Southeast Asia Psychology Journal
Volume 13, Issue 1 (2025), 25 – 39
e-ISSN 2710-544X

THE RELATIONSHIP BETWEEN PERFECTIONISM, RUMINATION, AND ACADEMIC PROCRASTINATION AMONG CHINESE COLLEGE STUDENTS

Huang Jing[1,4], Sabariah Sharif[2], *Chua Bee Seok[3]

[1,3]Faculty of Psychology and Social Work, University Malaysia Sabah, 88400, Kota Kinabalu, Sabah, Malaysia
[2]Faculty of Education & Sport Management, University Malaysia Sabah, 88400, Kota Kinabalu, Sabah, Malaysia
[4]Neijiang Normal University, 705 Dongtong Rd, Dongxing District, Neijiang, Sichuan, 641004, China

**Corresponding email*: chuabs@ums.edu.my

Received date: 25 Mac 2024; Accepted date: 22 Jan 2025

DOI: https://doi.org/10.51200/sapj.v13i1.6249

Abstract: Academic procrastination has a significant impact on college students' academic performance and future employment prospects, making it an important issue to address. This study aimed to examine the effects of perfectionism and rumination on academic procrastination among college students. Additionally, the study explored the mediating role of rumination in the relationship between perfectionism and academic procrastination. A total of 460 students from four representative universities in Southwest China were surveyed using The Chinese Frost Multidimensional Perfectionism Scale (CFMPS,1991) Rumination Scale (RRS), and Academic Procrastination Scale (API). The scales demonstrated good reliability and validity. The study analyzed correlations and regression relationships among the variables, and also investigated the mediating effect of rumination. The results indicated that perfectionism did not directly affect students' academic procrastination; instead, it influenced procrastination through rumination. Rumination fully mediated the relationship between perfectionism and academic procrastination.

Keywords*:* Chinese College Students, Perfectionism, Rumination, Academic Procrastination

INTRODUCTION

Procrastination, particularly in academic contexts, is a prevalent issue among university students globally. In China, this phenomenon is especially pronounced, with a significant percentage of students engaging in procrastination behaviors that can hinder their academic performance and well-being. Research indicates that approximately 90% of students in Chinese universities exhibit some form of procrastination, which can be attributed to various factors, including academic pressure, time management skills, and personal motivation. Procrastination in academic settings often manifests as the delay in starting or completing tasks, which can have detrimental effects on students' performance and mental health. In Chinese universities, the high-stakes environment—characterized by intense competition, rigorous curricula, and societal expectations—can exacerbate procrastination behaviors. Many students feel overwhelmed by their academic responsibilities, leading to avoidance strategies that result in last-minute cramming and stress. The implications of it are significant. Students who procrastinate may experience increased stress, anxiety, and lower academic performance. They are more likely to submit lower-quality work, as the pressure of approaching deadlines often leads to rushed efforts. Furthermore, chronic procrastination can affect mental health, contributing to feelings of guilt, inadequacy, and burnout. This study examines the issue from the perspectives of personality and cognition, taking into account China's specific national context. The Chinese education system focuses primarily on test scores and academic results, emphasizing external achievements and performance while largely neglecting students' learning processes and progress. The motivation for learning among Chinese students often stems from controlled motivation. Perfectionism is a form of controlled motivation (Wu,2015), driven by the need to meet the expectations of parents and teachers.

The Chinese educational model is characterized by a tendency to criticize and highlight problems. Parents and teachers often focus on students' shortcomings, frequently offering criticism and expressing dissatisfaction with students' performance. It is uncommon for them to recognize and encourage students' strengths. Wu Zhihong, a well-known Chinese psychologist, has written the famous book Giant Baby Nation, in which he discusses how many Chinese parents and teachers exhibit narcissistic tendencies (Wu,2015). This cultural and educational approach has contributed to the psychological immaturity of many individuals, who sacrifice their mental health to meet external standards. These individuals live under

constant scrutiny, striving to meet unrealistic expectations, set excessively high standards for themselves, being self-critical, fearing failure, and worrying excessively about making mistakes.

