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PSYCHOLOGICAL CHARACTERISTICS OF STUDENTS WITH A PENCHANT FOR GENDER PERFECTIONISM

Over the past few decades, the concept of "perfectionism" has become the subject of numerous studies in the field of psychology and education. Perfectionism is understood as a personality trait, especially among students. The phenomenon is characterized by the desire for ideal and perfection, for example, in educational activities, on the way to a successful career. High expectations from society and parents reinforce the development of this character trait. Having perfectionism can motivate and inspire people to achieve better outcomes and success, but at the same time can negatively affect mental well-being in young people. The constant pursuit of the ideal can lead to chronic stress, depression and anxietyDespite interest in this topic, the relationship of perfectionism with what personal characteristics and characteristics affect its development is not well understood. The purpose of this study is to study the psychological characteristics of students with a tendency to perfectionism in the gender aspect. The study involved 100 students of higher educational institutions of the city of Almaty – 50 male students and 50 female students. The following psychodiagnostic methods were used: Hewitt & Flett Multidimensional Perfectionism Scale (MPS), SDTP (Short Differential Test of Perfectionism) by A. Zolotareva, Freiburg Personality Inventory (FPI-R). The study found significant differences in the manifestations of perfectionism in male and female students: male students had higher levels of socially prescribed perfectionism than female students. In women, high levels of perfectionism correlate more strongly with negative personality characteristics. It has been shown that the average level of perfectionism is adaptive and favorable for the psychological state of students. The results obtained can serve as a basis for the development of practical measures of psychological support for students, as well as for further understanding of theoretical and applied issues related to the manifestation of perfectionism.

Keywords: perfectionism, gender aspect, psychological features, students, anxiety, self-esteem.

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Гендерлік аспектіде перфекционизмге бейім студенттердің жеке тұлғасының психологиялық ерекшеліктері

Соңғы бірнеше онжылдықта «перфекционизм» түсінігі психология мен білім беру саласындағы көптеген зерттеулердің қарастыратын мәселесіне айналды. Перфекционизм, әсіресе студенттерде жеке тұлғаның қасиеті ретінде түсіндіріледі. Бұл феномен мысалы, оқу іс-әрекетіндегі жоғары жетістіктерге, табысты мансаптың жолында идеалға жетуге ұмтылумен де сипатталады. Қоғам мен ата-аналар тарапынан жоғары күтулер осы сипаттың дамуын күшейтеді. Перфекционизмнің болуы адамдарды жақсы нәтижелер мен табысқа жетуге ынталандыра және шабыттандыра алады, бірақ сонымен бірге жастардың менталдық әл-ауқатына теріс әсер етуі мүмкін. Үнемі идеалға ұмтылу созылмалы күйзеліске, көңіл-күйдің бұзылуына және мазасыздыққа әкелуі мүмкін. Осы тақырыпқа деген қызығушылыққа қарамастан, перфекционизмнің дамуына қандай тұлғалық сипаттамалар мен ерекшеліктер оның дамуына әсер ететіндігі жөнінде жеткіліксіз зерттелген. Бұл зерттеудің мақсаты – гендерлік аспектіде перфекционизмге бейім студенттердің психологиялық ерекшеліктерін зерттеу. Зерттеуге Алматы қаласының жоғары оқу орындарының 100 студенті – 50 ер студент және 50 әйел жыныстағы студенттер қатысты. Келесі психодиагностикалық әдістемелер қолданылды: Хьюитт және Флетта шкаласы (Hewitt & Flett Multidimensional Perfectionism Scale, MPS), А.А. Золотареваның «КДТП» әдістемесі (Краткий дифференциальный тест перфекционизма), Фрайбург жеке сауалнамасы (FPI). Зерттеу студенттердің жынысына байланысты перфекционизм көріністерінде елеулі айырмашылықтар бар екенін: ер студенттерде әлеуметтік тұрғыда белгіленген перфекционизм деңгейі әйел студенттерге қарағанда жоғары екендігін көрсетті. Әйелдерде перфекционизмнің жоғары деңгейі жағымсыз тұлғалық ерекше-

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ліктермен тығыз байланысты. Перфекционизмнің орташа деңгейі студенттердің психологиялық жағдайы үшін бейімделгіш әрі қолайлы екені анықталды. Алынған нәтижелер студенттерге психологиялық қолдау көрсету шараларын әзірлеуге және перфекционизм көрінісінің пайда болуы мәселесінің теориялық әрі қолданбалы аспектілерін терең түсінуге негіз бола алады.

