

ПСИХОЛОГИЧЕСКИЕ ИССЛЕДОВАНИЯ В ОБРАЗОВАНИИ

УДК 378

DOI: 10.17853/1994-5639-2023-4-196-210

INVESTIGATING PERFECTIONISM AND SUBJECT WELL-BEING AMONG COLLEGE STUDENTS: STRESS COPING STRATEGIES AS A MEDIATOR

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Abstract. *Introduction.* Previous studies pointed out that there is an important relationship between personality factors and an individual's well-being.

Aim. This study *aims* to investigate the relationships between adaptive/maladaptive perfection and subject well-being among college students. Besides, positive/avoidance stress coping strategies are used as a mediator in the relationship between adaptive/maladaptive perfectionism and subject well-being.

Methodology and research methods. This study used a quantitative research method to investigate a population of college students. Questionnaires were also delivered to 350 students in colleges in Ho Chi Minh City, Vietnam. The authors used Structural Equation Modelling (SEM) via AMOS to test all the hypotheses.

Results. The findings show that (1) adaptive perfectionism can positively predict subjective well-being through positive coping strategies and negatively predict subject well-being through avoidance coping strategies; (2) maladaptive perfectionism can negatively predict subjective well-being through positive coping strategies and positively through avoidance coping strategies; (3) adaptive/maladaptive perfectionism can directly predict subject well-being.

Scientific novelty. This study gains more insights into the role of stress coping strategies as a mediator in the relationship between adaptive/maladaptive perfectionism and subject well-being among college students.

Practical significance. The findings in this study suggest that teachers, mentors, and counsellors should give appropriate counselling to college students to help them obtain good learning development and physical and mental adaptation.

Keywords: perfectionism, stress coping strategies, subject well-being, college students.

Acknowledgements. The authors would like to thank Ho Chi Minh City University of Economics and Finance (UEF) (Vietnam) for funding this work.

For citation: Pham K. V., Duong N. T., Pham Thi T. D. Investigating perfectionism and subject well-being among college students: Stress coping strategies as a mediator. *Obrazovanie i nauka = The Education and Science Journal*. 2023; 25 (4): 196–210. DOI: 10.17853/1994-5639-2023-4-196-210

ИССЛЕДОВАНИЕ ПЕРФЕКЦИОНИЗМА И СУБЪЕКТИВНОГО БЛАГОПОЛУЧИЯ СРЕДИ СТУДЕНТОВ КОЛЛЕДЖА: СТРАТЕГИИ ПРЕОДОЛЕНИЯ СТРЕССА КАК ПОСРЕДНИКА

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Аннотация. *Введение.* Предыдущие исследования указывали на то, что существует важная связь между личностными факторами и благополучием человека.

Цель. Эта работа направлена на изучение взаимосвязи между адаптивным/маладаптивным перфекционизмом и субъективным благополучием среди студентов колледжа. Кроме того, стратегии преодоления положительного/избегающего стресса используются в качестве посредника в указанных отношениях.

Методология, методы и методики. Был использован количественный метод исследования для изучения выборки студентов колледжа. В анкетировании приняли участие 350 студентов колледжей в Хошимине, Вьетнам. Авторы использовали моделирование структурных уравнений (SEM) через AMOS для проверки всех гипотез.

Результаты. Результаты показывают, что: 1) адаптивный перфекционизм может положительно влиять на субъективное благополучие с помощью позитивных стратегий преодоления последствий и негативно влиять на субъективное благополучие с помощью стратегий избегания преодоления последствий; 2) маладаптивный перфекционизм может негативно влиять на субъективное благополучие через позитивные стратегии преодоления последствий и положительно – через стратегии избегания преодоления последствий; 3) адаптивный/маладаптивный перфекционизм может непосредственно влиять на благополучие субъекта.

Научная новизна. Это исследование позволяет глубже понять роль стратегий преодоления стресса в качестве посредника в отношениях между адаптивным/маладаптивным перфекционизмом и благополучием учащихся колледжей.

Практическая значимость. Результаты этого исследования показывают, что преподаватели, наставники и консультанты должны давать соответствующее консультирование студентам колледжа, чтобы помочь им получить хорошее обучение и развитие, а также физическую и психическую адаптацию.

Ключевые слова: перфекционизм, стратегии преодоления стресса, субъективное благополучие, студенты колледжа.

