



Relationship Between Iranian EFL Learners' Perfectionism and Extraversion Considering Age, Gender, and Socioeconomic Status

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Abstract

Most studies about perfectionism focused on the relationship between university students' perfectionism and academic achievement, learner anxiety and procrastination. Considering the limited research available on perfectionism in the context of EFL learners especially within the Iranian context, and the growing emphasis on the importance of perfectionism role in language learning and academic success, there is a need to investigate this issue. Moreover, the roles of demographic factors such as age, gender and socioeconomic factors in perfectionism in Iranian EFL learners' literature is underexplored and a gap is easily observable. Therefore, employing a quantitative correlational research design, this study attempted to shed light on the relationship between EFL learners' demographic factors namely age, gender and socioeconomic status and perfectionism as well as perfectionism and extraversion in Kerman, Iran. The results of this investigation show a meaningful association between perfectionism and extraversion values while age, gender and socioeconomic status of EFL learners do not have a significant relationship with perfectionism. These results obtained from research on the association between perfectionism and language learning might inform language teachers, educators, supervisors and policymakers of this issue.

Available online

Keywords:

Perfectionism,
Extraversion, English
as a Foreign
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Socioeconomic

رابطه بین کمال گرایی و برون گرایی زبان آموزان ایرانی با در نظر گرفتن فاکتورهای سن، جنسیت و وضعیت اجتماعی و اقتصادی اکثر مطالعات صورت گرفته در زمینه کمال گرایی در آموزش متمرکز بر رابطه بین کمال گرایی دانشجویان با پیشرفت تحصیلی، اضطراب و اهمال کاری بوده است. با توجه به تحقیقات محدود موجود در خصوص بررسی کمال گرایی در زبان آموزان زبان انگلیسی به ویژه در بافت ایرانی و تأکید روزافزون بر اهمیت تأثیر و نقش کمال گرایی در یادگیری زبان و موفقیت تحصیلی، نیاز به بررسی بیشتر این موضوع است. علاوه بر این، نقش عوامل جمعیت شناختی مانند سن، جنسیت و عوامل اجتماعی-اقتصادی در کمال گرایی در مطالعات زبان آموزان ایرانی نادیده گرفته شده است و یک شکاف تحقیقاتی به راحتی قابل مشاهده است. از این رو، این پژوهش با استفاده از یک طرح پژوهشی همبستگی کمی، سعی در مشخص سازی رابطه بین عوامل جمعیت شناختی زبان آموزان زبان انگلیسی از جمله سن، جنسیت و وضعیت اجتماعی-اقتصادی و کمال گرایی و همچنین بررسی رابطه بین کمال گرایی و برون گرایی زبان آموزان زبان انگلیسی در شهر کرمان داشته است. نتایج این تحقیق نشان دهنده رابطه معنادار آماری بین کمال گرایی و برون گرایی است، در حالی که رابطه معناداری بین سن، جنسیت و وضعیت اجتماعی-اقتصادی زبان آموزان زبان انگلیسی با کمال گرایی مشاهده نگردید. نتایج بدست آمده در این مطالعه پیرامون ارتباط بین کمال گرایی و یادگیری زبان ممکن است باعث ارتقا آگاهی معلمان، مربیان، سرپرستان و سیاست گذاران در حیطه آموزش زبان شود

واژگان کلیدی: کمال گرایی، برون گرایی، انگلیسی به عنوان یک زبان خارجی، وضعیت اجتماعی-اقتصادی

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Introduction

English is an international language and is spoken at a useful level by some 1.75 billion people worldwide which literally means one in every four people. Learning English has been recently emphasized due to various reasons. In other words, due to the significant value of English learning, nowadays more and more people are dedicating time to studying English as a second or foreign language and many countries include English in their school syllabus and children are starting to learn English at a younger age. There are numerous factors such as psychological, social, emotional, and individual characteristics etc which affect language learning. In detail, factors such as anxiety, motivation, self-confidence, self-esteem, success and failure experience, extraversion and introversion, personality, intelligence, aptitude and many more can influence English learners. Among all these factors, this investigation is an attempt to explain the roles perfectionism and extraversion might play in language learning. Initially, the theory of perfectionism was defined by Adler (1956) in the field of psychology. He noted that striving for perfectionism is normal and innate because of the tendency of human social beings. He argued that those who express healthy perfectionism search for goals that are obtainable, while those who express maladaptive perfectionism might have obsessive order and fear of critique. Then, Shafran et al. (2002) proposed that perfectionism is present “when personally demanding standards are pursued despite significant adverse consequences” (p. 778). Various dimensions of perfectionism (i.e. Frost et al., 1990; Alden, Ryder, & Mellings, 2002; Frost et al., 1995; Flett and Hewitt, 2002; Blankstein & Winkworth, 2004; Kobori, Yamagata, & Kijima, 2005; Hamachek, 1978; Rice, Ashby, and Slaney, 1998; Terry-Short et al., 1995) were recognized and identified by numerous scholars and researchers. A categorization of perfectionism by Hamachek, 1978; Rice, Ashby, and Slaney, 1998; Terry-Short et al., 1995 differentiates between adaptive, positive, and healthy versus maladaptive, negative, or neurotic perfectionism, which was based on the idea that setting high performance standards for oneself may be either positive or negative (Campbell & Di Paula, 2002; Flett & Hewitt, 2002; Slaney, Rice, & Ashby, 2002). The results of some studies concerning the relationship between perfectionism and language learning have found perfectionism to be associated with academic procrastination, anxiety, worry (Stober & Joorman, 2001; Chang et al., 2007), lower academic success (Brown et al., 1999). Perfectionism has been associated with demographic factors such as gender, age, and socioeconomic status of the family. Some research on the effect of demographic features such as age, gender and socioeconomic status of the family on perfectionism have shown mixed results. According to Skehan (1991) Language learning is believed to vary depending on individual characteristics. Learners’ individual differences which may include personality, intelligence, aptitude, motivation have become important features for successful second or foreign language acquisition. Studies in individual differences, however, have failed to produce consistent research results (Lalonde & Gardner, 1984; Skehan, 1989) because they interact with each other in a complicated way (Oxford, 1992). It is an undeniable fact that all learners have very diverse personalities. In conjunction with this fact, in the context of language, a number of personality characteristics have been proposed as likely to affect second language learning (Lightbown & Spada, 2008). Personality traits reflect basic dimensions on which people differ (Matthews, Deary,

