



THE ROLE OF PERFECTIONISM IN PREDICTING VOCATIONAL OUTCOME EXPECTATIONS

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Abstract

This research aims to examine the roles of adaptive and maladaptive perfectionism in predicting Vocational Outcome Expectation (VOE) on Turkish university students. Participants consisted of 651 students from a public university from Turkey, 313 male (48.1%) and 338 female (51.9%). In the research, Vocational Outcome Expectation Scale and Revised Almost Perfect Scale were used as instruments. The study results showed that there are significantly positive correlations between Standards and Order dimensions of adaptive perfectionism and VOE. It was determined that Standards and Order dimensions, regarded as adaptive perfectionism predict VOE significantly. It was determined that there is a negative correlation between maladaptive perfectionism and VOE. Also, it was determined that the contradiction dimension regarded as maladaptive perfectionism predict VOE significantly.

Keywords: Adaptive/Maladaptive Perfectionism, Vocational Outcome Expectation.

1. Introduction

Social Cognitive Career Theory (SCCT) has increased its popularity in the field of career counseling as an "active shaper of career development" in the last 20 years. This theory, like the other social constructivist theory of career, emphasizes not only individuals' active role in career development, but also the conditions beyond their control, such as social and economic ones (Fouad & Guillen, 2006; Lent & Brown, 2006; Lent, Brown, Nota & Soresi, 2003). According to the theory, individuals are not fate victims in career development. Their beliefs about themselves and environments determine this fate (Lent, Brown & Hackett, 2002). SCCT is a modern career theory, based on Bandura's (1986) general social cognitive theory, which was developed by Lent, brown and Hackett (1994) and highlights people's capacity to direct their own vocational behavior. There are three important concepts put forward by this theory. These are career decision self-efficacy, Vocational Outcome Expectations (VOE) and setting a goal. These concepts play an important role in an individual's career decision-making process.

VOE which indicate individuals' beliefs in what they get at the end of their career decision-making process (Lent et al., 1994), have not been investigated as much as self-efficacy by researchers. According to these beliefs, people think that they will be more successful in jobs or careers which they are able to get positive and satisfactory outcomes (Lent & Brown, 2006). For instance, people's VOE are influenced by their positive or negative experiences related to that job (Lent, Brown & Larkin, 1986; Lent et al., 2003). Evaluating the outcomes obtained by other people, people's responses to the outcomes and physical-physiological responses may also have an effect on VOE (Betz, 2000; Betz & Hackett, 1983; Betz, Harmon & Borgen, 1996; Gainor, 2006). VOE determine individuals' determination in which activities they engage, how much effort they will make for these activities and how long they will sustain them in the face of obstacles or negative experiences (Betz & Hackett, 2006). In this sense, VOE are defined as beliefs in long-term outcomes as a result of certain educational or vocational decision-making behavior (Fouad & Guillen, 2006).

1.1. Adaptive / Maladaptive Perfectionism

The first studies on perfectionism are based upon some theories and highlight personality traits in giving definitions related to perfectionism. For example, Adler described perfectionism as a hidden force leading to superiority effort. According to Maslow, perfectionism is to endeavor the fulfillment of the steps involved in the pyramid of needs. According to Freud, perfectionism is the result of superego striving for high level of achievement (as cited in Besharat, 2003, p.1051).

Following the first definitions, in the process of conceptualization of perfectionism, Rice and Preusser (2002) and Slaney, Rice, Mobley, Trippi and Ashby (2001) state that the first studies conducted show perfectionism as a negative trait. Hamackek (1978) is the first to categorize perfectionism as positive and negative. Burns (1980) emphasizes the negative side of perfectionism and maladaptive perfectionism.

