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*Review Article*

## Relationship Between Parenting Styles and Multidimensional Perfectionism: A Meta-Analysis Study

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### Abstract

Perfectionism is a personality trait consisting of many dimensions, and various factors are effective in the formation of this personality trait. At this point, parenting styles appear as a factor that should be examined. The purpose of this study was to determine the relationship between multidimensional perfectionism and parenting styles. For the study, the Eric, JSTOR, Sage Journal, Scopus, Springer Link, Taylor & Francis Online, Google Scholar, Ulakbim, YÖK (the Council of Higher Education), EBSCO Open Dissertations and ProQuest Dissertation and Thesis databases were used. “Parenting styles” and “perfectionism” were used as search terms in the databases. Seven studies met the selection criteria to be included in the meta-analysis. Random effect model was used in the analysis. As a result of the analysis, a weak and positive relationship was found between perfectionist strivings and parenting styles except permissive parenting styles. A weak and positive directional relationship between perfectionist concerns and authoritarian, protective and permissive parenting styles was also found. Moreover, a weak negative relationship between perfectionist concerns and authoritative parental style was found. There was a positive relationship between order, which is the last dimension of perfectionism, and authoritative and protective parenting styles. A weak negative relationship was found between order and authoritarian parenting style. The findings of this study revealed that all three dimensions of perfectionism are related to four parenting styles.

### Keywords

Multidimensional perfectionism • parenting styles • meta-analysis • effect size • random effect

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People experience different life events in their daily lives. While some people develop ordinary ideas in the face of these life events, others can generate unrealistic thoughts and carry them to a level that disturbs them. Unrealistic thoughts and emotions offer a field of investigation and at this point, the concept of “perfectionism” emerges.

From the first definitions to the present day, perfectionism has been considered in various dimensions. It is stated that the standards that perfectionist individuals generate for themselves are high level, and that they go to great lengths in order to reach the established standards and evaluate themselves according to the result they obtain (Bencik, 2006; Burns, 1980; Dinç, 2001; Güngör, 2009; Rice et al., 1998; Shafran et al., 2017; Tuncer, 2006). Perfectionism can be thought of as a combination of high standards and high level of self-criticism (Frost et al., 1990). In the subsequent definitions made, it is stated that perfectionism does not consist of a single dimension and that it is considered as multi-dimensional in order to be comprehended as a concept (Flett et al., 2016; Gnilka et al., 2015; Gökkaya, 2016; Hill et al., 2012; Oral, 1999; Topal, 2015). Perfectionism is a multidimensional trend in the form of perfectionist strivings and perfectionist concerns. Perfectionist strivings include determining high-level performance criteria of the individual and striving for excellence. Perfectionist concerns include fear of making mistakes, fear of negative evaluation, emotions created by inconsistencies between expectations and performance, and negative reactions to misbehavior (Gotwals et al., 2012). These two dimensions of perfectionism are supported by studies (Bieling et al., 2004). As mentioned, perfectionism shows a multidimensional structure and order is one of these dimensions. Order includes features such as thoroughness, punctuality and regularity (Frost et al., 1990). While some researchers stated that the dimension of the layout is not very important due to its low level of correlation with the total perfectionism score and other subscale scores (Frost et al., 1990), other researchers stated that order is part of the perfectionist strivings dimension. Studies reveal that order is a separate dimension of perfectionism (Frost et al., 1990; Hewitt & Flett, 1991; Slaney et al., 2001). In this research, perfectionism has been discussed in three dimensions: perfectionist strivings, perfectionist concerns and order.

When the relevant literature is examined, it is clearly seen that parenting styles are an important factor in the emergence of perfectionism (Burns, 1980; Grusec & Davidov, 2007; Pacht, 1984). The need of individuals to adapt to their environment firstly emerges within the family. Even though the individual communicates with others, the family effect has dominance over the emergence and formation of personality (Bilal, 1984; Şanlı & Öztürk, 2015; Yavuzer, 2014). Since parenting styles play an active role in the development of children’s personality and those attitudes constitute models for children, it is commonly recognized that similar behaviors emerge in children as well (Erdoğan & Uçukoğlu, 2011; Kağıtçıbaşı, 1988; Turner et al., 2009; Yavuzer, 1995). Similarly, it is stated that individuals are affected by the attitude of the people in their immediate surroundings and evaluate themselves in a positive or negative way (Rogers, 1961). It is indicated that the family plays an important role in the development of the child, that the quality of the environment provided to the child in the emergence of the child’s capacity is created by the family and that the attitudes that will affect the later periods of the child’s life are given by the family (Baumrind, 1980; Habke & Flynn, 2002).