Благодарности. Авторы благодарят Городской университет экономики и финансов Хошимина (UEF) за финансирование настоящей работы.

Для цитирования: Фам К. В., Дуонг Н. Т., Фам Тхи Т. Д. Исследование перфекционизма и субъективного благополучия среди студентов колледжа: стратегии преодоления стресса как посредника // Образование и наука. 2023. Т. 25, № 4. С. 196–210. DOI: 10.17853/1994-5639-2023-4-196-210

ESTUDIO DEL PERFECCIONISMO Y BIENESTAR SUBJETIVO ENTRE LOS ESTUDIANTES UNIVERSITARIOS: ESTRATEGIAS Y SU PAPEL MEDIADOR PARA AFRONTAR EL ESTRÉS

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Abstracto. Introducción. Investigaciones anteriores han indicado que existe un vínculo importante entre los factores de personalidad y el bienestar humano.

Objetivo. Este trabajo tiene como objetivo explorar la relación entre el perfeccionismo adaptativo/desadaptativo y el bienestar subjetivo entre estudiantes universitarios. Además, se utilizan estrategias de afrontamiento del estrés positivo/por evasión como mediadoras en estas relaciones.

Metodología, métodos y procesos de investigación. Se utilizó el método de investigación cuantitativo para el análisis de una muestra de estudiantes universitarios. La encuesta involucró a 350 estudiantes universitarios en la ciudad de Ho Chi Minh, Vietnam. Los autores llevaron a cabo el estudio utilizando modelos de ecuaciones estructurales (SEM) a través de AMOS para probar todas las hipótesis.

Resultados. Los resultados del estudio mostraron que: 1) El perfeccionismo adaptativo puede incidir de manera positiva en el bienestar subjetivo con la ayuda de estrategias de carácter positivo para afrontar cualquier consecuencia, y a su vez, este perfeccionismo puede incidir negativamente en el bienestar subjetivo mediante estrategias de evasión ante el afrontamiento de cualquier consecuencia; El perfeccionismo desadaptativo puede incidir de manera negativa en el bienestar subjetivo mediante estrategias positivas a fin de afrontar cualquier consecuencia, y puede incidir de manera positiva, a través de estrategias evasivas para afrontar dichas consecuencias; 3) El perfeccionismo adaptativo/perfeccionismo desadaptativo puede incidir directamente en el bienestar del sujeto.

Novedad científica. Este estudio proporciona información sobre el papel de las estrategias de afrontamiento del estrés como mediador en la relación entre el perfeccionismo adaptativo/desadaptativo y el bienestar de los estudiantes universitarios.

Significado práctico. Los resultados de este estudio indican que los profesores, mentores y consejeros deben brindar el asesoramiento adecuado a los estudiantes universitarios para ayudarlos a lograr un buen aprendizaje y desarrollo, así como un ajuste físico y mental.

Palabras claves: Perfeccionismo, estrategias de afrontamiento, bienestar subjetivo, estudiantes universitarios.

Agradecimientos. Los autores agradecen a la Universidad Distrital de Economía y Finanzas (UEF) de la ciudad de Ho Chi Minh por financiar este trabajo.

Para citas: Pham K. V., Doung N. T., Pham Thi T. D. Estudio del perfeccionismo y bienestar subjetivo: Estrategias y su papel mediador para afrontar el estrés. *Obrazovanie i nauka = Educación y Ciencia*. 2023; 25 (4): 196–210. DOI: 10.17853/1994-5639-2023-4-196-210

Introduction

In recent years, with the development of positive psychology, a large number of studies have paid attention to the related issues of subject well-being [1–3]. These studies pointed out that there is an important relationship between individual well-being and physical and mental adaptation. Diener [4] defined subjective well-being as an individual's subjective cognitive and emotional evaluation of one's own

life. Cognition is the evaluation of overall life satisfaction, and emotion refers to the reaction of positive and negative emotions, which can also be described as a happy and pleasurable experience. Diener, Suh [5] found that personality factors are particularly predictive of subjective well-being, and previous studies have also shown that perfectionist personality tendencies are related to subjective well-being [6]. Because perfectionists focus on the regularity of life and require precision and organisation in everything, they also have higher subjective well-being; however, studies have also found that perfectionists sometimes become overly worried about their mistakes and become indecisive, thereby reducing subjective well-being [7].