& Whiteman, 2003). According to trait psychologists, there are a limited number of these dimensions and each individual falls somewhere on each dimension, meaning that they could be low, medium, or high on any specific trait. Gordon Allport and his colleague Henry Odbert (1936) were the most influential psychologists to utilize statistical techniques and the lexical approach to come up with a small number of dimensions of personality traits which is nowadays a widely accepted system and known as “The Big Five” or “Five-Factor Model”. The Big Five comprises five major traits shown in the Figure 1.1 below. A way to remember these five is with the acronym OCEAN (O is for Openness; C is for Conscientiousness; E is for Extraversion; A is for Agreeableness; N is for Neuroticism). Evidence of this theory has been growing for many years, with the research of D. W. Fiske (1949) and later expanded upon by other researchers including Norman (1967), Smith (1967), Goldberg (1981), and McCrae & Costa (1987). Extroversion and introversion are two of the most examined dimensions of personality that have an influence on language learning. Generally, an extrovert is defined as a person who is sociable which makes him take full advantage of language use opportunities (Zafar, 2012). This makes most to believe that extroverts are more advantageous in language learning. An introvert, on the other hand, is defined as a person who is restricted to his own thoughts and feelings (Zafar, 2012). Their behavior is associated with shyness, though this is only because of the fact that most are not knowledgeable about the characteristics of this type. There are a number of studies about this issue that argue that students with extrovert personality are better at learning a foreign language while the others defend the opposite view in that there is no clear correlation between personality and success in learning a second or foreign language. Bagheri Nevisi and Fermoudi (2022) investigated the relationship between extroversion/introversion, field dependence/field independence, and EFL learners’ willingness to communicate employing 198 English language students (131 females and 67 males). The participants’ personality traits (introversion/extroversion) and their cognitive styles were determined through the Eysenck Personality Type Questionnaire (1981), Adult Form (EPQ) and Group Embedded Figure test respectively. Having distributed the relevant questionnaires among all the participants in a step-wise fashion, the researchers divided them into introverted/extrovert learners and field dependent/independent field learners, and finally the WTC questionnaire was administered to determine students’ willingness to communicate. The results showed a significant relationship between cognitive styles and the desire to communicate. Comparison of individuals with field dependence and field independence showed that the tendency to communicate was higher among field dependent language learners. Extroverted language learners enjoyed significantly higher field dependence and were more inclined to communicate than introverted language learners. The study points to the importance of informing language learners about their cognitive styles and personality types and the need to pay more attention to these variables to improve language skills in general and the possible relationship between these factors and the increased tendency to communicate in foreign languages in particular. Ali Şükrü Özbay (2017) investigated Extroversion - introversion in the context of foreign language learning. The current study aimed at discovering the relationship, if any, between learner personality types and their successes in foreign language learning. The researchers administered the Myers-Briggs Type Indicator (MBTI) to thirty-two male

and sixty-eight female intermediate level prep students studying in a middle size university in the north of Turkey. The average of each learner's scores on reading, writing, speaking and listening courses served as an index of their success in language learning. The participants were also asked to fill out the MBTI questionnaire with two options for each item. Individuals were classified on the basis of their self-reported preferences. Analysis of data indicated that there is not a statistically significant relationship between learner personality type and success in language learning. Noori and Sotoudehnama (2018) carried out research on perfectionism. This study compared the positive and negative perfectionism of EFL and non-EFL major graduate students and investigated whether there is any possible relationship between the participants' major and positive and negative perfectionism development. To these aims, 73 graduate students (26 History and Philosophy of Education and 47 Teaching English as a Foreign Language (TEFL) students) from two Iranian state universities completed the 40-item Positive and Negative Perfectionism Scale (PANPS) of Terry-short, Owens, Slade, & Dewey (1995). The results of the independent samples t-test revealed that while both groups suffered from a slight degree of negative perfectionism, they equally benefited from high levels of positive perfectionism. These results may implicate strengthening the literature findings that positive perfectionism is corroborated during the Iranian early childhood bearing practices or the household child-parent interactions through the emphasis on the concepts of the best, flawlessness, orderliness, and positive striving. Moreover, they lend credence to the fact that the later-coming variables of academic major or EFL learning act have no considerable impact on the development of perfectionist attitudes. Pishghadam and Akhondpoor (2011) investigated learner perfectionism and its role in foreign language learning success, academic achievement, and learner anxiety. The major aim of this study was to examine the role of learner perfectionism in foreign language learning success, academic achievement, and learner anxiety. A sample of 300 junior and senior students of English in Mashhad universities completed Ahwaz Perfectionism Scale (2000) and Spielberger's State/Trait Anxiety Inventory (1983). Students' grades of four skills (reading, speaking, listening, writing) and GPA were also obtained through the questionnaires. The results of the correlational analysis indicated a negative significant relationship between skills of reading, speaking, listening, GPA, and perfectionism and also a positive significant relationship between learner perfectionism and learner anxiety. The results did not confirm the researchers' hypothesis with regard to the relationships between age, gender, and learner perfectionism. Further analysis of data was also conducted. Students were divided into successful and unsuccessful groups with regard to their scores in the skills and GPA, and then perfectionism level of successful and unsuccessful groups were compared. The results of t-tests confirmed the results of the correlational analysis except for GPA. Altogether, the findings of this study showed how perfectionistic tendencies in language learners are associated with low academic achievement and poor performance in language skills. Tejka Bojanić et al. (2018) evaluated personality traits as predictors of perfectionism. In details the aim of this study was to explore the role of personality traits as predictors of perfectionism and to determine the existence of gender differences in the ways perfectionism is manifested. The study was conducted on 302 respondents aged 18 to 57. The Perfectionism Inventory scale (PI) used to measure perfectionism assesses lower-order and higher-