There are different parenting styles in the literature (Ainsworth et al., 1971; Baumrind, 1995; Maccoby & Martin, 1983). In classification of parenting styles, parents’ acceptance towards children, control behaviors, protective behaviors, etc. are effective (Baumrind, 1995). Authoritative parents are sensitive to the needs of their children, show interest on them, and show balanced control behaviors. The children are active in making decisions, and therefore, develop an independent personality (İnan-Kızıltepe et al., 2013). Authoritarian parents, on the other hand, show less acceptance of behavior for their children

than authoritative parents, and take their own decisions (Dönmezer, 2001; Yılmaz, 2009). The permissive parenting style appears to be two-dimensional as neglectful and indulgent. In the neglectful parenting style, the interest in and expectation from the child are quite low. In the indulgent parenting style, the interest in the child is high, but the expectation from the child is low. In other words, the control of the parents over the child is extremely low, the child is left quite free, and the child is free to make every decision (Aksoy et al., 2009; Baumrind, 1966, 1971; Maccoby & Martin, 1983; Schaefer & Bell, 1959). Since the child's experience of autonomy is not supported in the protective parenting style, it is possible that the child will have dependent and psychosocial problems. Attitudes exhibited by parents in this parenting style cause the child to experience problems such as being addicted, inability to trust others and showing socially insufficient development (Yavuzer, 2014). These individuals tend to escape from responsibility, to be externally supervised, and to experience adaptation problems, as they are accustomed to doing what they want (Alisinanoğlu, 2003; Özgüven, 2001).

Considering that perfectionism is a personality structure, and that personality is shaped by parenting styles, it is crucial to understand the relation between perfectionism and parenting styles (Eldeleklioğlu, 1996). The formation of perfectionism is explicated by four conditions: (i) the high demands and criticism of families, (ii) the criticism of the family is not direct, but demands and standards continue to exist, (iii) the criteria are not explicitly stated, and (iv) parents with perfectionist behaviors become the role model for the child (Barrow & Moore, 1983; Burns, 1980; Hamacheck, 1978; Soenens et al., 2006). When the conditions that enable the formation of perfectionism are examined, it seems that family expectations, their criticisms and behaviors are effective. Four models were identified in the formation of perfectionism (Atasoy, 2014). The first model is the model of social learning, in which children observe their parents and repeat their behavior (Flett & Hewitt, 2002). In the social expectation model, children realize that they are recognized to the extent that they meet their parents' expectations and shape their behavior accordingly. In the model of social reaction, children who are embarrassed, criticized and exposed to various negative reactions by their family, develop perfectionism as a mechanism to cope with all this negativity (Flett & Hewitt, 2002). Parents who are very sensitive towards the needs of their children and who think that they will not be able to overcome this issue on their own place excessive focus on their children's mistakes and in such case, children are expected not to make any mistakes. This model can be explained as an anxious upbringing model (Flett & Hewitt, 2002). The effect of parents on the individual's personality development emerges as an important issue that should be taken into consideration. As is clearly seen, the relations with parents and the attitudes perceived from them are effective in the development and formation of perfectionism (Kulaksızoğlu, 2011; Yavuzer, 2014; Yazgan-İnanç & Yerlikaya, 2014).

There are many studies in the literature that examine the relationship between perfectionism and parenting styles (Kakavand et al., 2017; Miller & Neumeister, 2017; Wright et al., 2019). This study differs from the literature in that it is a meta-analytic study examining the relationship between perfectionism and parenting styles. Perfectionism directs the lives of individuals and makes life difficult for them at certain points. It is a point to be addressed that perfectionism shows its effect and shapes the attitudes of individuals in many areas of their life. In addition, parenting styles seem to be an important factor in the formation of perfectionism. Since changing the parenting styles or making them more positive will also change the formation of perfectionism, applied research can be conducted on the two variables that are handled based on the results obtained from this study. In the light of the results of this study, it can provide a framework for the relationship between parenting styles and perfectionism. In this respect, the study is expected to be functional. The aim of this study was to determine the relationship between multidimensional perfectionism and parenting styles.

