Adaptation of Perfectionism Cognitions Inventory into Turkish*

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Abstract

The aim of this study was to translate Perfectionism Cognitions Inventory (PCI; Flett, Hewitt, Blankstein & Gray, 1998) into Turkish and to conduct its validity and reliability studies with a sample of university students. PCI measures perfectionistic cognitions by focusing on automatic thoughts about perfectionism. The inventory composed of 25 Likert type items rated on a 4-point scale. The study was conducted with participants from a public university in Ankara in two phases. The first phase of the study included 418 students (238 female and 180 male). In the second phase, 715 students (351 female and 364 male) participated in the study. Results provided evidence for reliability and validity of the Turkish version of PCI in a sample of university students.

Keywords: Perfectionism cognitions, perfectionism, scale adaptation

Öz

Bu çalışmanın amacı, Mükemmeliyetçi Düşünceler Ölçeğini (MDÖ, Flett ve ark., 1998) Türkçeye uyarlamak ve üniversite öğrencilerinden oluşan bir örneklemde geçerlik-güvenirlik çalışmalarını yapmaktır. MDÖ, mükemmeliyetçilik içeren otomatik düşüncelere odaklanarak mükemmeliyetçi bilişleri ölçmektedir. Ölçek, 4'lü likert tipinde değerlendirilen 25 maddeden oluşmaktadır. Bu çalışma, Ankara'da bir devlet üniversitesinin öğrencilerinden oluşan katılımcı gruplarıyla iki aşamada yürütülmüştür. İlk aşamaya 418 (238 kadın, 180 erkek), ikinci aşamaya ise 715 (351 kadın, 364 erkek) öğrenci katılmıştır. Bulgular, Türkçe MDÖ'nün üniversite öğrencilerinden oluşan bir örneklemde geçerli ve güvenilir bir ölçme aracı olduğuna işaret etmiştir.

Anahtar Kelimeler: Mükemmeliyetçi düşünceler, mükemmeliyetçilik, ölçek uyarlama

Introduction

Perfectionism was described as putting high standards for self-performance and trying to achieve those standards (Flett & Hewitt, 2002). The first signs of theoretical framework of perfectionism can be traced back to psychodynamic theory in which Adler pointed out to the adaptive and maladaptive perfectionism influencing psychological health (Akay-Sullivan, Sullivan, & Bratton, 2016). Adler stated: "the striving for perfection is innate in the sense that it is a part of life, a striving, an urge, a something without which life would be unthinkable" (Ansbacher & Ansbacher, 1956, p. 104, cited in Stoeber, 2018). However, the excessive focus on perfectionism might turn into maladaptive behavior, which is considered as the reason of having perfectionism in DSM-V (American Psychiatric Association, 2013) under obsessive-compulsive personality disorder (Stoeber, 2014).

Hewitt and Flett (1991) argued that perfectionism was multidimensional construct by indicating the difference between self-oriented perfectionism, other-oriented perfectionism and socially-prescribed perfectionism. In self-oriented perfectionism, individuals strive for being perfect by reaching highest standards they set for their own behaviors. In other-oriented perfectionism, the individuals put high standards for others to achieve (Stoeber, Feast & Hayward, 2009). On the other hand, socially-prescribed perfectionism describes the situation in which individuals believe that other people set high standards for them and they try to reach those standards. While the source of self-oriented perfectionism mostly comes from the inside, the source of socially-prescribed perfectionism is outside. Enns and Cox (2002) implied that socially-prescribed perfectionism was associated with psychological maladjustment while self-oriented perfectionism represented both negative and positive characteristics like ruminative brooding and task-oriented coping respectively. Thereby, Stoeber (2014) stated that other-oriented perfectionism was positively related to narcissistic and antisocial personality disorder and similarly; socially prescribed perfectionism was positively associated with obsessive-compulsive and antisocial personality disorder.