Түйін сөздер: перфекционизм, гендерлік аспект, психологиялық ерекшеліктер, студенттер, мазасыздық, өзін-өзі бағалау.

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Психологические особенности личности студентов со склонностью к перфекционизму в гендерном аспекте

За последние несколько десятилетий, понятие «перфекционизма» становится предметом многочисленных исследований в области психологии и образования. Перфекционизм понимается как черта личности, особенно у студентов. Феномен характеризуется стремлением к идеалу и совершенству, к примеру в учебной деятельности, на пути к успешной карьере. Высокие ожидания со стороны общества и родителей усиливают развитие этой черты характера. Наличие перфекционизма может мотивировать и вдохновлять людей на достижение лучших результатов и успеха, но в то же время может негативно влиять на ментальное благополучие у молодежи. Постоянное стремление к идеалу может привести к хроническому стрессу, депрессии и тревожности. Несмотря на интерес к данной теме, связь перфекционизма с тем, какие личностные характеристики и особенности влияют на его развитие, изучена недостаточно. Цель данного исследования – изучение психологических особенностей студентов со склонностью к перфекционизму в гендерном аспекте. В исследовании приняло участие 100 студентов высших учебных заведений города Алматы – 50 студентов-мужчин и 50 студентов-женщин. Применялись следующие психодиагностические методики: Шкала Хьюитта и Флетта (Hewitt & Flett Multidimensional Perfectionism Scale, MPS), Методика «КДТП» (Краткий дифференциальный тест перфекционизма) А.А. Золотаревой, Фрайбургский личностный опросник (FPI). Исследование выявило значимые различия в проявлениях перфекционизма у студентов мужского и женского пола: у студентов-мужчин уровень социально предписанного перфекционизма выше, чем у студентов-женщин. У женщин высокий уровень перфекционизма сильнее коррелирует с негативными личностными характеристиками. Показано, что средний уровень перфекционизма является адаптивным и благоприятным для психологического состояния студентов. Полученные результаты могут послужить основой для разработки практических мер психологической поддержки студентов, а также для дальнейшего понимания теоретических и прикладных вопросов, связанных с проявлением перфекционизма.

Ключевые слова: перфекционизм, гендерный аспект, психологические особенности, студенты, тревожность, самооценка.

Introduction

The problem of perfectionism among students is now gaining particular relevance, as excessive adherence to high standards can negatively affect psychological health, academic performance and interpersonal relationships. In the modern educational space, where rivalry and demands for results are constantly increasing, the study of the psychological characteristics of students with a penchant for perfectionism is becoming an important scientific and practical task. Especially relevant is the analysis of gender aspects in the manifestation of these features, since men and women can perceive and experience their desire for the ideal in different ways, which affects the features of their psychological state and behavior.

The purpose of the research is to study the psychological characteristics of students with a penchant for perfectionism. This work contributes to the development of theoretical knowledge about gender differences in the manifestations of perfectionism, as well as to the understanding of the psychological characteristics of the personality of students. Novelty lies in the systematic analysis of the psychological characteristics of different gender groups of students in the context of a tendency to perfectionism, as well as in the identification of specific features of their personal structures. The study also uses up-to-date methods for assessing perfectionist trends and psychological parameters, which makes it possible to obtain new empirical data and more accurate ideas about the psychological profile of students in a gender perspective.

The theoretical significance of the work lies in the expansion of existing ideas about the psychological features of perfectionism, as well as the influence of gender aspects on its manifestation. Practical importance is associated with the possibility of developing recommendations for psychologists, teachers and students to reduce the negative consequences of perfectionism, as well as to form a more harmonious approach to the development of personal qualities among students. The results obtained can be used to create programs of psychological support and prevention of mental health, the possibility of using the results obtained in the practice of social and psychological counseling, in the development and application of methods of active education and training, in correctional and preventive work with students, as well as to increase the effectiveness of pedagogical interaction in higher educational institutions.

