



RESEARCH ARTICLE

Finding Balance: A Research on Balanced Life and Perfectionism in Teacher Candidates

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ARTICLE INFO	ABSTRACT
Received: Jul 19, 2024	This research's purpose is to examine teacher candidates' balanced life and the extent of perfectionism features they exhibit. The study also investigates the factors that may be related to these aspects. Quantitative research methods were employed, using a model based on relational scanning. The research was conducted during the 2022-2023 academic year, at the university level and a sample of 153 participants was selected through convenient sampling methods. The researchers administered a sociodemographic information form and utilized the Positive Psychotherapy Balance Model along with Multidimensional Perfectionism Scale. When the findings are examined, no significant differences were found in sociodemographic properties such as gender, age, and place of residence in relation to the lower dimensions of the scale they received points on. However, participants from the Republic of Turkey (TC) received higher points compared to participants from the Turkish Republic of Northern Cyprus (TRNC). Participants in different grade levels showed variations in their scores. Regarding multidimensional perfectionism, those in higher grades received higher scores, whereas, for the Balanced Life Scale, students in the 3rd grade achieved higher scores in the achievement subscale compared to those in the 4th grade. In the Psychological Counseling and Guidance (PCG) section, students in the 3rd grade achieved higher scores in the Balanced Life scale's success sub-dimension compared to students in other sections. Furthermore, a significant negative relationship was observed between scores on the Multidimensional Perfectionism scale and the Balanced Life scale, particularly in the lower body dimensions. Through a standardized regression analysis, it was determined that participants who exhibited higher levels of perfectionism in themselves were more likely to have lower scores in the Balanced Life Scale. However, no significant effects were found between perfectionism aimed at others and social aspect perceived perfectionism scores with Balanced Life Scale scores. The research findings offer insights into the literature, and some recommendations for future research are provided.
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INTRODUCTION

Teaching is a profession that requires great dedication and commitment. It is often cited as one of the most rewarding professions, but it is also known to be challenging and demanding. Therefore, teacher candidates need to be equipped with the necessary skills and personal characteristics in order to be successful in this field. An issue that has attracted increasing attention in recent years is the importance of living a balanced life. In this context, positive psychotherapy offers a useful framework for understanding the role of balance in enhancing well-being and resilience.

The underlying logic of Positive Psychotherapy is to reinterpret disorders by focusing on a positive perspective and to achieve balance in life in order to be successful (Peseschkian, 2002b). In reaching

this balance, positive psychotherapy is based on three principles: hope, consultation, and balance. The principle of hope provides individuals with a positive view and belief that they can solve their problems. It allows individuals to emerge aware of their abilities and fosters a positive belief in their capacity to solve problems (Peseschkian, 2002a). According to positive psychotherapy, individuals possess primary and secondary talents. These include love and knowing their capacities. Love for one's capacity forms the primary aspect of talents, while knowing one's capacity constitutes the secondary aspect. Our capacity to connect with others is essential in our lives, enabling us to establish and maintain relationships. This capacity develops progressively over time through factors such as patience, love/emotions, doubt, trust, self-trust, belief/religion, hope, example, certainty, unity, relationship, and softness/sexuality, among other primary abilities. Additionally, knowing our capacity is influenced by social norms that regulate our relationships, which are acquired through education, communication, concepts, and values.

As individuals advance in development, they acquire secondary abilities such as diligence, order, punctuality, courtesy, honesty/openness, commitment, obedience, accuracy, reliability, cleanliness, frugality, justice, ambition/achievement, perfection, and fairness (Peseschkian, 2002a; Yellow, 2015).

The principle of consultation is based on the basic dynamics of individuals' relationships in cooperation with their environment towards the solution of their subjective problems (Eryilmaz, 2015). It operates in accordance with the balance model in positive psychotherapy, aimed at solving problems in people's life dynamics. The Positive Psychotherapy Balance Model emphasizes the importance of balance in various aspects of life, including work, relationships, leisure, and personal development (Seligman & Csikszentmihalyi, 2000; Peseschkian, 2002a). According to this model, individuals who achieve balance in these areas are more likely to experience positive emotions, maintain good mental health, and develop resilience to stress and adversity (Rashid, 2015). In contrast, individuals striving for balance may experience negative emotions such as anxiety, depression, and burnout. The model aims to help individuals identify their strengths and develop positive emotions, relationships, and experiences to achieve greater well-being. A balanced life is characterized by a sense of harmony and contentment, where individuals can manage their responsibilities and prioritize their needs without feeling overwhelmed or stressed.

Positive psychology research has identified several key components of a balanced life, including positive emotions, engagement, positive relationships, meaning, and achievement. The positive psychotherapy balance model is an approach to achieving a balanced life and emphasizes the importance of developing these components to support well-being. Positive emotions are essential for a balanced life, contributing to happiness, satisfaction, and overall well-being. Engaging in activities that encourage positive emotions, such as hobbies, exercise, or spending time with loved ones, can help individuals achieve a sense of balance and contentment. Engaging in meaningful and enjoyable activities can also contribute to a balanced life, providing a sense of purpose and fulfillment, whether through work, hobbies, or volunteering. Positive relationships with family, friends, and colleagues are another critical component of a balanced life, offering support, companionship, and a sense of belonging. Finding meaning and purpose in life is also necessary for a balanced life, whether through religion, spirituality, or personal values. Success, including setting and achieving goals, can provide a sense of accomplishment and increase self-esteem, contributing to overall well-being. While achieving balance is crucial for well-being, it is important to note that it is not a one-size-fits-all approach. What works for one person may not work for another, and it is essential to find a balance tailored to individual needs and circumstances.