As a multidimentional construct, perfectionism has been studied widely and several instruments have been developed to measure its dimensions. For example, the Multidimensional Perfectionism Scale (Hewitt & Flett, 1991) measures self-oriented perfectionism, other-oriented perfectionism and socially prescribed perfectionism; the Frost Multidimensional Perfectionism Scale (Frost, Marten, Lahart, & Rosenblate, 1990) was developed to find students' perfectionism tendencies and Almost Perfect Scale Revised (Slaney, Rice, Mobley, Trippi, & Ashby, 2001) aims to differentiate adaptive and maladaptive perfectionism people experience.

Flett et al. (1998) suggest that multidimensional perfectionism can be measured in order to gather individual differences in perfectionism. Previous research indicated that multidimensional perfectionism was in relation with obsessive compulsive disorder, borderline disorder, passive-aggressive behavior and narcissism (Hewitt & Flett, 1991). The other-oriented perfectionism and socially-prescribed perfectionism was also found as an indicator of personality disorders (Ayearst, Flett, & Hewitt, 2012). Multidimensional perfectionism is not only studied with disorders but also with other variables such as test anxiety and parental attitude.

Some of the perfectionism measurements were adapted into Turkish and new instruments were also developed. For example, Multidimensional Perfectionism Scale (Hewitt & Flett, 1991) was adapted to Turkish by Oral (1999). The Turkish adaptation study of Frost Multidimensional Perfectionism Scale was conducted by Özbay and Mısırlı-Taşdemir (2003) with a sample of high school students. The Adaptive-Maladaptive Perfectionism Scale (AMPS) (Rice & Preusser (2002) was translated into Turkish by Uz Baş (2010) and Almost Perfect Scale Revised was adapted into Turkish by Ulu, Tezer and Slaney (2012). Furthermore, the Positive Negative Perfectionism Scale (Kırdök, 2004) was developed in Turkey.

The literature in Turkey is rich in terms of research investigating perfectionism as a multidimensional construct. For example, Koydemir, Selışık and Tezer (2005) studied the association between marriage satisfaction and multidimensional perfectionism. Similarly, Erözkan (2009) focused on the link between depression and multidimensional subscales of perfectionism in eight grade students. Dilmaç, Aydoğan,

Koruklu, and Deniz (2009) found that irrational beliefs of primary school students were positively related with attention to errors, distrust in behaviors, family expectations and parental criticism of perfectionism. Başol and Zabun (2014) investigated the relationship between academic success and the role of multidimensional perfectionism, test anxiety, parental attitude and private academic course attendance among middle school students. The results of the study indicated that order dimension of perfectionism was negatively related to student success. In addition, Özgüngör (2003) worked on the multidimensional aspects of perfectionism in predicting students' academic goal orientation.

In the last two decades, perfectionism studies have been extended to include cognitions or automatic thoughts regarding the attempt to be perfect (Flett et al., 1998). Flett, Hewitt, Whelan, and Martin (2007) argue that people who have differences between their own actions and their ideal goals show the signs of perfectionist thinking based on automatic thoughts of "should" sentences regarding expectations. Within this regard, irrational thinking has been related to perfectionist thinking (Ellis, 2002). Stoeber, Kobori and Brown (2014) pointed to the importance of perfectionism cognitions in terms of explaining maladjustment and trait perfectionism. The difference between perfectionism cognitions and trait perfectionism is that while trait perfectionism asks for statements of beliefs, feelings and behaviors (Hewitt & Flett, 1991), perfectionism cognitions "focuses on the way perfectionists think, what thoughts they have, and how frequently they have these thoughts" (Stoeber et al., 2014, p.648). Stoeber et al. (2014) pointed to the importance of perfectionism cognitions in terms of explaining maladjustment as much as trait perfectionism.