In China, there is a large number of individuals with perfectionist personalities, which causes college students to develop an extreme aversion to learning once they are no longer constrained by the "college entrance examination" in middle school (Liao, 2011). This leads to a decline in their interest in learning and damages their intrinsic motivation. Perfectionist personalities tend to engage in constant self-criticism, and this critical self-evaluation often results in rumination—repeatedly reflecting on why they fall short of expectations and why they frequently fail. This persistent sense of frustration contributes to academic procrastination, which has become a serious and pressing issue (Goa et al.,2021). The loss of interest in learning among students will have long-term implications for their future employment prospects and for the rapid development of Chinese society. Therefore, China's educational system and model require reform. The educational approaches of parents and teachers need to be improved, and scientific knowledge and concepts in education must be more widely disseminated (Wu, 2015).

Literature Review

Frost et al. (1993) identified one of the main characteristics of perfectionists as an excessive focus on mistakes and failures. The specific content of perfectionist rumination primarily involves the repeated dwelling on failure and the desire for perfection, as well as an increased concern with the gap between reality and the ideal. Rumination is also linked to individual personality traits such as depression, anxiety, temperamental traits, passivity, and perfectionism, and it can influence academic self-efficacy and procrastination. The higher an individual's levels of these traits, the more likely they are to engage in ruminative thinking (Liu et al., 2020).

Individuals with high levels of socially oriented perfectionism are more prone to using maladaptive strategies to regulate cognition and emotion, such as rumination, self-blame, and negative reappraisal (Li et al., 2020). If the behavioral inhibition system of self-oriented perfectionists is activated, rumination becomes more frequent (Hewitt & Flett, 2020). Perfectionism can significantly predict rumination in people with social anxiety (Brown & Kocovski, 2013). In a study involving female college students, rumination was

found to fully mediate the relationship between positive perfectionism and anxiety, and partially mediate the relationship between negative perfectionism and anxiety. Liu et al. (2020) found that rumination can moderate the relationship between negative perfectionism and depression, with the symptom rumination and introspection dimensions playing a regulatory role.

Perfectionism is a significant explanatory variable for procrastination, as confirmed by numerous studies. When analyzing the causes of students' academic procrastination, perfectionism is identified as one of the 13 contributing factors (Liu, 2020). In the process of refining the Frost Multidimensional Perfectionism Scale (FMPS), procrastination was found to be closely related to perfectionism, with the exception of the "slowness of action" dimension. Procrastination attitudes were significantly correlated with concerns about mistakes, parental expectations, and parental criticism, while procrastination frequency was significantly correlated with organization, parental expectations, parental criticism, and personal standards (Liu et al., 2020).

Similarly, when using the FMPS to examine the relationship between perfectionism and procrastination in China, it was found that, except for the dimension of parental expectations, the other five dimensions significantly predicted procrastination (Han, 2021). College students' academic procrastination is positively correlated with negative perfectionism and negatively correlated with positive perfectionism. Academic procrastination among college students is significantly correlated with perfectionism (Liang, 2000). Graduate students' academic procrastination is related to socially oriented perfectionism, while procrastination due to fear of failure is related to both self-oriented and socially oriented perfectionism, but not to other-oriented perfectionism. In other words, the higher the individual's perfectionistic tendencies and the more they internalize others' expectations as their own, the more likely they are to set unattainable goals and adopt avoidance strategies out of fear of failure, leading to increased procrastination. Even when individuals foresee the negative consequences of procrastination, they may still delay starting or completing tasks due to worries about failure and negative evaluation from others. Fear of mistakes is a hallmark of perfectionism.