Literature review

It is known that in scientific sources perfectionism was considered as a multidimensional psychological phenomenon with philosophical and religious roots. At first, perfectionism as a psychological phenomenon was studied in psychoanalytic concepts, over time covering other areas, such as: cognitive and behavioral approaches. It turned out that perfectionism is determined not only by the desire for high personal standards, but also accompanied by a critical assessment of one's own and other people's actions. There are various classifications of perfectionism, but the main types are: self-directed, socially prescribed, and directed at others.

The development of perfectionism is influenced by numerous factors: genetic, social, family and cultural. Particular attention is paid to family education, where a child from childhood tries to earn the love of parents, and parents make high demands on their children, thereby forming the development of perfectionism.

Stöber & Stöber (2009) conducted a study aimed at studying the connection between perfectionism and human personality traits such as neuroticism and conscientiousness. They identified 2 types of perfectionism: socially prescribed perfectionism and self-directed perfectionism. The results of this study showed that high levels of conscientiousness are associated with increased levels of self-directed perfectionism, while high levels of neuroticism contribute to the development of socially prescribed perfectionism. Thus, it was found that people with a high level of conscientiousness tend to set high standards for themselves, while those who are characterized by a high level of neuroticism experience pressure from others .

It is worth noting that perfectionism can also develop due to fears and personal biases of a person. For example, a person's beliefs that any failure can lead to criticism from people around him. A study by Sagar et al. (2009) showed that perfectionism can develop as a result of fear of failure. Such perfectionists are afraid to experience shame and embarrassment. Their study showed that perfectionists experience negative emotional reactions after experiencing failure, which is associated with their increased sensitivity to possible shame and embarrassment.

As Shilyaeva (2021) notes, the foundations of perfectionist manifestations are formed in childhood. Children demonstrating the so-called "excellent student syndrome" strive for impeccable academic results, experiencing a painful reaction to any mistakes. They are convinced that they must always be successful and receive extremely high marks. Fear of failure is driven not only by possible parental backlash, but also by an overextended sense of personal responsibility.

Studies by Larskikh&Shiryaev (2016) show that the level of family perfectionism directly correlates with the level of personal perfectionism of a student. For example, students who grow up in families with a high level of family perfectionism are more likely to demonstrate destructive forms of perfectionism, manifested in anxiety, procrastination and low stress resistance. According to the results of the study, it was revealed that in girls, family perfectionism is significantly more pronounced. And in young men, the influence of family perfectionism manifests itself differently. They are less likely to perceive parental expectations as critically significant, and a high level of organization in the family more often forms their constructive perfectionism associated with a focus on achieving goals, but without pronounced anxiety.

Lukmanova (2019), came to the conclusion that girls more often demonstrate pronounced perfectionist attitudes by studying gender differences in the manifestation of perfectionism in adolescents. Adolescent perfectionism has different forms of manifestation: a high level is often accompanied by anxiety and fear of failure, while a moderate one contributes to the desire for success without excessive stress. The influence of social standards is noted: girls are more often guided by the external attractiveness and approval of others,

and boys associate perfectionism with a sense of responsibility.

Tapalova&Mussanova (2021) emphasize that the formation of perfectionism during primary school age is determined by the style of parental education, that the key factor in the development of this phenomenon is the model of interaction between parents and a child. They argue that in families dominated by high expectations and harsh criticism, perfectionism becomes neurotic. The authoritarian style of education contributes to the development of perfectionist attitudes. Children brought up in families where recognition and love are conditioned by success grow up with the conviction that failure means rejection and disappointment from significant adults .

Perfectionism has a dual nature: on the one hand, it is able to stimulate high achievements and personal growth, on the other hand, it can cause emotional stress, anxiety and psychological maladjustment. Researchers Hewitt&Flett (1991) believed that if a certain component of perfectionism prevails, then it can be associated with mental disorders. For example, if perfectionism is dominant, focusing on oneself and on other people, then they often contribute to the development of mental disorders such as depression and anxiety. Such people have a constant desire to achieve difficult or even impossible goals, thereby creating tension and additional stress .

Kononenko (2017), considering perfectionism as a multidimensional psychological phenomenon, emphasizes that the desire for high standards is not always pathological: for some it becomes a source of satisfaction and contributes to maintaining self-esteem, while for others it turns into a source of constant tension and dissatisfaction.