Parallel to the studies indicating the importance of cognitions in perfectionism, the scale development efforts that aim at measuring perfectionist cognitions have emerged. In this regard, The Perfectionism Cognitions Inventory (PCI) was developed to measure the frequency of automatic thoughts related to perfectionism by Flett et al. (1998). As described by Enns and Cox (2002), the scale was designed totally from cognitive aspects including both perfectionism and imperfectionism thoughts; and it measures the frequency of thoughts during the past week. PCI consisted of 25 items

rated on a 4-point Likert type from 0 (never) to 4 (always). Additionally, Perfectionistic Self-Presentation Scale (Hewitt et al., 2003) was developed to test one's desire to be considered as perfect for others. It consists of 27 items on a 7-point scale and three subscales: perfectionistic self-promotion, non-display of imperfection and nondisclosure of imperfection. Finally, Rice and Preusser (2002) developed Adaptive-Maladaptive Perfectionism Scale to measure adaptive and maladaptive features of perfectionism in elementary level children. The scale consisted of 27 Likert type items rated on a 4-point scale. The four subscales of the measure are as sensitivity to mistakes, contingent self-esteem, compulsiveness and need for admiration.

Among others, the PCI (Flett et al., 1998) has not been adapted to Turkish yet and currently there is no perfectionism scale that measures cognitive aspects including perfection, imperfection thoughts and frequency of those thoughts in Turkish. Thus, the aim of present study was to adapt PCI into Turkish and test the reliability and the validity of the measure. The PCI has not been adapted to other languages yet as well. Therefore, this is the first study regarding the translation of PCI into another language. It is hoped that the findings of the current study can contribute measuring cognitive aspects of perfectionism in Turkey and contribute future studies investigating perfectionism and related variables.

Method

Participants

The participants of the first phase of study were 418 English language preparatory school students of a public university in Ankara, Turkey. Data were collected via an online survey system and convenience sampling was used. Among participants, 238 (56.9 %) were female and 180 (43.1 %) were male. The age range of participants in the first phase changed between 17 and 48 with a mean of 19.69. The participants of the second phase were 715 (351 female and 364 male) English language preparatory school students. Data were collected via paper-pencil format and stratified sampling was used. The age range of participants changed from 17 to 27 with a mean of 18.57.

Instruments

The demographic information form and translated version of PCI were used to collect data. The demographic form included three questions about gender, language level and age; and The Perfectionism Cognitions Inventory (PCI) developed by Flett et al. (1998) to measure the frequency of automatic thoughts related to perfectionism was used. PCI consisted of 25 items on a 4-point Likert type from 0 (never) to 4 (always) and the items were loaded on one factor with an eigenvalue of 9.39 and explaining 37.6 % of the variance (Flett et al., 1998). For the scale, higher scores indicated higher level of perfectionistic thoughts and a total score that can be gathered from the scale changed from 0 to 100. Cronbach's alpha of the measure was .96 and the test-retest reliability was reported as .67 (Flett et al., 1998). The validity studies also proved that PCI had correlated with Attitudes Toward Self Scale (r=.55); self-criticism, r=.57; overgeneralization, r=.43 (Flett et al., 1998) and anxiety (Beck Anxiety Inventory, r=.42) and depression (Beck Depression Inventory, r=.48) (Flett, et al., 2007). Some sample items from the scale are: "I expect to be perfect." and "My work has to be superior".

Procedure

Prior to data collection, researchers received permission from the Human Subjects Ethics Committee of the university where the study was conducted. The adaptation process of the PCI into Turkish included following steps suggested by Sousa and Rojjanasrirat (2011). The steps were as follows a) translation of the measure into the target language, b) comparison between translated forms of the scales by experts, c) conducting cognitive debriefing and d) testing psychometric properties with the target population.

In the current study, firstly, the necessary permission to translate the PCI into Turkish was taken from the author of the scale, G.L. Flett. Secondly, the scale was translated from English to Turkish by five experts independently. Three of the experts

were advanced PhD students from the field of psychological counseling and guidance and two of them were instructors of English as a foreign language in public high schools. Secondly, after five experts completed the translation of the measure, researchers examined each item regarding the clarity and objectivity of the translation. In the next step, researchers consulted to an English language expert to get final feedback about the accuracy of the translation. The necessary wording or grammar changes were made based on the English language experts' feedback. Later, in cognitive debriefing, Turkish translated items of the PCI were also discussed with five English Preparatory School students to check the clarity of the items and to assess whether translations lead to any misunderstanding. The students stated the indefinite pronoun written in the beginning of a sentence was causing uncertainty. Therefore, they had difficulty in understanding whether the pronoun was referring to academic tasks or everyday tasks. In this regard, the language expert's opinion was taken into consideration for this item. The language expert stated that there was not any other reflection of that meaning. After all these steps, the scale was finalized to be administered.

