met to satisfy them. Here, perfectionism is directed toward others rather than individuals. Turner and Turner (2011) believe that maladaptive perfectionism arises in families that don't grant autonomy where family relationships are based on dictatorial systems, suppression of freedom of expression, decision-making, and obtaining parental approval is conditional on meeting the high expectations imposed by parents. As for social self-efficacy, it is one of the variables that may predict perfectionism in individuals. It refers to the individual's confidence in their life and their ability to engage in important and necessary social interactions to initiate and maintain personal relationships. This includes behaviours, such as negotiation and conflict between individuals, meeting new people, self-assertion in social situations, establishing emotional relationships and developing friendships (Smith & Betz, 2000). Bandura (1997) refers to self-efficacy as individuals' personal beliefs related to their abilities during interaction with others. These beliefs regulate and direct the individual's abilities in desired paths to achieve success. Hermann and Betz (2006) indicated that social self-efficacy enables individuals to rely on themselves, assert and appreciate themselves and also plays a role in the academic field by helping students transform their goals and establish important and genuine social relationships. Smith and Betz (2000) believe six elements constitute social self-efficacy, namely, making friends, social self-assertion, level of social performance in interaction with others, giving or receiving help, forming emotional relationships, and evaluating social performance. Malekosh (1995) believes that feeling satisfied with life includes physical and material aspects, and building bridges of positive relationships with those surrounding the individual. This means general satisfaction of the individual with their life in various fields. The individual's satisfaction with their social life is one of the important fields for the individual. Life satisfaction is the evaluation the individual makes about the quality of their life in general based on their judgment

(Abdul-Khaliq 2003). Social life satisfaction refers to the level of general evaluation of the quality of the individual's social life and the extent of satisfaction with their social interactions and relationships with people around them whether in family, work, or peer groups. It is an evaluation of the quality of social life. Social life satisfaction reflects the individual's subjective satisfaction with their level of acceptance by others, feeling pleasure and enjoyment in the field of social interaction and relationships with others. It reflects the individual's satisfaction with their past and present relationships and social life and their ability to achieve what they seek as goals in the field of their relationships and social interaction with others. Asher (1985) indicates that social dissatisfaction in individuals consists of feeling lonely, such as sitting alone, beliefs about their social interaction, and their perception of their level of social competence. It is associated with feeling lonely in individuals (Galanaki & Kalantzi-Azizi, 1999). Furthermore, high social dissatisfaction leads to feelings of loneliness, isolation, and rejection by peers in adolescents (Demir & Tarhan, 2001). Social life satisfaction is considered an important indicator that reflects quality of life where daily life activities allow individuals to enhance social connections through interaction with others which in turn is associated with quality of life and satisfaction with it. Individuals engaged in various activities enjoy greater comfort in aspects of social life (Leung, Ha Cheung, & Liu, 2011). The researchers define social life satisfaction as the degree to which the individual judges positively or negatively the quality of their social life and their subjective evaluation of it as a whole. This state appears in the individual based on their social behaviour, extent of social participation, and their acceptance of their relationships with others in their surrounding environment. This depends on the individual's evaluation and is not based on others' evaluation of the reality of their social life as a whole and not part of it. This social life satisfaction is the belief that they have the necessary skills for successful performance in their social life.