Since the connotation of perfectionist personality was not explored from the perspective of adaptation and maladaptability in the early days, it is difficult to understand the relationship between the two only from the perspective of overall perfectionism and its impact on subjective well-being. Most the recent scholars support the multi-dimensions of perfectionism to explore its relationship with physical and mental adaptation, call for attention to the negative impact of maladaptive perfectionism on individuals' physical and mental adaptation, and to pay attention to the positive effects of adaptive perfectionism on individuals. Regarding the relationship between perfectionism and subjective well-being, past research has confirmed that adaptive perfectionism is positively related to subjective well-being [11]. Kamushadze, Martskvishvili [12] pointed out that to understand the psychology related to perfectionism, it is necessary to examine the positive and negative components of perfectionism, rather than focusing only on the negative tendencies. Schuler [13] examined the perfectionism tendency of gifted adolescents and found a continuum of perfectionism, from one end of normal perfectionism to the other end of neurotic perfectionism. The findings pointed out that those who tend to be adaptive perfectionists will use organisational skills to achieve set goals, while maladaptive perfectionists worry too much about their mistakes, are prone to psychological stress, and show more negative emotions and anxiety. Lamarre and Marcotte [14] examined the relationship between perfectionism and anxiety among college students based on past theories and research findings and found that maladaptive perfectionism showed higher statistical anxiety.

Nascimento J. R. A. Jr. et al. [15] also supported the previous finding that adaptive perfectionism, such as high standards and organisational traits, increases subjective well-being, while maladaptive perfectionism, such as underperformance (high standards but low performance) and overly concern about mistakes, reduces subjective well-being. In summary, the studies on the relationship between perfectionism and subjective well-being, when not distinguishing between adaptive and maladaptive perfectionism, have less consistent findings. When exploring its relationship with subjective well-being from a multi-level perspective, there are more consistent findings. In other words, maladaptive perfectionism is more likely to lead to negative emotions and anxiety, and detract from its subjective well-being. Adaptive perfectionism has a higher motivation, positive affection, and subjective well-being. However, on the relationship between perfectionism and subjective

well-being, there are also inconsistent findings in the past, pointing out that perfectionism and subjective well-being are not related [16]. Therefore, there may be a complex mechanism in the relationship between perfectionism and subjective well-being, which needs to be further explored and tested in the future [17]. This study believes that in addition to exploring the relationship between perfectionism and subjective well-being from different levels (adaptive and maladaptive), it is necessary to further explore whether there is an important mediating role in the relationship between perfectionism and subjective well-being.

Blankstein, Dunkley [18] believed that perfectionism has a complex relationship with different psychological problems. Therefore, it is necessary to further explore the individual's coping style, such as the mediating mechanism of coping strategies in perfectionism and psychological adaptation. A study by Ekmekci, Metin Camgoz [19] pointed out that adaptive and maladaptive perfectionist individuals, faced with various stressful situations, may adopt different coping styles, thereby increasing or decreasing their well-being. In the past, Dunkley, Zuroff [20] showed that avoidance coping completely mediated the relationship between negative self-critical perfectionism and negative affect. Stoeber and Janssen [21] supported the findings by Dunkley, Zuroff [20], examining the mediating effect of coping strategies on perfectionism and life satisfaction, and obtained the same finding that maladaptive perfectionists had higher life satisfaction through active coping strategies. Especially for individuals with maladaptive perfectionism, positive coping strategies are an important basis for long-term positive psychological cognitive assessment results. However, past cognitive, psychological, and behavioural studies on perfectionism have less focused on college students [22]. Some scholars believe that college is an environment that emphasises performance and excellence, and it is easier to measure college students' pursuit of perfection. Therefore, it is necessary to further explore the relationship between college students' perfectionism traits, stress, academic performance, and related psychology [6, 22]. Previous studies on perfectionism in college students have focused on the relationship between perfectionism traits and achievement motivation, academic performance, anxiety, burnout, etc. However, their physical and mental adaptation and development are also worthy of attention. Many outstanding college students have been engaged in academic learning for a long time, not only to maintain excellent performance but also to face the multiple challenges of college life, such as busy schoolwork, interpersonal relationships, romantic relationships, financial burdens, etc. In addition to high self-requirements, they also care about the requirements and expectations of important others such as parents, mentors, and teachers, and must bear a lot of pressure. In face of stressful events, what coping strategies will individuals adopt, and what factors affect them? According to the stress-coping theory of Folkman and Lazarus [23], people face most stressful events and usually adopt different coping strategies such as problem focus/positive coping and emotional focus/avoidance coping. The individual's coping style is influenced by the type of stressful event and personality traits. In terms of the type of stressful events, individuals will deal with potentially