Then, the reliability and validity of Turkish version of PCI was conducted in two phases. In the first phase of the study, Exploratory Factor Analysis (EFA) was conducted to test the underlying factor structure of the instrument. In the second phase of the study, Confirmatory Factor Analysis (CFA) was applied to test the previous theory about the psychometric properties of instrument. Using a different sample for CFA was required (Costello & Osborne, 2005) to be able to provide strong evidence for the measurement and to gather similar results across different samples (MacCallum, Widaman, Zhang, & Hong, 1999). Both groups of participants were university students attending an English language preparatory school of a public university. Data were collected via the online survey system of the university in the first phase and it took participants ten minutes to fill out the instrument. In the second phase, data were collected during class hours and the students were asked to fill in the scales in paper-pencil format. The first phase of the study was conducted in spring semester and after necessary analysis, the second phase was conducted in fall semester.

Data Analyses

The descriptive statistics and exploratory factor analyses were conducted via SPSS 24 (Statistical Package for Social Sciences) program and confirmatory factor analyses were carried out by LISREL 8.80. The results of confirmatory factor analysis were analyzed based on the fit indices: Chi square/df ratio, the goodness of fit index (GFI), comparative fit index (CFI) and the root mean square error of approximation (RMSEA). The criteria GFI and CFI .90 or above, RMSEA .08 or below and Chi-square/df ratio 5 or lower offered by Schumacker and Lomax (2010) were considered as the reference point in reporting the results of the present study.

Results

Results Regarding the First Phase of the Study

In order to support the previously established unidimensional factor structure of PCI, Exploratory Factor Analysis (EFA) was conducted with the participants of the first phase. The factor structure of Turkish version of PCI was tested with 418 English language preparatory school students. EFA was conducted to test the factor structure of Turkish version of PCI. The Kaiser–Meyer–Olkin's (KMO) measure of sampling adequacy value (.92) and Barlett's Test of Sphericity (.00) indicated a good factorability of the data. The Eigenvalues and Scree test showed a single factor solution and the unidimensional structure of the scale accounted for 34.62 % of the variance in the data set. The factor loadings are given in Table 1.

Table 1
Factor Loadings and Communalities of Turkish Version of PCI

Item Number	Factor 1	Communality
PC15	.77	.36
PC3	.74	.23
PC17	.72	.54
PC19	.71	.27
PC6	.70	.19
PC25	.69	.50

PC13	.68	.27
PC8	.66	.43
PC16	.63	.36
PC14	.63	.27
PC23	.61	.26
PC1	.60	.34
PC9	.60	.47
PC18	.59	.40
PC12	.58	.60
PC7	.52	.40
PC4	.52	.51
PC10	.52	.35
PC11	.51	.50
PC2	.48	.21
PC20	.46	.19
PC21	.44	.08
PC5	.44	.37
PC24	.32	.10
PC22	.32	.47

The internal consistency coefficient was calculated and Cronbach alpha indicated a high reliability as $\alpha = .92$. Test-retest reliability was tested with 51 English language preparatory school students in one-week period. The scale was applied to students in classroom environment. After the first administration, the scale was given as a re-test one week later. The results showed that Turkish version of PCI had a high test-re-test reliability with the value of .89. The results indicated that reliability and validity of the Turkish version of PCI was confirmed with a sample of university students.