## 2. STUDIES ON PERFECTIONISM, SOCIAL SELF-EFFICACY, AND SOCIAL LIFE SATISFACTION

There is evidence indicating that perfectionism, social self-efficacy, and social life satisfaction are among the most prominent factors affecting psychological and academic aspects. Cox and Chen's (2023) study which aimed to identify the predictive role of perfectionism in social anxiety and the effect of cognitive processes and self-perception of performance with a study sample of 84 male and female university students revealed results showing a statistically significant relationship between perfectionism and social anxiety traits. The results indicated that socially prescribed perfectionism and self-oriented perfectionism related to performance level doubts directly affect social anxiety traits and indirectly affect self-perception of performance. The results of this study supported the predictive role of perfectionism in social anxiety. Yu, Chae, and Chang's (2023) study pointed to the relationship between socially prescribed perfectionism, academic self-efficacy, and academic burnout among medical college students in Korea and determined the role of academic self-efficacy in the relationship between perfectionism and academic burnout. The sample consisted of 244 medical college students, and the analysis of the results showed that academic burnout is related to socially prescribed perfectionism and negatively correlated with academic self-efficacy. The results indicated that socially prescribed perfectionism and academic self-efficacy explained 54% of academic burnout. Mahan III, Seo, Jordan, and Funk's (2022) study aimed to explore the effect of social media sites on individuals' behaviour management and social life satisfaction. The study sample consisted of 3476 online participants, and results showed there is a clear effect of behaviour management on social life satisfaction leading to physical and mental benefits for participants. Jaradat, Abu Ghazal, and Momani's (2014) study tested the family factors predicting perceived social efficacy among a sample of Yarmouk University students numbering 703 male and female students. Results indicated that social efficacy in females was statistically significantly higher than in males. Stepwise regression analysis showed that family cohesion was the only factor that significantly predicted perceived social efficacy in males. Three family factors significantly predict perceived social efficacy, which are family cohesion, family size, and family income. According to Locicero and Ashby's (2000) study, it aimed to assess the relationship between multidimensional perfectionism and perceived self-efficacy in light of some variables among a sample of 199 male and female university

students. Results revealed that students with adaptive perfectionism scored higher on self-efficacy and social efficacy measures and also revealed statistically significant differences between perfection and social adjustment in favour of individuals with adaptive perfectionism. After reviewing previous studies, it is noted that they included addressing the current study variables while the current study addressed perfectionism level and its relationship to social self-efficacy and social life satisfaction among a sample of adolescent students.

### *2.1. Problem Statement*

Adolescence is one of the important stages in an individual's life. Through its social relationships, it allows them to engage in social activities, interact with others and exchange conversations with them in different environments. Satisfaction with social life and self-efficacy are important variables that affect students' lives and may be linked to their achievement of the goals and standards they set. Striving for perfection can undoubtedly affect different spheres of life. Failure to achieve what the student seeks may affect his entire life whether academic or social which may result in ineffectiveness at the social level and dissatisfaction with his aspirations. Researchers have noted the lack of studies predicting social self-efficacy and satisfaction with social life through luxury as a common feature that can affect all different areas of life. Hence, the problem of the study has arisen and is defined as the level of social perfectionism, self-efficacy and satisfaction with the social life of adolescent students. The research questions are as follows:

What is the relative contribution of the level of social self-efficacy and social satisfaction of adolescent students? This question has the following sub-questions:

1. What is the level of perfectionism among adolescent students?
2. How much does perfectionism contribute to predicting the social self-efficacy of adolescent students?
3. How much has perfectionism contributed to predicting social life satisfaction among adolescent students?
4. Is there a statistically significant correlation at the level ( $0.05 \geq p$ ) between perfectionism as a whole and both the level of social self-effectiveness and the level of satisfaction with social life?

### *2.2. Study Objectives*

The present study aims to understand the relative contribution of luxury to the level of social luxury, self-efficacy, and satisfaction with social life and the relationship between them as a whole and both the level of social self-efficacy and the level of satisfaction with social life.

### *2.3. Significance of the Study*

The theoretical significance of this study is that it highlighted the role of predicting social subjectivity and satisfaction with social life. The present study also works to provide counsellors and mental health workers with the necessary information, especially in the absence of studies that tried to measure social subjectivity, self-efficacy and satisfaction with social life. The importance of the study comes from its contribution to adding a new variable in the educational and psychological field, satisfaction with social life as a new dimension in its relationship with perfectionism. In practice, this study helps to develop more effective preventive and therapeutic plans for students and detect students with non-adaptive behaviour or students with low social self-efficacy and satisfaction with social life.