controllable problems such as work-related problems and family problems with problem-focused or active coping. However, when faced with more negative life events, when the individual perceives a lower sense of control, such as a certain physical health problem or the loss of a loved one, it is easy to reduce stress by focusing on emotions or avoiding coping. In addition, past studies have found that different personality and psychological traits can affect their coping styles, such as optimism, adaptive perfectionism, high emotional intelligence, and high mental toughness. Since individuals have a better cognitive assessment of environmental requirements, they tend to concentrate on problem-focused or coping and adaptive behaviour [6]. Compas, Connor-Smith [24] found that problem-focused and positive coping were significantly related to psychological adjustment, while emotional focus and avoidance coping were significantly related to maladaptation. Therefore, if an improper stress response is adopted, it will be harmful to their physical and mental development.

This study expects to learn more about the relationship and mechanism of perfectionism, coping strategies, and subjective well-being among college students. In particular, the study aims to distinguish the different characteristics of perfectionism (adaptive or maladaptive) of college students, and the influence of coping strategies (positive or avoidance) on their subjective well-being and physical and mental adaptation in the face of stressful situations. Through mentors, school teachers, counsellors, and administrators, we can assist college students with different characteristics to recognise themselves. Adopting appropriate coping and problem-solving methods will help them in academic study, and overall life adjustment.

Based on the above-mentioned literature discussion, the purpose of this study was to incorporate the coping strategies of college students into the relationship between perfectionism and subjective well-being to test the mediating effect of the coping strategies. The hypotheses of this study are as follows:

Hypothesis 1: Adaptive/maladaptive perfectionism has direct effects on subjective well-being. That is, adaptive perfectionism positively predicts subjective well-being, while maladaptive perfectionism negatively predicts subjective well-being.

Hypothesis 2: Adaptive/maladaptive perfectionism can affect subjective well-being through the mediation of stress coping strategies, and will have different mediating effects.

Methodology, materials and methods

Participants and Procedure

Convenience sampling was used in this study. After contacting mentors and professors for allowance, we went to the sites at the designated time, reporting the research purpose and the survey content to all the participants. Paper question-

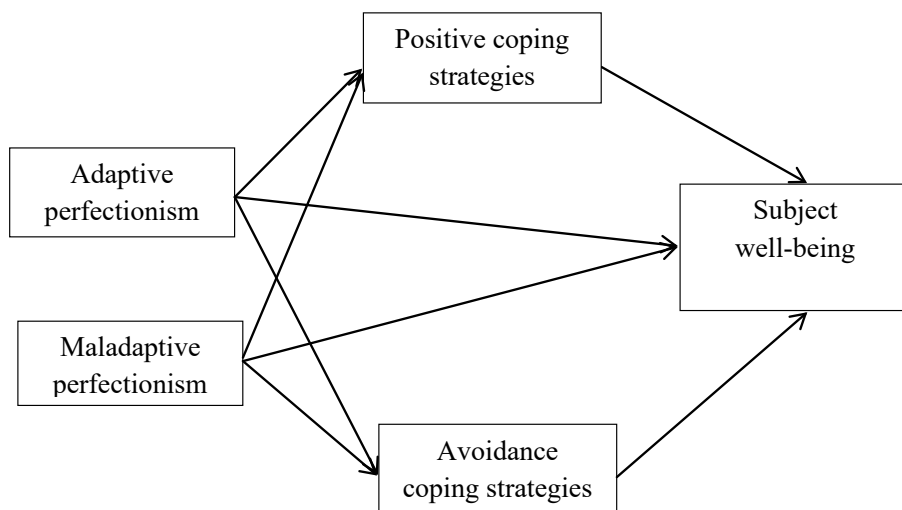


Fig. 1. Conceptual model

naires were delivered to the participants in person. They were asked to answer anonymously. Their answers were kept confidential. The questionnaire was delivered in March 2022. A sample of 350 college students in local universities in Vietnam was collected, with an average age of 19.67 ± 1.63 years old, 171 male students, and 179 female students. A total of 371 questionnaires were sent out. After excluding 21 invalid questionnaires, 350 valid questionnaires were obtained, with a response rate of 94.3%.