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According to Slaney and Ashby (1996, p.393), the researchers describing perfectionism as unitary more focus on personal standards and consider that anything which is not perfect is a complete failure. In the last 25 years, the researches on this concept has demonstrated multidimensional construct (e.g. Frost, Marten, Lahart & Rosenblate 1990; Hewitt & Flett, 1991). In the multidimensional approach, it is widely thought that perfectionism includes both interpersonal (social) and personal (e.g. Frost et al., 1990; Hewitt & Flett, 1991) and adaptive/ maladaptive aspects (e.g. Blatt, 1995; Hill, McIntire, & Bacharach, 1997). Then, it is revealed that there is some evidence showing that perfectionism is not unitary and cannot be considered as a negative concept (Slaney, Aschby & Trippi 1995; Ashby & Kottman, 1996; Slaney & Ashby 1996; Rice, Ashby & Preusser 1996). Thus, in the present study, multidimensional perfectionism (adaptive and maladaptive) has been adopted in recent years. This approach is firstly put forward by Slaney and Ashby (1996). Accordingly, having high standards and being organized don't necessarily mean that they have a bad effect on individuals' adjustment. This is termed adaptive perfectionism. Adaptive perfectionists are described as individuals with high personal standards, lower likelihood of stress, in the face of discrepancy between their standards and performance, and the perception of organization. The level of personal standards represents that personality traits are in harmony with the goals they set themselves. As for the perception of organization, it refers to being organized and disciplined (Johnson & Slaney, 1996; Joiner & Schmidt, 1995; Rice & Preusser, 2002). Maladaptive perfectionism means a substantial discrepancy in what standards individuals have set and what they have accomplished, and thus maladaptive perfectionists are profoundly unable to take pleasure in their performance even if they do their best (Rice & Preusser, 2002; Slaney & Ashby, 1996). The inability to take pleasure is the perception that individuals can not be the best no matter what they do. The discrepancy can be defined as the setting of unattainable high standards and the inability to perform accordingly while retaining uncertainty about their capabilities.

As well as the conceptualization of perfectionism, the development of perfectionism in individuals is important. In the literature, different researchers focus on the role of parents in the development of perfectionist personality traits. Missildine (1963) posits that perfectionism stems from high parental expectations. Burns (1980) states that individuals may perceive parents' regular rewarding associated with achievement and applause as a kind of love, which leads to perfectionism. Rice and Preusser (2002) points out that parent feel happy when their children strive to accomplish. In the course of time, individuals aspire to be perfect so that they feel the same happiness more often. Hollander (1965) focused that negative point of view concerning perfectionism. If individuals expect others' rewarding and applause, they develop perfectionist personality traits. In the present study, multidimensional perfectionism impact individuals through parental expectations and attitudes. Frost et al. (1990) cite that parents have a considerable effect on whether individuals are adaptive or maladaptive perfectionists. Slaney and Ashby (1996) state that the way parents evaluate individuals' achievement plays a decisive role in whether they have adaptive or maladaptive perfectionist personality traits. The common opinion obtained from the studies in the literature is that parental expectations and demands account for individuals' achievement chart, which leads to perfectionism when these demands insist (Frost et al. 1990; Rice & Preusser 2002).

1.2.The Relationship Between Vocational Outcome Expectations and Adaptive/Maladaptive Perfectionism

Depending on the researches on the conceptualization of perfectionism, it is thought that individuals' perfectionist personality traits arise from parental expectations in the process of VOE. SCCT explains that using a model (a role model of career choice, environmental and experiential factors model-Lent, Brown & Hackett, 1996), showing which factors have contributed to VOE, dealt with in the developmental process of VOE. This model represents career choice through dynamic process variables such as environmental factors and learning experiences. The fact that individuals choose a career is not a static process taking place at once. Individuals set their goals before performing and then they behave in accordance with them. The outcomes they have obtained are evaluated in terms of VOE and efficacy, yet this process has more to do with personal and environmental factors rather than learning experience. Despite individuals' own career choices, these may not be attained due to economic conditions, the interference of parents or relatives in their own career choices or lack of education (Lent et al., 1996). In this sense, it is thought that there is a relationship between parental expectations which influence individuals' career choices and personal standards which they determine to reach their own goals, and the perception of organization. That's, environmental expectations sometimes take precedence over individuals' learning experience as a result of parental expectations, which gives rise to maladaptive perfectionism. The present study examines that situation.

In the literature, there is no research on the relationship between individuals' VOE and their



perfectionist personality traits. However, there are some studies on environmental factors and personal conditions affecting the process of individuals' career choices. It is determined that the goals set out of individuals' interests, talents, values and capacities lead to unsuccessful choices, as opposed to their personal conditions (Bright, Pryor, Wilkenfeld & Earl, 2005; Emmett & Minor, 1993; Delisle & Squires, 1989; Kerr & Erb, 1991; Van Esbroeck, Tibos, & Zaman, 2005). According to the researches, individuals who know their own interests and capacities well, set their own standards and perform accordingly have higher VOE (Gushue, 2006; Johnson & Stokes, 2002; Pan, Sun & Chow, 2011). In this sense, individuals' perception of perfectionism is of importance. It is considered that individuals, who have more realistic standards in terms of their personal environmental conditions and are organized - that's, who are adaptive perfectionists - will be more successful in developing a career choice. Thus, it is assumed that adaptive perfectionists will have higher VOE, whereas others - who choose a career in defiance of their own personal environmental conditions- will have lower VOE since they go through negative experience.