One factor that can disrupt balance in life is perfectionism, defined as the tendency to set excessively high standards for oneself and others and to feel dissatisfaction or a sense of failure when these standards are not met (Frost et al., 1990). While the pursuit of perfection and perfectionism can

motivate individuals to perform at a high level, it can also lead to negative consequences such as burnout, stress, and anxiety. This is especially true for student teachers who face a challenging and often stressful work environment. Therefore, there is a need to investigate the relationship between balanced life and perfectionism levels in teacher candidates in the context of the positive psychotherapy balance model.

The literature shows a relationship between positive psychotherapy and perfectionism. Studies have found that positive psychotherapy can be effective in reducing perfectionism and improving well-being (Linley et al., 2010; Schueller & Parks, 2012). Additionally, positive psychotherapy has been found to increase positive emotions and decrease negative emotions, which may help reduce the negative effects of perfectionism (Seligman, Steen, Park, & Peterson, 2005). For example, a study by Linley et al. (2010) found that positive psychotherapy was effective in reducing perfectionism levels among a group of adults, with participants having significantly lower levels of perfectionism than those who did not receive therapy. Similarly, Schueller and Parks (2012) found that an online positive psychotherapy intervention was effective in reducing perfectionism and increasing well-being among college students.

In summary, the literature suggests that positive psychotherapy may be effective in reducing perfectionism and improving well-being. These findings provide a theoretical basis for this study, which aims to determine the balanced life and perfectionism levels of teacher candidates in the context of the positive psychotherapy balance model.

The aim of this study is to investigate to what extent teacher candidates exhibit the characteristics of a balanced life and perfectionism and how these factors may be related. Specifically, it intends to answer the following research questions:

1. Within the scope of the positive psychotherapy balance model, do teacher candidates' balanced life and perfectionism levels differ significantly according to socio-demographic variables?
2. Is there a relationship between a balanced life and perfectionism in the context of the positive psychotherapy balance model?
3. What is the predictive status of the Multidimensional Perfectionism Scale and Balanced Life Scale scores?

The findings of this study may have implications for the development of interventions that promote balanced living and reduce the negative effects of perfectionism in the context of teacher education programs. By understanding the relationship between balanced living and perfectionism, teacher educators can develop strategies to help teacher candidates establish a healthy work-life balance and prevent burnout. Additionally, by promoting resilience and well-being among student teachers, educators can help ensure that they are better equipped to tackle teaching challenges and make a positive impact on students' lives.

METHOD

Research model

In this research, the relational survey model, one of the quantitative research designs, was preferred. The reason for this is that this model is a research model that aims to reveal the relationship between two or more variables. This model aims to determine whether a relationship exists and, if so, what kind of relationship it is (Karasar, 2011).

Participants

This study was conducted during the 2022-2023 academic year at a university faculty of education. A total of 1,050 students were initially considered for the study, but a sample of 153 students was selected using the convenience sampling method. Convenience sampling involves selecting

participants who are readily accessible to the researcher and have a connection to the research subject (Yıldırım & Şimşek, 2016). Detailed information about the participants is provided in Table 1.

Table 1. Participants' socio-demographic features

	Number (n)	Percentage (%)
Gender		
Woman	106	69.28
Male	47	30.72
Age		
20-30 years old	145	94.77
31-40 years old	8	5.23
nationality		
TC	120	78.43
TRNC	33	21.57
Residential place		
Bay	36	23.53
City	117	76.47
Section		
School Pre teaching	97	63.40
Special Education teaching	15	9.80
PCG	11th	7.19
Physical Education	9	5.88
Classroom teaching	7	4.58
Turkish teaching	8	5.23
Other	6	3.92
Class		
1st grade	43	28,10
2nd grade	49	32.03
3rd grade	4	2.61
4th grade	57	37.25

Table 1 shows the participants' socio-demographic features distribution given and 69.28% are women and 30.72% are male 94.77% of them are 20-30 years old in the group 78.43% of which are from the Republic of Turkey nationality and 21.57% in the Turkish Republic of Northern Cyprus nationality 23.53% are in villages and 76.47% are in cities. live has been determined. 63.40% of the participants are in school pre-school teaching in the section education 28.10% of them were 1st Class, 32.03% were 2nd Class and 37.25% are in 4th grade is has been determined.