In a study by Zhebrun (2010), examining the impact of perfectionism on the socio-psychological adaptation of students, the author draws on the concept of three types of perfectionism: self-oriented, others-oriented and socially prescribed, revealing their impact on self-esteem, level of adaptation and ability for interpersonal interaction. The findings confirm that perfectionism is a factor influencing student adaptation success. The highest level of adaptation is observed in self-oriented perfectionists who are confident in their abilities and show independence. In contrast, other-oriented perfectionists have difficulty in making social connections, and socially prescribed perfectionism leads to low self-esteem and dependent behavior .

Perfectionism also has an impact on social interactions. In particular, in the work of Melanina(2022) analyzes the connection between the level of perfectionism and the communicative characteristics of students. The results of the study show that students with a low level of perfectionism are more likely to have high sociability, while those with severe perfectionist attitudes experience communication discomfort.

Perfectionism influences coping strategies. The study by Golovey &Yashchenko (2017) notes that the analysis of copying strategies revealed significant differences between the sexes.

Schulga (2020), in her research examining the link between perfectionism levels and student learning activities, found that high perfectionism levels correlated with learning success, but could also cause increased anxiety, stress and emotional stress. The author notes that perfectionism affects educational motivation and academic performance, but is not always a positive factor.

Studies by Agirbova&Zyuzina (2022) show that the desire for the ideal is the same in men and women, but its forms and directions are different. For example, men are more likely to show perfectionism in professional activities, linking their value with career achievements, status and financial position. Women, on the contrary, are focused on compliance with external standards and show perfectionism in family roles, especially in matters of raising children.

Thus, studies of domestic and foreign researchers have shown that the study of such a complex and ambiguous phenomenon as perfectionism is a promising direction in psychology and emphasizes its relevance and significance for the scientific community. Most researchers believe that the origins of perfectionism are formed in childhood under the influence of parental expectations and the social environment, laying the foundations for future attitudes and self-esteem. The study of perfectionism showed its close relationship with cognitive processes, motivation and emotional background of personality.

Materials and methods

100 students of higher educational institutions of the city of Almaty were invited to participate in the study – 50 male students and 50 female students. Data collection was carried out online from February 20 to April 11, 2025 through the Google Forms platform. Participation in the survey was voluntary and anonymous. Before filling in, an information page was provided with a brief description of the objectives of the study, guarantees of confidential-

ity, an indication of the estimated time of passage and an emphasis on the free nature of participation. The following diagnostic techniques were applied: Hewitt & Flett Multidimensional Perfectionism Scale (MPS); SDTP (Short Differential Test of Perfectionism) by A. Zolotareva, Freiburg Personality Inventory (FPI-R).

The reliability of the obtained results was verified by mathematical statistics, correlation analysis using SPSS software (version 22.0).

Results

In order to identify the psychological features of the personality of students with a tendency to perfectionism, we conducted a correlation study. Data obtained from the Freiburg Personality Inventory (FPI-R), indicators of the integral perfectionism scale obtained from the Hewitt & Flett Multidimensional Perfectionism Scale (MPS) and SDTP (Short Differential Test of Perfectionism) by A. Zolotareva were processed using the linear correlation coefficient Pearson. The indicators are shown in Table 1.

The following results were obtained:

1) Normative perfectionism (adaptive, healthy). This is a positive form of perfectionism that is associated with adequate standards, high motivation and a desire for success. People with normative perfectionism have realistic expectations of themselves and those around them, use perfectionist attitudes as an incentive to develop. Associations with personality traits were found (based on correlation analysis):

Positive correlations:

1. Balance ($\rho = 0.372$, $p < 0.01$). They are more resistant to stress, confident.

2. Extraversion ($\rho = 0.229$, $p < 0.05$). Open to communication, easily adapted in society.

Negative correlations:

1. Neuroticity ($\rho = -0.310$, $p < 0.01$). Not prone to excessive anxiety and anxiety.

2. Emotional lability ($\rho = -0.313$, $p < 0.01$). Capable of self-regulation, not subject to sharp emotional fluctuations.