Given Turkish culture in evaluating this approach, the cross-cultural aspect of the present study has been revealed. Turkish students' VOE stem from environmental conditions aside from personal conditions. In the literature, there are some researches available, conducted in Turkey, supporting this idea. It is highlighted that environmental conditions (such as parents, friends or relatives) are of a considerable influence on personal choices and performances in the process of career choice in Turkey (Arslan, 2002; Çakar & Kulaksızoğlu, 1997; Korkut- Owen, Kepir, Özdemir, Ulaş & Yılmaz, 2012; Sarıkaya & Khorsid, 2009; Tunç, Akansel & Özdemir, 2010). Students are subjected to this influence directly or indirectly in the process of career choice so that they can get their jobs quickly and easily in the future. The present study indicates that individuals more focus on environmental conditions as a consequence of this influence, which leads them to set unattainable personal standards and goals beyond their own interests, talents, values and capabilities. Thus, these maladaptive perfectionist personality traits are thought to adversely affect the process of VOE.

1.3.The Aim of The Present Study

Based on these researches, it is considered that determining adaptive/maladaptive perfectionist personality traits affecting VOE is thought to be important in the process of career choice. In the literature, since there were limited researches in this subject, studying the perfectionism predicting VOE will be an important contribution to the literature. In this context, the present study investigated the role of adaptive/maladaptive perfectionist personality traits predicting VOE. To this end, the following hypotheses are developed:

H1: There are significant positive correlations between VOE and adaptive perfectionist personality traits.

H2: There are significant negative correlations between VOE and maladaptive perfectionist personality traits.

H3: Adaptive and maladaptive perfectionist personality traits significantly predict VOE.

2. Method

2.1. Participants and Procedure

Participants consisted of 651 students from a public university from Turkey, 313 male (48.1%) and 338 female (51.9%), who were selected 156 students from The Faculty of Economics and Administrative Sciences (23.9%, 78 male and 69 female), 179 students from The Faculty of Engineering (27.6%, 88 male and 81 female), 153 students from The Faculty of Literature (23.5%, 72 male and 91 female), and 163 students from The Faculty of Education (25%, 75 male and 97 female) through convenient sampling method. Their ages ranged from 21 to 24 with the average age being 22.10 (df: 0.81). Before administration, permissions for administration were taken from all the faculty managers. Also, permissions to using instruments were taken from the authors which developed the instruments. The data was collected by the researcher in the classroom. The instruments lasted for about 15 minutes. The research was carried out with 651 instruments after the missing and incorrect ones were sorted out of 700 instruments.

2.2. Instruments

The *Vocational Outcome Expectation Scale (VOES)* and *Revised Almost Perfect Scale (APS-R)* were used as instruments.

2.2.1. Vocational Outcome Expectation Scale (VOES):

VOES (McWhirter, Crothers & Rasheed, 2000) is a scale that was developed for assessing people's beliefs about the long term outcomes of the success gained as a result of their behavior vocational decision making. The adaptation of the scale to the Turkish language was carried out by Isık (2010). The scale is a



Likert type with four grades (From 1 Absolutely disagree to 4 Absolutely agree) which can be used individually or in groups. The scale has a single dimension with 12 items. The Cronbach alpha internal consistency of the scale was calculated as 0.87. With the aim of detecting reliability of the scale, test- retest method was used (before and after nine weeks) and the Pearson product-moment correlation coefficient was calculated among these applications as 0.74 ($p < 0.01$). The factor load values of the scale varied between 0.45 and 0.81 (Işık, 2010). In the present study, Confirmatory Factor Analysis (CFA) via AMOS 18.0 verified the one-factor structure (GFI= 0.93, AGFI= 0.84, CFI= 0.92, NFI= 0.90 and RMSEA =0.05) with an internal consistency coefficient of 0.89. The sample items of the scale were "The career plan that I made will lead me to a satisfactory conclusion" and "I will be able to get the job that I desire in the career that I have chosen". The high scores taken from the scale showed that VOE had increased.