## Methods

### Research Design

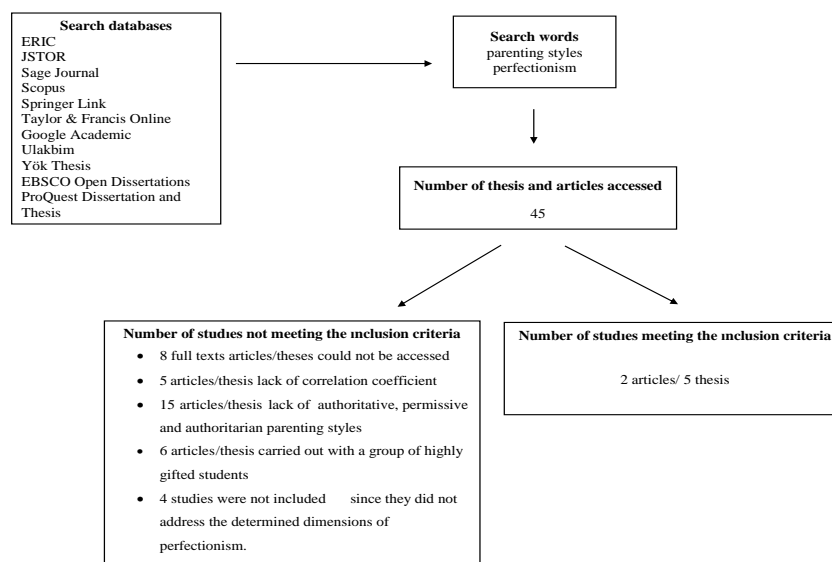
The present study was carried out with a meta-analysis method, one of the quantitative research methods. Meta-analysis is an analysis method of combining the results of multiple studies on a specific topic and analyzing the study findings obtained (Dinçer, 2014).

### Data Collection Procedure

The data were collected in September 2018. For searching eligible studies Eric, JSTOR, Sage Journal, Scopus, Springer Link, Taylor & Francis Online, Google Scholar, Ulakbim, YÖK (the Council of Higher Education), EBSCO Open Dissertations, ProQuest Dissertation and Thesis databases (Healey Library at The University of Massachusetts, 2020) were used. The “parenting styles” and “perfectionism” with the connectors “AND” and “OR” were used as search terms. Studies published between 1990 and 2018 were included.

As a result of the searches, a total of 45 studies (including thesis and articles) were found. The inclusion criteria were (i) the language of the studies was Turkish or English, (ii) studies were carried out after 1990, (iii) the correlation coefficient and sample size ( $n$ ) values for the relevant variables were reported, (iv) valid and reliable measurement tools were used to measure related variables, (v) data were collected from individuals without special educational needs, (vi) a multi-dimensional scale measuring perfectionism was used in the study, (vii) instruments measuring authoritative, authoritarian and permissive parenting styles were used, (viii) provide open access to studies full text.

As a result of the coding, the sample of 6 studies was composed of a highly gifted student group, the full text of 8 studies could not be accessed, and the correlation coefficient ( $r$ ) was not reported in 7 studies. Moreover, there was a lack of authoritative, permissive and authoritarian parenting styles measures in 15 studies. As a result, only 7 studies cover all the conditions to be included in the meta-analysis. The process of the studies included in the meta-analysis is shown in Figure 1.



**Figure 1.** Search process for studies included in the meta-analysis

Details of the studies included in the meta-analysis are presented in Table 1.

