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PERFECTIONIST THINKING AMONG HISTORY DEPARTMENT STUDENTS AT THE UNIVERSITY OF DIYALA.

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ABSTRACT.
The purpose of this research is to find out whether students in the History Department at the College of Education for the Humanities at the University of Diyala have perfectionist ideas.
The differences in perfectionist thinking between male and female students in the History Department at the College of Education for the Humanities at the University of Diyala that are statistically significant depending on gender and grade level.
The researchers utilized a descriptive correlational technique, and the study participants were students in the History Department at the College of Education for the Humanities at the University of Diyala for the first morning study of the 2024–2025 school year. The study population was divided into men and females and by grade level. Because of this, the research sample was selected using a stratified random method, with a proportional distribution based on gender and grade level. The researchers utilized Burns's (1980) theory to develop a scale for their current study on perfectionistic thinking. There were 36 items on the scale, which were split into nine groups: goal rigidity, similarity, duality, temporal perception, selective choice, rejection of average or regular performance, obsessive cycle, self-reward for successes, and telescopic vision. We learned about the scale's psychometric properties.. To go further, the tool was used on a sample of 249 male and female students from the research community, which included 705 male and female students. Then, the Statistical Package for the Social Sciences (SPSS) was used to look at the data. Here are the results:
1. Students at the History Department at the University of Diyala's College of Education for the Humanities have perfectionistic thoughts.
2. The gender variable does not show a statistically significant difference in how many students have perfectionistic thinking. 3. When it comes to academic grade, there is a statistically significant difference in how many pupils have perfectionistic thinking.
The researchers came up with a collection of findings, suggestions, and proposals based on the results.

Keywords: Perfectionistic thinking.

RESEARCH PROBLEM

The weakness of Iraqi university students' ability to think is due to several reasons, including deficiencies in teaching methods and educational programs, which hinders their thinking. Educational institutions lack a focus on developing mental processes, limiting their efforts to memorizing information and passing exams, which is no longer an effective method for achieving cognitive goals or measuring students' comprehension of the educational material or its application in practical life. Furthermore, the absence of analysis, synthesis, and evaluation processes leads students to adopt a rigid pattern of thinking, making them passive recipients of orders and instructions without discussion or scrutiny. This forces them to resort to traditional solutions to confront problems devoid of creativity and innovation (Al-Ubaidi et al., 2010:12). One important type of thinking is perfectionistic thinking. Some studies have indicated this type of thinking, including a study by Al-Jumaili (2022). The study demonstrated that individuals who exhibit this type of thinking do not limit their efforts to achieving the goals and high standards they set for themselves. This leads them to fear failure and avoid feelings of disappointment, whether toward themselves or the expectations of others. They also believe that their performance is not up to scratch, which reduces their sense of satisfaction with themselves. University students have an average level of perfectionistic thinking (Al-Jumaili: 3, 2022). A study by Baza (1999) indicates that perfectionistic thinking

carries a contradiction within it. While it is viewed as part of excellence, it actually causes students significant suffering. Many researchers believe that this type of thinking constitutes an obstacle to innovation and risk-taking. These students (Baza, 1999: 255).

Following the above, the researcher visited the College of Education for the Humanities, pursuant to the "Facilitating the Task" book issued by the College of Basic Education. The researchers then prepared a questionnaire, which they presented to a number of faculty members in the History Department at the College of Education for the Humanities at the University of Diyala. The questionnaire included an open-ended question: "Do you notice that students in the History Department have perfectionist thinking?" The answers varied regarding their presence.

Based on the above, the research problem crystallized in answering the following questions: "Do students in the History Department at the University of Diyala possess perfectionist thinking?" Is perfectionist thinking affected by the students' gender and grades?.

SIGNIFICANCE OF THE RESEARCH

Thinking is an essential element in expanding learners' horizons of knowledge, as it allows them to see things more clearly and deeply. It also contributes to developing a creative outlook on new ideas, opening the door to positive thinking that leads to the creation of new ideas. This type of thinking helps learners transition from the stage of acquiring knowledge to the stage of employing it to investigate and address real-world problems (Razouqi, 2018: 6).

Perfectionist thinking is an energy possessed by an individual that can be exploited positively or negatively, depending largely on their level of awareness and perception. This type of thinking may lead to the individual not achieving their goals, as they feel unable to meet the expectations they set for themselves or those imposed on them by others (Silverman, 2003: 47). Ellis & Harper (1975) described perfectionist students as individuals who believe that the primary goal and purpose of life is to achieve accomplishments and success. They view failure in any area as evidence of an individual's incompetence or lack of worth (Ellis & Harper (1975: 89).

