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# Perfectionism, Wellbeing, and Coping Among Filipino University Students: A Test of the 2 × 2 Model of Perfectionism

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# Trait Perfectionism (Hewitt and Flett, 1991)

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- **Self-oriented perfectionism (SOP):** tendency to set exacting standards for oneself and to evaluate and criticize one's behavior in a stringent manner.
- **Socially prescribed perfectionism (SPP):** perception that other people are imposing unrealistic standards and if these standards are not met, others are harsh and critical.
- SPP is a consistently debilitating dimension, while SOP is a vulnerability factor (Hewitt & Flett, 1991).

Gaudreau and  
Thompson's (2010)  
2 × 2 Model of  
Perfectionism

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**Figure 1**

*The 2 × 2 Model of  
Perfectionism*

		<b>Socially Prescribed Perfectionism (SPP)</b>	
		Low	High
<b>Self-oriented Perfectionism (SOP)</b>	Low	<b>Non- perfectionism</b>	<b>Pure SPP</b>
	High	<b>Pure SOP</b>	<b>Mixed Perfectionism</b>

Gaudreau and  
Thompson's (2010)  
2 × 2 Model of  
Perfectionism

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**Table 1**

*Hypotheses of the 2 × 2  
Model of Perfectionism*

Hypothesis	Difference on Psychological Adjustment
<b>1a</b>	Pure SOP > Non-perfectionism
<b>1b</b>	Pure SOP < Non-perfectionism
<b>1c</b>	Pure SOP = Non-perfectionism
<b>2</b>	Non-perfectionism > Pure SPP
<b>3</b>	Mixed perfectionism > Pure SPP
<b>4</b>	Pure SOP > Mixed perfectionism

Gaudreau and  
Thompson's (2010)  
2 × 2 Model of  
Perfectionism

**Table 2**

*Review of Studies Examining  
the Hypotheses of the 2 × 2  
Model of Perfectionism in  
University Student  
Wellbeing*

<b>Outcome and Authors</b>	<b>H1a</b> Pure SOP > Non	<b>H1b</b> Pure SOP < Non	<b>H1c</b> Pure SOP = Non	<b>H2</b> Non > Pure SPP	<b>H3</b> Mixed > Pure SPP	<b>H4</b> Pure SOP > Mixed
<b>Academic/school satisfaction</b>						
Gaudreau and Thompson (2010)	✓			✓	✓	✓
Franche et al. (2012)	✓			✓	✓	✓
Franche and Gaudreau (2016)	✓			✓	✓	✓
Gaudreau et al. (2016)	✓			✓	✓	✓
<b>General positive affect</b>						
Gaudreau and Thompson (2010)	✓			✓	✓	✓
Franche and Gaudreau (2016)	✓			✓	✓	✓
<b>General negative affect</b>						
Gaudreau and Thompson (2010)			✓	✓	✓	✓
Franche and Gaudreau (2016)			✓	✓		✓
<b>Stress</b>						
(Franche & Gaudreau, 2016)			✓	✓		✓

Gaudreau and  
Thompson's (2010)  
2 × 2 Model of  
Perfectionism

**Table 3**

*Review of Studies Examining  
the Hypotheses of the 2 × 2  
Model of Perfectionism in  
Coping*

Crocker et al. (2014) and Jowett  
et al. (2018) – sports context  
Frache (2017) – university  
students

<b>Outcome and Authors</b>	<b>H1a</b> Pure SOP > Non	<b>H1b</b> Pure SOP < Non	<b>H1c</b> Pure SOP = Non	<b>H2</b> Non > Pure SPP	<b>H3</b> Mixed > Pure SPP	<b>H4</b> Pure SOP > Mixed
<b>Problem-focused coping</b>						
Crocker et al. (2014)			✓			
Jowett et al. (2018)	✓			✓	✓	✓
<b>Emotion-focused coping</b>						
Crocker et al. (2014)			✓			
Jowett et al. (2018)		✓				
<b>Avoidance coping</b>						
Crocker et al. (2014)				✓		✓
Jowett et al. (2018)			✓			
<b>Task-oriented coping</b>						
(Frache, 2017)	✓				✓	
<b>Disengagement-oriented coping</b>						
(Frache, 2017)				✓		✓