Results Regarding the Second Phase of the Study

In the second phase of the study, CFA was conducted with 715 participants to test the previous factor structure. Before CFA, necessary assumptions were checked (missing values, univariate and multivariate normality, outliers and linearity). There were not any violations of univariate normality and linearity. However, the multivariate normality was not met; Mardia's test was *<.05*. Consequently, Satorra-Bentler Chi-Square was calculated for the model fit indices. For CFA, LISREL 8.80 software was utilized by Maximum likelihood estimation. The fitness of the model was tested by Chi square/df ratio, the goodness of fit index (GFI), comparative fit index (CFI) and the root mean square error of approximation (RMSEA).

The results of the Confirmatory Factor Analysis for Turkish version of PCI indicated an adequate model fit for the unidimensional factor structure of PCI: [Satorra-Bentler χ^2 (265) = 1285.96, *p* =.00; *χ^2/df- ratio* = 4.85; *GFI* = .89, *CFI*= .96, *RMSEA* = .07, *SRMR* = .06] with some modifications between the error terms: item 5- item 7, item 2-item 7, item 9-item 12, item 3-item 15. As GFI was sensitive to sample size and other fit indices were in accordance with cut-off values, it was concluded that the results confirmed the single-factor structure of the Turkish version of Perfectionism Cognitions Inventory with slight modifications. The results of the second phase of the study also verified the unidimensional factor structure of PCI (shown in Figure 1). Moreover, further analysis was conducted to confirm the one-factor structure of Turkish version of PCI with unstandardized, standardized parameter estimates, *t* values and explained variance and the results were summarized in Table 2. The Cronbach alpha value of the PCI was .94.
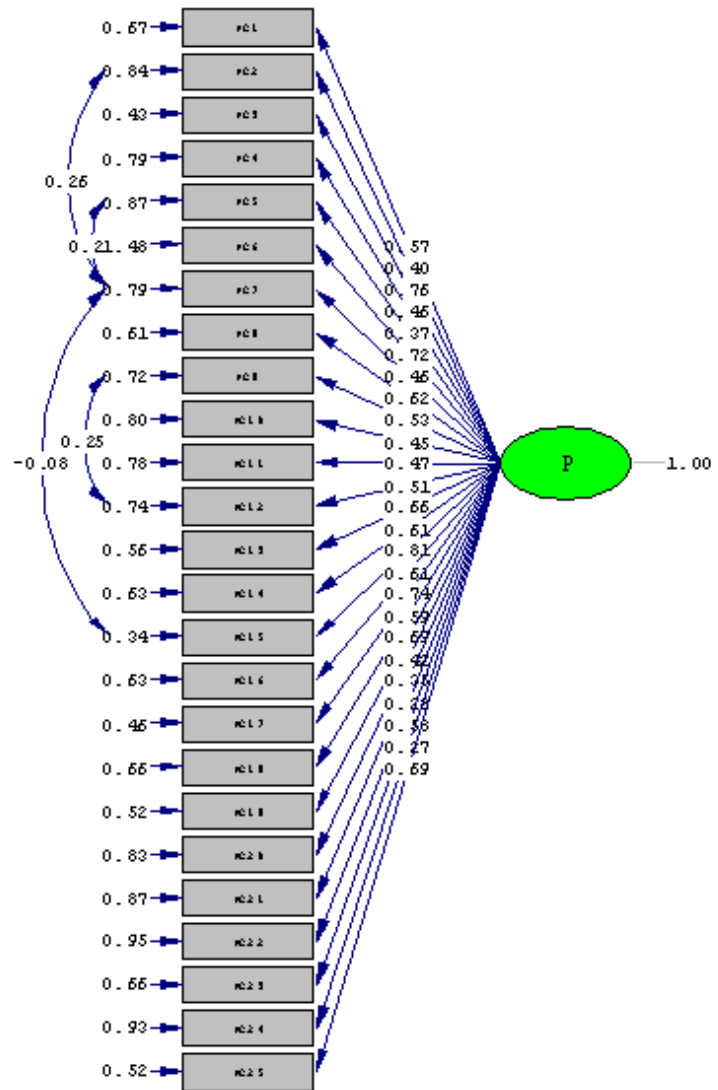
Figure 1- The Coefficients in Standardized Values for Turkish Version of PCI