From the above, perfectionist thinking is characterized by a persistent tendency to strive for ideal standards of excellence, and is often associated with a fear of failure. This type of fear drives individuals to avoid situations in which their performance can be evaluated according to standards of excellence. Students who suffer from this fear tend to protect their self-esteem either by setting low, easily achievable ambitions, or by expressing unreasonably high ambitions without any serious intention of achieving them. Students may also encounter difficulties in completing certain developmental tasks as a result of the unreasonable expectations they impose on themselves (Brown, 1993: 18).

From the above, the importance of this research is evident in the following:

1. The importance of perfectionistic thinking, as it gives students high standards of performance and the striving for excellence.
2. The importance of the university stage in shaping The future personality of students and their qualification to manage community affairs in all fields.

RESEARCH OBJECTIVES

The current research aims to identify:

1. Students in the History Department at the College of Education for Humanities at the University of Diyala have opinions that are too flawless.
2. The significance of differences in perfectionist thinking among History Department students at the College of Education for Humanities at the University of Diyala depending on gender (male vs. female) and grade level.

RESEARCH LIMITS

The current research is defined by the following:

1. Spatial Limits: The College of Education for Humanities at the University of Diyala has a History Department.
2. Human Limits: The first morning study for the 2024–2025 academic year for students in the History Department at the College of Education for Humanities at the University of Diyala.
3. Time Limits: The school year 2024–2025.
4. Objective Limits: The Perfectionist Thinking Scale.

DEFINITION OF TERMS

Perfectionist thinking - defined by:

1. Burns (1980) as a thinking style that includes a cognitive network containing expectations. Interpretations of events, self-esteem, others' esteem, and opinions (Burns, 1980:66).
1. 2- Gaudreau (2019:200). The tendency to aim for and strive for ideal, flawless, and excessively high standards in an uncompromising manner (Gaudreau, 2019:200).

Theoretical definition of perfectionistic thinking: The researchers adopted the definition of Burns, 1980, which they relied on to construct the perfectionistic thinking scale.

The operational definition of perfectionistic thinking: The total score obtained by students in the History Department at the College of Education for the Humanities at the University of Diyala based on their responses to the items on the perfectionistic thinking scale, which was developed for this purpose.

The History Department defined it as:

It is one of the departments of the College of Education for Human Sciences at the University of Diyala. It was established in the year (1995-1996). Students are prepared professionally and educationally in it. The duration of study is four years. The graduate is awarded a bachelor's degree in education, specializing in history (Al-Azzawi, 2007:8).

Chapter Two

First: The Theoretical Framework

- Perfectionist Thinking

The pursuit of perfection in everything is an aspiration that humans strive for. However, they also realize that every endeavor is bound to be flawed, regardless of the effort exerted, because error is human nature, and that perfect performance is rare. A balanced person is one who sets high standards of performance for themselves, commensurate with their abilities and potential, and works diligently to achieve their goals (Baza, 1996: 305). A perfectionist tends to have exaggerated expectations and is strict in evaluating and criticizing himself. He is internally driven and eager to achieve high levels of achievement, and will not accept any mistake, no matter how small. He is also greatly afraid of losing the respect of others if his performance is less than perfect. He only feels satisfied when he achieves an accomplishment that reaches the level of perfection. This pursuit of perfection may seem impossible, even if the individual is an outstanding individual. In contrast, those who naturally strive for excellence often feel content and comfortable when they exert their best effort in completing their tasks and are satisfied with the results they achieve (Al-Quraiti, 2014: 178). Beauregard (2012) interpreted perfectionistic thinking as consisting of two main, separate dimensions that separate the good from the bad. One good thing about this is that people establish high personal standards but respond differently when they don't reach those goals. This means that they don't feel as bad about not meeting their standards as they would if they had failed to meet them. People who are perfectionists are said to have both a natural predisposition to establish high personal standards and the drive to reach and exceed those expectations. Students who have positive perfectionistic thoughts get far better scores in school. This drive may help them become better at sticking with challenging activities and developing good habits that help them learn. (Beauregard, 2012: 6-7). The negative aspects of perfectionistic thinking include difficulty finishing what they start and a lack of flexibility. The pursuit of perfection makes it difficult to generate ideas, as they set extremely high standards that are almost impossible to achieve. These individuals experience intense stress when those standards are not met. They are driven more by fear than pleasure, particularly fear of failure and negative evaluation from others. They also do not see themselves as perfect because perfection is the only acceptable level of success for them (Lombardo, 2014: 11-13). Burns' (1980) Perfectionist Theory:

Burns (1980) believes that perfectionistic thinking is a contributing factor to many psychological and social problems. The negative person sets high and unrealistic standards for themselves and compulsively strives to achieve unattainable goals. They also evaluate their self-worth based on their level of achievement, which can lead to feelings of defeat and a loss of self-confidence as a result of their constant pursuit of excellence (Burns, 1980: 62).