order perfectionism facets. The Big Five Inventory (BFI), based on the Big Five model of personality, was used for the evaluation of personality traits. The findings indicate that men scored higher than women on Organization, Planfulness, and Conscientious Perfectionism, whereas women scored higher than men on Perceived Parental Pressure. Almost all personality traits are shown to be significant predictors of perfectionism, with the exception of Conscientiousness, which is not a predictor of Self-Evaluative Perfectionism. Based on the results, it can be concluded that perfectionists generally keep to themselves, are less tolerant towards others, often worry, are sensitive to their own actions as well as those of others, but also open to new experiences. Perfectionism and five-big model of personality in an Iranian sample was investigated by Khodarahimi (2010). The purpose of this research was to examine the perfectionism and five big personality relationships, as well as the possible effects of gender and age group differences on these in Iranian adolescents and young adults' sample. The sample included 136 adolescents and 184 young adults that were selected randomly from the Shiraz city, Fars province, Iran. A demographic questionnaire, the Ahwaz Perfectionism Inventory (API) and the NEO Five Factor Inventory (NEO-FFI) were used in this study. Analysis indicated there are significant negative correlation coefficients between perfectionism, neuroticism and agreeableness, but there are no significant correlation coefficients between perfectionism, extraversion, openness to experience and conscientiousness. However, a MANOVA rejected the effects of gender and gender-aged group interaction significant effects in perfectionism and personality. Finally, the multiple regressions indicated that only neuroticism explained perfectionism variation in females, males, adolescents, young adults and the total sample. Perfectionism dimensions have unique relationships with various forms of psychopathology (Limburg, Watson, Hagger, & Egan, 2017; Smith et al., 2016; Smith et al., 2018). However, a complete understanding of perfectionism requires knowing not only how perfectionism dimensions relate to psychopathology but also how perfectionism dimensions "fit" within comprehensive personality taxonomies, such as the five-factor model (FFM). Therefore, this study is an attempt to explore the relationship between EFL learners' perfectionism and one of the dimensions of the five-factor model known as extraversion.

Moreover, most of the studies on perfectionism have focused on the relationship between perfectionism and different psychopathologies, that is, the construct of perfectionism has been addressed from a psychological perspective (e.g. Khodarahimi, 2010; Aldahadha, 2019; Woodfin, 2022; Sand et al., 2021; Lewis and Cardwell, 2020; Smith et al., 2018). Few studies have addressed the association between perfectionism and language learning especially in Iran's context. The examples of these studies which aimed at such a relationship are Gregersen and Horwitz, 2002; Noori and Sotoudehnama, 2018; Pishghadam and Akhondpoor, 2011; Akar et al., 2018; Yurtseven and Akpur, 2018. All these studies focused on the relationship between perfectionism and academic achievement, learner anxiety and procrastination. Moreover, in the educational context of Iran, the ideas of "being the best" and "being the perfect" exist and are valued in its different levels and thus foreign language proficiency is not an exception. To be exact, although a native speaker competence 's view toward language learning has been abandoned by many scholars and practioners in the EFL field (Seildhofer, 2000; Widdowson, 2003), Iranian English language

learners usually favor a native speaker competence. For example, many English learners believe in the superiority of the British or the American accents and spend their time and energy in strict imitation of either varieties. Therefore, considering the limited research available on the perfectionism in the context of EFL learners especially within Iranian context, and the growing emphasis on the importance of perfectionism role in language learning and academic success, there is a need to investigate this issue. Earlier studies on the relationship between perfectionism and demographic factors such as age, gender and socioeconomic situation have shown mixed results. The research on perfectionism and socioeconomic situation also seem to have focused mainly on family income, and have not included other important SES indicators such as parental education level. Further, there has been a tendency of studying perfectionism in specific samples of gifted or affluent youth in highly competitive environments or with SES status at the extreme ends that are not necessarily representative for the general population. Therefore the roles of demographic factors such as age, gender and socioeconomic factors in perfectionism in Iranian EFL learners' literature is underexplored and a gap is easily observable. This study attempted to shed light on the relationship between Iranian EFL learners' demographic factors and perfectionism. Therefore, the main purpose of the current study is investigating the relationship between perfectionism and extraversion as well as its associations with gender, age, and socioeconomic status of Iranian English language learners. Employing a quantitative approach, this study is based on data from three questionnaires. The purpose of this investigation is to elucidate the relationship between a sample of Iranian EFL learners' perfectionism and extraversion personality trait as well as EFL learners' perfectionism in relation to demographics defined as gender, age, and socioeconomic status. In other words, attempts will be made to shed light on (1) the relationship between EFL learners' perfectionism and extraversion personality trait, (2) how EFL learners' age is associated with perfectionism, (3) how EFL learners' gender is associated with perfectionism, and (4) how EFL learners' socioeconomic status is associated with perfectionism. Accordingly, the following research questions are addressed in this study.