Data Collection Process

Before collecting data in the study, an application was made to the NEU Scientific Research Ethics Committee on 10/02/2023 and ethical approval numbered NEU/EB/2023/957 was received. Scale forms were distributed to the participants online via Google Drive by the researcher. Throughout the research, the emphasis was on the participants' volunteering. in research data collection tool as,

positive Psychotherapy Balance Model In the context of Balanced Life And Multidimensional perfectionism from the scales researcher, using by created sociodemographic information form has been used. Positive Psychotherapy Balance Model scale Aypay and by Kara (2018) has been developed. Scale out of 21 items in total It consists of. Scale to the articles given The answers are “ none” disagree ” to “ completely I agree ” between It is a variable 4-point Likert type. 1 to 4 points on the scale between evaluated And opposite in structure article non- average point as it increases participants balanced life levels are also increasing. Moreover scale ; success / career, relationship, meaning / spirituality And body aspect called of four sub -dimensions It consists of. From each sub -dimension received average point Moreover by evaluating these with relating to balance level detection is done. Balanced Life of scale validity And reliability study Aypay and by Kara (2018) has been made. Explanatory factor As a result of analysis (EFA) your scale explained variance as 64.14% has been found. Confirmatory factor analysis (DFA) result get made values whereas your scale factor to its structure related created of the model data with compatible is has shown. of scale reliability Cronbach Alpha values of sub- dimensions success 0.84 for spirituality 0.91 for, relationship for size 0.86 as 0.74 for has been found. Multidimensional perfectionism Scale, Hewitt and by others (1991) developed seven factorial and consists of 45 articles It consists of. every question for options, 1, None I do not agree and 7, Tamen I agree to be It is in the form of 7 -point Likert. lowest _ score 1 most high point is 7 _ has been determined. Cronbach Alpha values total perfectionism 0.86 for self aimed at perfectionism subscale _ 0.86 for, others aimed at perfectionism subscale _ for 0.65 and social focused perfectionism subscale _ as 0.78 for They found it. of scale This research within the scope of reliability analyses resulting Cronbach Alpha value calculated and as 0.79 has been found.

Data Analysis

'Statistical Package for Social Sciences' (SPSS) 26.0 software was used for statistical analysis of the research data. The distribution of the participants according to their socio-demographic characteristics was determined by frequency analysis, and descriptive statistics were given for the Multidimensional Perfectionism Scale and Balanced Life Scale scores. The normal distribution of the participants' Multidimensional Perfectionism Scale and Balanced Life Scale scores was examined with the Kolmogorov-Smirnov test and skewness-kurtosis values, and it was determined that they showed a normal distribution. In this context, independent samples t test and ANOVA were applied in the comparisons made in the research. Correlations between the participants' Multidimensional Perfectionism Scale and Balanced Life Scale scores were made with the Pearson test and regression analysis was applied for prediction.

RESULTS

this section research your questions don't reply for the month made your analysis to the findings place has been given.

First research question - Positive psychotherapy balance model in the scope of teacher candidates balanced life And perfectionism levels socio-demographic to variables according to significant difference showing Is it?

Table 2. Participants' Multidimensional Perfectionism Scale And Balanced Life Scale scores

	n	\bar{x}	S	min	max
Self-oriented at perfectionism	153	72.95	16.15	33	104
Other-oriented at perfectionism	153	58.95	11.48	20	91
Social aspect perceived perfectionism	153	57.67	13.44	23	92
Multidimensional perfectionism scale	153	189.58	31.49	89	266
Success	153	9.88	2.76	6	20

Relationship	153	5.99	2.02	4	12
Spirit	153	13.48	4.97	8	32
Body	153	4.15	1.35	3	10
Balanced Life scale	153	33.50	7.26	21	54

* $p < 0.05$

In Table 2, participants' scores on the Multidimensional Perfectionism Scale and Balanced Life Scale, in relation to your points about descriptive statistics, are presented as follows:

According to Table 2, participants scored an average of 189.58 ± 31.49 points on the Multidimensional Perfectionism Scale, with self-oriented perfectionism at an average of 72.95 ± 16.15 points on the perfectionism subscale, others aimed at perfectionism subscale at an average of 58.95 ± 11.48 points, and socially prescribed perfectionism subscale at an average of 57.67 ± 13.44 points. When examining participants' scores on the Balanced Life Scale, the average score across the scale was 33.50 ± 7.26 points. Specifically, the average score for the success sub-dimension was 9.88 ± 2.76 points, for the relationship sub-dimension was 5.99 ± 2.02 points, for the spirituality subscale was 13.48 ± 4.97 points, and for the body was 4.15 ± 1.35 points.

Table 3. Participants by gender according to Multidimensional perfectionism scale And Balanced Life scale of your scores Comparison

	Gender	N	\bar{x}	s	M.	SO	Z.	p
Self-oriented perfectionism	Woman	106	74.25	15.72	76	80,12	-1.309	0.190
	Male	47	70.04	16.89	70	69.96		
Other-oriented perfectionism	Woman	106	58.68	11.70	59	76.95	-0.020	0.984
	Male	47	59.57	11.05	60	77.11		
Socially prescribed perfectionism	Woman	106	56.90	13.97	58	74.83	-0.910	0.363
	Male	47	59.40	12,11	60	81.89		
Multidimensional Perfectionism scale	Woman	106	189.82	32.01	191.5	78.05	-0.439	0.661
	Male	47	189.02	30.61	185	74.64		
Success	Woman	106	10.00	2.77	10	78.90	-0.800	0.424
	Male	47	9.62	2.73	10	72.72		
Relationship	Woman	106	6.01	2.04	5	77.28	-0.120	0.905
	Male	47	5.96	2.01	6	76.37		
Spirit	Woman	106	12.91	4.10	12	73.78	-1.356	0.175
	Male	47	14.77	6.37	14	84.27		
Body	Woman	106	4.19	1.41	4	77.64	-0.282	0.778
	Male	47	4.06	1.19	4	75.56		
Balanced Life scale	Woman	106	33,10	6.86	33	75.46	-0.645	0.519
	Male	47	34,40	8,10	34	80.47		

* $p < 0.05$

Table 3 presents the results of independent sample t-tests conducted to compare participants' scores on the Multidimensional Perfectionism Scale and Balanced Life Scale based on their gender.