According to Tangkaiqing et al. (2014) that individuals who engage in ruminative thinking are likely to generate negative thoughts, which can distract them and hinder their ability to solve problems effectively or diminish their motivation to do so. Stoeber and Otto (2006) studied the relationship between rumination and procrastination in college students and found that two dimensions of rumination—compulsive thinking and symptom rumination—can positively predict academic procrastination. The more pronounced these dimensions are, the more likely individuals are to procrastinate. Solomon and Rothblum (2012) discovered that repeated recall of negative events can affect an individual's cognition and emotions, leading to academic procrastination. When teachers, authoritative scholars, or other important figures persuade individuals to engage in tasks they have been avoiding, their confidence often increases. Therefore, this study aimed to investigate the impact of perfectionism and rumination on academic procrastination among college students. Furthermore, it sought to explore the mediating role of rumination in the relationship between perfectionism and academic procrastination, providing a deeper understanding of how these psychological factors interact to influence students' academic behaviors.

METHODOLOGY

Respondents

This study included a sample of 460 students from four representative universities in Southwest China. The data was collected by the college counsellors and the teachers in one arranged class meeting by one of the researchers. The female students in this study were 75.9% and 24.1% male students. In terms of the distribution of course majors, 84.6% of the students were from liberal arts and 15.4% from Science Accounts. In terms of grade, freshmen accounted for 27.4 %, sophomores accounted for 27.8%, juniors accounted for 21.7%, seniors 22.1%, and postgraduates 2%. Most of the students came from the countryside with a proportion of 67.4 % and those from cities accounted for 32.6%. The proportion of only children was 27.6 % and non-only children was 72.4%. This aligns with the current demographic trends in China. In rural areas, the majority of families do not have only one child, while a smaller proportion of the urban population consists of only child. Table 1 shows the background information of the respondents.

Table 1: Demographics Profile of the Respondents (n = 460)

Demographics Variables	Frequency	%
Gender		
Male	111	24.1
Female	349	75.9
Course Major		
Liberal arts class	398	84.6
Science class	71	15.4
Grade		
Freshman	126	27.4
Sophomore	128	27.8
Junior	100	21.7
Senior	97	22.1
Postgraduate	9	2
Hometown		
City	150	32.6
Rural Area	310	67.4
Number of Children		
Only Child	127	27.6
Non-Only Child	333	72.4

Instruments

The Chinese Frost Multidimensional Perfectionism Scale (CFMPS), developed by Hewitt and Flett (1991), is adapted from the original English version created by Frost. This scale assesses various dimensions of perfectionist cognition, emotion, and behavior. Fei Zi and Xu Zhou (2006) revised the CFMPS, drawing on Cheng's translation from the University of Hong Kong and making adjustments to align with Chinese linguistic and cultural norms. They conducted reliability and validity tests for the revised scale in 2006, ensuring its suitability for the Chinese context. The Rumination Response Scale (RRS) was developed by Susan Nolen-Hoeksema (1991), a psychologist known for her work on emotional disorders and cognitive processes. The scale is based on the response styles theory, which explains the relationship between rumination and depression (Nolen-Hoeksema, 1991). The RRS aims to measure different aspects of rumination, including reflective thinking and contemplation. The version of the RRS used in this study was

modified by Steel and Klingsieck (2016). The scale consists of 22 items which are divided into three dimensions: introspection, forced thinking, and symptoms of rumination. It uses a 4-point Likert scale (1 = never, 2 = sometimes, 3 = often, 4 = always). The higher the total score, the higher the individual's level of ruminative thinking. In this study, the scale's Cronbach's alpha coefficient is 0.954. Participants are asked to reflect on how they react to depressing situations and choose a response based on the degree of agreement with each statement: "1 = never, 2 = sometimes, 3 = often, and 4 = always."

Procrastination, also known as "putting things off until tomorrow," originally referred to delaying tasks. Over time, procrastination has taken on a moral connotation, implying that an individual is not fulfilling their obligations. Procrastination is a common and complex phenomenon. A survey found that 25% of adults admit procrastination is a serious problem in their lives, while 40% believe it has cost them financially. The Aitken Procrastination Inventory (API) was developed by Aitken in 1982 as a self-rating scale specifically designed to assess procrastination among college students (Aitken, 1982).