2.2.2. Revised Almost Perfect Scale (APS-R):

APS-R was adapted to Turkish by Sapmaz (2006) was developed by Slaney et al. (2001) with the aim of detecting whether the individuals have perfectionist attitudes or not and distinguishing adaptive and maladaptive features of the perfectionism. The scale is a Likert type scale with seven grades (From 1 Absolutely disagree to 7 Absolutely agree) that should be applied individually or in groups. APS Perfectionism Scale was a scale with 23 items made up of four sub-dimensions; Dissatisfaction (6 items), Standards (7 items), Order (4 items), Contradiction (6 items). The Cronbach alphas of these sub-scale scores showed an acceptable internal consistency and were found as 0.83 for Dissatisfaction, 0.85 for Standards, 0.82 for Order and 0.91 for Contradiction. The factor load values of the scale varied between 0.68 and 0.89 (Sapmaz, 2006). In the present study, CFA via AMOS 18.0 verified the four-factor structure [Dissatisfaction: GFI= 0.91, AGFI= 0.95, CFI= 0.90, NFI= 0.91 and RMSEA =0.05; Standards: GFI= 0.92, AGFI= 0.90, CFI= 0.92, NFI= 0.90 and RMSEA =0.06; Order: GFI= 0.90, AGFI= 0.95, CFI= 0.90, NFI= 0.91 and RMSEA =0.06; Contradiction: GFI= 0.90, AGFI= 0.95, CFI= 0.90, NFI= 0.90 and RMSEA =0.05] with internal consistency coefficients were found as 0.86 for Dissatisfaction, 0.89 for Standards, 0.84 for Order and 0.93 for Contradiction. The sample items from the scale are as follows "I frequently experience disappointment due to not being able to reach my targets" and "I rarely reach my high standards". The high scores taken from the scale showed that adaptive perfectionism had increased.

2.3. Data Analysis

The Pearson correlation coefficient was calculated to determine the relationship between the variables of the study. The simple linear regression analysis was used to determine at what level perfectionism that is a predictor variable explained the reason for VOE. Before the analysis, it was tested whether there were various assumptions (Values Normality, Multicollinearity) necessary in order to use the regression analysis. The SPSS software (Statistical Package for the Social Sciences, version 15.0, SPSS Inc., and Chicago, USA) and AMOS 18.0 were used for data analysis.

3.Results

Firstly, the normality of data is controlled by determining the skewness and kurtosis coefficients. Based on this, VOE (SD=0.851, Skewness=1.633, Kurtosis=2.001), Standards (SD=1.227, Skewness=1.106, Kurtosis= 1.803), Order (SD=1.871, Kurtosis=1.719, Skewness=1.889), Contradiction (SD=1.564, Kurtosis=1.096, Skewness=1.722) and Dissatisfaction (SD=1.979, Kurtosis=1.233, Skewness=1.699) values are determined. For a normal distribution of variables, skewness coefficient should be smaller than |3.0| kurtosis coefficient should be smaller than |10.0| (Kline, 2011, p.63). So, it is determined that the variables have normal distribution. Then, correlation analyses have been done with Pearson correlation coefficients as adequate with normal distribution. Participants completed a range of standardized measures assessing perfectionism (adaptive- maladaptive) and VOE. Pearson correlations revealed that VOE was positively related to maladaptive perfectionism, Standards ($r=0.241$, $p < 0.01$) and Order ($r=0.136$, $p < 0.01$) and no relationship between adaptive perfectionism, Contradiction ($r=-0.199$, $p < 0.01$) and Dissatisfaction ($r=-0.171$, $p < 0.01$). These data are shown in Table (1).

Table 1. Correlations

Variables		1	2	3	4	5
Adaptive Perfectionism	1.VOE ^b	1	0.341 ^a	0.236 ^a	-0.271 ^a	-0.299 ^a
	2.Standards		1	0.57 ^a	-0.34 ^a	-0.36 ^a
	3.Order			1	0.04	-0.33 ^a
Maladaptive Perfectionism	4.Dissatisfaction				1	0.68 ^a
	5.Contradiction					1
	Mean	37.82	33.23	20.46	24.65	26.55



Standart Deviation 6.54 7.45 5.04 7.27 6.31

Notes. ^aThe correlations were significant at 0.01 level. ^bVOE: Vocational Outcome Expectations

After that, for simple linear regression analyses, whether the data are meeting required assumptions are controlled. According to Şencan (2005), multicollinearity problem happens in data when correlation between variables are higher than 0.90 (p.222). In present study, it is examined that correlation values between variables (between -0.262 and 0.477) are at acceptable level.