Measures

Perfectionism: The Multidimensional Perfectionism Scale (MPS) by Frost, Marten [25] was revised into a Vietnamese version. There are a total of 35 items, including six subscales, namely “Personal Standards”, “Organisation”, “Excessive concern over mistakes”, “Doubts about actions”, “Parent’s expectations” and “Parents’ blame”. Answers were scored using a Likert 5-point scale, ranging from 1 point for “completely agree” to 4 points for “completely disagree”. The Cronbach’s alpha coefficients of internal consistency for each subscale ranged from .70 to .90.

Stress coping strategies: The “Stress Coping Scale” by Compas, Connor-Smith [24] is mainly used to measure the coping methods adopted by individuals when they encounter setbacks or troubles. Answers are based on a Likert 5-point scale, and the frequency of use of coping strategies is assessed by the participants, including “never used”, “seldom used”, “sometimes used”, “often used” and “always used”, with scores ranging from 1 to 5. Including the two factors of “active coping” and “avoidance coping”, the number of items on the full scale is 16, and each of the

subscales is 8. The Cronbach's alpha coefficients of internal consistency for each subscale ranged from .84 and .71.

Subject well-being: Subjective well-being consists of 2 dimensions.

(1) Life Satisfaction: The Life Satisfaction Scale by Diener [4] was revised into a Vietnamese version in this study. Answers are based on a 5-point Likert scale, ranging from "strongly disagree" from 1 point to "strongly agree" with 5 points. The higher the score, the higher the satisfaction with life. The scale's Cronbach's alpha coefficient is .85, indicating that the scale has good internal consistency. After confirmatory factor analysis, the fit index $\chi^2 = 9.91$, $p > .05$, CFI = .98, RMSEA = .093, NNFI = .95, SRMR = .05, indicating that the scale has stable structural factors.

(2) Affect: A Vietnamese translated version of the Affective Scale by Oishi, Diener [26] was used in the current study. Participants were asked to answer the frequency with which they experienced these emotions in the last month, using a Likert 5-point scale to answer on a scale ranging from 1 "never experienced" to 5 "always experienced". Higher scores on positive emotion words (such as love, happiness, contentment, confidence) indicate higher positive affect. The higher the score on negative emotion words (such as fear, anger, sadness, self-blame), the higher the negative affect. After the formal test, the Cronbach's alpha coefficients of the positive and negative affective subscales were .83 and .82, respectively, indicating that the scale had good internal consistency.

Results

After confirmatory factor analysis, the scales showed good construct validity after the items were deleted, and the sub-dimension reliability of each scale was .69 ~ .88, all of which met the requirement of reliability above 0.6 [27]. All subscales are shown to have good reliability. The correlation coefficient matrix of the constructs is shown in Table 1, which shows that the correlation of each construct is less than 0.7, indicating that there is no collinearity problem. To understand whether the theoretical model constructed by the research is acceptable to the observational data, the overall model fit test is then carried out with the structural equation model.

Table 1

Correlations among the constructs

Constructs	1	2	3	4	5
Adaptive perfectionism	1				
Maladaptive perfectionism	.582	1			
Positive coping strategies	-.013	.311	1		
Avoidance coping strategies	.384	-.020	-.116	1	
Subject well-being	.124	-.295	.049	.448	1

Model Fit

Statistical data skewness and kurtosis test showed that the skewness value of the observed variables of each scale was between -0.581 and 1.596 , and the kurtosis value was between -0.938 and 2.188 . According to Kline [28], the absolute value of the skewness coefficient of the observed variable is less than 2, and the absolute value of the kurtosis coefficient is less than 7, which can be regarded as normal data, showing the concentration and dispersion of the participant's responses to each item. However, the statistics did not conform to the multivariate norm (Multivariate critical ratio value $21.9 > 5$), which would inflate the chi-square value and make the model fit poorly. Previous studies pointed out that when the structural equation model is used and the statistical data does not conform to the multivariate normal distribution, Bollen-Stine is recommended to correct the fit of the overall model [29]. After correction, the results showed that each adaptation index was close to or within the ideal range of evaluation ($\chi^2 = 575.39$, $DF = 507$, $\chi^2/df = 1.135$, $GFI = .894$, $AGFI = .871$, $RMSEA = .02$, $SRMR = .071$, $TLI = .984$, $CFI = .986$, $IFI = .986$). This indicates that the model fit is acceptable.