Data Analysis

Data from the current study was analyzed using the IBM SPSS Statistics Version 28. Descriptive statistics such as frequency and percentage were used to report the demographic information of participants. PROCESS v2.16 macro (2016 release) was used along with SPSS to estimate the main effect and indirect effects (through ruminant thinking) of perfectionism on procrastination.

RESULTS

Direct Effect of perfectionism and ruminant thinking on Academic procrastination

Table 2 showed the effect, p value, and 95% bias-corrected bootstrap confidence interval for the direct effect of perfectionism on academic procrastination ($c1^1 = 0.050$ with a $p > .05$). A 95% bias corrected bootstrap confidence interval is entirely near to zero (0.013 to 0.112). the analysis indicated the effect was not significant.

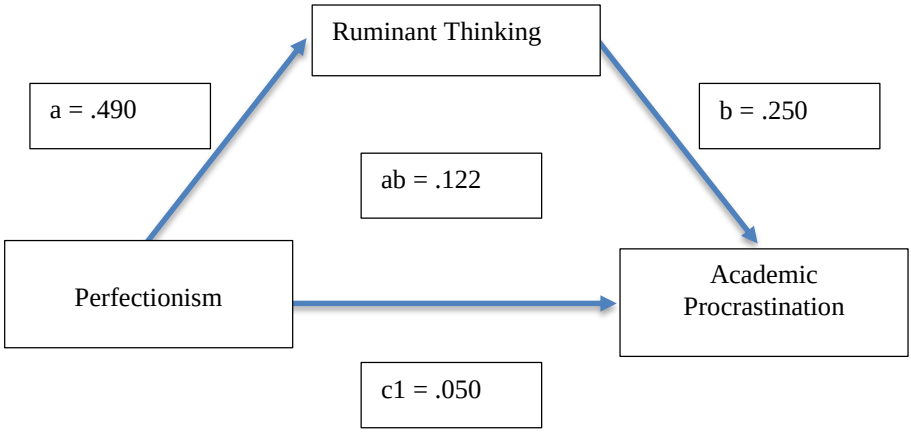
Table 2: Model Coefficients for The Simple Mediation Model

Antecedent		Ruminant Thinking				Academic Procrastination		
		Coeff.	SE	p		Coeff.	SE	p
Perfectionism	a	.490	.035	.000	c	.050	.032	.119
Ruminant Thinking					b	.250	.036	.000
Constant		19.418	2.191	.000		36.729	1.806	.000
		R^2= .303				R^2= .167		
		$F_{(1,458)}$ = 199.118, p < .000				$F_{(2,457)}$ = 45.71, p < .000		

Indirect (Mediating) Effect of Ruminant Thinking in The Relationship Between Perfectionism and Academic Procrastination

A simple mediation model (PROCESS model 4) for the relationship between perfectionism and academic procrastination through ruminant thinking is shown in Table 2 and Figure 1. The model coefficients were indicated on the path. Both regression coefficients *a* (.490) and *b* (.250) were positive, meaning those students that were relatively higher in ruminant thinking were estimated to be higher in procrastination. The indirect effect of perfectionism on academic procrastination through ruminant thinking was the product of these two coefficients *and b*. Accordingly, *ab* (0.122 for procrastination) represents the impact of perfectionism on academic procrastination through ruminant thinking.

Figure 1: A Simple Mediation Model for Perfectionism-Academic Procrastination with Ruminant Thinking as Mediator



The estimated regression coefficients and their standard errors, the p values, the R^2, and model summary information for the simple mediation model is displayed in Table 3. The conditional process models of ruminant thinking (R^2 = .303, p < .000) and academic procrastination (R^2 = .167, p < .000) were significant. The regression coefficients for ruminant thinking (0.250, p<0.001) brought significant effect on academic procrastination. However, perfectionism (0.050, p<0.119) did not significantly affect academic procrastination. The regression coefficients for perfectionism were found to be significant on ruminant thinking (0.490, p<0.001). Refer to Table 2 and Figure 1.