Q1. What is the relationship between EFL learners' perfectionism and extraversion personality trait?

Q2. What is the relationship between EFL learners' age and perfectionism?

Q3. What is the relationship between EFL learners' gender and perfectionism?

Q4. What is the relationship between EFL learners' socioeconomic status and perfectionism?

Method

Participants and Instruments

To answer the study's research questions, a quantitative correlational research design was employed. Employing simple random sampling a sample of 89 EFL learners in 10 different English language institutes in Kerman, Iran were recruited in this study. To construct the research questions, the researcher took some EFL learners' background variables into account among which learners' gender, learners' age as well as learners' socioeconomic situation including their parents' income, occupation, education, marital status and family size are given more importance.

Therefore, demographic information about the participants that are involved in the current study is well focused since some of these factors may cause statistical difference. The research participants as mentioned before include both male (N:30) and female (N:59) EFL learners who are approximately between eighteen to twenty-six years of age categorized in three groups of (1) 18 to 20 with 26 participants, (2) 21 to 23 containing 21 EFL learners and (3) 24 to 26 comprising 42 learners. Concerning the EFL learners' socioeconomic status, there were classified into three groups of low, medium and high made up of 38, 35, and 16 participants respectively. The sample is English as a foreign language learner.

Figure 1

Participants Detailed Data

Value	Age			Gender		Socioeconomic Status		
Value	Group 1	Group 2	Group 3	Male	Female	LowSES	MediumSES	HighSES
Classifications	18 to 20	21 to 23	24 to 26			Status	Status	Status
Frequency	26	21	42	30	59	38	35	16
Percentage	29.2%	23.6%	47.2%	33.7%	66.3%	42.7%	39.3%	18%

The instruments utilized in this study are two questionnaires namely (1) Almost Perfect Scale-Revised, and (2) Quiet Introversion Questionnaire. The Almost Perfect Scale-Revised (APS-R; Slaney, Rice, Mobley, Trippi, & Ashby, 2001), is one of the established measures of perfectionism. APS-R has three subscales (standards, order, and discrepancy) to measure the two different components of perfectionism. The APS-R consists of 23 items rated on a 7-point Likert scale (1 = strongly disagree, 7 = strongly agree). The APS-R consists of three subscales: High Standards (7 items), Order (4 items), and Discrepancy (12 items). The psychometric properties of the APS-R have been validated through a series of studies by Slaney and colleagues (see Mobley et al., 2005). Slaney et al. (2001) reported that the internal consistency estimates of the APS-R ranged from .85 to .92. The second instrument utilized in this investigation was Susan Cain's (2012) 20-item Quiet Introversion Questionnaire. The scale measures personality traits such as impulsivity, activity, a preference for solitude, a preference for small scale social activities, an aversion for conflict, and a tendency to be a good listener. For the Quiet Introversion Questionnaire, high scores indicate introversion and low scores denote extroversion. The psychometric properties of the measure were evaluated by some studies such as that of Brown (2015). Moreover, demographic information about the participants, such as their gender, age, and socioeconomic status inclusion their parents' income, occupation, marital status and family size is collected since these variables are required to answer the research questions and may cause statistical differences.

Data Collection and Data Analysis

After the study questionnaires, Almost Perfect Scale-Revised, and Quiet Introversion Questionnaire, were selected, these instruments were translated and back translated into Persian.

Later, a pilot study was carried out on both questionnaires to evaluate their reliability and wording which indicated that the instruments' internal consistency value was satisfactory. Concerning the validity of the translated questionnaires, they were validated under the supervision of several experts in the field of ELT. Then the researcher sent an E-mail or a message in WhatsApp to the sample EFL learners explaining the purpose of the study and the survey link and kindly asked them to do the questionnaires in one week at most. The procedure of gathering data through the questionnaires took one and a half months. Finally, the data was tabulated and classified for further detailed statistical analyses. To answer this study's four research questions, both descriptive such as a variable's mean, standard deviation, or frequency, and inferential statistics were utilized. The data gathered through the questionnaires were analyzed quantitatively in SPSS. In other words, to answer all four questions, (Q1) the relationship between EFL learners' perfectionism and extraversion personality trait, (Q2) the relationship between EFL learners' age and perfectionism, (Q3) the relationship between EFL learners' gender and perfectionism, (Q4) the relationship between EFL learners' socioeconomic status and perfectionism, cross tabulation also known as 2-way chi square was utilized.

Results and Findings

Q1. What is the relationship between EFL learners' perfectionism and extraversion personality trait?