Regarding participants' gender and their scores on the Multidimensional Perfectionism Scale, there were no significant differences found in the total scores, self-oriented perfectionism, other-oriented perfectionism, and socially prescribed sub-dimensions of perfectionism ($p > 0.05$).

Similarly, when examining participants' gender in relation to their scores on the Balanced Life Scale, no significant differences were detected in the total scale score, as well as in the success, relationship, spirituality, and lower body dimensions sub-dimensions ($p > 0.05$).

Table 4. Comparison of scores on the Multidimensional Perfectionism Scale and Balanced Life Scale based on the age

	Age	N	\bar{x}	s	M	SO	Z	p
Self-oriented perfectionism	20-30 years old	145	72.83	16.26	74	76.63	-0.443	0.658
	31-40 years old	8	75.25	14.68	75	83.75		
Other-oriented perfectionism	20-30 years old	145	59.07	11.22	59	77.80	-0.947	0.344
	31-40 years old	8	56.88	16.32	54	62.56		
Socially prescribed perfectionism	20-30 years old	145	57.45	13.52	58	76.24	-0.902	0.367
	31-40 years old	8	61.63	12.08	66	90.75		
Multidimensional Perfectionism Scale	20-30 years old	145	189.34	31.37	190	76.94	-0.074	0.941
	31-40 years old	8	193.75	35.63	184.5	78.13		
Success	20-30 years old	145	9.94	2.78	10	77.83	-0.990	0.322
	31-40 years old	8	8.88	2.17	9	62.00		
Relationship	20-30 years old	145	5.96	2.01	5	76.30	-0.853	0.393
	31-40 years old	8	6.63	2.33	6	89.69		
Spirit	20-30 years old	145	13.46	4.87	13	77.33	-0.395	0.693
	31-40 years old	8	13.75	6.84	11.5	71.00		
Body	20-30 years old	145	4.19	1.37	4	78.36	-1.699	0.089
	31-40 years old	8	3.38	0.52	3	52.44		
Balanced Life scale	20-30 years old	145	33.55	7.28	33	77.58	-0.693	0.488
	31-40 years old	8	32.63	7.41	30	66.44		

* $p < 0.05$

Table 4 presents the results of an analysis of participants' age groups in relation to their scores on the Multidimensional Perfectionism Scale and Balanced Life Scale using ANOVA. For participants grouped by age on the Multidimensional Perfectionism Scale, including total scores, self-oriented perfectionism, other-oriented perfectionism, and socially prescribed sub-dimensions of perfectionism, no statistically significant differences were observed ($p > 0.05$). Similarly, in the research that included participants grouped by age on the Balanced Life Scale, including total scores and sub-dimensions such as success, relationship, spirituality, and lower body dimensions, no statistically significant differences were found ($p > 0.05$).

Table 5. Comparison of participants' nationality in relation to their scores on the Multidimensional Perfectionism Scale and Balanced Life Scale

	Nationality	N	\bar{x}	s	M	SO	Z	P
Self-oriented perfectionism	TC	120	71.88	16.20	71	73.72	3,049	0.081
	TRNC	33	76.88	15.60	81	88.92		
Other-oriented perfectionism	TC	120	60.06	10.81	60	80.34	3,168	0.075
	TRNC	33	54.94	13.04	57	64.85		
Socially prescribed perfectionism	TC	120	58.83	12.91	59.5	80.86	4,234	0.040*
	TRNC	33	53.45	14.67	56	62.95		

Multidimensional Perfectionism scale	TC	120	190.76	30,36	189	77.90	0.232	0.630
	TRNC	33	185.27	35.46	191	73.71		
Success	TC	120	10.33	2.72	10	84.46	15,971	0.000*
	TRNC	33	8.27	2.30	8	49.88		
Relationship	TC	120	6.23	2.13	6	81.71	6,622	0.010*
	TRNC	33	5,12	1.24	5	59.86		
Spirit	TC	120	13.32	4.92	12	75.52	0.625	0.429
	TRNC	33	14.06	5.17	14	82.38		
Body	TC	120	4.35	1.41	4	83.64	13,897	0.000*
	TRNC	33	3.42	0.71	3	52.86		
Balanced Life scale	TC	120	34.23	7,10	34	81.78	6,500	0.011*
	TRNC	33	30.88	7.36	30	59.61		

* $p < 0.05$

Table 5 displays the results of independent sample t-tests conducted to compare participants' scores on the Multidimensional Perfectionism Scale and Balanced Life Scale based on their nationality.

In terms of participants' nationality and their scores on the Multidimensional Perfectionism Scale, a statistically significant difference was observed in the socially prescribed perfectionism sub-dimension ($p < 0.05$). Specifically, Turkish national participants had higher scores in the socially prescribed perfectionism sub-dimension compared to TRNC (Turkish Republic of Northern Cyprus) nationals. Likewise, when examining participants' nationality in relation to their scores on the Balanced Life Scale, statistically significant differences were found in the success, relationship, and lower body dimensions sub-dimensions ($p < 0.05$). Turkish national participants had higher scores in these sub-dimensions compared to TRNC nationals. These findings suggest that there are significant differences in certain aspects of perfectionism and balanced life perceptions between participants of Turkish nationality and TRNC nationality.