A 95% bias corrected bootstrap confidence interval for indirect effect of ruminant thinking on perfectionism-academic procrastination relationship was showed in Table 3. A 95% bias-corrected bootstrap confidence interval for academic procrastination was entirely above zero from 0.091 to 0.177. Therefore, the mediation effect of ruminant thinking on perfectionism – academic procrastination relationship was supported. The result also indicated that perfectionism does not directly affect academic procrastination, but through ruminating thinking and ruminating thinking plays a complete intermediary role in the relationship between perfectionism and academic procrastination.

Table 3: Indirect Effect of Ruminant Thinking on Perfectionism-Academic Procrastination Relationship

			95% bias-corrected bootstrap CI
	Effect	P	
Total Effect	0.172	0.000	0.117 to 0 . 227
Direct Effect	0.050	0.119	- 0.013 to 0 .112
Indirect (Mediating) Effect	0.122	0.000	0.079 to 0.177

* Bootstrap SE for the indirect effect is 0.025

DISCUSSION

Research has demonstrated a significant relationship between rumination and perfectionism (Liu et al., 2020). A defining characteristic of perfectionistic individuals is their intense preoccupation with their mistakes, coupled with a tendency to ruminate on the underlying causes of these errors. This incessant

focus on perceived failures can lead to a cycle of negative thinking and self-criticism. Previous studies indicate that perfectionists are particularly prone to dwelling on their shortcomings (Li et al., 2020). They often find themselves repeatedly contemplating their failures and the relentless pursuit of an unattainable ideal, which can exacerbate feelings of inadequacy. This tendency to fixate on the discrepancy between their current self and their ideal self contributes to a persistent state of dissatisfaction and anxiety (Flett et al., 2012).

The cognitive theory of perfectionism further supports this relationship, positing that perfectionists engage in chronic, continuous thinking. This ongoing rumination is often fueled by a deep-seated fear of negative evaluations, both from themselves and from others. The anticipation of criticism can create a heightened sensitivity to perceived failures, prompting further cycles of rumination and self-doubt (Flett et al., 2012). These findings align with the conclusions of this study, underscoring the intricate interplay between perfectionism and rumination. By understanding this relationship, we can better address the mental health challenges faced by perfectionistic individuals, particularly in academic settings where the pressure to perform can lead to increased stress and procrastination. Promoting adaptive coping strategies and reducing the fear of negative evaluation may help mitigate the detrimental effects of rumination among perfectionists, fostering healthier approaches to achievement and self-acceptance. Research has shown that the coping strategies individuals employ can significantly moderate the relationship between perfectionism and procrastination (Liu, 2020). Perfectionists often face challenges in managing their time and tasks effectively, leading to procrastination as a maladaptive coping mechanism. This relationship suggests that individuals who adopt more effective coping strategies—such as problem-solving or seeking support may be better equipped to manage their perfectionistic tendencies and reduce procrastination behaviors. Furthermore, perfectionism has been identified as a predictor of procrastination in various contexts, including among employees (Li et al., 2020). Perfectionists may struggle with the fear of failure and the pressure to meet high standards, which can result in avoidance behaviors, such as putting off tasks until the last minute. This procrastination can, in turn, lead to lower quality work and increase stress, creating a vicious cycle that further exacerbates their perfectionistic tendencies.