**Table 1.** *Characteristics of the studies included in the meta-analysis*

<i>Reference of the study</i>	<i>Type</i>	<i>Year</i>	<i>Sampling</i>	<i>Country</i>	<i>Perfectionism</i>	<i>Parental attitudes</i>	<i>Parenting styles</i>	<i>Moderator</i>	<i>N</i>
Olson (2012)	PhD	2011-2018	Secondary school students	USA	Multi-dimensional Perfectionism Scale	Parental Authority Survey	Authoritative Permissive Authoritarian	Mother Father	36
Besharat et al. (2011)	A	2011-2018	High school students	Iran	Tehran Multi-dimensional Perfectionism Scale	Parental Authority Survey	Authoritarian	Father	400
Gong et al. (2014)	A	2011-2018	University students	USA	Multi-dimensional Perfectionism Scale	Parental Authority Survey	Authoritative Authoritarian	Both parents	376
Gökkaya (2016)	MT	2011-2018	University students	Turkey	Multi-dimensional Perfectionism Scale	Parental Attitude Scale	Authoritative Authoritarian Protective	Both parents	196
Oran Pamir (2008)	MT	2000-2010	High school students	Turkey	Multi-dimensional Perfectionism Scale	Parental Attitude Scale	Authoritative Authoritarian Protective	Mother Father	971
Satılmış (2010)	MT	2000-2010	High school students	Turkey	Multi-dimensional Perfectionism Scale	Parental Attitude Scale	Authoritative Authoritarian Protective	Both parents	400
Wright (2017)	MT	2011-2018	Adult individuals	USA	Multi-dimensional Perfectionism Scale	Parental Authority Survey	Authoritative Permissive Authoritarian	Both parents	203

There were several studies that did not address all parenting styles. For example, while Hibbard and Walton (2014) included four parenting styles, Gong et al. (2014) included only two, and Kawamura (2002) included one. This situation creates a difference in the number of effect sizes obtained from the studies. Four parenting styles were reported in 1 study, three parenting styles in 7 studies, and two parenting styles in 2 studies. In addition, permissive parenting styles are combined according to the theoretical framework. Therefore, it was necessary to include more than one correlation value from each study, indicating the relationship between parenting style and sub-dimensions of excellence.

The study by Soysa and Weis (2014) was excluded because there were no sub-dimensions required in the inclusion criteria. In the studies of Flett et al. (1995), Hibbard and Walton (2014) and Kawamura (2002), the data set was excluded because it was not suitable for analysis.

### **Coding Process**

After identifying the themes and research questions, grouping each study within the framework of the identified themes constitutes the coding process (Dinçer, 2014). The coding form was arranged, and the analyses were performed accordingly. The coding form consisted of the following content: the study reference, type of study, year of publication, sample, country of origin, data collection tool and quantitative values. During the coding process, attention was paid to the sub-dimensions of the data collection tools. Moreover, it was seen that various sub-dimensions of different scales were used for perfectionist strivings and perfectionist concerns. The “personal standards” sub-dimension of *Multidimensional Perfectionism Scale* by Frost et al. (1990), the “self-oriented perfectionism” sub-dimension of *Multidimensional Perfectionism Scale* by Hewitt and Flett (1991), and *Child and Adolescent Perfectionism Scale* by Flett et al. (2001), the “striving for perfectionism” sub-dimension of *Multidimensional Inventory of Perfectionism in Sport* by Stoeber et al. (2006), the “high standards” sub-dimension of the revised *Almost Perfect Scale* by Slaney et al. (2001), and “the striving for excellence” of the *Perfectionism Inventory* by Hill et al. (2004) were used. For perfectionist concerns, the above-mentioned scales, sub-dimensions of concerns over mistakes, doubts about action, socially prescribed perfectionism, negative reactions to imperfection and discrepancy were used (Madigan, 2019). In this study, the researchers performed their coding based on the information given above.

### **Study Sample**

Seven studies met all the criteria to be included in the meta-analysis. The total sample size of the included studies was 8,988 for authoritative parenting, 622 for permissive parenting, 5,443 for foster parenting, and 7,788 for authoritarian parenting. For the dimensions of perfectionism, the sample size was 7,030 for order, 8,391 for perfectionist strivings, and 7,420 for perfectionist concerns.

### **Data Analysis**

If an effect size distribution is still heterogeneous after modeling it with variables that explain the effect size variance, a random effects model may be appropriate. Complex data structure was used. In the light of the explanations made, the random effects model was used in the meta-analysis procedures in the present study. The Comprehensive Meta-Analysis (CMA V2) software was used to perform the analysis.