Structural Equation Modelling (SEM)

First, as shown in Figure 2, Table 2, and Table 3, adaptive perfectionism (personal standards, organisation) has a direct effect on positive coping and subjective well-being, and its standardised regression coefficients β are $.58$ ($p < .01$) and $.29$ ($p < .05$). Furthermore, positive coping had a direct effect on subjective well-being ($\beta = .34$, $p < .01$). Therefore, in addition to the direct effect of adaptive perfectionism (personal standards, organisation) on subjective well-being, there is an indirect effect mediated by active coping ($\beta = .20$, $p < .05$). Thus, the overall effect of adaptive perfectionism (personal standards, organisation) on subjective well-being was $.49$ ($p < .05$). Adaptive perfectionism (personal standards, organisation) had a direct effect on avoidance coping and subjective well-being, with standardised regression coefficients β of $-.37$ ($p < .01$) and $.29$ ($p < .05$), respectively; avoidance has a direct effect on subjective well-being ($\beta = .25$, $p < .05$). Therefore, in addition to the direct effect of adaptive perfectionism (personal standards, organisation) on subjective well-being, there is an indirect effect mediated by avoidance coping ($\beta = -.09$, $p < .05$). Thus, the overall effect of adaptive perfectionism (personal standards, organisation) on subjective well-being was $.20$ ($p < .05$).

Besides, maladaptive perfectionism (excessive concern for mistakes) has a direct effect on avoidance coping and subjective well-being, with standardised regression coefficients β of $.41$ ($p < .01$) and $-.57$ ($p < .01$), respectively. Furthermore, avoidance has a direct effect on subjective well-being ($\beta = .25$, $p < .05$). Therefore, in addition to the direct effect of maladaptive perfectionism (excessive concern for mistakes) on subjective well-being, there is an indirect effect mediated by avoidance coping ($\beta = .10$, $p < .05$). Thus, the overall effect of maladaptive perfectionism (excessive concern for mistakes) on subjective well-being was $-.47$ ($p < .05$). Maladap-

tive perfectionism (excessive concern for mistakes) had a direct effect on avoidance coping and subjective well-being, with standardised regression coefficients β of .41. ($p < .01$) and $-.57$ ($p < .01$), respectively; avoidance has a direct effect on subjective well-being ($\beta = .25$, $p < .05$). Therefore, in addition to the direct effect of maladaptive perfectionism (excessive concern for mistakes) on subjective well-being, there is an indirect effect mediated by avoidance coping ($\beta = .10$, $p < .05$). Thus, the overall effect of maladaptive perfectionism (excessive concern for mistakes) on subjective well-being was $-.47$ ($p < .05$).

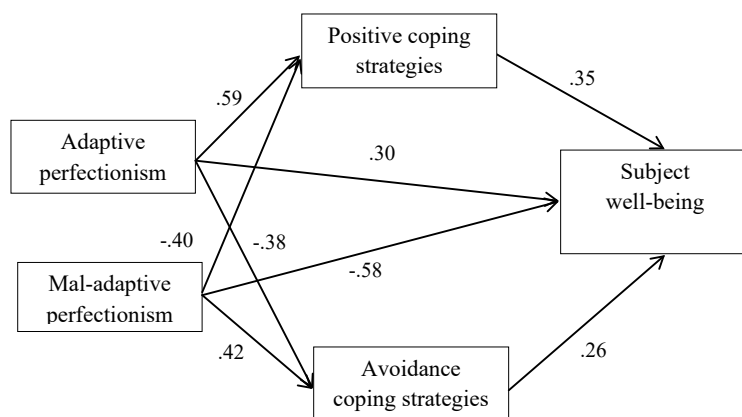


Fig. 2. A path analysis

Table 2

Hypothesis testing

Independent variables	Dependent variables	Non-standardised parameter value	Standard error	Z value	P-value	Standardised parameter value	Results
Adaptive perfectionism	Positive coping strategies	.752	.157	4.797	.001	.590	Supported
Adaptive perfectionism	Avoidance coping strategies	-.537	.153	-3.500	.001	-.380	Supported
Maladaptive perfectionism	Positive coping strategies	-.342	.090	-3.796	.001	-.40	Supported
Maladaptive perfectionism	Avoidance coping strategies	.405	.098	4.146	.001	.42	Supported