Burns (1980) hypothesized that individuals who tend toward perfectionistic thinking adopt multiple irrational, self-destructive patterns that diminish their sense of self-efficacy. They view themselves as incompetent and incapable of achievement due to their mistaken belief that successful people achieve their goals with little effort, low psychological stress, and fewer mistakes. As a result of this tendency, they struggle to cope with situations, leaving them feeling inadequate and unable to achieve their goals. In this case, they suffer from a feeling of helplessness and low self-confidence (Burns, 1980:43).

DIMENSIONS OF PERFECTIONIST THINKING

First - Rigid Goals: The individual sets a set of goals and sees them as necessary to achieve them. They consider them essential for self-esteem rather than being used as a motivation for achievement behavior. The level of goals is always unrealistic and difficult to achieve.

Second - Similarity: This refers to the transformation of desires into urgent demands and the necessity of achieving them.

Third - Dichotomous: Dichotomous, all-or-nothing thinking. This thinking is repeated about experiences or the self, and there are no intermediate matters such as success-failure or black-white.
Fourth - Time Perception: Time perception is important for a person's perfectionist thinking. It focuses on the future, especially what can be accomplished within a specific time frame, and considers this a real motivator. There is an excessive fear of wasting time without achieving one's goals.
Fifth - Selective Attention: This serves as a perfectionist filter, as the value of achieved goals is diminished or ignored, while unachieved goals are magnified and flaws are examined, making it very difficult to win. Easy to lose.
Sixth: Refuse mediocrity and the ordinary: Being average or mediocre in an important activity is viewed by the perfectionist as shameful, and the perfectionist sees success, excellence, or failure.
Seventh: A compulsive cycle of perfectionistic thinking often develops, resulting in exhausting standards and feelings. Dissatisfaction leads to fear of failure, increased impulsiveness, and an inability to achieve high performance standards.
Eighth: Self-reward of achievement: Very little self-reward is given for accomplishments.
Ninth: Telescoping: This is a distorted perception of time. It occurs when dealing with pre-set goals and the time allotted for them, and when dissatisfaction with the goals achieved is present, along with constant self-criticism (Burns, 1983: 210-211).
Second: Previous Studies
Studies that addressed the variable of perfectionistic thinking

Table (1) A comparison between previous studies

Results of the Study	Statistical Methods	Study Tools	Educational Stage and Sample Size	Study Objective	Country and Year	Researcher Name and Study Title	No.
The results showed that university students have a moderate level of perfectionist thinking and perceptual judgment, and that the relationship between perfectionist thinking and perceptual judgment is a statistically significant inverse relationship. There were differences in the correlation between perfectionist thinking and perceptual judgment according to gender (male - female) and specialization (scientific – humanities), in favor of the	SPSS Package	Perfectionist Thinking Scale and Perceptual Judgment Scale	University (400) students	To identify perfectionist thinking and its relationship with perceptual judgment among university students.	Iraq 2022	Al-Jumaili, *Perfectionist Thinking and its Relationship with Perceptual Judgment among University Students*	1

scientific specialization.							
The results showed statistically significant differences between third- and fourth-year students, whether academically distinguished or average, in favor of the academically distinguished, regarding perfectionist thinking characteristics . There was a positive correlation among third- and fourth-year academically distinguished students between the behavioral model of Type (A) and perfectionist thinking characteristics .	Statistical Package	Perfectionist Thinking Scale and Type (A) Behavioral Model Test	University (481) students	To identify perfectionist thinking characteristics among third- and fourth-year academically distinguished and average students, and to explore the correlation between the Type (A) behavioral model and perfectionist thinking characteristics among education faculty students.	Egypt 1999	Baza, *The Type (A) Behavioral Model and its Relationship with Perfectionist Thinking Characteristics among Academically Distinguished and Average Education Faculty Students*	2

1. Defining the research problem and formulating its questions clearly and specifically.
2. Choosing the most appropriate methodology for the current research topic.
3. Choosing appropriate statistical methods.
4. Reviewing the literature and theories addressed by previous studies helps build the theoretical foundation for the current research.
5. Comparing the results of the current study with the findings of previous studies.
6. Benefiting from sources and references relevant to the current research topic.

CHAPTER THREE

RESEARCH METHODOLOGY AND PROCEDURES

First: Research Method

The researchers used the descriptive research approach to reach their goals for the study. As Sulaiman (2014: 131) says, the descriptive method is an investigation that looks at a specific phenomenon as it is right now in order to diagnose it, show its different aspects, and figure out how its parts relate to each other and to other phenomena.