Based on these results, simple linear regressions were conducted with perfectionism (Standards, Order, Contradiction, Dissatisfaction) entered as predictor variables and VOE as criterion variables. The overall model predicted level of VOE ($F=11.554$, $p<0.001$), explaining 17.1% of the overall variance ($R^2=0.171$). Standards ($\beta=0.211$, $t=4.351$, $p=0.013$), Order ($\beta=0.129$, $t=2.409$, $p=0.023$) and Contradiction ($\beta=0.103$, $t=1.992$, $p=0.038$) were significant individual predictors of VOE though Dissatisfaction ($\beta=0.061$, $t=1.338$, $p=0.101$). These data are shown in Table (2).

Table 2. Multiple Linear Regression Analysis Results

Predictor variables		B	SE	β	t
	(Constant)		1.46	27.57	18.823 ^a
Adaptive Perfectionism	Standards	0.29	0.03	0.311	4.351 ^a
	Order	0.21	0.05	0.229	2.409 ^a
Maladaptive Perfectionism	Dissatisfaction	0.16	0.04	0.161	1.388
	Contradiction	0.19	0.05	0.203	1.992 ^a

Notes. ^a t value is significant at the 0.01 level. $R^2=0.371$.

4. Discussion, Conclusion and Implications

The present study examines the role of adaptive/maladaptive perfectionist personality traits in predicting VOE. According to first results of the study, adaptive/maladaptive perfectionist personality traits substantially predicts VOE. In the literature, judging from the studies on adaptive/maladaptive perfectionism, individuals - who know their own personality well- set more attainable goals (e.g. Joiner & Schmidt, 1995), go through less anxiety (e.g. Sumi & Kanda, 2002) and are more organized (e.g. Rice & Preusser, 2002; Slaney et al., 2001) in accomplishing their standards. In this sense, the more realistic goals individuals set themselves, the more likely they can attain them. For instance, Frost et al. (1990) mention that setting proper standards in accordance with individuals' internal dynamics will be an important contribution to the high attainment level of goals set in the process of career choice. Slaney and Ashby (1996) point out that attainable personal standards will make considerable contribution to the fulfillment process. Moreover, the first result of the present study is significantly important in terms of VOE. Especially the model of choice helps us to establish this kind of connection. Lent et al. (2001) in that model, suggest parental expectations and demands are one of the influential factors on the process of career choice. According to them, parents may be able to affect individuals' career choices and their outcomes. Parental demands are influential in the process of setting individuals' goals and attaining them (Kerr & Erb, 1991; Pan et al., 2011). In terms of SCCT, individuals knowing themselves well (with regard to their interests, talents, values and capabilities) go through more attainable career choice experience (Di Fabio & Palazzeschi, 2009; Gushue, 2006; Hirschi & Läge, 2008; Johnson & Stokes, 2002; Luzzo, 1993; Van Esbroeck et al., 2005), which leads to positive VOE (Betz & Voyten, 1997; Brown & Lent, 1996; Lent et al., 1994). In view of the results of the present study, SCCT and the studies on perfectionism in the literature, the precise assessment of personal and environmental conditions in the process of career choice causes individuals to set more attainable goals, thereby tending to be more organized. As a result, individuals with more adaptive perfectionist personality traits have positive VOE.

According to the other result of the present study, contradiction which is a personality aspect of maladaptive perfectionism significantly predicts VOE. In the literature, it is pointed out that when individuals have maladaptive perfectionist personality traits, there are some contradictions between the standards they set themselves and their own personal and environmental conditions (Johnson & Slaney, 1996; Joiner & Schmidt, 1995; Rice & Preusser, 2002; Slaney et al., 2001). According to Kottman and Ashby (1999), there are some contradictions between maladaptive perfectionists' performances and their own personal standards. Even though they have high personal standards, they cannot perform well. They procrastinate their tasks and they are disorganized (Bright et al., 2005; Kottman & Ashby, 1999; Slaney et al., 2001; Wyatt & Gilbert, 1998). In this sense, the model devised by SCCT is of great significance. In the recent researches, it is shown that individuals who have been affected by their environment adversely, don't know their own interests and capabilities well and cannot set their own standards accordingly have low levels of



VOE (Bernes, Bardick & Orr, 2007; Ongen, 2009, 2011; Pan et al., 2011; Weiner & Carton, 2012). According to the result of the present study and other researches, individuals who set their standards without evaluating their personal and environmental conditions face some contradictions in fulfilling them, which leads to low levels of VOE in the process of career choice.