## **3. METHODOLOGY AND PROCEDURES**

### *3.1. Research Design*

The study adopted a predictive descriptive approach suitable for examining the relationship between perfectionism, social self-efficacy, and social life satisfaction as well as the predictive value of perfectionism on these variables.

### 3.2. Study Population

The study population consisted of all adolescent high school students enrolled in the 2023/2024 academic year in Al-Mazar Al-Shamali District, Irbid Governorate, Jordan, totaling 1,850 male and female students.

### 3.3. Study Sample

The sample included 321 students (178 males and 143 females) from upper secondary levels. Classes were selected from different schools in Ajloun Governorate using purposive sampling to represent adolescent students (see Figure 1).

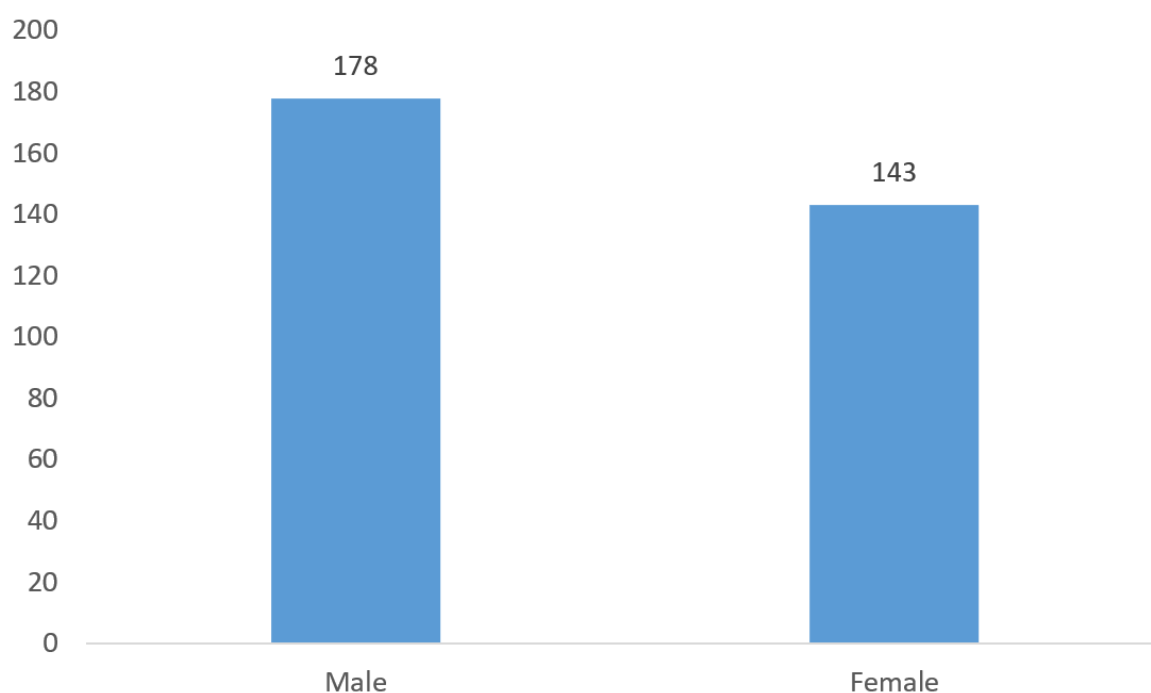


Figure 1. Distribution of sample personnel according to study variables

### 3.4. Study Tools

#### 3.4.1. First: Perfectionism Scale

The current study used the measure of perfectionism of Hewitt and Flett (1991), a measure based on individuals' estimates to identify three types of luxury: first, self-oriented luxury (MPS-Self) is symbolized by SOP. Second, others-oriented luxury (MPS-Other) is symbolized by OOP and third, socially defined luxury (MPS-Sc) is symbolized by SPP. The scale consists of 45 paragraphs spread equally over the scale's three dimensions.