It was seen that different correlation coefficients, such as Pearson and Spearman, were reported in the 7 studies. Meta-analysis was carried out by transforming these coefficients with Fisher's  $z$  transformation. The correlation coefficient of the meta-analysis was reported as Pearson. The overall effect size obtained has been reported as Hedges  $g$ .

## Effect Size Analyses

The effect size provides information about how and how much the independent variable in each study affects the dependent variable (Dinçer, 2014). Pearson's correlation coefficient ( $r$ ) was calculated as the effect size. In the present study, if the correlations were independent, all related correlations were included in the analysis. If the correlations were dependent correlations, the mean correlations were calculated. There are different methods to correct the mean correlations, but most of these methods lead to high correlation estimates (Schyns & Schilling, 2013). Since using the mean correlation in the study constituted a conservative estimate of the whole correlation, the mean correlation was used.

## Validity and Reliability of the Study

Since the studies subjected to meta-analysis were not equal in quality, one of the important elements that should be identified when performing the analyses in meta-analysis study is to what extent these studies are similar. In order to ensure validity and reliability in the study, the factors that were considered were the following: (i) In the present study, while identifying the selection criteria for inclusion in the analysis, the characteristics of parenting styles and perfectionism were evaluated together. Appropriate criteria for assessments were identified and, when it was possible, similar studies were included in the study. (ii) Since the studies included in the meta-analysis were not equivalent, the random effects model was used. (iii) In this study, publication bias was tested using fail-safe  $N$ , Egger's regression test and trim-and-fill analysis. (iv) The studies conducted with special groups were excluded from the analysis in terms of the reliability of the study findings (Yalçın, 2014).

## Results

### Overall Effect Sizes

The relationship between perfectionist strivings, perfectionistic concerns, order and parenting styles are presented in Table 2.

**Table 2.** Associations between parenting styles, perfectionistic strivings, perfectionistic concerns and order

Parenting styles	Predicted variable	$k$	$N$	Hedges $g$	95% CI	$Q$	$\tau^2$	$I^2$
Authoritarian	Perfectionistic strivings	7	3589	0.28**	[0.18, 0.38]	9.89	0.01	39.34
	Perfectionistic concerns	7	3589	0.45**	[0.30, 0.61]	21.02**	0.03	71.46
	Order	4	1603	-0.16	[-0.62, 0.30]	43.27**	0.19	93.07
Authoritative	Perfectionistic strivings	6	2182	0.27**	[0.19, 0.36]	4.57	0.00	0.00
	Perfectionistic concerns	6	3189	-0.16	[-0.38, 0.07]	32.93**	0.06	84.82
	Order	4	1603	0.38*	[0.09, 0.67]	15.81**	0.06	81.02
Protective	Perfectionistic strivings	3	1567	0.27**	[0.12, 0.43]	3.89	0.01	48.52
	Perfectionistic concerns	3	2538	0.45*	[0.06, 0.85]	26.33**	0.11	92.40
	Order	3	1567	0.18	[-0.30, 0.65]	35.58**	0.17	94.38
Permissive	Perfectionistic strivings	2	239	0.25	[-0.24, 0.73]	1.95	0.07	48.61
	Perfectionistic concerns	2	275	0.38**	[0.14, 0.63]	0.81**	0.00	0.00

Note.  $k$  = number of studies;  $g$  = effect size; 95% CI = 95% confidence interval;  $Q$  = total heterogeneity of the weighted mean effect sizes;  $\tau^2$  = Tau squared;  $I^2$  = degree of inconsistency in the observed relationship across studies; \* $p < .05$ ; \*\* $p < .01$

As shown in Table 2, the relationship between perfectionist strivings and authoritarian parenting style was examined in 7 studies included in the meta-analysis. When examined the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was not significant, and the effect sizes were homogeneous.  $I^2$  value was 39%. When examined the value of  $\tau^2$ , it showed that the variance between

studies was 1%. Since the effect sizes were homogeneous, subgroup analysis was not performed. Effect size of the relationship between perfectionist strivings and authoritarian parenting style calculated according to random effects model was .28,  $p < .001$ , the standard error of the effect size was 0.05, and the lower and upper limits of the effect size were between .18 and .38. The calculated values showed that there was a small positive relationship between perfectionist strivings and authoritarian parenting style. The forest plot of the associations between authoritarian parenting style and perfectionistic strivings is shown in Figure 2.