Second, the research population

The research population is the whole group of things that the researcher wants to apply the study's findings to (Al-Dulaimi, 2014: 74). The current research community is made up of students from the History Department at the College of Education for Humanities at the University of Diyala for the academic year 2024–2025. There are a total of 705 male and female students, divided by gender (males - females) and the four academic grades: first, second, third, and fourth. Of these, 325 are male students (46.10%) and 380 are female students (53.90%). This is seen in Table (2):

Table (2)

shows the distribution of individuals in the research community according to the gender and academic grade variables.

Here is the translated table with numbers included, in English and with the original formatting preserved:

Academic Grade	**Males**	**Females**	**Total**
First Year	85	100	185
Second Year	90	95	185
Third Year	75	90	165
Fourth Year	75	95	170
Total	325	380	705

Third: Research Sample

A research sample is a group of people chosen by the researcher from the study community that shows its traits and is a good example of it. The goal of choosing this sample is to gather statistics and information about the research community (Dawood: 139, 2025). The study sample was chosen using a stratified random approach with proportionate distribution based on the gender and academic grade variables. This is because the research community is split by gender (males and females) and academic grade. The sample included 249 male and female students, which was 35.32% of the total number of people in the research community. The Robert Mason equation was used to choose them from the initial group of 705 male and female pupils. This is seen in Table 3:

Table (3) shows the distribution of research sample members according to gender and academic grade.

Grade Level	**Number of Males**	**Number of Females**	**Total**	**Percentage**
First	37	43	80	32.13%
Second	36	41	77	30.92%
Third	22	25	47	18.88%
Fourth	20	25	45	18.07%
Total	115	134	249	100%

Fourth: Research Tools

A research tool refers to the means by which we collect the information and data necessary to answer the research questions and test its hypotheses (Al-Assaf, 2006: 10). To achieve the research objectives, and after reviewing studies and literature related to the topic of perfectionistic thinking, including the studies of Al-Jumaili (2022) and Baza (1999), a perfectionistic thinking scale was constructed. Cronbach (1970) indicates that there are specific scientific steps for constructing scales and the necessity of defining the structural concepts and theoretical foundations upon which the researcher relies in constructing the scale before beginning the practical steps of constructing it (Cronbach, 1970: 404), according to the following procedures:

Defining the concept to be measured (perfectional thinking):

The researchers adopted the theory of Burns (1980), which defined perfectionistic thinking as "a thinking style that includes a cognitive network encompassing expectations and interpretations of events, self-esteem, others, and opinions" (Burns, 1980: 66). Defining the Scale's Dimensions:

According to the definition and theory adopted by the researchers, the scale consists of (9) dimensions, as follows:

1- Rigid Goals: The individual sets a set of goals and sees the necessity of achieving them. They consider them essential for self-esteem rather than being used as a motivation for achievement behavior. The level of goals is always unrealistic and difficult to achieve.

2- Similarity: This refers to the transformation of desires into urgent demands and the necessity of achieving them.

3- Dichotomous: Dichotomous, all-or-nothing thinking. This thinking is repeated around experiences or the self, and there are no intermediate matters such as success-failure or black-and-white.

4- Time Perception: Time perception is important for a person's perfectionistic thinking. It focuses on the future, especially what can be accomplished within a specific time frame, and considers this a real motivation, while the excessive fear of wasting time without achieving one's goals is exaggerated.

5- Selective Attention: This serves as a perfectionist filter, as the value of goals that have been achieved is diminished or ignored, and the Unachieved goals are inflated and flaws are examined, making it very difficult to win and easy to lose.

6. Refuse mediocrity and the ordinary: Being average in an important activity is viewed by the perfectionist as shameful, and the individual sees success, excellence, or failure.

7. Compulsive cycle: A compulsive cycle of perfectionistic thinking often develops, resulting in debilitating standards and feelings. Dissatisfaction leads to fear of failure, increased impulsiveness, and an inability to reach high performance standards.

8. Self-reward of achievement: Very little self-reward is given for accomplishments.

9. Telescoping: This is a distorted perception of time. It occurs when pre-set goals and time limits are met, dissatisfaction with achieved goals, and constant self-criticism is present (Burns, 1983: 210-211).

Drafting the scale items:

For the purpose of developing the perfectionistic thinking scale items, In its initial form, the researchers formulated the scale's paragraphs based on the theoretical definition and the theory they adopted. The number of paragraphs in their initial formulation was (36), (18) of which were formulated in a positive form, and (18) of which were formulated in a negative form, distributed equally across (9) dimensions. The researchers ensured that the paragraph was related to the measured trait, expressive of the idea, not open to interpretation, and understandable to the respondent. Ambiguous words were avoided, and the paragraph was well-formulated.