The first objective of this study is to identify the relationship between EFL learners' perfectionism and extraversion. To do so, eighty-nine participants were employed to respond to two instruments namely (1) Almost Perfect Scale-Revised, and (2) Quiet Introversion Questionnaire. The first instrument, Almost Perfect Scale-revised meant to determine if EFL learners are perfectionist or non-perfectionist while the second questionnaire, Quiet Introversion, classified participants into 3 groups of introverts, extrovert and neutral. The frequency and percentage of EFL learners concerning these classifications are presented in table 1.

Table 1

Frequency and percentage of perfectionists and extraverts

	Extraversion			Perfectionism		
	Introverts	Neutrals	Extraverts	Non-Perfectionists	Perfectionists	
Frequency	23	43	23	33	56	
Percentage	26%	48%	26%	37%	63%	
Total	100%	-	89	100%	-	89

As can be seen in table 1 and 3 the frequency and percentage of participants concerning perfectionism and extraversion are presented. Through applying the Quiet Introversion Questionnaire, it was concluded that the EFL learners recruited in this study could be categorized into introverts (23 / 26%), neither extravert nor introvert (43 / 48%), and extraverts (23 / 26%). In relation with perfectionism, participants' responses show that 37% of the EFL learners in this study (33) are non-perfectionists while 63% (56) English learners are determined to be perfectionists.

Moreover, a case processing summary concerning perfectionism and extraversion as well as Extraversion - Perfectionism cross tabulation are presented in tables 2 and 3 respectively.

Table 2*Case processing summary / Extraversion - perfectionism*

Case Processing Summary	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Extraversion Perfectionism	89	100.0%	0	0.0%	89	100.0%

Table 3*Extraversion - Perfectionism Crosstabulation*

			perfectionism		Total
			0	1	
Introversion Extroversion	1	Count	8	15	23
		Expected Count	8.5	14.5	23.0
		% within Intro-Extro	34.8%	65.2%	100.0%
		% within perfectionism	24.2%	26.8%	25.8%
		% of Total	9.0%	16.9%	25.8%
	2	Count	2	21	23
		Expected Count	8.5	14.5	23.0
		% within Intro-Extro	8.7%	91.3%	100.0%
		% within perfectionism	6.1%	37.5%	25.8%
		% of Total	2.2%	23.6%	25.8%
	3	Count	23	20	43
		Expected Count	15.9	27.1	43.0
		% within Intro-Extro	53.5%	46.5%	100.0%
		% within perfectionism	69.7%	35.7%	48.3%
		% of Total	25.8%	22.5%	48.3%
Total	Count	33	56	89	
	Expected Count	33.0	56.0	89.0	
	% within Intro-Extro	37.1%	62.9%	100.0%	
	% within perfectionism	100.0%	100.0%	100.0%	
	% of Total	37.1%	62.9%	100.0%	

Tables 4 and 5 present the Chi-Square test result as well as the effect size, symmetric measures. In order to find out whether there is a significant relationship between perfectionism and extraversion, Chi-Square Test was performed. According to table 4., there was a meaningful relationship between two values of perfectionism and extraversion $P < 0.05$, $X^2(2) = 12.95$, $p = 0.002$. Therefore, based on the results, it can be stated that a statistically association was found between perfectionism and extraversion. Although the relationship between perfectionism and extraversion as two general values is established, this study did not answer the question if

perfectionism is associated with extroversion or introversion. Therefore, to make these findings clearer, the data concerning Extraversion - Perfectionism Crosstabulation, in table 3. should be taken into account. The frequency of participants who are determined (1) non-perfectionists and introverts, (2) non-perfectionists and extroverts, (3) perfectionists and introverts and (4) perfectionists and extroverts are 15, 21, 8 and 2 respectively.

Table 4*Chi-Square Tests on Perfectionism and Extraversion*

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.957 ^a	2	.002
Likelihood Ratio	14.657	2	<.001
Linear-by-Linear Association	3.964	1	.046
N of Valid Cases	89		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 8.53.

Finally, table 5 presents, the effect size, Phi and Cramer's V which are both tests of the strength of association. We can see the strength of association between the variables, Cramer's V/phi = .382.

Table 5*Symmetric Measures / Perfectionism and Extraversion*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	.382	.002
	Cramer's V	.382	.002
N of Valid Cases		89	

Q2. What is the relationship between EFL learners' age and perfectionism?

The second research question in this study attempted to identify the relationship between EFL learners' perfectionism and age. In other words, this question was designed to find out if participants in various age groups have different perfectionism status. To do so, eighty-nine EFL learners were employed to respond to an instrument called Almost Perfect Scale-Revised. This instrument meant to determine if EFL learners are perfectionist or non-perfectionist. As far as participants' ages are concerned, they are divided into three groups of (1) 18 to 20 years of age, (2) 21 to 23 years old and (3) 24 to 26. The frequency and percentage of EFL learners concerning these classifications are presented in table 6. As can be seen in tables 6 and 3 the frequency and percentage of participants concerning perfectionism and three age groups are presented. In relation with perfectionism, participants' responses show that 37% of the EFL learners in this study (33) are non-perfectionists while 63% (56) English learners are determined to be perfectionists. Moreover, 26 EFL learners (29.2%) were placed in group 1 (18 to 20), and groups 2 and 3 included

21 (23.6%) and 42 (47.2%). Moreover, a case processing summary concerning perfectionism and age as well as age - Perfectionism crosstabulation are presented in tables 7 and 8 respectively.