Cross-cultural studies reveal interesting variations in how perfectionism influences procrastination. For example, among Indian Americans, the dimension of concern about making mistakes is significantly related to procrastination behaviors. This suggests that the fear of failure and the anxiety surrounding mistakes are particularly salient in this group. In contrast, for individuals in India, parental expectations appear to play a more crucial role in predicting procrastination. This indicates that cultural contexts and familial influences can shape the dynamics between perfectionism and procrastination, highlighting the importance of considering cultural factors in psychological research. These findings align with the conclusions of this study, emphasizing the complex interplay between perfectionism, coping strategies, and procrastination. Understanding these dynamics can inform the development of targeted interventions that address not only perfectionistic tendencies but also the cultural and contextual factors that influence procrastination. By promoting adaptive coping strategies tailored to specific cultural contexts, we can help individuals better manage their perfectionism and reduce procrastination, ultimately leading to improved academic and professional outcomes. Papageorgiou and Wells (2004) explored the relationship between ruminative thinking and procrastination among college students, revealing that two specific dimensions of rumination—compulsive thinking and symptom rumination—positively predict academic procrastination. Individuals exhibiting stronger tendencies toward these forms of rumination are more likely to delay tasks, as their fixation on negative thoughts can lead to heightened anxiety and avoidance. This cycle of rumination exacerbates procrastination by making tasks seem more daunting, thereby creating a self-perpetuating pattern of inaction. In a complementary study, Constantin (2018) found that the repetitive recall of negative events adversely affects an individual's cognition and emotions, further contributing to academic procrastination. When students repeatedly think about their past failures or negative experiences, it can create a sense of helplessness and diminish their motivation to engage in new tasks. This ruminative process not only impairs cognitive functioning but also increases emotional distress, making procrastination a more appealing, albeit unproductive, coping mechanism.

Interestingly, the influence of authoritative figures, such as teachers and respected scholars, can counteract these negative tendencies. When these figures encourage students to confront tasks they have been avoiding, it often boosts their confidence and mitigates feelings of inadequacy. Positive

reinforcement and guidance from trusted mentors can help students reframe their ruminative thoughts and foster a more proactive approach to their academic responsibilities. This encouragement can serve as a crucial intervention, breaking the cycle of rumination and procrastination by promoting action-oriented mindsets. These findings underscore the intricate relationship between rumination, academic performance, and procrastination. By recognizing the specific dimensions of rumination that contribute to procrastination, educators and mental health professionals can better support students in developing healthier coping strategies. Encouraging open communication and providing constructive feedback can help students navigate their challenges, ultimately fostering resilience and improving their academic outcomes.

CONCLUSION

Perfectionism can predict rumination thinking, which can predict academic procrastination. Perfectionism indirectly affects academic procrastination through ruminating thinking. This is consistent with previous studies that perfectionism, as an important variable of academic procrastination, does not directly affect academic procrastination, but through some mediating variables. Ruminant thinking plays a complete intermediary role in perfectionism and academic procrastination.

Informed Consent Statement

Inform consent form was attached at the front page of the questionnaire. Participants who provided informed consent answered the questionnaire.

Conflict of Interest

No conflict of interest.

Ethics Statement

None

Author Contributions

Huang Jing involved in data collection and article writing, Chua Bee Seok and Sabariah Sharif involved in checking and editing the article.

Funding

None

Acknowledgement
The completion of this study could not have been possible without the participation and cooperation of all the participants of this study. Their contributions are sincerely appreciated and gratefully acknowledged.

Data Availability Statement
None.

REFERENCES

Fei Zi Xu Zhou. (2006). The Chinese Frost Multidimensional Perfectionism Scale: An Examination of Its Reliability and Validity. *Chinese Journal of Clinical Psychology*. 6.

Ferrari, J. R., Johnson, J. L., & McCown, W. G. (1995). *Procrastination and task avoidance: Theory, research, and treatment*. Plenum Press.