Preparing the Scale Instructions:

Preparing the Scale Instructions:

A- Response Instructions: Care was taken to ensure that the instructions were easy and understandable. Five alternatives were placed in front of each statement (always, often, sometimes, rarely, never), and the respondent was required to choose one of them. With the option to specify both (gender and grade).

B- Correction Instructions: The scale items were formulated in positive and negative form, corresponding to a scale of (5, 4, 3, 2, 1) for the positive item and vice versa for the negative item. The lowest score on the scale was (36) and the highest score was (180).

Validity of the Perfectionist Thinking Scale Items:

To verify the validity of the Perfectionist Thinking Scale items, they were presented in their initial form, along with answer alternatives and weights, to a group of (20) experts in the field of educational and psychological sciences, to obtain their opinions on the validity of the items, the soundness of their formulation, and their suitability for the dimension in which they were placed. The experts expressed their observations and opinions on the items, and the Chi-square value was adopted to retain, delete, or modify the item. When balancing the calculated Chi-square values with the tabular value of (3.84) at a significance level of (0.05) and a degree of freedom of (1), and after taking into account the experts' opinions, the scale items were adopted without deletion or addition, with the exception of modifying some items, as shown in Table (4):

Table (4) Chi-square value for experts' opinions on the modified Perfectionist Thinking Scale items

Statistical Significance	Calculated Chi-Square Value	Opponents	Supporters	Paragraph Sequence	Dimensions
Significant	7.2	4	16	5	Similarity
Significant	12.8	2	18	9–11	Duality
Significant	9.8	3	17	14–16	Time Perception
Significant	16.2	1	19	33	Telescopic Perspective

Exploratory Experiment:

The researchers gave the Perfectionist Thinking Scale to a group of 44 male and female students from the History Department at the College of Education for Humanities at the University of Diyala. There were 20 male students and 24 female students in the group. On Wednesday, December 31, 2024, the pupils were chosen at random. The researchers discovered that the scale's paragraphs and instructions were obvious after people filled out the questionnaire. It took an average of 22.59 minutes to finish the questionnaire.

Statistical Analysis of the Paragraphs:

To do the statistical analysis of the Perfectionist Thinking Scale passages, the researchers did the following:

Statistical Analysis of the Paragraphs:

The statistical study included a sample of 180 male and female students. These students were chosen using a stratified random approach with a proportionate distribution, which means that they made up 30.45% of the total. The researcher used the Nuanally criteria, which says that the number of people in the statistical analysis sample must be between 5 and 10 times the number of test items. This means that at least five people must answer each test question (Nunnally, 1978: 262). The researcher got the psychometric qualities by doing the following:

1. The items on the Perfectionist Thinking Scale may tell the difference between: We find out how well each item can tell the difference between those who got a high score on the scale and people who got a low score after using the scale (Stanley & Hopjins, 1972: 450). We used the two-party group method to find the discriminating power of the items after applying the scale to 180 male and female students from the History Department in the College of Education for the Humanities at the University of Diyala for the morning study. We kept the items that were different and got rid of the ones that weren't. The findings indicated that all of the items were able to tell the difference between the higher and lower groups.

2. How the score for an item relates to the overall score For the scale: The researchers employed Pearson's correlation coefficient to find the relationship between the score of each item on the scale and the overall score.

Then, at a significance level of 0.05 and a degree of freedom of 178, this was compared to the tabular value of 0.147. All of the elements on the scale seemeded to be statistically significant.

D: The link between the score of the item and the score of the whole dimension: We utilized the Pearson correlation coefficient to find the relationship between the score of each item on the scale and the overall score of the dimension it belongs to. Then, using a significance level of (0.05) and a degree of freedom of (178), this was compared to the tabular value of (0.147). It seemed like all of the elements on the scale were statistically significant.

E: The association between the dimension score and the overall score of the scale: The Pearson correlation coefficient was used to find the relationship between the score of each dimension and the total score of the scale. Then, at a significance level of 0.05 and a degree of freedom of 178, this was compared to the tabular value of 0.147. It seemed like all the elements on the scale were statistically important. In terms of statistics.

The Scale's Psychometric Properties:

First, the scale's validity: A scale is legitimate if it measures the behavior it was meant to assess (Samara, 1989: 110). The researchers utilized the following signs to check if the scale was valid:

1- Apparent Validity: This refers to the general appearance of the scale or its external image in terms of the type of vocabulary, the way it is formulated, and the clarity of the items and their suitability for measuring the trait to be measured (Rabi', 2011: 62). Presenting the items to a group of experts to judge their suitability for measuring the desired characteristic is considered apparent validity (Ebel & Frisbie, 1991, 243). The researcher verified apparent validity by presenting the scale to a group of experts.