Table 2

Unstandardized and Standardized Parameter Estimates, t Values and R^2 for Turkish Version of PCI

Item	Unstandardized Factor Loadings	Standardized Factor Loadings	t	R^2
PC1	.65	.57	12.65	.33
PC2	.41	.40	8.08	.16
PC3	1.02	.76	23.19	.57
PC4	.57	.46	10.58	.21
PC5	.36	.37	7.49	.13
PC6	.97	.72	19.97	.52
PC7	.48	.46	9.56	.21
PC8	.79	.62	15.36	.39
PC9	.67	.53	12.04	.28
PC10	.60	.45	9.86	.20
PC11	.61	.47	10.36	.22
PC12	.64	.51	11.64	.26
PC13	.85	.66	17.74	.44
PC14	.83	.61	14.83	.37
PC15	1.13	.81	27.59	.66
PC16	.77	.61	15.64	.37
PC17	.97	.74	21.70	.54
PC18	.80	.59	14.49	.34
PC19	.89	.69	18.66	.48
PC20	.53	.42	8.44	.17
PC21	.40	.35	7.05	.13
PC22	.26	.22	4.14	.05
PC23	.74	.58	13.73	.34
PC24	.32	.27	5.23	.07
PC25	.97	.69	19.62	.48

In line with the low loadings of in EFA, item 22 and item 24 had standardized factor loadings below .30. It should be noted that there was no need to remove the items considering the significance of t value. The standardized estimates, t values and explained variance also supported one-factor structure of PCI. In conclusion, the results provided evidence for reliability and validity of the Turkish version of PCI in a sample of university students.

Discussion

The current study aimed to test the psychometric properties of Perfectionism Cognitions Inventory (Flett et al., 1998) and to adapt the scale into Turkish. The perfectionism has been extensively studied as a multidimensional construct. The previously adapted or developed measures of perfectionism in Turkey were also multidimensional (e.g. Kırdök, 2004; Oral,1999; Özbay & Mısırlı-Taşdemir, 2003; Uz Baş, 2010). Thus, there has not been any developed or adapted instrument aiming to measure perfectionism cognitions. Therefore, the limited number of research about scale development in perfectionism and not having any measure in Turkey that aimed to measure perfectionism cognitions increases the importance of the present research. Within the scope of current study, the unidimensional factor structure and reliability of Perfectionism Cognitions Inventory were tested.

In the first phase of the study, EFA results indicated that Turkish PCI had unidimensional factor structure as it had in the original English form. Although item 22 and 24 had factor loadings of .32, all other items had factor loading above .32. The total variance accounted for 34.62 % in present study which was also quite the same of the variance explained in the original study; 37.6 % (Flett et al., 1998) and it can be concluded that the scale had construct validity. Similarly, the results of CFA in the first phase supported one-factor structure of PCI. The results in the second phase of study also indicated acceptable model fit indices. Particularly, the value of chi square divided by degrees of freedom was below five indicating an acceptable model fit according to criteria offered by Schumacker and Lomax (2010). In the current study, the explained variance in CFA was low due to low factor loadings for the item 22 and 24. However, it should be noted in the original study, item 22 and 24 had also the lowest factor loadings

(Flett et al., 1998). Overall, the findings indicated one-factor structure as in the original inventory proposed by Flett et al. (1998). The Cronbach alpha coefficient of the current study was .94 which was quite similar to the original study indicating Cronbach alpha value of .95 (Flett et al., 1998). The high internal consistency coefficient indicated a high reliability for the scale. Moreover, the test-retest reliability of the scale was .89 which was higher than the original scale development study which showed the value of .67 (Flett et al., 1998).

There has not been any published study regarding the translation of PCI into other languages. The results of the study could support the psychometric properties of the original scale and give opportunity to compare the findings in further adaptation of scale in other languages. Considering the fact that PCI has been used with a variety of samples changing from clinical patients, adults to students (Hewitt et al., 2003), Turkish version of PCI can be used with other samples like teenagers, high school settings, adults or even elder people in relation with other psychological variables as a further suggestion because the items are not restricted to be used only with this sample.