Table 6

Frequency and percentage of perfectionists and different age groups

	Age			Perfectionism	
	Group 1,18 to 20	Group 2 ,21 to 23	Group 3,24 to 26	Non-Perfectionists	Perfectionists
Frequency	26	21	42	33	56
Percentage	29.2%	23.6%	47.2%	37%	63%
Total	100% - 89			100% - 89	

Table 7

Case processing summary / Age - perfectionism

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Age * Perfectionism	89	100.0%	0	0.0%	89	100.0%

Table 8 presents Age - Perfectionism Crosstabulation. It provides detailed data about the frequency and percentage of participants in 3 age groups as well as those who are determined to be perfectionists and non-perfectionists.

Table 8

Age - Perfectionism Crosstabulation

			perfectionism		Total
			0	1	
age	1	Count	9	17	26
		Expected Count	9.6	16.4	26.0
		% within age	34.6%	65.4%	100.0%
		% within perfectionism	27.3%	30.4%	29.2%
		% of Total	10.1%	19.1%	29.2%
	2	Count	9	12	21
		Expected Count	7.8	13.2	21.0
		% within age	42.9%	57.1%	100.0%
		% within perfectionism	27.3%	21.4%	23.6%
		% of Total	10.1%	13.5%	23.6%
	3	Count	15	27	42
		Expected Count	15.6	26.4	42.0
		% within age	35.7%	64.3%	100.0%
		% within perfectionism	45.5%	48.2%	47.2%
		% of Total	16.9%	30.3%	47.2%
Total	Count	33	56	89	

Expected Count	33.0	56.0	89.0
% within age	37.1%	62.9%	100.0%
% within perfectionism	100.0%	100.0%	100.0%
% of Total	37.1%	62.9%	100.0%

Tables 9 and 10 present the Chi-Square test result as well as the effect size, symmetric measures. In order to find out whether there is a significant relationship between perfectionism and age, Chi-Square Test was performed. According to Table 9, there was not a meaningful relationship between perfectionism and age ($P < 0.05$), $X^2(2) = 0.40$, $p = 0.818$. Therefore, based on the findings, it can be observed that a statistically association was not found between perfectionism and age which means perfectionists are not more likely to be in any of the three specific age groups in this study.

Table 9

Chi-Square Tests on Perfectionism and Age

Chi-Square Tests			
	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	.402 ^a	2	.818
Likelihood Ratio	.397	2	.820
Linear-by-Linear Association	.000	1	.986
N of Valid Cases	89		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 7.79.

Finally, table 10 demonstrates, the effect size, Phi and Cramer's V which are both tests of the strength of association. We can see the strength of association between the variables, Cramer's $V/\phi = .067$.

Table 10

Symmetric Measures / Perfectionism and Age

		Value	Approximate Significance
Nominal by Nominal	Phi	.067	.818
	Cramer's V	.067	.818
N of Valid Cases		89	

Q3. What is the relationship between EFL learners' gender and perfectionism?

The third research objective in this study is to identify the relationship between EFL learners' perfectionism and gender. In other words, this question was designed to find out if male and female participants have different meaningful perfectionism status. To do so, eighty-nine EFL learners were employed to respond to an instrument called Almost Perfect Scale-Revised. This instrument meant to determine if EFL learners are perfectionist or non-perfectionist. As far as participants' gender is concerned, 30 male (33.7%) and 59 female (66.3%) learners were recruited. Moreover, in relation with perfectionism, participants' responses show that 37% of the EFL learners in this

study (33) are non-perfectionists while 63% (56) English learners are determined to be perfectionists. The frequency and percentage of EFL learners concerning these categories are presented in tables 11 and 13. Moreover, a case processing summary concerning perfectionism and age as well as age - Perfectionism crosstabulation are presented in tables 12 and 13 respectively.

Table 11

Frequency and percentage of perfectionists and both genders

	Gender		Perfectionism	
	Male	Female	Non-Perfectionists	Perfectionists
Frequency	30	59	33	56
Percentage	33.7%	66.3%	37%	63%
Total	100%	- 89	100%	- 89

Table 12

Case processing summary / Gender - perfectionism

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Sex * Perfectionism	89	100.0%	0	0.0%	89	100.0%

Table 13 presents Age - Perfectionism Crosstabulation. It provides detailed data about the frequency and percentage of male and female participants as well as those who are determined to be perfectionists and non-perfectionists.

Table 13

Gender - Perfectionism Crosstabulation

			perfectionism		Total
			0	1	
sex	1	Count	20	39	59
		Expected Count	21.9	37.1	59.0
		% within sex	33.9%	66.1%	100.0%
		% within perfectionism	60.6%	69.6%	66.3%
		% of Total	22.5%	43.8%	66.3%
	2	Count	13	17	30
		Expected Count	11.1	18.9	30.0
		% within sex	43.3%	56.7%	100.0%
		% within perfectionism	39.4%	30.4%	33.7%
		% of Total	14.6%	19.1%	33.7%
Total	Count	33	56	89	
	Expected Count	33.0	56.0	89.0	
	% within sex	37.1%	62.9%	100.0%	

% within perfectionism	100.0%	100.0%	100.0%
% of Total	37.1%	62.9%	100.0%

Tables 14 and 15 present the Chi-Square test result as well as the effect size, symmetric measures. In order to find out whether there is a significant relationship between perfectionism and gender, Chi-Square Test was implemented. According to Table 14, there was not a meaningful relationship between perfectionism and gender ($P < 0.05$), $X^2(1) = 0.75$, $p = 0.384$. Therefore, based on the findings, it can be seen that a statistically association was not found between perfectionism and age which means in this study perfectionists are not more likely to be men or women and gender does not have any effect on perfectionism.