Table 6. Comparison of participants' residential locations in relation to their scores on the Multidimensional Perfectionism Scale and Balanced Life Scale

	Residential place	n	\bar{x}	s	M.	SO	Z	p
Self-oriented perfectionism	Village	36	71.86	15.92	76	75.63	-0.213	0.831
	City	117	73.29	16.27	74	77.42		
Other-oriented perfectionism	Village	36	58.81	12,21	59.5	78.43	-0.222	0.825
	City	117	59.00	11.30	59	76.56		
Socially-prescribed perfectionism	Village	36	57.47	14.66	60.5	79.29	-0.355	0.722
	City	117	57.73	13,11	57	76.29		
Multidimensional Perfectionism scale	Village	36	188.14	31.00	190.5	77.39	-0.060	0.952
	City	117	190.02	31.76	188	76.88		
Success	Village	36	9.64	2.87	9	73.22	-0.589	0.556
	City	117	9.96	2.73	10	78.16		
Relationship	Village	36	5.92	1.92	5	76.47	-0.084	0.933
	City	117	6.02	2.06	6	77.16		
Spirit	Village	36	13,14	4.38	12	76.21	-0.123	0.902

	City	117	13.58	5.15	13	77.24		
Body	Village	36	4.11	1.06	4	79.67	-0.436	0.663
	City	117	4.16	1.43	4	76.18		
Balanced Life scale	Village	36	32.81	7.01	33	72.54	-0.691	0.489
	City	117	33.72	7.35	33	78.37		

Table 6 presents the results of independent sample t-tests conducted to compare participants' scores on the Multidimensional Perfectionism Scale and Balanced Life Scale based on their residential location. Regarding participants' residential location and their scores on the Multidimensional Perfectionism Scale, including total scores, self-oriented perfectionism, other-oriented perfectionism, and socially prescribed sub-dimensions of perfectionism, no statistically significant differences were found ($p > 0.05$). Similarly, for participants' residential location in relation to their scores on the Balanced Life Scale, including total scores and sub-dimensions such as success, relationship, spirituality, and lower body dimensions, no statistically significant differences were observed ($p > 0.05$).

Table 7. Participants' Reading Habits in Relation to Multidimensional Perfectionism Scale and Balanced Life Scale Scores Comparison

	Deapartment	N	\bar{x}	s	M.	SO	x^2	p	Differ ence
Self-oriented perfectionism	School teaching Pre	97	74.00	14.60	74.00	78.83	10,669	0.099	
	Special Education teaching	15	73.07	21.36	83.00	79.93			
	PCG	11	63.82	14,11	62.00	50.77			
	Phisical Education	9	76.11	19.24	83.00	89.00			
	Classroom teaching	7	66.29	21.08	70.00	62.57			
	Turkish teaching	8	66.13	14.05	70.00	58.25			
	Other	6	84.67	15.25	90.00	112.00			
Other-oriented perfectionism	School teaching Pre	97	60.07	10.44	60.00	81.09	8,957	0.176	
	Special Education teaching	15	58.33	16.62	57.00	71.80			
	PCG	11	58.00	9.46	57.00	70.91			
	Physical Education	9	61.67	6.14	62.00	90.33			

	Classroom teaching	7	44.71	15.42	51.00	34.79			
	Turkish teaching	8	56.50	7.89	56.50	65,69			
	Other	6	60.00	13.87	59.50	79.42			
Social perfectionism perceived as	School teaching Pre	97	57.51	12.34	58.00	75.94	7,586	0.270	
	Special Education teaching	15	61.00	15.30	63.00	89.03			
	PCG	11	57.55	15.86	58.00	80.05			
	Physical Education	9	61.22	17.70	61.00	87.17			
	Classroom teaching	7	44.00	14.87	42.00	40,21			
	Turkish teaching	8	62.13	12,11	61.50	90.94			
	Other	6	56.83	9.22	56.00	67.58			
Multidimensional Perfectionism Scale	School teaching Pre	97	191.58	26.79	191.00	79.10	7,759	0.256	
	Special Education teaching	15	192.40	46.34	196.00	82.33			
	PCG	11	179.36	32.16	177.00	61.95			
	Physical Education	9	199.00	35,33	221.00	88.33			
	Classroom teaching	7	155.00	43.31	181.00	42.64			
	Turkish teaching	8	184.75	20.35	181.50	67.00			
	Other	6	201.50	32.98	205.50	93.67			
Success	School teaching Pre	97	9.96	2.78	10.00	78.13	21,432	0.002*	3-7
	Special Education teaching	15	9.47	2.13	9.00	71.73			
	PCG	11	12.82	2.18	13.00	122.91			