2- Construct Validity.

Construct validity refers to the degree to which a scale measures a theoretical construct or trait. It is sometimes called conceptual validity or construct validity, as it indicates the extent to which its scores correspond to the concepts and assumptions on which the researcher based the scale (Al-Kubaisi, 2010: 226).

Second: Scale reliability:

Reliability refers to the accuracy and precision of the measurement process. Reliability is defined as the degree of consistency and homogeneity among scale results in assessing a trait or behavior (Alam, 2006: 89). To determine scale reliability, the researchers relied on Cronbach's alpha equation for internal consistency. The equation was applied to the responses of the statistical analysis sample, which comprised (80) male and female students. After applying the equation, a reliability coefficient of (0.816) emerged, indicating the consistency and homogeneity of the items.

Statistical indicators for the perfectionist thinking scale:

To identify the nature of a normal distribution, certain statistical characteristics or indicators must be present, such as the arithmetic mean and standard deviation. Low values of skewness and kurtosis are a positive indicator of a normal distribution of the research sample (Coolican, 2014: 401-402). Table (5) illustrates this:

Table (5) Statistical indicators for the perfectionist thinking scale

No.	Statistical Indicators	Value
1	Mean	117.689
2	Median	115
3	Mode	113
4	Standard Deviation	12.231
5	Variance	149.601
6	Standard Error	0.911
7	Skewness	0.497
8	Kurtosis	0.171
9	Range	66
10	Minimum Value	90
11	Maximum Value	156

The final version of the Perfectionist Thinking Scale:

The final version of the Perfectionist Thinking Scale consists of (36) items distributed across nine dimensions. Five alternatives were set for the scale: (always applies to me, often applies to me, sometimes applies to me, rarely applies to me, never applies to me). Scores of (5, 4, 3, 2, 1) were assigned to positive items, and vice versa to negative items. The hypothetical mean for the scale was (108), with the highest score for the scale reaching (180) and the lowest (36).

Implementation of the Tool

After the researchers verified the validity and reliability of the tool, and with the aim of achieving the research objectives, the scale was applied to a research sample of (249) male and female students from the Department of History in the College of Education for Humanities at the University of Diyala, morning studies, and its four grades for the academic year (2024-2025). The application took place between (February 18, 2025 - February 16, 2025). Statistical Methods: The researchers used the Statistical Package for the Social Sciences (SPSS) to process the data, both in verifying the psychometric properties of the research tools and in extracting the results, as follows:
1. Chi-square (Chi-Square 2) to determine the significance of the difference between those who agree and disagree among the specialists regarding the validity of the perfectionist thinking scale items.
2. Two-sample t-test: used to test the significance of the difference between the two extreme groups in calculating the discriminatory power of the perfectionist thinking scale.
3. One-sample t-test: used to test the significance of the difference between the arithmetic mean and the hypothetical mean of the research variable.
4. Pearson's Correlation Coefficient: used to determine the following:
a. The relationship between the item score and the total score of the scale.
b. The relationship between the item score and the dimension to which the scale belongs.
c. The internal correlation matrix of the scale.
5. Cronbach's alpha equation for internal consistency: used to extract the alpha method for internal consistency of the research scale.
6. Variance test One-Way Anova Analysis to verify the significance of statistical differences according to the academic grade variable.
7- Scheffe's Test to verify statistical differences between averages according to academic grade.

Chapter Four

Presentation and Interpretation of Results: This chapter includes a presentation of the results reached based on the identified objectives, an interpretation of these results, and a discussion of them. Then, a set of conclusions, recommendations, and proposals are drawn. The results can be presented as follows:
First Objective: Perfectionist Thinking among students in the History Department at the College of Education for Human Sciences at the University of Diyala.
To achieve this objective, the arithmetic mean of the scores of the research sample, numbering (249) male and female students, on the Perfectionist Thinking Scale was extracted. The arithmetic mean value reached (117.394) points, with a standard deviation of (12.249). When testing the significance of the difference between the arithmetic mean of the sample scores and the hypothetical mean of the scale, which amounted to (108) points, using a single-sample t-test, it was found that the calculated t-value equaled (12.102) When compared to the tabular t-value of (1.96) at a significance level of (0.05) and a degree of freedom of (248), it was found that the calculated t-value was greater than the tabular t-value, meaning that there was a significant difference between the arithmetic mean of the sample and the hypothetical mean of the scale in favor of the arithmetic mean. Table (6) illustrates this:
Table (6) Results of the (T-test) test to test the significance of the difference between the arithmetic mean and the hypothetical mean to identify perfectionistic thinking in the research sample.