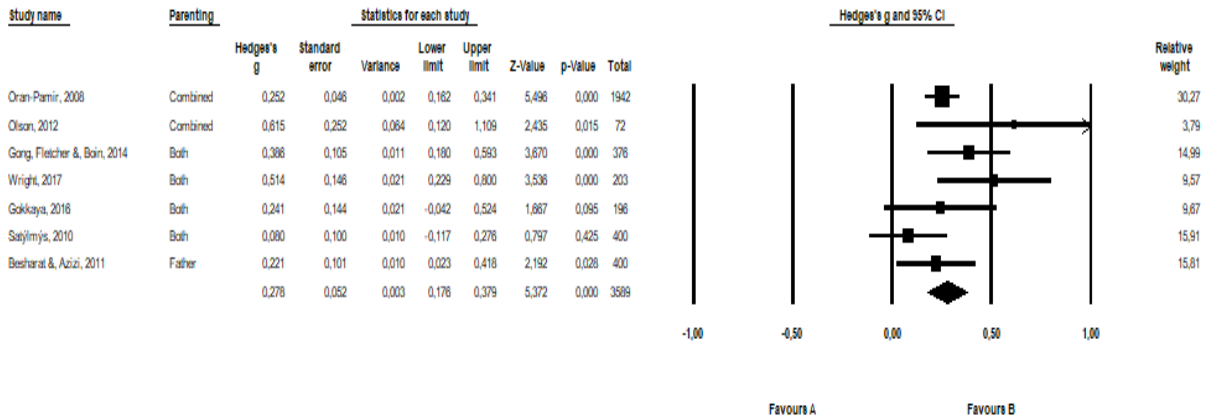


Figure 2. Forest plot of associations of authoritarian parenting style and perfectionistic strivings

The relationship between perfectionist strivings and authoritative parenting style was examined in 6 studies (see Table 2). When examined the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was not significant, and the effect sizes were homogeneous.  $I^2$  was 0%. When we look at the value of  $\tau^2$ , it showed that there was no variance between studies. Since the effect sizes were homogeneous, subgroup analysis was not performed. Effect size of the relationship between perfectionist strivings and authoritative parenting style calculated according to the random effects model was .27,  $p < .001$ , the standard error of the effect size was 0.04, and the lower and upper limits of the effect size were between .19 and .36. Calculated values show that there was a small positive relationship between perfectionist strivings and authoritative parenting style. The forest plot of the associations between perfectionist strivings and authoritative parenting style are shown in Figure 3.