	Physical Education	9	8.22	2.49	8.00	49.44			
	Classroom teaching	7	8.71	2.81	9.00	56.57			
	Turkish teaching	8	10,13	1.46	10.00	85.38			
	Other	6	7.83	2.64	7.00	41.67			
Relationship	School teaching Pre	97	6.00	2.06	5.00	77.17	6,387	0.381	
	Special Education teaching	15	5.93	1.75	6.00	78.63			
	PCG	11	7.27	2.65	7.00	99.32			
	Physical Education	9	5.00	1.50	4.00	53.17			
	Classroom teaching	7	5.29	1.38	5.00	63.71			
	Turkish teaching	8	6.00	2.07	5.50	77.56			
	Other	6	6.00	1.67	6.50	79.75			
Spirit	School teaching Pre	97	13.28	4.90	12.00	75.26	7,618	0.267	
	Special Education teaching	15	13.87	6.53	12.00	74.30			
	PCG	11	13.91	3.94	13.00	84.45			
	Physical Education	9	11.78	5.24	8.00	55.06			
	Classroom teaching	7	12.43	3.21	12.00	72.86			
	Turkish teaching	8	14.38	2.97	15.50	97.56			
	Other	6	17.50	6.41	16.00	108.58			
Body	School teaching Pre	97	4.29	1.49	4.00	80.15	10,248	0.115	
	Special Education teaching	15	4.00	0.93	4.00	77.20			

	PCG	11	4.00	1.34	3.00	71.05			
	Physical Education	9	3.44	0.88	3.00	52.17			
	Classroom teaching	7	4.14	1.21	4.00	79.57			
	Turkish teaching	8	4.50	0.76	5.00	98.63			
	Other	6	3.17	0.41	3.00	41.92			
Balanced Life scale	School teaching Pre	97	33.53	7.30	33.00	76.12	11,254	0.081	
	Special Education teaching	15	33.27	7.78	32.00	74.23			
	PCG	11	38.00	4.75	36.00	109.86			
	Physical Education	9	28.44	7.38	27.00	49.28			
	Classroom teaching	7	30.57	6.27	33.00	62.57			
	Turkish teaching	8	35.00	5.37	35.50	91.13			
	Other	6	34.50	9.14	30.50	77.42			

* $p < 0.05$

Table 7 presents the results of an analysis using ANOVA to compare participants' scores on the Multidimensional Perfectionism Scale and Balanced Life Scale based on what they read.

According to Table 7, there were no statistically significant differences in participants' scores on the Multidimensional Perfectionism Scale across the total scale and its sub-dimensions, including self-oriented perfectionism, other-oriented perfectionism, and socially prescribed perfectionism ($p < 0.05$).

However, when examining participants' scores on the Balanced Life Scale in relation to what they read, a statistically significant difference was observed in the success sub-dimension ($p < 0.05$). Students in the PCG section had significantly higher scores in the success sub-dimension of the Balanced Life Scale compared to students in other sections who read different materials.

Table 8. Participants' Grades in Relation to Multidimensional Perfectionism Scale and Balanced Life Scale Scores Comparison

	Class	N	\bar{x}	s	M.	SO	x^2	p	Difference
Self-oriented perfectionism	1st grade	43	71.40	15.56	70.00	71.58	5,872	0.118	
	2nd grade	49	72.94	14.90	74.00	76.42			
	3rd grade	4	58.25	10.90	57.50	35,13			

	4th grade	57	75.18	17.53	79.00	84.53			
Other-oriented perfectionism	1st grade	43	58.00	9.22	57.00	71.57	9,268	0.026*	2-3
	2nd grade	49	62.73	9.74	62.00	91.98			
	3rd grade	4	49.75	14.08	49.50	48.25			
	4th grade	57	57.07	13.37	57.00	70.24			
Socially prescribed perfectionism	1st grade	43	59.30	11,10	58.00	81.43	2,555	0.466	
	2nd grade	49	58.00	14.23	58.00	78.65			
	3rd grade	4	49.50	11.90	52.50	46.88			
	4th grade	57	56.72	14.45	58.00	74.35			
Multidimensional Perfectionism Scale	1st grade	43	188.70	24.01	183.00	73.86	4,172	0.244	
	2nd grade	49	193.67	29.59	197.00	82.71			
	3rd grade	4	157.50	34.84	155.50	37.75			
	4th grade	57	188.96	36.81	190.00	77.21			
Success	1st grade	43	9.79	3.06	10.00	74.36	11,049	0.011*	3-4
	2nd grade	49	10.71	2.52	11.00	91.42			
	3rd grade	4	11.00	1.41	11.50	102.00			
	4th grade	57	9.16	2.62	9.00	64.84			
Relationship	1st grade	43	5.86	2.09	5.00	73.20	1,164	0.762	
	2nd grade	49	6.18	2.12	5.00	81.49			
	3rd grade	4	6.00	0.82	6.00	87.00			
	4th grade	57	5.93	1.98	6.00	75.31			
Spirit	1st grade	43	13.33	5.17	12.00	73.85	0.702	0.873	
	2nd grade	49	13.61	4.46	13.00	81.04			
	3rd grade	4	12.25	2.87	12.00	71.75			
	4th grade	57	13.56	5.41	13.00	76.27			
Body	1st grade	43	4.35	1.57	4.00	81.83	3,947	0.267	
	2nd grade	49	4.35	1.44	4.00	82.64			
	3rd grade	4	4.25	1.50	4.00	80.50			
	4th grade	57	3.82	1.00	3.00	68.26			
Balanced Life scale	1st grade	43	33,33	8.04	31.00	73.05	3,372	0.338	
	2nd grade	49	34.86	6.42	35.00	86.30			
	3rd grade	4	33.50	1.29	33.50	81.50			
	4th grade	57	32.47	7.51	33.00	71.68			

* $p < 0.05$

Table 8 provides the results of an ANOVA analysis comparing participants' scores on the Multidimensional Perfectionism Scale and Balanced Life Scale based on their grade. According to Table 8, a statistically significant difference was observed in participants' scores on the Multidimensional Perfectionism Scale based on grade, particularly in the area of aiming for perfectionism in relation to others ($p < 0.05$). Specifically, 2nd-grade students who focused on perfectionism in relation to others received significantly higher scores compared to 3rd graders.