Sample Size	Mean	Standard Deviation	Hypothetical Mean	Degrees of Freedom	Calculated t-value	Tabulated t-value	Significance Level 0.05	Statistical Significance
249	117.394	12.249	108	248	12.102	1.96	0.05	Statistically Significant

To identify the differences between each dimension of perfectionistic thinking in the research sample, the arithmetic mean, standard deviation, and calculated and tabulated t-value were extracted, as shown in Table (7):

Table (7) T-test results for testing the significance of the difference between the arithmetic mean and the hypothetical mean to identify each dimension of

Dimensions	Mean	Standard Deviation	Hypothetical Mean	Degrees of Freedom	Calculated t-value	Tabulated t-value	Significance at 0.05	Statistical Significance
Goal Rigidity	14.771	2.592	12	248	16.871	1.96	0.05	Statistically Significant

Similarity	13.273	2.490	–	–	8.068	–	0.05	Statistically Significant
Duality	13.149	2.751	–	–	6.587	–	0.05	Statistically Significant
Time Perception	14.482	2.803	–	–	13.973	–	0.05	Statistically Significant
Selective Choice	13.462	2.592	–	–	8.900	–	0.05	Statistically Significant
Rejection of Average Performance	11.008	3.417	–	–	-4.581	–	0.05	Statistically Significant
Compulsive Circle	12.904	2.629	–	–	5.424	–	0.05	Statistically Significant
Self-Reward for Achievements	12.884	2.732	–	–	5.102	–	0.05	Statistically Significant
Telescopic Perspective	11.462	2.954	–	–	-2.875	–	0.05	Statistically Significant

Table (7) shows the following:
1- The goal hardness dimension: The arithmetic mean was (14.771), the standard deviation was (592.2), the hypothetical mean was (12), and the calculated t-value was (871.16), which is higher than the table value of (96.1), and is statistically significant in favor of the arithmetic mean.
2- The similarity dimension: The arithmetic mean was (273.13), the standard deviation was (2.490), the hypothetical mean was (12), and the calculated t-value was (068.8), which is higher than the table value of (96.1), and is statistically significant in favor of the arithmetic mean. -3 After the binary: The arithmetic mean was (13.149), the standard deviation was (751.2), the hypothetical mean was (12), and the calculated t-value was (587.6), which is higher than the table value of (1.96), and is statistically significant in favor of the arithmetic mean.
-4 After the time: The arithmetic mean was (482.14), the standard deviation was (2.803), the hypothetical mean was (12), and the calculated t-value was (973.13), which is higher than the table value of (96.1), and is statistically significant in favor of the arithmetic mean. -5 After selective selection: The arithmetic mean was (462.13), the standard deviation was (2.592), the hypothetical mean was (12), and the calculated t-value was (900.8), which is higher than the table value of (96.1), and is statistically significant in favor of the arithmetic mean.
-6 After rejecting average or normal performance: The arithmetic mean was (0.08) and the standard deviation was (3.417), the hypothetical mean was (12), and the calculated t-value was (-581.4), which is higher than the table value of (96.1), and is statistically significant in favor of the hypothetical mean. -7 After the coercive cycle: The arithmetic mean was (904.12), the standard deviation was (2.629), the hypothetical mean was (12), and the calculated t-value was (424.5), which is higher than the table value of (96.1), and is statistically significant in favor of the arithmetic mean.
-8 After self-reward for achievements: The arithmetic mean was (884.12), the standard deviation was (2.732), the hypothetical mean was (12), and the calculated t-value was (102.5), which is higher than the table value of (96.1), and is statistically significant in favor of the arithmetic mean. -9 After the telescopic view: The arithmetic mean was (462.11), the standard deviation was (2.954), the hypothetical mean was (12), and the calculated t-value was (-875.2), which is higher than the tabular value of (96.1), and it is statistically significant in favor of the hypothetical mean. This result is attributed to: University students' possession of perfectionistic thinking is a result of the interaction of the academic and societal environments, the psychological characteristics of the research sample, and social expectations. University students are in the early stages of youth, which is a sensitive period for forming personal identity, academic independence, striving to prove themselves, and comparing themselves to others. Therefore, some students tend to try to achieve perfectionism as a psychological mechanism for self-control and a sense of competence. Stober (1998) indicates that the important aspects associated with perfectionistic thinking make a person who possesses this trait not only strive to achieve the best possible result,

but also focus on achieving perfection in every step of the task they undertake. Therefore, they are concerned not only with the excellence of the final product, but also with the accuracy of each step (Stober, 1998: 65). The second objective: The significance of statistical differences in perfectionist thinking among students of the History Department at the College of Education for Humanities at the University of Diyala according to the gender variable (males - females) and the academic grade variable:

A- According to the gender variable (males - females): It is clear from Table (8) that there is no statistically significant difference at the level (0.05) in the perfectionist thinking scale according to the gender variable (males, females) in the research sample, as the average score of males was (116.287), with a standard deviation of (11.625), and the average score of females was (118.343) with a standard deviation of (12.727), and the calculated t-value was (1.327), which is smaller than the tabular t-value (1.96) at a significance level of (0.05) and a degree of freedom of (247).