2) Pathological perfectionism (maladaptive, unhealthy). This is a destructive form of perfectionism, characterized by inflated demands on oneself and others, fear of mistakes and harsh self-criticism. People with pathological perfectionism experience chronic tension, anxiety and dissatisfaction with themselves, even when successful. Associations with personality traits (based on correlation analysis):

Positive correlations:

1. Depressiveness ($\rho = 0.356$, $p < 0.01$). Often experience negative emotions, dissatisfaction and guilt.

2. Irritability ($\rho = 0.242$, $p < 0.05$). Subject to affective flashes and internal tension.

3. Shyness ($\rho = 0.530$, $p < 0.01$). Prone to social anxiety, avoid communication.

4. Emotional lability ($\rho = 0.669$, $p < 0.01$). Susceptible to mood swings and unstable emotional state.

Negative correlations:

1. Balance ($\rho = -0.313$, $p < 0.01$). Less resistant to stress, prone to anxiety reactions.

2. Extraversion ($\rho = -0.262$, $p < 0.05$). Often more closed, avoid new social situations.

3) Self-centered perfectionism. High demands on yourself, striving for impeccability, self-criticism.

Significant positive correlations ($p < 0.05$):

1. Depressiveness ($\rho = 0.335$, $p < 0.01$). People with pronounced perfectionism are more likely to experience frustration and depression.

2. Irritability ($\rho = 0.271$, $p < 0.01$). The constant pursuit of perfection can lead to irritability.

3. Shyness ($\rho = 0.530$, $p < 0.01$). Self-criticism increases social anxiety and restraint.

4. Emotional lability ($\rho = 0.669$, $p < 0.01$). Sensitivity to failure increases the level of emotional instability.

Significant negative correlations ($p < 0.05$):

1. Spontaneous aggression ($\rho = -0.18$, $p < 0.05$). People with high levels of self-perfectionism are less likely to show impulsive aggression.

2. Balance ($\rho = -0.301$, $p < 0.01$). The constant pursuit of excellence reduces stress resistance.

3. Extraversion ($\rho = -0.262$, $p < 0.05$). Self-directed perfectionists are more likely to be introverts.

4) Perfectionism focused on others. Expecting perfect behavior from others, strict requirements for other people.

Significant positive correlations ($p < 0.05$):

1. Irritability ($\rho = 0.242$, $p < 0.05$). People who are demanding of others are prone to emotional instability.

2. Reactive aggressiveness ($\rho = 0.16$, $p < 0.05$). Disillusionment with other people's lack of conformity to the ideal can cause aggression.

3. Openness ($\rho = 0.14$, $p < 0.05$). High requirements for others are accompanied by straightforwardness and frankness.

Table 1
Correlation of FPI, PS – MPS and BDTP indicators

	Self-centered perfectionism	Perfectionism focused on others	Social perfectionism	Perfectionism focused on others	Pathological perfectionism	Neurocity	Spontaneous aggressiveness	Depressiveness	Irritability	Sociability	Balance	Reactive aggressiveness	Shyness	Openness	Extraversion-introversion	Emotional lability	Masculinism-feminism
Self-centered perfectionism	1,00	,269**	0,16	,296**	,345**	0,07	-0,18	0,03	0,04	0,12	0,01	0,08	-0,11	-0,04	0,05	0,04	0,00
Perfectionism focused on others	,269**	1,00	0,19	0,01	,199*	-,202*	-0,07	-0,15	-0,05	0,07	-0,11	0,16	-0,14	-0,14	0,06	-0,12	0,08
Social perfectionism	0,16	0,19	1,00	0,05	,419**	0,13	0,08	,335**	,271**	-0,02	-0,13	,273**	0,00	-0,06	0,09	0,19	0,03
Perfectionism focused on others	,296**	0,01	0,05	1,00	0,05	-,310**	-0,19	-,318**	-0,07	,302**	,372**	0,06	-,355**	-0,15	,229*	-,313**	,223*
Pathological perfectionism	,345**	,199*	,419**	0,05	1,00	,305**	0,06	,356**	,242*	-0,07	-0,18	0,03	0,18	0,12	-0,07	,334**	-,275**
Neurocity	0,07	-,202*	0,13	-,310**	,305**	1,00	,379**	,640**	,417**	-,301**	-0,04	0,08	,530**	,436**	-0,12	,669**	-,349**
Spontaneous aggressiveness	-0,18	-0,07	0,08	-0,19	0,06	,379**	1,00	,513**	,430**	-,261**	,226*	,443**	,524**	,307**	,326**	,459**	0,10
Depressiveness	0,03	-0,15	,335**	-,318**	,356**	,640**	,513**	1,00	,615**	-,305**	-0,04	,273**	,618**	,543**	0,12	,865**	-,327**
Irritability	0,04	-0,05	,271**	-0,07	,242*	,417**	,430**	,615**	1,00	-0,12	0,12	,412**	,476**	,471**	,378**	,625**	-0,11
Sociability	0,12	0,07	-0,02	,302**	-0,07	-,301**	-,261**	-,305**	-0,12	1,00	0,11	0,07	-,421**	-,262**	,227*	-,378**	,357**
Balance	0,01	-0,11	-0,13	,372**	-0,18	-0,04	,226*	-0,04	0,12	0,11	1,00	,256*	0,03	0,14	,482**	-0,02	,388**
Reactive aggressiveness	0,08	0,16	,273**	0,06	0,03	0,08	,443**	,273**	,412**	0,07	,256*	1,00	0,10	0,13	,369**	,210*	,387**
Shyness	-0,11	-0,14	0,00	-,355**	0,18	,530**	,524**	,618**	,476**	-,421**	0,03	0,10	1,00	,491**	0,03	,595**	-,405**
Openness	-0,04	-0,14	-0,06	-0,15	0,12	,436**	,307**	,543**	,471**	-,262**	0,14	0,13	,491**	1,00	0,17	,569**	-,264**
Extraversion-introversion	0,05	0,06	0,09	,229*	-0,07	-0,12	,326**	0,12	,378**	,227*	,482**	,369**	0,03	0,17	1,00	0,07	,376**
Emotional lability	0,04	-0,12	0,19	-,313**	,334**	,669**	,459**	,865**	,625**	-,378**	-0,02	,210*	,595**	,569**	0,07	1,00	-,395**
Masculinism-feminism	0,00	0,08	0,03	,223*	-,275**	-,349**	0,10	-,327**	-0,11	,357**	,388**	,387**	-,405**	-,264**	,376**	-,395**	1,00