Similarly, when examining participants' scores on the Balanced Life Scale, a statistically significant difference was found in the success sub-dimension ($p < 0.05$). In this case, 3rd-grade students received significantly higher scores compared to 4th graders.

Second research question - Is there a relationship between a balanced life and perfectionism in the context of the positive psychotherapy balance model?

Table 9. The correlations between participants' scores on the Multidimensional Perfectionism Scale and the Balanced Life Scale

		Self-oriented perfectionism	Other-oriented perfectionism	Socially prescribed perfectionism	Multidimensional Perfectionism scale	Success	Relationship	Spirit	Body	Balanced Life scale
Self-oriented perfectionism	R	1								
	P	.								
Other-oriented perfectionism	R	0.456	1							
	P	0.000*	.							
Socially prescribed perfectionism	R	0.234	0.359	1						
	P	0.004*	0.000*	.						
Multidimensional Perfectionism scale	R	0.796	0.733	0.671	1					
	P	0.000*	0.000*	0.000*	.					
Success	R	-0.168	0.074	0.118	-0.008	1				
	P	0.038*	0.363	0.147	0.924	.				
Relationship	R	-0.067	-0.041	0.254	0.091	0.380	1			
	P	0.409	0.615	0.002*	0.265	0.000*	.			
Spirit	R	-0.089	-0.054	-0.023	-0.078	0.124	0.216	1		
	P	0.274	0.506	0.774	0.338	0.126	0.007*	.		
Body	R	-0.160	0.034	0.088	-0.032	0.288	0.364	0.127	1	
	P	0.048*	0.673	0.280	0.694	0.000*	0.000*	0.118	.	
Balanced Life scale	R	-0.170	-0.011	0.108	-0.039	0.627	0.598	0.746	0.423	1
	P	0.036*	0.897	0.182	0.628	0.000*	0.000*	0.000*	0.000*	.

* $p < 0.05$

Table 9 displays the results of Pearson correlation tests conducted to examine the relationships between participants' scores on the Multidimensional Perfectionism Scale and the Balanced Life Scale. As shown in Table 9, significant negative correlations were found between scores on the Multidimensional Perfectionism Scale in the "self-oriented perfectionism" sub-dimension and scores on the Balanced Life Scale in the "success" and "lower body dimensions" sub-dimensions ($p < 0.05$).

However, there were no statistically significant correlations detected between scores on the Multidimensional Perfectionism Scale in the "other-oriented perfectionism" sub-dimension and scores on the Balanced Life Scale, including its sub-dimensions ($p > 0.05$). Additionally, a significant negative correlation was observed between scores on the Multidimensional Perfectionism Scale in the "socially prescribed perfectionism" sub-dimension and scores on the Balanced Life Scale in the "relationship" sub-dimension ($p < 0.05$).

Third research question - The prediction status of participants' scores on the Multidimensional Perfectionism Scale and the Balanced Life Scale.

Table 10. Participants' Prediction Status of Multidimensional Perfectionism Scale with Balanced Life Scale Scores.

	Std. Noepe. Coefficients		Standardized Beta	t	p	F	R2 - FlatR ²
	B.	SE					
(Still)	33.77	3.59		9,408	0.000*		
Self-oriented at perfectionism	-0.09	0.04	-0.19	-2.074	0.040*	1,762	0.034
Other-oriented at perfectionism	0.05	0.06	0.08	0.852	0.396	0.157	0.015
Socially prescribed perfectionism	0.05	0.05	0.09	1,077	0.283		

* $p < 0.05$

Table 10 presents the results of a regression analysis conducted to examine the relationship between participants' scores on the Multidimensional Perfectionism Scale and the Balanced Life Scale, specifically in the context of self-oriented perfectionism.

The analysis revealed that participants' self-oriented perfectionism scores significantly and negatively predict their scores on the Balanced Life Scale ($\beta = -0.19$; $p < 0.05$). In other words, higher self-oriented perfectionism is associated with lower scores on the Balanced Life Scale.

However, participants' scores in other-oriented perfectionism ($\beta = 0.08$; $p > 0.05$) and socially prescribed perfectionism ($\beta = 0.09$; $p < 0.05$) did not significantly predict their scores on the Balanced Life Scale. These findings suggest that while self-oriented perfectionism is a significant predictor of balanced life perceptions, other-oriented and socially prescribed perfectionism do not have a significant predictive effect in this context.

DISCUSSION

This study examines to what extent teacher candidates exhibit balanced life and perfectionism characteristics and how these factors affect them. to examine purpose with get made Results in literature place area research within the framework has been discussed.