Table 14*Chi-Square Tests on Perfectionism and Gender*

Chi-Square Tests						
	Value	df	Asymptotic (2-sided)	Significance	Exact (2-sided)	Sig. Exact (1-sided)
Pearson Chi-Square	.759 ^a	1	.384			
Continuity Correction ^b	.408	1	.523			
Likelihood Ratio	.752	1	.386			
Fisher's Exact Test					.487	.260
Linear-by-Linear Association	.750	1	.386			
N of Valid Cases	89					

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 11.12.

b. Computed only for a 2x2 table

The last table concerning research question 3 is table 15 which demonstrates, the effect size, Phi and Cramer's V. These are both tests of the strength of association. We can see the strength of association between the variables, Cramer's V/phi = 0.092.

Table 15*Symmetric Measures / Perfectionism and Gender*

Symmetric Measures			
		Value	Approximate Significance
Nominal by Nominal	Phi	-.092	.384
	Cramer's V	.092	.384
N of Valid Cases		89	

Q4. What is the relationship between EFL learners' socioeconomic status and perfectionism?

Research question 4 in this study attempted to identify the relationship between EFL learners' perfectionism and their socioeconomic status. In other words, this question was designed to find out if participants in three groups of weak, moderate and strong socioeconomic status have different meaningful perfectionism status. To do so, eighty-nine EFL learners were employed to

respond to an instrument called Almost Perfect Scale-Revised. This instrument meant to determine if EFL learners are perfectionist or non-perfectionist. Participants' responses show that 37% of the EFL learners in this study (33) are non-perfectionists while 63% (56) English learners are determined to be perfectionists. Regarding learners' socioeconomic status, participants' income, occupation, family size etc. were taken into consideration and finally they were categorized into three groups of low (38 / 42.7%), medium (35 / 39.3%) and high (16 / 18%). The frequency and percentage of EFL learners concerning their socioeconomic and perfectionism status are presented in tables 16 and 18. Moreover, a case processing summary concerning perfectionism and socioeconomic status as well as Socioeconomic - Perfectionism crosstabulation are presented in tables 17 and 18 respectively.

Table 16

Frequency and percentage of perfectionists and socioeconomic groups

	Socioeconomic Status			Perfectionism	
	Low SES Status	Medium SES Status	High SES Status	Non-Perfectionists	Perfectionists
Frequency	38	35	16	33	56
Percentage	42.7%	39.3%	18%	37%	63%
Total	100% - 89			100% - 89	

Table 17

Case processing summary / socioeconomic status – perfectionism

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
socioeconomic * perfectionism	89	100.0%	0	0.0%	89	100.0%

Table 18 illustrates Socioeconomic status - Perfectionism Crosstabulation. This table provides detailed data about the frequency and percentage of participants with low, medium and high socioeconomic status as well as those who are determined to be perfectionists and non-perfectionists.

Table 18

Socioeconomic status - Perfectionism Crosstabulation

			perfectionism		Total
			0	1	
socioeconomic	1	Count	15	23	38
		Expected Count	14.1	23.9	38.0
		% within socioeconomic	39.5%	60.5%	100.0%
		% within perfectionism	45.5%	41.1%	42.7%
		% of Total	16.9%	25.8%	42.7%
	2	Count	10	25	35

		Expected Count	13.0	22.0	35.0
		% within socioeconomic	28.6%	71.4%	100.0%
		% within perfectionism	30.3%	44.6%	39.3%
		% of Total	11.2%	28.1%	39.3%
	3	Count	8	8	16
		Expected Count	5.9	10.1	16.0
		% within socioeconomic	50.0%	50.0%	100.0%
		% within perfectionism	24.2%	14.3%	18.0%
	Total	% of Total	9.0%	9.0%	18.0%
		Count	33	56	89
		Expected Count	33.0	56.0	89.0
		% within socioeconomic	37.1%	62.9%	100.0%
	% within perfectionism	100.0%	100.0%	100.0%	
	% of Total	37.1%	62.9%	100.0%	

Tables 19 and 20 present the Chi-Square test result as well as the effect size, symmetric measures. In order to find out whether there is a significant relationship between perfectionism and socioeconomic status, Chi-Square Test was utilized. According to Table 19, there was not a meaningful relationship between perfectionism and socioeconomic status ($P < 0.05$), $X^2(2) = 2.324$, $p = 0.313$. Therefore, based on the findings, it can be concluded that a statistically association was not found between perfectionism and socioeconomic status which clearly means EFL learners' perfectionism or non-perfectionism in this investigation are not affected by participants' low, medium or high socioeconomic status and learners' socioeconomic status does not have any effect on perfectionism.

Table 19

Chi-Square Tests on Perfectionism and Socioeconomic status

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.324 ^a	2	.313
Likelihood Ratio	2.326	2	.312
Linear-by-Linear Association	.117	1	.732
N of Valid Cases	89		

a. 0 cells (.0%) have expected count less than 5. The minimum expected count is 5.93.

The last table concerning research question 4, table 20, demonstrates, the effect size, Phi and Cramer's V. These are both tests of the strength of association. As can be seen, the strength of association between the variables, Cramer's V/phi = 0.162.