# Testing the 2 × 2 Model of Perfectionism in a Cultural Context

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- Yoon and Lau's (2008) proposed cultural models on how students experience perfectionism-related distress
  - **Cultural sensitization model** – experience more distress due to increased pressure to meet cultural obligations
  - **Cultural congruence model** – experience less distress as their perfectionism is consistent with broader cultural embedded themes

# Testing the 2 × 2 Model of Perfectionism in a Cultural Context

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- Franche et al.'s (2012) proposed alternative hypotheses related to SPP and psychological adjustment
  - **Socially prescribed perfectionism as an aggravating factor hypothesis (SPP-AFH)** – mixed perfectionism is associated with similar outcomes with pure SPP (contradicts H3)
  - **Socially prescribed perfectionism as a cultural makeup hypothesis (SPP-CMH)** – mixed perfectionism is associated with better outcomes than pure SOP (contradicts H4)

# Perfectionism in the Filipino Context

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- ***Utang ng loob*** for the students' families can be a double-edged sword, especially as the students go through college (Tan, 2022).
  - Some students have difficulties prioritizing their personal goals and aspirations because of their fear of disappointing their parents (SPP-AFH).
  - Some students see the value of their parents' guidance in their college journey (SPP-CMH).

# Study Objective

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- To test the hypotheses of the  $2 \times 2$  model of perfectionism in predicting wellbeing and coping in Filipino university students
  - Compare the SPP-AFH against the existing Hypothesis 3
  - Compare the SPP-CMH against the existing Hypothesis 4

# Participants

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- Participants were 294 Filipino university students (male = 76, female = 212, others\* = 6,  $M_{age} = 20.73$ ,  $SD_{age} = 1.63$ , range = 18-33) who completed an online survey.
- Participants were recruited from 27 universities and campuses via online advertisement and word of mouth (e.g., student organizations, university staff).

\*Three participants identified as nonbinary/genderqueer, while one participant each identified as female-to-male, lesbian, and bisexual.

# Instruments

**Table 4**

*Instruments Used in the Study*

Outcome	Measure
<b>SOP and SPP</b>	Short version of the Multidimensional Perfectionism Scale (Hewitt & Flett, 1991) developed by Cox et al. (2002)
<b>Stress</b>	10-item Perceived Stress Scale (Cohen & Williamson, 1988)
<b>Life satisfaction</b>	Satisfaction with Life Scale (Diener et al., 1985)
<b>Positive affect Negative affect</b>	Scale of Positive and Negative Experience (Diener et al., 2010)
<b>Coping</b>	Brief COPE (Carver, 1997) <ul style="list-style-type: none"><li>• The 14 subscales (coping strategies) were categorized based on exploratory factor analysis (EFA)</li></ul>

# Procedures

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- Participants viewed an online poster with survey link.
- Participants answered the online survey.
- Selected participants received a monetary prize after raffle draw.

# Analysis Plan

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1. Preliminary analysis prior to exploratory analyses and prior to main analyses – outliers and missing responses (Tabachnick & Fidell, 2007)
2. Exploratory analyses (e.g., Tabachnick & Fidell, 2007)
  - Principal component analysis with eigenvalues, scree plot, parallel analysis, and Velicer's (1976) minimum average partial (MAP) test
  - Principal axis factoring extraction with oblique rotation (Promax) - factor structure were assessed based upon interpretability, pattern coefficients, communalities, internal reliabilities, and model fit indices.

# Analysis Plan

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3. Descriptive statistics, bivariate correlations, and internal reliabilities
4. Procedures described by Gaudreau (2012)
  - Mean centered SOP and SPP were first entered as predictors in the regression model. The interaction of their scores (SOP×SPP) was then added in the model.
  - If SOP×SPP was statistically significant, then four simple slope analyses were performed.
  - If SOP×SPP was not statistically significant, a new regression model was conducted without the interactive term and with uncentered scores for SOP and SPP.