##### 3.4.1.1. Scale Validity

Hewitt and Flett (1991) verified the scale's validity by extracting the corrected binding coefficient with correlation transaction values ranging from 0.51-0.73 to the self-directed perfectionism dimension (.43-0.64) to the other-oriented perfectionism dimension and .45-0.71 for the socially defined perfectionism dimension.

The researchers also conducted the construct validity in its current study by applying the scale in its current final form and applying it to a survey sample consisting of 55 students from outside the study sample. Corrected correlation factors were calculated for each dimension's paragraphs where the correlation coefficient was found to be an indication of validity for each paragraph in the form of a correlation coefficient between each paragraph and the overall grade between each paragraph and its association with the area to which it belongs, and between each area and the overall degree. It should be noted that all correlation transactions have acceptable scores and are statistically

relevant. Therefore, none of these paragraphs was deleted. The correlation coefficient of the scale items with the domain ranged between .61 and .75, and the correlation coefficient with the tool ranged between .48 and .65.

#### 3.4.1.2. Scale Reliability

Hewitt and Flett (1991) verified the Cronbach' alpha internal consistency which was valued at 0.86 for the self-oriented perfectionism dimension, 0.82 for the other-oriented perfectionism dimension and 0.87 for the socially determined perfectionism dimension.

The current study ascertained the scale's stability through the test-retest method at a two-week interval on a sample of 55 out-of-sample students. The Pearson coefficient was extracted. Figure 2 shows these transactions (see Figure 2 for details).

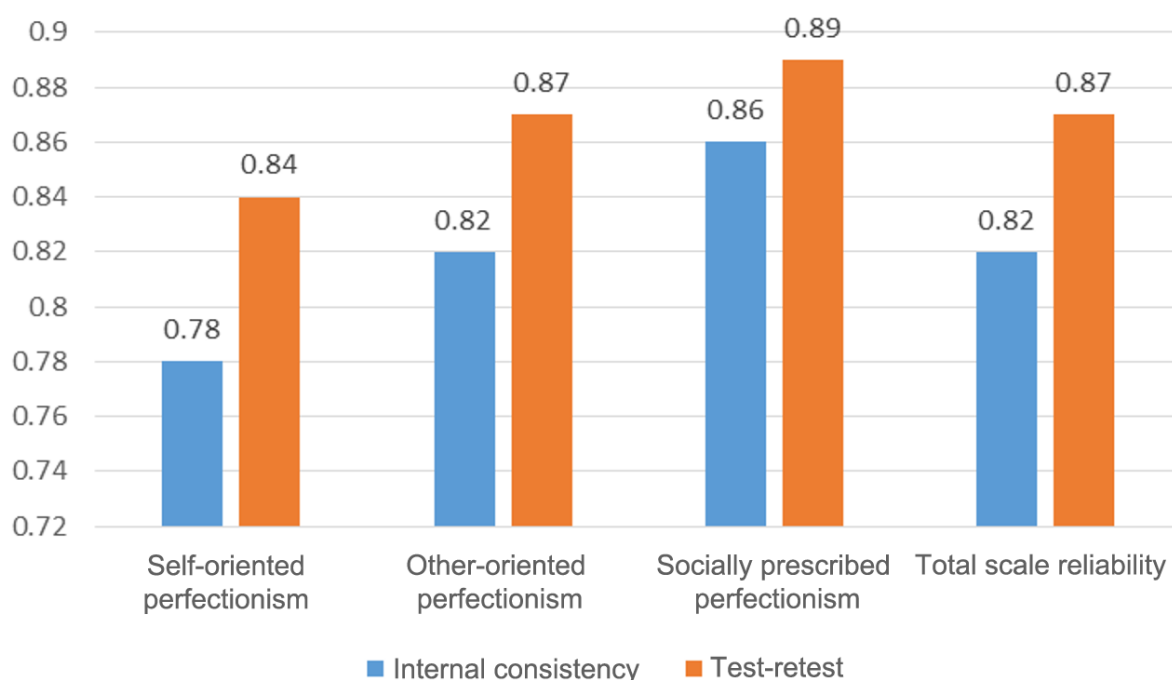


Figure 2. Scale stability coherence factor, Cronbach's alpha and Pearson's correlation factor.