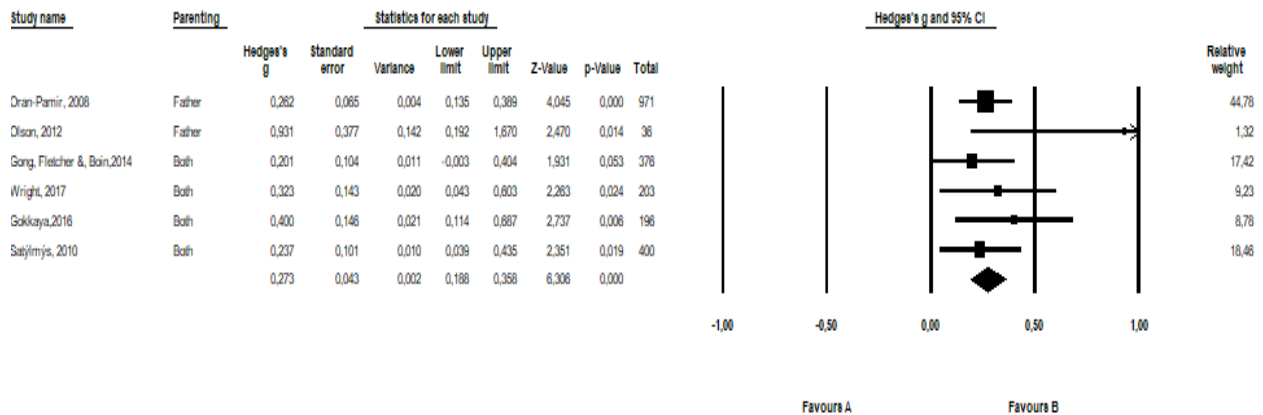
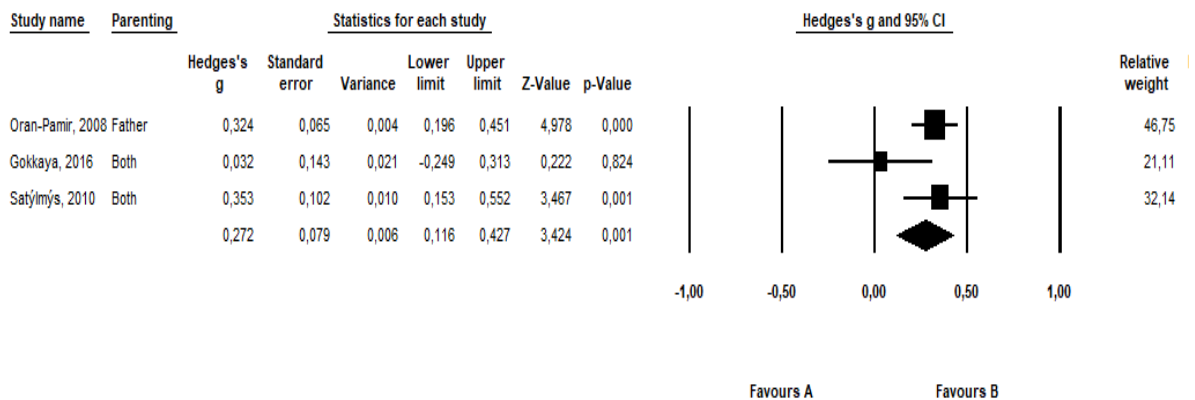


Figure 3. Forest plot of associations of authoritative parenting style and perfectionistic strivings

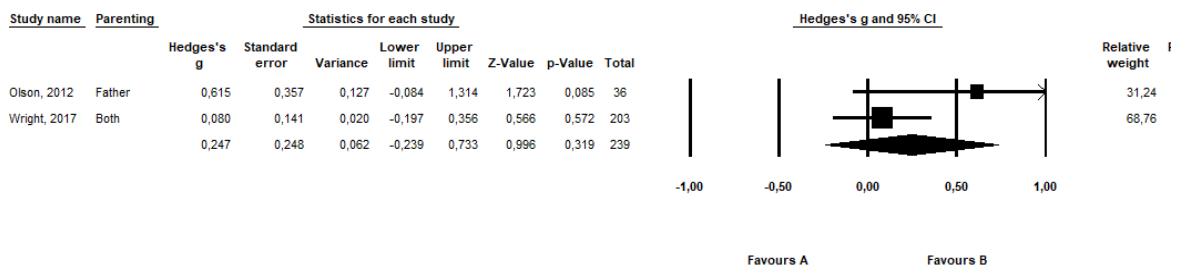


The relationship between perfectionist strivings and foster parenting style was examined in 3 studies (see Table 2). When we look at the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was not significant, and the effect sizes were homogeneous.  $I^2$  value was 49%. When we look at the value of  $\tau^2$ , it showed that the variance between studies was 1%. Since the effect sizes were homogeneous, subgroup analysis was not performed. The effect size of the relationship between perfectionist strivings and foster parenting style calculated according to the random effects model was .27,  $p < .001$ , the standard error of the effect size was 0.08, and the lower and upper limits of the effect size were between .12 and .43. Calculated values show that there was a small positive relationship between perfectionist strivings and foster parenting style. The forest plot of the associations between perfectionist strivings and foster parenting style are shown in Figure 4.