# Exploratory Analyses Results

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- Data from 284 participants were included in the exploratory analyses.
- Nine factors were identified:
  1. social support
  2. active coping
  3. substance use
  4. avoidance coping
  5. religion
  6. humor
  7. denial
  8. positive cognitive restructuring
  9. venting

**Table 4***Descriptive Statistics, Bivariate Correlations, and Internal Reliabilities of Scaled Variables*

Variable	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1. SOP	-														
2. SPP	.53***	-													
3. Perceived stress	.25***	.40***	-												
4. Positive affect	-.14*	-.23***	-.62***	-											
5. Negative affect	.28***	.37***	.71***	-.56***	-										
6. Life satisfaction	-.05	-.22***	-.47***	.59***	-.47***	-									
7. Social support	.10	-.04	-.19**	.35***	-.11	.27***	-								
8. Active coping	.14*	.06	-.28***	.34***	-.26***	.30***	.34***	-							
9. Substance use	.07	.15*	.11	-.16**	.19**	-.07	.08	-.09	-						
10. Avoidance coping	.20***	.32***	.66***	-.47***	.57***	-.42***	-.11	-.22***	.25***	-					
11. Religion	-.05	-.12*	-.24***	.32***	-.23***	.32***	.22***	.32***	-.13*	-.18**	-				
12. Humor	.10	.06	.02	.09	.12*	.08	.17**	.04	.16**	.12*	-.03	-			
13. Denial	.19**	.21***	.25***	-.20***	.21***	-.08	-.03	-.02	.21***	.36***	.01	.12*	-		
14. Positive cognitive	-.07	-.05	-.33***	.49***	-.33***	.37***	.38***	.49***	-.03	-.27***	.35***	.21***	-.12*	-	
15. Venting	.06	.04	.15*	.01	.20***	-.01	.34***	.17**	.13*	.11	-.09	.18**	.04	.18**	-
<i>M</i>	4.78	3.98	2.56	3.29	3.32	3.49	2.54	2.97	1.26	2.49	2.01	2.59	1.51	2.84	2.59
<i>SD</i>	1.30	1.38	0.51	0.68	0.71	1.29	0.86	0.62	0.56	0.67	1.00	1.01	0.69	0.63	0.78
Range	1.20- 7.00	1.00- 6.80	1.20- 3.70	1.50- 5.00	1.67- 5.00	1.00- 6.80	1.00- 4.00	1.25- 4.00	1.00- 3.00	1.00- 4.00	1.00- 4.00	1.00- 3.50	1.50- 4.00	1.00- 4.00	1.00- 4.00
McDonald's $\omega^a$	.88	.84	.80	.87	.80	.86	.90	.78	-	.72	-	-	-	.71	-
Cronbach's $\alpha$	.88	.84	.80	.87	.80	.86	.90	.78	.96	.73	.88	.87	.66	.75	.62

*Note.*  $N = 279$ . SOP = self-oriented perfectionism; SPP = socially prescribed perfectionism; Positive cognitive = positive cognitive restructuring.

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

<sup>a</sup> Values of McDonald's  $\omega$  for substance use, religion, humor, denial, and venting cannot be estimated as the number of items for these coping dimensions is less than three.

*Descriptive Statistics, Bivariate Correlations*

Variable	1	2
1. SOP	-	
2. SPP	.53***	-
3. Perceived stress	.25***	.40***
4. Positive affect	-.14*	-.23***
5. Negative affect	.28***	.37***
6. Life satisfaction	-.05	-.22***
7. Social support	.10	-.04
8. Active coping	.14*	.06
9. Substance use	.07	.15*
10. Avoidance coping	.20***	.32***
11. Religion	-.05	-.12*
12. Humor	.10	.06
13. Denial	.19**	.21***
14. Positive cognitive	-.07	-.05
15. Venting	.06	.04

*Descriptive Statistics, Bivariate Correlations*

Variable	1	2
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6. Life satisfaction	-.05	-.22***
7. Social support	.10	-.04
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9. Substance use	.07	.15*
10. Avoidance coping	.20***	.32***
11. Religion	-.05	-.12*
12. Humor	.10	.06
13. Denial	.19**	.21***
14. Positive cognitive	-.07	-.05
15. Venting	.06	.04

*Descriptive Statistics, Bivariate Correlations*

Variable	1	2
1. SOP	-	
2. SPP	.53***	-
3. Perceived stress	.25***	.40***
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5. Negative affect	.28***	.37***
6. Life satisfaction	-.05	-.22***
7. Social support	.10	-.04
8. Active coping	.14*	.06
9. Substance use	.07	.15*
10. Avoidance coping	.20***	.32***
11. Religion	-.05	-.12*
12. Humor	.10	.06
13. Denial	.19**	.21***
14. Positive cognitive	-.07	-.05
15. Venting	.06	.04

## Results

**Table 5**

*Examination of the Hypotheses of the 2 × 2 Model of Perfectionism in Wellbeing Among Filipino University Students*

Note.  $N = 279$ .