Table 20

Symmetric Measures / Perfectionism and Socioeconomic status

	Value	Approximate Significance
Nominal by Nominal Phi	.162	.313

	Cramer's V	.162	.313
N of Valid Cases		89	

Discussion

Based on the findings about the relationship between EFL learners' perfectionism and extraversion personality trait, it was concluded that a statistically association was found between perfectionism and extraversion. Although the relationship between perfectionism and extraversion as two general values is established, this study did not answer the question if perfectionism is associated with extroversion or introversion. Accordingly, to make these findings clearer, the data concerning extraversion - perfectionism crosstabulation, in table, should be taken into account. The frequency of participants who are determined (1) non-perfectionists and introverts, (2) non-perfectionists and extroverts, (3) perfectionists and introverts and (4) perfectionists and extraverts are 15, 21, 8 and 2 respectively. Reviewing the relevant literature concerning the relationship between extraversion and perfectionism shows few studies carried out around this topic. One of these studies was conducted by Khodarahimi (2010) which titles "Perfectionism and five-big model of personality in an Iranian sample" and shows that there are no significant correlation coefficients between perfectionism, extraversion which is not in line with this study's findings. The findings concerning the relationship between EFL learners' age and perfectionism indicate that a statistically association was not found between perfectionism and age which indicates that perfectionists are not more likely to be in any of the three specific age groups in this study. The present findings are obviously in line with investigations that indicate age does not have any effects on perfectionism such as (Rice and Preusser, 2002; Khodarahimi, 2010; Pishghadam and Akhondpoor, 2011; Sand et al., 2021, Pishghadam, 2021) and in contrast with the investigations that showed significant roles for age in perfectionism (Feingold, 1994; Blenkiron et al., 1999; Haase et al., 1999; Costa et al., 2001; Iketani et al., 2002; McCrae, 2002; Furnham et al., 2005; Soenens et al., 2005). Regarding the relationship between EFL learners' gender and perfectionism, a statistically association was not found between perfectionism and age which indicates that perfectionists are not more likely to be men or women and thus gender does not have any effect on perfectionism. The findings of the present investigation are obviously in contrast with the studies that showed significant roles for gender in perfectionism (Costa et al., 2001; Iketani et al., 2002; McCrae, 2002; Furnham et al., 2005; Soenens et al., 2005). On the other hand, this investigation's results are consistent with the findings of the studies conducted by Khodarahimi (2010), Seyyedi (2011), Pishghadam and Akhondpoor (2011) and Rice and Preusser (2002) who concluded no relationship between perfectionism and gender. The last research question in this study attempted to find out the relationship between EFL learners' perfectionism and their socioeconomic status. This question was intended to discover if EFL learners in three groups of low, medium and high socioeconomic status have different meaningful perfectionism status. Based on the finding of socioeconomic - perfectionism crosstabulation and Chi-Square, it was established that there is no significant relationship between perfectionism and socioeconomic status which clearly indicated that EFL learners' perfectionism or non-perfectionism in this investigation is not affected by

participants' low, medium or high socioeconomic status and thus learners' socioeconomic status does not have any effect on perfectionism. Conducting a comprehensive review of literature concerning the relationship between EFL learners' perfectionism and their socioeconomic status, few studies were identified among which that of Sand et al (2021) and Krstic and Kevereski (2015) seem to be inconsistent with the current research finding. These investigations indicate a meaningful relationship between these two values which are EFL learners' perfectionism and their socioeconomic status.

Conclusion

Numerous researchers (e.g. Ellis, 1985; Skehan, 1989; Carrell et al., 1996; Pervin, 2001; and Lightbrown & Spada, 2006) believe that people learn languages differently based on their individual differences, styles and characteristics. Moreover, it is an undeniable fact that all learners have very diverse personalities. Therefore, several studies have been conducted to investigate how language learners learn languages and how personality characteristics can facilitate or debilitate this process. Studies in individual differences, however, have failed to produce consistent research results because they interact with each other in a complicated way. The current study took variables such as perfectionism, extraversion, gender, age and socioeconomic features into consideration. In other words, the current investigation attempted to explore the relationship between EFL learners' perfectionism status and extraversion. Moreover, it intended to find out if there is a significant relationship between language learners' perfectionism and their age, gender and socioeconomic status. The results show that a meaningful association was found between perfectionism and extraversion values while age, gender and socioeconomic status of EFL learners do not have a significant relationship with their perfectionism. These results obtained from researches around the association between perfectionism and language learning might equip language teachers, educators, supervisors and policy makers with adequate information to adjust teaching so that all learners with different learning styles and personal traits will benefit and to facilitate language learning. Moreover, due to the fact that earlier investigations on the relationship between perfectionism and demographic factors such as age, gender and socioeconomic situation have shown mixed results the findings of this study might contribute to the existing literature. Furthermore, the roles of demographic factors such as age, gender and socioeconomic factors in perfectionism in Iranian EFL learner' literature is underexplored and there is an evident gap. Therefore, the significance of the study originates in the fact that the relationship between EFL learners' perfectionism and extraversion personality trait as well as the association between EFL learners' and demographic factors such as age, gender and socioeconomic situation within the context of Iran is not well studied. Therefore, this study will fill a gap in academic knowledge and will be contributing to the literature of the ELT field in Iran. Finally, from a cultural point of view, several researchers propose that perfectionism is not an asset, although cultures do promote it. Cultures encourage individuals to pay attention to details of their objectives, never make a wrong decision and never fail. It has been seen that social policy makers might have set extremely high standards for citizens and expect them to be perfect. Therefore, it seems that perfectionism functions as a culturally oriented construct. The findings of this study can inform the policy makers

of the issue.

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