Figure 2 notes that the constant coefficients' values for scale dimensions through internal consistency ranged from 0.78-0.86 to total stability (0.82) while constant coefficients through retest ranged from 0.84-0.89 to total stability (0.87).

#### 3.4.2. Second: Measure of Social Self-Efficacy

Researchers based a scale for the current study after seeing a set of metrics in Arab and foreign studies developed to measure social subjectivity where I quote from a scale (Sherer et al., 1982) three paragraphs and from a scale (Smith & Betz, 2000). Four paragraphs were drafted from a scale (Muris, 2001) and were translated and presented to language professionals to ascertain the correctness of the translation, the accuracy of the meaning, and researchers added 7 paragraphs, making the measure preliminarily 16 paragraphs.

##### 3.4.2.1. Scale Validity

The scale was applied to a survey sample consisting of 55 students from outside the study sample to verify construct validity of the scale and according to the corrected correlation coefficient for each paragraph of the scale with the overall grade where all transaction values were found to have been confined between 0.47 and 0.79 with

acceptable scores and statistical function. This is an acceptable indication of the internal harmony between the paragraphs and the overall grade of the scale and therefore none of these paragraphs has been deleted.

### 3.4.2.2. Scale Reliability

Researchers have assessed the constant of the scale using the Cronbach's alpha internal consistency factor on members of the survey sample of 55 out-of-school teenage students. The value of Cronbach's alpha (0.88) for the scale as a whole is an indicator of internal consistency.

### 3.4.3. Third: Measure of Satisfaction with Social Life

The researchers referred to studies related to the dimensions of social life. Malekosh (1995), Galanaki and Kalantzi-Azizi (1999), Demir and Tarhan (2001) and Mahan III et al. (2022) studied social competence, life satisfaction and family life satisfaction. Accordingly, he developed a paragraph to measure social life satisfaction and measure the individual's social life satisfaction by feeling happy satisfaction with the use of communication skills, peer group, satisfaction with the level of participation and social reassurance. The measure is initially from 16 paragraphs.

#### 3.4.3.1. Validity of the Scale

The measure was presented in its initial form with procedural definitions to the same number of arbitrators who were presented with the measure of social self-efficacy (12). The arbitrator and the arbitrators' agreement has been amended in proportion (85%) making the measure final consisting of 16 paragraphs applied to the same reconnaissance sample and reached 55 students to extract the building credibility indications of the scale, the correlation factors between the social life satisfaction scale paragraphs and the overall scale score were found to have ranged from 0.54 to 0.78, indicating that the scale had a high degree of honesty. Researchers also used the honesty associated with an external touchstone to verify that the Cooper Smith scale was applied (Cooper Smith) to measure self-esteem applied to Saudi Arabia's environment (Mahfouz & Al-Aqqad, 2015). On a sample of 75 members of the study sample, correlation transactions were found on both scales and coiled (0.87) for the measure of satisfaction with social life and 0.82 for the measure of self-esteem. Researchers consider that satisfaction with social life and self-worth are two aspects of a positive relationship. The higher the self-esteem, the greater the satisfaction with social life and vice versa.