Source / Note: This table was compiled by the authors based on the analysis of materials.

*Note: *. The correlation is significant at the 0.01 level (two-way)*
**. The correlation is significant at the 0.05 level (two-way)).*

Significant negative correlations (p < 0.05):

1. Neuroticity (ρ = -0.202, p <0.05). Less anxious people are more likely to make high demands on others.

2. Extraversion (ρ = -0.14, p <0.05) → High demands on others can reduce social activity.

5) Social perfectionism. The feeling that society requires perfect compliance with norms.

Significant positive correlations (p < 0.05):

1. Irritability (ρ = 0.271, p <0.01). Social expectations can cause stress and self-dissatisfaction.

2. Depressiveness (ρ = 0.335, p <0.01). Fear of inconsistency leads to depression.

3. Shyness (ρ = 0.530, p <0.01). A sense of social control is associated with social anxiety.

4. Emotional lability (ρ = 0.669, p <0.01). High levels of social perfectionism lead to mood instability.

Significant negative correlations (p < 0.05):

1. Balance (ρ = -0.313, p <0.01). Social pressure reduces stress resistance.

2. Extraversion (ρ = -0.262, p <0.05). People who feel the pressure of society are more often closed.

In order to identify gender differences in the tendency to perfectionism, the Spearman rank correlation method was used. Gender differences among students with high levels of perfectionism were calculated by rank. The indicators are shown in Table 2.