✓ support for the hypothesis

\*\*  $p < .01$ ; \*\*\*  $p < .001$

Outcome	H1a Pure SOP > Non	H1b Pure SOP < Non	H1c Pure SOP = Non	H2 Non > Pure SPP	H3 Mixed > Pure SPP	H4 Pure SOP > Mixed
Perceived Stress			✓ $d = 0.11$	✓*** $d = -0.74$	$d = 0.11$	✓*** $d = -0.74$
Positive affect			✓ $d = -0.03$	✓** $d = 0.45$	$d = -0.03$	✓** $d = 0.45$
Negative affect			✓ $d = 0.23$	✓*** $d = -0.62$	$d = 0.23$	✓*** $d = -0.62$
Life satisfaction			✓ $d = 0.18$	✓*** $d = 0.53$	$d = 0.18$	✓*** $d = 0.53$

## Results

**Table 6**

*Examination of the Hypotheses of the 2 × 2 Model of Perfectionism in Coping Among Filipino University Students*

Note.  $N = 279$ .

✓ support for the hypothesis

\*  $p < .05$ ; \*\*  $p < .01$ ; \*\*\*  $p < .001$

† significant difference between two perfectionism subtypes in the opposite direction (not predicted in the 2 × 2 model)

Outcome	H1a Pure SOP > Non	H1b Pure SOP < Non	H1c Pure SOP = Non	H2 Non > Pure SPP	H3 Mixed > Pure SPP	H4 Pure SOP > Mixed
Social support	✓* $d = 0.34$			$d = 0.26$	✓* $d = 0.34$	$d = 0.26$
Active coping	✓* $d = 0.30$			$d = 0.04$	✓* $d = 0.30$	$d = 0.04$
Substance use			✓ $d = -0.02$	✓* $d = -0.32$	$d = -0.02$	✓* $d = -0.32$
Avoidance coping			✓ $d = 0.08$	✓*** $d = -0.60$	$d = 0.08$	✓*** $d = -0.60$
Religion			✓ $d = 0.03$	$d = 0.26$	$d = 0.03$	$d = 0.26$
Humor			✓ $d = 0.19$	$d = -0.02$	$d = -0.19$	$d = -0.02$
Denial			✓ $d = 0.05$	$d = -0.03$	†** $d = 0.55$	✓** $d = -0.53$
Positive cognitive restructuring			✓ $d = -0.13$	$d = -0.02$	$d = -0.13$	$d = -0.02$
Venting			✓ $d = -0.07$	$d = 0.23$	†* $d = 0.42$	$d = -0.26$

# Discussion: 2 × 2 Model of Perfectionism for Student Wellbeing

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- H2 and H4 were supported for all wellbeing outcomes.
  - Psychological maladjustment was triggered by the presence of high SPP.
- H1a and H3 were not supported for all wellbeing outcomes.
  - SOP had significant positive correlations with stress and negative affect, and a significant negative correlation with positive affect
  - Supports the notion that SOP is problematic and is a vulnerability factor for wellbeing (Hewitt & Flett, 1991).

# Discussion: 2 × 2 Model of Perfectionism for Student Coping

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- H1a and H3 were supported for social support and active coping.
- H2 and H4 were supported for substance use and avoidance coping.
  - Students with high SOP typically used more problem-focused coping → better wellbeing
  - Students with high SPP typically used more avoidance coping → worse wellbeing

# Discussion: Aggravating Factor Hypothesis and Cultural Makeup Hypothesis

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- As H3 was not supported for all wellbeing outcomes and most coping strategies, there was clearer support for the SPP-AFH than the SPP-CMH in this study.
  - Students experienced personal distress and parental relationship struggles because of their fear of parental punishments (Maramba, 2008; Tan, 2022).
- SPP-CMH can still be applicable to Filipino students (Paz, 2011; Tan, 2022)
  - Consider moderating factors when testing the  $2 \times 2$  model (e.g., parental support; Yoon & Lau, 2008)

# Limitations

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- The study adopted a cross-sectional design.
- Measures used were all self-reported.
- Caution must be placed in generalizability (e.g., most participants came from a single university campus).
- Reliabilities of some variables were lower than desirable (e.g., venting  $\alpha = .62$ ).
- Student wellbeing was operationalized in a particular way (i.e., focusing on hedonic wellbeing rather than eudemonic wellbeing).

For questions about this presentation,  
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