#### 3.4.3.2. Scale Stability

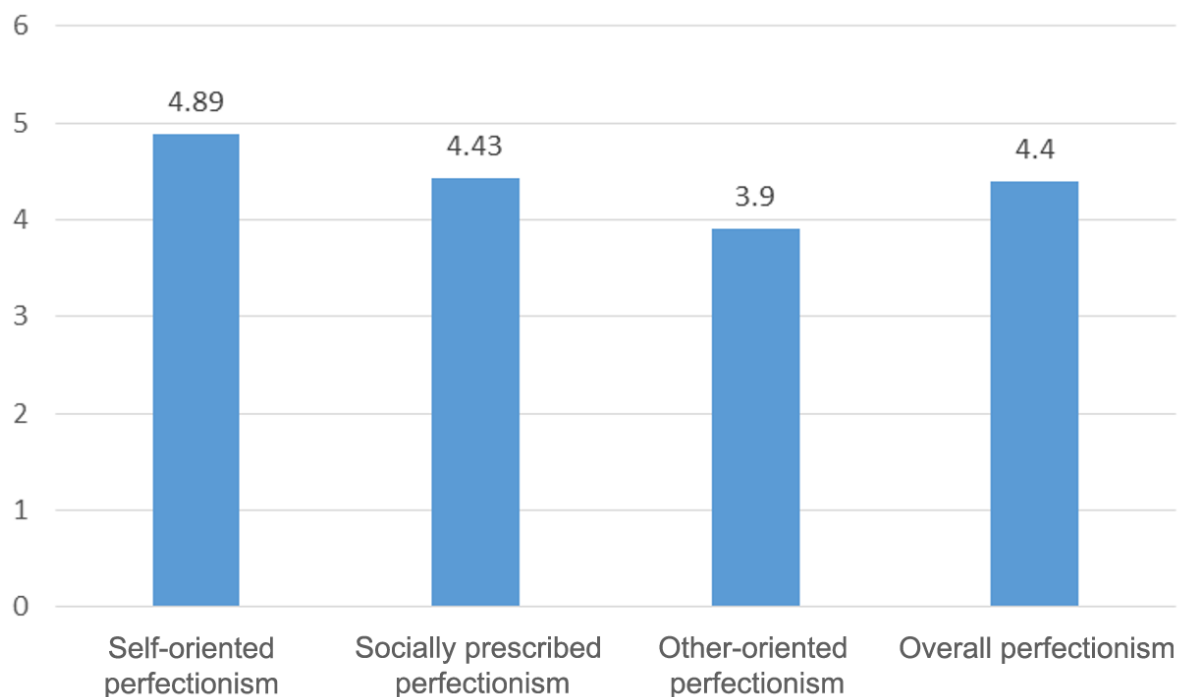
The researchers calculated the reliability in two ways: first, the internal consistency of Cronbach's alpha on the members of the pilot sample and the value of Cronbach's alpha (0.83) for the scale. Second: test-retest and the researchers calculated the stability by test-retest the survey sample of 55 students about two weeks after the first application. The Pearson correlation coefficient was calculated at 0.87, an acceptable value, thus enjoying a degree of stability.

## 4. RESULTS AND DISCUSSION

Question 1: What is the level of perfectionism among adolescent students?

To answer this question, means and standard deviations of the level of perfectionism of adolescent students were extracted (see Figure 3 for details).





**Figure 3.** Computational averages and standard deviations of the level of perfectionism of adolescent students were extracted.

Figure 3 shows the means ranging from 3.90 to 4.89. Self-oriented perfectionism came first with the highest average calculation (4.89), others-oriented perfectionism came last with an average calculation of 3.90 and the average calculation for perfectionism as a whole was 4.40. This result can be explained by an average level of perfectionism to the effect that perfectionism does not constitute satisfactory perfectionism in adolescent students. This is due to the convergence of factors among university students at the economic, social and cultural levels. In addition to the existence of social convergence and great similarity in customs and traditions, the method of family education is the preservation of values, customs and traditions which leads to greater convergence and less extremism. This reflects the average level of perfectionism as a whole and the result of this study varies with the study of the carpenter Bobrichev and the Apsi (Al-Naggar, Al-Dubai, & Al-Naggar, 2013) which showed results that 70.8% of sample individuals have high perfectionism.