Table 2
Indicators by perfectionism levels

Indicators	Sex	Low Level			High Level			Average Rank		
		N	Average Rank	Rank Summary	N	Average Rank	Rank Summary	N	Average Rank	Rank Summary
Neurocity	Men	40	33,89	1355,50	39	32,81	1279,50	21	17,67	371,00
	Women	44	50,33	2214,50	38	45,36	1723,50	18	22,72	409,00
Spontaneous aggressiveness	Men	40	41,86	1674,50	39	38,47	1500,50	21	18,29	384,00
	Women	44	43,08	1895,50	38	39,54	1502,50	18	22,00	396,00
Depressiveness	Men	40	38,66	1546,50	39	36,56	1426,00	21	17,98	377,50
	Women	44	45,99	2023,50	38	41,50	1577,00	18	22,36	402,50
Irritability	Men	40	39,24	1569,50	39	35,95	1402,00	21	17,05	358,00
	Women	44	45,47	2000,50	38	42,13	1601,00	18	23,44	422,00
Sociability	Men	40	47,55	1902,00	39	41,59	1622,00	21	21,52	452,00
	Women	44	37,91	1668,00	38	36,34	1381,00	18	18,22	328,00
Balance	Men	40	42,78	1711,00	39	40,42	1576,50	21	20,12	422,50
	Women	44	42,25	1859,00	38	37,54	1426,50	18	19,86	357,50
Reactive aggressiveness	Men	40	44,98	1799,00	39	43,68	1703,50	21	20,00	420,00
	Women	44	40,25	1771,00	38	34,20	1299,50	18	20,00	360,00
Shyness	Men	40	34,64	1385,50	39	32,40	1263,50	21	15,86	333,00
	Women	44	49,65	2184,50	38	45,78	1739,50	18	24,83	447,00
Openness	Men	40	32,25	1290,00	39	31,50	1228,50	21	16,93	355,50
	Women	44	51,82	2280,00	38	46,70	1774,50	18	23,58	424,50
Extraversion-introversion	Men	40	44,28	1771,00	39	37,88	1477,50	21	20,60	432,50
	Women	44	40,89	1799,00	38	40,14	1525,50	18	19,31	347,50
Emotional lability	Men	40	34,45	1378,00	39	33,41	1303,00	21	16,10	338,00
	Women	44	49,82	2192,00	38	44,74	1700,00	18	24,56	442,00
Masculinism-feminism	Men	40	49,38	1975,00	39	45,62	1779,00	21	24,83	521,50
	Women	44	36,25	1595,00	38	32,21	1224,00	18	14,36	258,50

Continuation of the table

Indicators	Sex	Low Level			High Level			Average Rank		
		N	Average Rank	Rank Summary	N	Average Rank	Rank Summary	N	Average Rank	Rank Summary
Self-centered perfectionism	Men	40	40,17	1607,00	39	36,63	1428,50	21	20,43	429,00
	Women	44	44,61	1963,00	38	41,43	1574,50	18	19,50	351,00
Perfectionism focused on others	Men	40	40,66	1626,50	39	36,10	1408,00	21	21,52	452,00
	Women	44	44,17	1943,50	38	41,97	1595,00	18	18,22	328,00
Social perfectionism	Men	40	48,20	1928,00	39	44,91	1751,50	21	22,45	471,50
	Women	44	37,32	1642,00	38	32,93	1251,50	18	17,14	308,50
Integral perfectionism scale	Men	40	43,70	1748,00	39	41,35	1612,50	21	21,74	456,50
	Women	44	41,41	1822,00	38	36,59	1390,50	18	17,97	323,50
Normative perfectionism	Men	40	48,09	1923,50	39	45,73	1783,50	21	19,67	413,00
	Women	44	37,42	1646,50	38	32,09	1219,50	18	20,39	367,00
Pathological perfectionism	Men	40	40,67	1627,00	39	36,90	1439,00	21	20,29	426,00
	Women	44	44,16	1943,00	38	41,16	1564,00	18	19,67	354,00

Source / Note: This table was compiled by the authors based on the analysis of materials.

Statistical analysis showed the presence of significant gender differences in a group of students with high levels of perfectionism. Thus, women show significantly higher rates on the following scales: neuroticism ($p = 0.012$), shyness ($p = 0.007$), emotional lability ($p = 0.024$) and openness to experience ($p = 0.002$). These indicators indicate that women with a high level of perfectionism are more prone to anxiety, increased emotional sensitivity and stress reactivity (neuroticism), more often experience internal uncertainty (shyness). They are characterized by unstable emotional responses and rapid mood changes (emotional lability), as well as show higher susceptibility to new experiences and have greater flexibility of thinking (openness to experience).

At the same time, men showed higher results on the masculinity-femininity scale ($p = 0.008$). This may indicate a desire to adhere to traditional gender roles, focus on strength, dominance and self-presentation. Their perfectionism is more often expressed through the desire for external control. At the same time, men in this group look more emotionally stable, but at the same time their behavior may be due to the need to maintain the image of "strong" and "successful," which in itself can be a stressogenic factor.

Statistical analysis showed the presence of significant gender differences in the group of students with a low level of integral perfectionism. Women also showed significantly higher values on the following scales: neuroticism ($p = 0.002$), shyness ($p = 0.004$), emotional lability ($p = 0.003$) and openness to experience ($p = 0.000$). These results largely overlap with the data obtained in the group with a high level of perfectionism, which suggests the presence of stable gender characteristics in the emotional-personal sphere, regardless of the general level of perfectionist attitudes.