Flett, G. L., & Hewitt, P. L. (2020). Reflections on Three Decades of Research on Multidimensional Perfectionism: An Introduction to the Special Issue on Further Advances in the Assessment of Perfectionism. *Journal of Psychoeducational Assessment, 38*(1), 3–14. https://doi.org/10.1177/0734282919881928

Frost, R.O., Heimberg, R. G., Holt, C. S., Mattia, J. I., & Neubauer, A. L. (1993). Comparison of two measures of perfectionism. *Personality and Individual Differences, 14*(1), 119–126. https://doi.org/10.1016/0191-8869(93)90181-2

Frost, R. O., Marten, P., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive Therapy and Research, 14*(5), 449–468. https://doi.org/10.1007/BF01172967

Gao, K., Zhang, R., Xu, T., Zhou, F., & Feng, T. (2021). The effect of conscientiousness on procrastination: The interaction between the self-control and motivation neural pathways. *Human Brain Mapping, 42*(6), 1829–1844. https://doi.org/10.1002/hbm.25333

Hewitt, P. L., & Flett, G. L. (1991). Perfectionism in self and social contexts: Conceptualization, assessment, and association with psychopathology. *Journal of Personality and Social Psychology, 60*(3), 456-470.

Lee, E. (2005). The relationship of motivation and flow experience to academic procrastination in university students. *The Journal of Genetic Psychology, 166*(1), 5-15.

Li, L., Gao, H., & Xu, Y. (2020). The mediating and buffering effect of academic self-efficacy on the relationship between smartphone addiction and academic procrastination. *Computers & Education, 159*, 104001. https://doi.org/10.1016/j.compedu.2020.104001

Liang, Ys. (2000). Research on college achievement goals, attribution methods and academic self-efficacy. Master's dissertation, Wuhan: Central China Normal University.

Liao, Yg. (2011). The moderating effect of self-efficacy on the relationship between learning values and learning input. *Journal of Ningbo University: Educational Science Edition, 33* (5), 50-54.

Liu, G., Cheng, G., Hu, J., Pan, Y., & Zhao, S. (2020). Academic Self-Efficacy and Postgraduate Procrastination: A Moderated Mediation Model. *Frontiers in Psychology*, 11. https://www.frontiersin.org/articles/10.3389/fpsyg.2020.01752

Liu, Y, Liu, Zh, Duan, Hz, Chen, Gx, & Liu, Wj (2022). The effect of insecure attachment on academic delay: The intermediary role of perfectionism and rumination. *Psychological technology and applications, 10*(7), 407-414.

Nolen-Hoeksema, S. (1991). Responses to depression and their effects on the duration of depressive episodes. *Journal of Abnormal Psychology, 100*(4), 569-582.

Nolen-Hoeksema, S., & Morrow, J. (1993). Effects of rumination and distraction on naturally occurring depressed mood. *Cognition and Emotion, 7*(6), 561–570. https://doi.org/10.1080/02699939308409206

Solomon, L. J., & Rothblum, E. (2012). Procrastination Assessment Scale—Students [dataset]. https://doi.org/10.1037/t09250-000

Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: Frequency and cognitive-behavioral correlates. *Journal of Counseling Psychology, 31*(4), 503–509. https://doi.org/10.1037/0022-0167.31.4.503

Steel, P., & Klingsieck, K. B. (2016). Academic Procrastination: Psychological Antecedents Revisited. *Australian Psychologist, 51*(1), 36–46. https://doi.org/10.1111/ap.12173

Steinert, C., Heim, N., & Leichsenring, F. (2021). Procrastination, Perfectionism, and Other Work-Related Mental Problems: Prevalence, Types, Assessment, and Treatment—A Scoping Review. *Psychiatry, 12*. https://www.frontiersin.org/articles/10.3389/fpsyt.2021.736776

Stoeber, J., Damian, L. E., & Madigan, D. J. (2017). Perfectionism: A motivational perspective. *In The psychology of perfectionism*. Routledge.

Stoeber, J., & Otto, K. (2006). Positive conceptions of perfectionism: Approaches, evidence, challenges. *Personality and Social Psychology Review, 10*(4), 295-319.

Tangkaiqing et al. (2014). Parenting style and academic delays: The mediating role of the sense of academic self-efficacy. *The Chinese Journal of Clinical Psychology, 22*(5), 889-892.

Wu, Z. (2015). *Giant baby nation: The psychological impact of parental and educational pressures in China*. XYZ Publishing.