Although these were the strengths of the study, some limitations should be predicated while discussing the results. First of all, the sample consisted of English language preparatory school students of a university. Therefore, the results cannot be generalized to college students at other class levels. In future studies, Turkish version of PCI should be tested in a representative sample of university students from different class levels. Additionally, further studies could provide much evidence for the convergent validity of PCI by calculating the correlation between PCI scores and the scores of other related scales.

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Mükemmeliyetçi Düşünceler Ölçeğinin Türkçeye Uyarlanması

Giriş

Mükemmeliyetçilik, kişinin kendi performansıyla ilgili yüksek standartlar koyması ve buna ulaşma çabası olarak tanımlanmaktadır (Flett ve Hewitt, 2002). Bu bağlamda mükemmeliyetçilik pek çok farklı kavramla ilişkilendirilerek çalışılmıştır. Flett ve ark. (1998) çok boyutlu mükemmeliyetçilik kavramının kişilerarası farklılıklar açısından çalışılmasının önemli olduğunu vurgulamışlardır. Hewitt ve Flett (1991) mükemmeliyetçilik kavramını açıklayan en kapsamlı modeli önermiştir. Buna göre kendine yönelik mükemmeliyetçiler, kendileri için belirledikleri yüksek standartları yakalamak için çaba sarf ederler. Başkalarına yönelik mükemmeliyetçiler, başkaları için gerçekçi olmayan hedefler belirler ve onların ve bu doğrultuda hareket etmelerini beklerler. Diğer taraftan, toplumsal beklentiye dayalı mükemmeliyetçiler ise, başkalarının kendileri için belirlediği yüksek standartlara ulaşmaya çalışırlar.

Mükemmeliyetçilik, Türkiye'de sıklıkla araştırılan konular arasındadır. Uluslararası alan yazında yaygın olarak kullanılan ölçme araçlarından olan Çok Boyutlu Mükemmeliyetçilik Ölçeği (Oral, 1999), Frost Çok Boyutlu Mükemmeliyetçilik Ölçeği (Özbay ve Mısırlı-Taşdemir, 2003) ve Uyumlu-Uyumsuz Mükemmeliyetçilik Ölçeği (Uz Baş, 2010) Türkçeye uyarlanmıştır. Çok boyutlu Mükemmeliyetçilik Türkiye'de evlilik doyumu (Koydemir ve ark., 2005), depresyon (Erözkan, 2009), akılcı olmayan düşünceler (Aydoğan, Koruklu ve Deniz, 2009) ve akademik hedef belirleme (Özgüngör, 2003) gibi değişkenlerle çalışılmıştır.

Stoeber ve ark. (2014) mükemmeliyetçi bilişlerin en az mükemmeliyetçi kişilik özelliği kadar önemli olduğunu vurgulamıştır. Böylece mükemmeliyetçilik kavramı mükemmeliyetçi düşüncelere yapılan vurguyla daha da zenginleşmiştir. Çünkü bir kişilik özelliği olarak mükemmeliyetçilik, duygu, düşünce ve davranışlara yönelik ifadeleri içerirken, mükemmeliyetçi bilişler kişilerin hangi düşüncelerini ve bunlara ne sıklıkta sahip olduklarını vurgular. Bu bağlamda çok boyutlu mükemmeliyetçilik kavramının yanı sıra, yalnızca otomatik düşünceleri ve bunların sıklığını içeren mükemmeliyetçi düşünceler boyutu da önem kazanmıştır. Flett ve arkadaşları (1998)

mükemmeliyetçi bilişler boyutunu ölçen bir ölçme aracına duyulan ihtiyaçtan yola çıkarak Mükemmeliyetçi Düşünceler Ölçeği (MDÖ)'ni (Perfectionism Cognitions Inventory) geliştirmişlerdir. Türkiye'de yapılan çalışmaların çok boyutlu mükemmeliyetçilik üzerine odaklanması ve mükemmeliyetçi bilişler kavramının çalışılmaması, bu alanda geliştirilmiş ölçeğin Türkçeye kazandırılması ihtiyacını ortaya çıkarmıştır. Bu bağlamda bu çalışmanın amacı MDÖ'yü Türkçeye uyarlamaktır.