High rates on the women neuroticism scale of this group indicate severe anxiety and a tendency to negative emotional reactions. Increased shyness reflects a desire to avoid situations of assessment and social exposure. Emotional lability is manifested in frequent mood changes and increased reactivity. At the same time, high values on the scale of openness indicate flexibility of thinking.

Men in this group showed higher masculinity-femininity scores ($p = 0.013$), which, similar to the high perfectionism group, indicates a pronounced orientation towards traditional gender roles and social expectations. Additionally, men were significantly higher than women on the scale of socially prescribed perfectionism ($p = 0.041$) and normative perfectionism ($p = 0.045$), which confirms the fact that men strive to correspond to a certain social image.

Gender differences in the low perfectionism group are largely similar to those identified in the high group, but in this case there may be an internal conflict between the declared rejection of perfectionist attitudes and the actual internal focus

on high standards, especially in men. Women, regardless of the level of perfectionism, demonstrate persistently high emotional sensitivity and lability.

Analysis of the results showed that a group of students with an average level of perfectionism showed more balanced psychological characteristics compared to groups with a high and low level.

Statistical analysis revealed less pronounced gender differences in this group compared to other levels of perfectionism. However, some indicators reached the level of statistical significance. Women were higher on the scale of shyness ($p = 0.012$), which may indicate a tendency to social self-criticism, as well as on the scale of emotional lability ($p = 0.018$), reflecting greater sensitivity to external influences and changes in emotional state.

Men showed significantly higher values on the masculinity-femininity scale ($p = 0.004$), which is consistent with the general trend observed in other groups. This suggests a continued focus on traditional gender roles and behaviors even with a general reduction in the severity of other perfectionist differences between the sexes.

For the remaining scales, the differences between men and women were statistically insignificant, which suggests more gender balance within the group with an average level of perfectionism. This may indicate that in conditions of moderate perfectionist attitudes, the influence of sexual differences on emotional and personal characteristics is weaker than at extreme values of perfectionism. This allows us to consider the average level of perfectionism as potentially protective and functional, providing favorable psychological functioning and resistance to stress, regardless of gender.

Thus, the hypothesis was confirmed that perfectionist manifestations in students are formed under the influence of a number of undesirable personality traits, including increased anxiety, emotional lability, and a tendency to impulsive reactions. Male students showed high levels of socially prescribed perfectionism than women. High levels of perfectionism in women correlate more strongly with increased anxiety and reduced self-esteem. Male students are more likely to exhibit relatively "normative" (normal) perfectionism, whereas female students are more likely to exhibit "pathological" (maladaptive) perfectionism.

Discussion

The results support the hypothesis that perfectionism in students is formed under the influence of certain personal characteristics, such as increased anxiety, emotional lability and a tendency to impulsive reactions. These personality traits create a favorable basis for the development of maladaptive forms of perfectionism, which can negatively affect the psychological state of students and their adaptation to educational activities. Gender differences are particularly pronounced, with male students showing greater levels of socially prescribed (normative) perfectionism, suggesting a desire to meet external expectations and standards, while showing less association with anxiety and low self-esteem. In contrast, female students tend to have high levels of "pathological" (maladaptive) perfectionism, which correlates more strongly with anxiety and reduced self-esteem, indicating possible risks to their psychological well-being. These differences suggest the need to consider gender in the design of psychological support and prevention programs for perfectionist manifestations among students.

Conclusion

Thus, this study confirmed that perfectionist manifestations in students are associated with a number of personality traits, such as anxiety, emotional lability and impulsivity. The study found significant differences in the manifestations of perfectionism in male and female students: male students had higher levels of socially prescribed perfectionism than female students. High levels of women perfectionism correlate more strongly with negative personality characteristics.

Gender differences in manifestations of perfectionism are important for practical measures of psychological support for students, which makes it possible to develop more adaptive approaches to the correction of perfectionism and prevention of related personality problems.

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Conflict of Interest

The authors declare that there is no conflict of interest.

Author Contributions

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Author 2: M. Zhou: Data Curation, Formal Analysis, Visualization, Writing – Review & Editing.

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