Positive coping strategies	Subject well-being	.556	.140	3.973	.001	.35	Supported
Avoidance coping strategies	Subject well-being	.365	.115	3.173	.002	.26	Supported
Adaptive perfectionism	Subject well-being	.612	.272	2.246	.025	.30	Supported
Maladaptive perfectionism	Subject well-being	-.822	.175	-4.692	.001	-.58	Supported

Table 3

Mediating effects

Predictor	Dependent variable	Mediator	Direct effects	Indirect effects	Mediating effects
Adaptive perfectionism	Subject well-being	Positive coping strategies	.29*	.20*	.49*
Adaptive perfectionism	Subject well-being	Avoidance coping strategies	.29*	-.09*	.20*
Maladaptive perfectionism	Subject well-being	Positive coping strategies	-.57**	-.13*	-.70*
Maladaptive perfectionism	Subject well-being	Avoidance coping strategies	-.57**	.10*	-.47*

**p < .01; *p < .05

Discussion

This study found that adaptive perfectionism (such as high standards and organisation) increases subjective well-being, while maladaptive perfectionism (such as excessive concern over mistakes) decreases subjective well-being, consistent with past theories and related studies [11, 15]. It can be seen that if college students care too much about the evaluation of others, they will doubt their own behavioural choices, which will affect the degree of engagement in learning activities and the ease of experiencing negative emotions and self-dissatisfaction. Therefore, by understanding the different types of perfectionism characteristics of college students, we can encourage them to improve their standards and organisation and strive to meet their own requirements. When they make mistakes or perform poorly, giving appropriate counselling instead of excessive criticism will help them to obtain good learning development and physical and mental adaptation.

The findings in this study show that adaptive perfectionism can positively predict subjective well-being through positive coping (positive correlation), and can positively predict subjective well-being through avoiding coping (negative correlation). In contrast, maladaptive perfectionism negatively predicted subjective well-being through positive coping (negative correlation), and positively predicted subjective well-being through avoidance coping (positive correlation). This study is

consistent with past perfectionist theories and research findings. Dunkley, Zuroff [20] found that avoidance coping completely mediated the relationship between negative self-critical perfectionism and negative affect. Stoeber and Janssen [21] found that maladaptive perfectionists have higher life satisfaction through active coping strategies. Especially for individuals with maladaptive perfectionism, positive coping strategies are an important basis for long-term positive cognition and psychology. The college students in this study spend a lot of time learning to maintain the best performance. When faced with big learning pressures, different types of perfectionists will adopt different stress coping strategies, which will lead to positive or negative psychological results. Therefore, the physical and mental adaptation of college students is a problem worthy of attention. In addition, it is worth noting that although coping strategies have a mediating effect on perfectionism and subjective well-being, perfectionism can be a predictor of subject well-being. Therefore, whether there are other key mediating or moderating variables in the influence of perfectionism on subjective well-being needs further research and discussion.

Conclusion

The findings in this study provide information to school teachers, mentors, and counsellors. The relationship between perfectionism and subjective well-being is influenced by different coping strategies [11, 20, 30]. The key finding of this study is that adaptive perfectionism positively predicts subjective well-being through positive (positive) or avoidance (negative) responses. In contrast, maladaptive perfectionism negatively predicted subjective well-being through positive (negative correlation) or avoidance (positive correlation) responses. It is worth noting that the higher the response to avoidance, the better the subjective well-being. Although the results are inconsistent with the theory and past research, it is easy to understand in practice. When students face too much pressure, they are more likely to avoid problems and release emotions to reduce pressure and obtain a psychological adjustment. Future research should consider the nature of stress sources and factors of coping effectiveness, further explore the causal relationship and influencing mechanism among perfectionist personality, stress, coping, and psychological outcome variables.

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Conflict of interest statement. The authors declare that there is no conflict of interest.

Received 12.07.2022; revised 29.11.2022; accepted for publication 15.03.2023.

The authors have read and approved the final manuscript.

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Информация о конфликте интересов. Авторы заявляют об отсутствии конфликта интересов.

Статья поступила в редакцию 12.07.2022; поступила после рецензирования 29.11.2022; принята к публикации 15.03.2023.

Авторы прочитали и одобрили окончательный вариант рукописи.

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Información sobre conflicto de intereses. Los autores declaran no tener conflictos de intereses.

El artículo fue recibido por los editores el 12/07/2022; recepción efectuada después de la revisión el 29/11/2022; aceptado para su publicación el 15/03/2023.

Los autores leyeron y aprobaron la versión final del manuscrito.