Table (8) Results of the test of significance of the differences between the average scores of the research sample according to the gender variable (males - females)

Gender	Sample Size	Mean	Standard Deviation	Degrees of Freedom	Calculated t-value	Tabulated t-value	Significance at 0.05
Males	115	116.287	11.625	247	1.327	1.96	Not Statistically Significant
Females	134	118.343	12.727				

This result is attributed to the fact that perfectionistic thinking is a cognitive and personal pattern rather than a gender-related behavior (male-female). It is shaped by life experiences, such as parenting style, psychological and academic pressures, and the fact that the university imposes similar requirements on males and females, including tasks, tests, and other assessment criteria, even when competing for jobs or applying for graduate studies.

B- According to the academic grade variable (first, second, third, fourth):

The average score of the research sample for the first grade was (115.663), the average score of the research sample for the second grade was (114.610), the average score of the research sample for the third grade was (126.383), and the average score of the research sample for the fourth grade was (115.844). Table (9) shows this:

Table (9) Arithmetic mean and standard deviation according to the academic grade variable

Academic Year	Sample Size	Mean	Standard Deviation
First	80	115.663	11.270
Second	77	114.610	10.704
Third	47	126.383	12.270
Fourth	45	115.844	12.432

To test the significance of differences between grades, the researchers used one-way analysis of variance, and Table (10) shows this:

Table (10) Results of one-way analysis of variance for the research sample's scores according to the grade variable

Source of Variance	Sum of Squares	Degrees of Freedom	Mean Square	Calculated F-value	Tabulated F-value	Significance Level
Between Groups	4742.213036	3	1580.737679	11.928	2.641	Significant at 0.05 level
Within Groups	32467.21668	245				
Total	37209.42972	248				

Table (10) shows that the calculated p-value of (11.928) is greater than the tabulated p-value of (2.641) at two degrees of freedom (3, 245) and a significance level of (0.05). This indicates the presence of statistically significant differences according to the grade variable. To determine the statistical differences between the arithmetic means of the grades, the researchers used the Scheffe test to determine the significance of the statistical differences. After conducting comparisons between the grades, it became clear that the difference is statistically significant between (first and third grades), (second and third grades), and (third and fourth grades). This is because the calculated value is greater than the critical value of the Scheffe test of (7.924). Table (11) shows this:

Table (11) The difference between the means, calculated and critical values of the Scheffe test

Comparison	Mean Difference	Calculated Scheffé Value	Significance at (0.05)
First vs. Second	1.052	0.328	Not Significant
First vs. Third	-10.720	25.676	Significant
First vs. Fourth	-0.182	0.007	Not Significant
Second vs. Third	-11.773	30.523	Significant
Second vs. Fourth	-1.234	0.326	Not Significant
Third vs. Fourth	10.539	19.267	Significant

New students feel great pressure to prove themselves and fear failure. They may set ideal standards for themselves to achieve academic success and social status, as well as poor adaptation to the university environment, which in turn differs from the learning environment in previous grades. Some students develop a rigid pattern of self-discipline and strive for excellence, particularly in the later stages of their studies.

Chapter Five

CONCLUSIONS

1. The research sample's ambition and desire to achieve complete excellence. They believe that academic success reflects their personal value and acceptance within the university community, which contributed to the research sample's possession of perfectionistic thinking.
2. Although the research sample's possession of perfectionistic thinking is a cognitive and behavioral pattern found in some students, it is not a direct determinant of academic achievement. Excessive perfectionism may hinder, rather than improve, high academic achievement. This negatively impacts the lack of a significant correlation between perfectionistic thinking and academic achievement.

RECOMMENDATIONS

1. Define the research sample's understanding that possessing a moderate degree of perfectionistic thinking can contribute to improving their level of academic achievement.
2. It is necessary to provide guidance programs at the beginning of the academic year to raise students' awareness of the importance of perfectionistic thinking and how to employ it in their university and real-life lives

SUGGESTIONS

1. Conduct a study to determine the correlation between perfectionistic thinking and other variables not included in the current study, such as career anxiety and cognitive failure.
2. Conduct experimental studies to develop perfectionistic thinking among students in the History Department at the University of Diyala.

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