When the results of the present study are evaluated in terms of Turkish culture, it is revealed that Turkish students take their environmental conditions (such as parental expectations, economic needs) into consideration in the process of career choice (Arslan, 2002; Korkut- Owen et al., 2012; Sarıkaya & Khorsid, 2009; Tunç et al., 2010), which leads to maladaptive perfectionist personality traits because individuals who miscalculate their personal standards set unattainable standards in the process of career choice. These students go through more negative experience due to maladaptive perfectionist personality traits in the process of career choice and their perceptions of VOE are influenced adversely. It is thought that this result of the present study is of great significance in terms of its cross-cultural aspect.

As a conclusion, the contribution of this research to vocational counseling literature is that adaptive and maladaptive perfectionist personality traits predict VOE significantly. Individuals have maladaptive perfectionism when their occupational goals contradict their internal dynamics and they experience satisfactions during this process, whereas they have more adaptive perfectionism when they determine their internal dynamics accurately and high standards accordingly in setting their vocational goals. Moreover, VOE concept in SCCT reveals new results for researches in both Turkish and international literature in terms of its connection to perfectionist personality traits. Finally, some of the limits of the study are mentioned and some suggestions are put forth. The present study was not conducted within the scope of any other project or fund. The collection of the data is limited to self-reporting. It was carried out only in a public university. The limited time that was allowed to collect the data and financial factors were influential. The students from the certain faculties (The Faculty of Economics and Administrative Sciences, The Faculty of Engineering, The Faculty of Science and Literature, and The Faculty of Education) were included in the study. The reason that the data was collected in only these faculties is that other departments were inaccessible and the students studying in these faculties were reluctant to fill in the instruments due to their busy syllabus and teaching schedules.

4.1. Research Implications

4.1.1. Theoretical implications

During career choice process, VOE is an important concept for SSCT. With this importance, it is valuable for career researchers to determine which variables effect VOE because there is not enough study in the literature about the explanation of VOE. Determining the relation between VOE and perfectionism is important in terms of the process of increasing the individual's VOE level. In this context, firstly, the result of the present study shows that individuals with adaptive perfectionism have higher VOE. Especially, it is determined that individuals should have more adaptive perfectionism at VOE's development. Secondly, it is determined that a negative relation between contradiction as the sub dimension of maladaptive perfectionism and VOE and, contradiction is a significant predictor. Actually, this is the proof of first result. When the individuals have contradiction between their goals and capacities, their perceptions on VOE changes, also. Besides these two results, this study's cross-cultural side is important, too. The effect of family based perfectionism on Turkish young people's VOEs is determined. This is important in the context of Turkish Literature. Based on these results, this suggestion may be done; the number of studies related to individuals' VOE levels should be increased by personality related concepts and models.

4.1.2. Managerial implications

Finally, some managerial implications based on the present study results have been put forward. Students in Turkey mostly choose their professions at the end of high school. First and foremost in this process, it should be considered most important to enable students to take their own interests, abilities and values into account in their preferred professions instead of getting the ease and speed of finding a job. This requires a multidimensional study that includes students, families and schools. It is important that students' interests, abilities and values take a prominent role in the choice of profession. Via school counseling services, the students may be helped in the process of career choice by using profile analysis. Thus, individuals' standards in determining their professions will be more realistic and they will tend to be more organized and planned in fulfilling these standards. Second, families should be properly informed by various panels, seminars and conferences that if children are allowed to make professional choices based on their interests, abilities and values, they will be more likely to have positive professional expectations. In this sense, school counseling services as well as high schools, universities could take an active role in reaching



families. Career centers of universities could especially conduct studies to find students with low VOE and training them accordingly. In this context, career experts can develop career counseling programs for individuals who have maladaptive perfectionist personality traits and low VOE and implement appropriate programs. In particular, they could arrange activities for individuals who have contradictory high standards and psycho-educational programs in which these individuals may develop more adaptive perfectionist personality traits. In other words, career experts could conduct career counseling activities which lead individuals who have low VOE and are dissatisfied with their occupational choices to more suitable fields. The government should pave the way for high school students' transitioning into the most appropriate departments. This will result in higher VOEs and a happier, more prosperous nation.

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