**4.2: Question II:** How much does perfectionism contribute to predicting the social self-efficacy of adolescent students?

To answer this question, a stepwise regression analysis was used of the impact of perfectionism's contribution to predicting social subjectivity in adolescent students as shown in Table 1.



Table 1. Stepwise multiple regression analysis of perfectionism as a predictor of social self-efficacy

Dependent variable	Predictors	B coefficient	Multiple correlation (R)	Explained variance (R <sup>2</sup> %)	Incremental variance (ΔR <sup>2</sup> %)	F Value	Statistical significance (p-value)
Social self-efficacy	Socially prescribed perfectionism	-0.406	0.406	16.5%	16.5%	82.709	0.000
	Self-oriented perfectionism	-0.401	0.473	22.4%	5.9%	60.192	0.000
	Other-oriented perfectionism	-0.290	0.499	24.9%	2.5%	46.089	0.000

Table 2. Stepwise multiple regression analysis of perfectionism as a predictor of satisfaction with social life

Dependent variable	Predictors	B coefficient t	Multiple correlation (R)	Explained variance (R <sup>2</sup> %)	Incremental variance (ΔR <sup>2</sup> %)	F value	Statistical significance (p-value)
Satisfaction with social life	Self-oriented perfectionism	-0.410	0.410	16.8%	16.8%	84.786	0.000
	Socially prescribed perfectionism	-0.172	0.442	19.5%	2.7%	50.642	0.000
	Other-oriented perfectionism	-0.163	0.469	22.0%	2.5%	39.103	0.000

Table 1 shows that the three major factors of perfectionism together contributed about 24.9%. From the variation in social subjectivity, socially defined perfectionism has contributed 16.5% of the variance, thus contributing statistically correctly ( $0.001 \geq \alpha$ ) in predicting social self-efficacy and adding self-oriented perfectionism (5.9%). This contribution has been a statistical function in predicting social subjectivity and has added other-oriented perfectionism (2.5%). This contribution has been a statistical function in predicting social self-effectiveness and the study attributes that socially defined perfectionism limits individuals' social relationships through misconceptions as others set high levels and are required to achieve them.

This leads individuals to be concerned with achieving these high standards causing fear of negative assessments from others. This limits individuals' social relationships. In addition, believing that there are high standards and demands and paying attention to them may lead the individual to certain inappropriate behaviour during social interaction, self-oriented perfectionism which imposes restrictions on an individual's high expectations and interest in the system, arrangement and doubt his or her ability to establish successful relationships and adhere to a high degree of terms and conditions so that things become acceptable and within his or her criteria social effectiveness " which is one of the most important factors affecting social subjectivity, perfectionism directed towards others, a perfectionist here goes in a way that may demand that other individuals during their relationship achieve their own high standards that may amount to being imposed on them.

The love of full performance may lead him to avoid these relationships because he is dissatisfied with them or the use of unsuccessful and ineffective methods of building social relations and equitable perfectionism in individuals is motivated to achieve excellence and success and to encourage the use of appropriate skills in different situations to deal with the surrounding society. Equity is an important basis for building successful social relations with others. A sense of responsibility and awareness is the direction of these relationships and thus a higher level of social self-effectiveness.

Question III: How much has perfectionism contributed to predicting social life satisfaction among adolescent students?

To answer this question, a multi-gradual regression analysis was used of the impact of perfectionism's contribution to predicting satisfaction with social life among adolescent students as shown in Table 2.