Grade levels exhibited significant differences based on the Multidimensional Perfectionism Scale's "Other-oriented" dimension, with 2nd-grade students displaying distinct patterns compared to their 3rd-grade counterparts. Regarding the Balanced Life Scale, students in the 3rd grade, particularly in the success sub-dimension, received notably higher scores compared to their 4th-grade

counterparts. These findings align with the study by Apay and Kaya (2018), where participants, predominantly female, belonged to various class levels within the education department, including the first, second, third, and fourth grades, indicating some overlap in our research focus. The scores obtained by participants on both the Multidimensional Perfectionism Scale and the Balanced Life Sub-dimensions Scale did not show any significant differences concerning participants' age and gender. This concurs with the research conducted by Doğan & Tokur (2021), where they explored the connection between Balanced Life and Piety concerning age, particularly focusing on the lower dimensions of the scale. Their study similarly found no noteworthy distinctions in this regard. Additionally, when examining the variable of body image, the absence of significant differences suggests that women who prioritize a balanced life were prevalent among the research participants. This observation aligns with the findings reported by Aydemir and Arlı (2019). Furthermore, examining the impact of gender on the variable of the need for social approval among university students, as explored by Karasar and Öğülmüş (2016), also revealed no significant differences. In contrast, significant differences were observed when participants' nationality was taken into account in relation to Multidimensional Perfectionism in the subscale of socially prescribed perfectionism and the scores they received on the Balanced Life scale across the success, relationship, and lower body dimensions. This corresponds with the findings of Büyükbayraktar, Çiçekler, and Koruklu (2016), who explored the characteristics of foreign nationality students, highlighting their pursuit of perfection and high standards in various aspects of life.

There were no statistically significant differences in Multidimensional Perfectionism Scale sub-dimensions, in terms of grade. However, in the PCG department, significant differences were noted among participants in terms of the scores they received in the Balanced Life scale, specifically in the success sub-dimension. This differs from the findings of a study conducted by Blacksmith and others (2018), which did not identify significant distinctions in perfectionism and anger tendencies among teacher candidates based on their chosen academic branches.

Regarding the scores obtained by participants on both the Multidimensional Perfectionism Scale and the Balanced Life Sub-dimensions Scale, an average conclusion can be drawn. In a similar study conducted by Blacksmith and colleagues (2018) involving teacher candidates, it was found that perfectionism and the ability to control anger were associated with scores across all subscales. These findings suggest that participants aimed to achieve their desired values in December, and the data followed a normal distribution.

In a study by Apay & Kaya (2018) that bears similarities to this research, it was discovered that there were positive relationships in the direction of the Balanced Life Sub-factors of the scale, and these relationships were of a moderate level.

Furthermore, when examining the Multidimensional Perfectionism Scale, participants who aimed at perfectionism in themselves and received scores on the Balanced Life scale, particularly in the aspects of success and lower body dimensions, exhibited significant and negative correlations. This implies that a low level of Multidimensional perfectionism was positively associated with these aspects of Balanced Life.

A study conducted by Ahmed & Çerkez (2020) in the context of digital environments and Multidimensional perfectionism found a low-level positive relationship in the direction of the scale. This indicates that students in digital environments exhibited a positive relationship with Multidimensional perfectionism.

CONCLUSION

In this study, we focused on examining the relationship between balanced life and perfectionism sub-dimensions. Additionally, we explored various factors, including predictors and socio-demographic features, and their effects on these variables.

We found that participants who scored higher on the Multidimensional Perfectionism Scale, particularly in the "yourself aimed at perfectionist" subscale, exhibited a significant and negative relationship with the Balanced Life scale, particularly in the aspects of success and lower body dimensions. Moreover, participants who displayed a higher degree of perfectionism, specifically "yourself aimed at from perfectionism," were more likely to have negative scores on the Balanced Life scale, indicating a predictor feature in a negative direction.

Regarding socio-demographic features, there were no significant differences between male and female participants in terms of the scores they received on the scales. Similarly, there were no significant differences in scores based on age, suggesting that participants of different age groups had similar perceptions of balanced life and perfectionism.

Residential location, whether in a village area or a city, did not lead to significant differences in the scores obtained by the participants. However, differences were detected in scores based on nationality, indicating that participants from different national backgrounds had varying perceptions of these constructs.

Furthermore, participants who aimed their perfectionism at a specific field or towards others received significantly different scores on the scales. Additionally, significant differences were observed between participants in the 2nd and 3rd grades in terms of their perceptions of balanced life and perfectionism. Notably, participants in the 3rd and 4th grades displayed differences in scores on the achievement sub-dimension of the Balanced Life scale.

Finally, participants who received scores on the success sub-dimension of the Balanced Life scale differed significantly from others in various sections of the study, suggesting that this aspect of balanced life had a notable impact on participants' perceptions.

Recommendations

These results align with the promotion of healthy lifestyle behaviors, suggesting potential avenues for further research. Future studies can explore similar topics among university students within similar environments, allowing for comparative analysis. Additionally, conducting similar research with diverse university settings and involving various stakeholders could enrich the research landscape by employing both quantitative and qualitative methods. The findings of this research can contribute to the development of educational programs aimed at fostering healthy lifestyles, taking into account the factors identified as influential. Moreover, conducting qualitative research to understand the perceptions of university academics and stakeholders based on these findings can also be valuable. Lastly, as an experimental study, this research holds the potential to make significant scientific contributions to the field, adding to the body of knowledge in this area.

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