Yöntem

Çalışmada Flett ve arkadaşları (1998) tarafından geliştirilen Mükemmeliyetçi Düşünceler Ölçeği kullanılmıştır. Mükemmeliyetçiliğe yönelik otomatik düşüncelerin sıklığını ölçen MDÖ, 4'lü Likert tipinde yanıtlanan toplam 25 maddeden oluşmaktadır. Ölçekten alınan yüksek puanlar mükemmeliyetçi düşüncelerin fazlalığına işaret etmektedir. Ölçekten elde edilen puanlar 0 ila 100 arasında değişmektedir. Ölçeğin güvenirliği .95 olarak hesaplanmıştır (Flett ve ark., 1998).

Bu çalışma sırasında, gerekli izinlerin alınmasının ardından, ölçek beş uzman tarafından Türkçeye çevrilmiştir. Sonrasında, orijinal İngilizce formdaki maddeleri en iyi yansıtan Türkçe çeviri ifadeler araştırmacılar tarafından seçilerek ölçek son haline getirilmiştir. Türkiye'de bir devlet üniversitesinin İngilizce hazırlık okulunda okuyan 418 öğrenci (238 kadın, 180 erkek) çalışmanın birinci aşamasının katılımcılarını oluşturmuştur. Çalışmanın ikinci aşamasına ise, 715 üniversite öğrencisi (351 kadın, 364 erkek) katılmıştır.

Sonuçlar

Elde edilen veriler SPSS ve LISREL programı kullanılarak analiz edilmiştir. Ölçme aracı Türkçeye uyarlandığı için ilk aşamada ölçeğin tek faktörlü yapısı Açımlayıcı Faktör Analizi (AFA) ile, ardından bu yapının doğrulanıp doğrulanmadığı farklı bir veri seti üzerinde Doğrulayıcı Faktör Analizi (DFA) ile test edilmiştir. Çalışmanın birinci aşamasında yapılan AFA sonucuna göre, tüm maddeler tek bir faktör altında toplanmıştır (>.32) ve ölçeğin tek boyutlu yapısı toplam varyansın %34.62'sini açıklamıştır. İkinci aşamada yapılan DFA sonucu, ölçeğin tek faktörlü bu yapısını doğrulamıştır: [Satorra-Bentler χ^2 (265) = 1285.96, p =.00; χ^2/df- oranı = 4.85; *GFI* =

.89, *CFI*= .96, *RMSEA* = .07, *SRMR* = .06]. Ölçeğin iç tutarlılık katsayısı .94 ve bir hafta arayla yapılan test-tekrar test güvenirliği de .89 olarak hesaplanmıştır.

Tartışma ve Sonuç

Bu çalışmanın amacı, Flett ve arkadaşları (1998) tarafından geliştiren Mükemmeliyetçi Düşünceler Ölçeğini Türkçeye kazandırmaktır. Türkiye'de çok boyutlu mükemmeliyetçilik kavramı pek çok farklı değişken ile çalışılmasına rağmen, mükemmeliyetçi bilişler kavramı üzerine yapılan çalışmalar oldukça sınırlıdır. Bu bağlamda MDÖ Türkçeye çevrilmiş ve yapılan analizler sonucunda çalışılan örneklemde geçerli ve güvenilir bir ölçme aracı olduğu bulunmuştur. Bu araştırmanın örnekleminin İngilizce hazırlık okuluna devam eden üniversite öğrencilerinden oluşması sebebiyle, gelecekte yapılacak çalışmalarda bu ölçeğin geçerlik ve güvenirliğinin farklı sınıf düzeylerinden katılımcılarla da çalışılması önerilebilir.