Table 2 shows that the three major factors of perfectionism and sacrifice together about 22% of the disparity in social subjectivity, self-oriented luxury has been shown (16.8%) of variance, thus contributing statistically ( $0.001 \geq \alpha$ ) in predicting satisfaction with social life added socially defined luxury (2.7%) for variation. This contribution was a statistical function in predicting satisfaction with social life and added luxury directed towards others (2.5%). For differentiation, this contribution has been a statistical function in predicting satisfaction with social life as indicated in the outcome of question 7 that self-oriented luxury, socially defined perfectionism, others-oriented perfectionism which includes the high standards imposed on oneself and others and the perfectionist interest in and achievement of social relations and the consequent sense of happiness and satisfaction when these standards are met, failure to meet these criteria gives the individual a sense of frustration in the direction of themselves and the direction of a relationship in others and thus a sense of dissatisfaction with oneself or a level of satisfaction with one's relations and social life.

Question IV: Is there a statistically significant correlation at the level of ( $0.05 \geq p$ ) between luxury as a whole and both the level of social self-efficacy and the level of satisfaction with a social life?

To answer this question, the Pearson correlation coefficient between the overall level of luxury, the level of social self-efficacy and the level of satisfaction with social life was extracted (see Table 3).

**Table 3.** Pearson correlation coefficients between perfectionism levels, social self-efficacy, and satisfaction with social life

Perfectionism type	Social self-efficacy (r)	p-value	N	Satisfaction with social life (r)	p-value	N
Self-oriented perfectionism	-0.406**	0.000	421	-0.410**	0.000	421
Other-oriented perfectionism	-0.148**	0.002	421	-0.108*	0.026	421
Socially prescribed perfectionism	-0.356**	0.000	421	-0.283**	0.000	421
Overall perfectionism	-0.386**	0.000	421	-0.362**	0.000	421

**Note:** \*Statistically significant at the significance level (0.05). \*\*Statistically significant at the significance level (0.01).

Table 3 shows a statistically significant negative relationship between the overall level of perfectionism and both the level of social self-efficacy and the level of satisfaction with social life. The results showed an inverse relationship. Increasing the level of perfectionism leads to a lower level of social self-efficacy and satisfaction with social life capacity and performance in general, both personally and socially in terms of unrealistic levels of success and satisfaction with their social relations. People with a high level of perfectionism are not satisfied with their level of performance and social relations. They try to improve their level of social relations and seek to provide or seek new ones social relations and their degree of satisfaction. This result is consistent with the outcome of the study (Al-Naggar et al., 2013; Cox & Chen, 2023; Locicero & Ashby, 2000; Mahan III et al., 2022).

## 5. CONCLUSION

The study adopted a predictive descriptive approach suitable for examining the relationship between perfectionism, social self-efficacy, and social life satisfaction as well as the predictive value of perfectionism on these variables. The results revealed a moderate level of perfectionism and a negative relationship between perfectionism and both social self-efficacy and overall social life satisfaction. The explained variance was 24.9% for perfectionism's contribution to social self-efficacy and 22% for its contribution to social life satisfaction. Additionally, the results indicated a statistically significant and negative relationship between overall perfectionism level and both social self-efficacy and social life satisfaction. The study recommended raising awareness and educating adolescent students about the concept of perfectionism and its impact on individuals as well as providing counselling programs and training courses for students suffering from low levels of social self-efficacy and social life satisfaction and offering therapeutic extension programs for students with a high level of luxury, and work to increase the level of awareness and education among adolescent students of the concept of luxury and its positive and negative effects on the individual and society.

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**Institutional Review Board Statement:** This study was approved by the Institutional Review Board of Ajloun National University, Jordan, under IRB Protocol Number 125/1/214, with approval granted on 05 March 2024. Informed verbal consent was obtained from all participants, and all data were anonymized to protect participant confidentiality.

**Transparency:** The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted and that any differences from the study as planned have been clarified. This study followed all writing ethics.

**Competing Interests:** The authors declare that they have no competing interests.

**Authors' Contributions:** All authors contributed equally to the conception and design of the study. All authors have read and agreed to the published version of the manuscript.

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