**Figure 4.** Forest plot of associations of protective parenting style and perfectionistic strivings

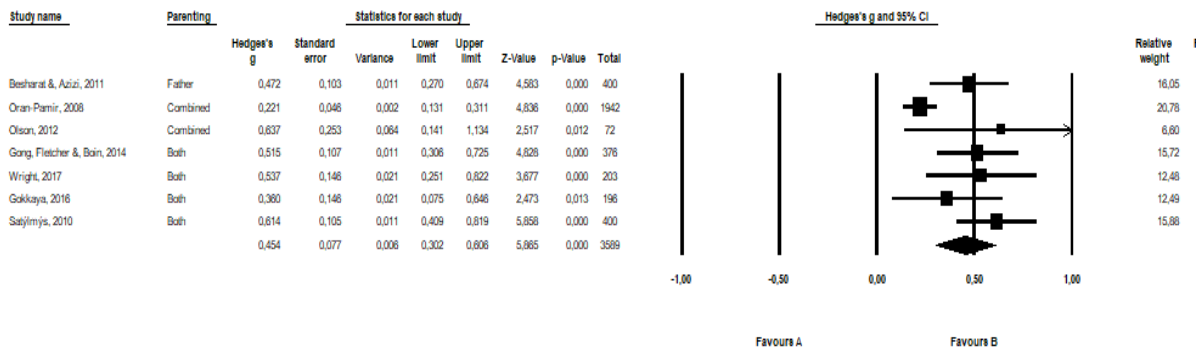
Two studies included in the meta-analysis examined the relationship between perfectionist strivings and permissive parenting style (see Table 2). When we look at the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was not significant, and the effect sizes were homogeneous.  $I^2$  value was 49%. When we look at the value of  $\tau^2$ , it showed that the variance between studies was 7%. Since the effect sizes were homogeneous, subgroup analysis was not performed. The effect size of the relationship between perfectionist strivings and permissive parenting style calculated according to the random effects model .25,  $p > .05$ , the standard error of the effect size was 0.25, and the lower and upper limits of the effect size were between -.24 and .73. Calculated values showed a small positive relationship between perfectionist strivings and permissive parenting style. The forest plot of the associations between perfectionist strivings and permissive parenting style are shown in Figure 5.



**Figure 5.** Forest plot of associations of permissive parenting style and perfectionistic strivings

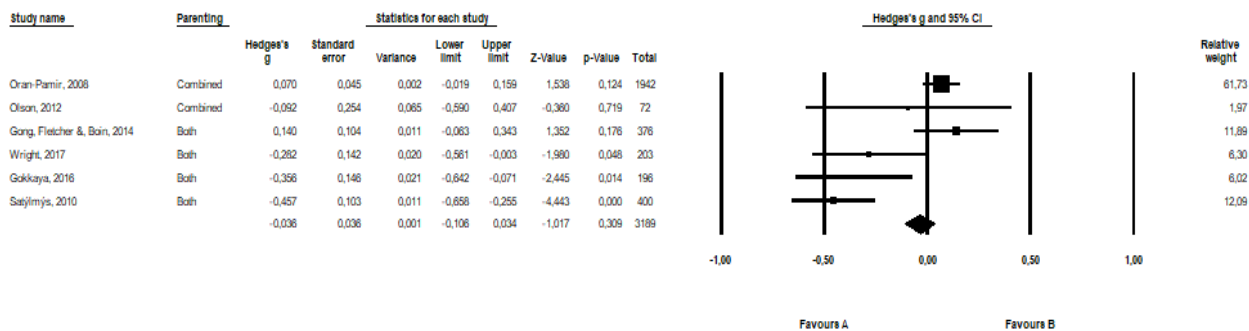
The perfectionist concerns sub-dimension predicts anxiety about mistakes and doubting behavior sub-dimensions in the studies selected. Instead of including these two sub-dimensions as perfectionist concerns in the analysis, Kim et al. (2015), considering the factor structure in their study, doubting behaviors, which is the variable most predicted by perfectionist concerns, was included in the analysis.

The relationship between perfectionist concerns and authoritarian parenting style was examined in 7 studies included in the meta-analysis (see Table 2). When we look at the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was significant, and the effect sizes were heterogeneous.  $I^2$  value was 72%. When we look at the value of  $\tau^2$ , it showed that the variance between studies was 3%. The effect size of the relationship between perfectionist concerns and authoritarian parenting style calculated according to the random effects model was .45,  $p < .001$ , the standard error of the effect size was 0.08, and the lower and upper limits of the effect size were between .30 and .61. Calculated values show that there was a small positive relationship between perfectionist concerns and authoritarian parenting style. The forest plot of the relation between perfectionist concerns and authoritarian parenting style is shown in Figure 6.



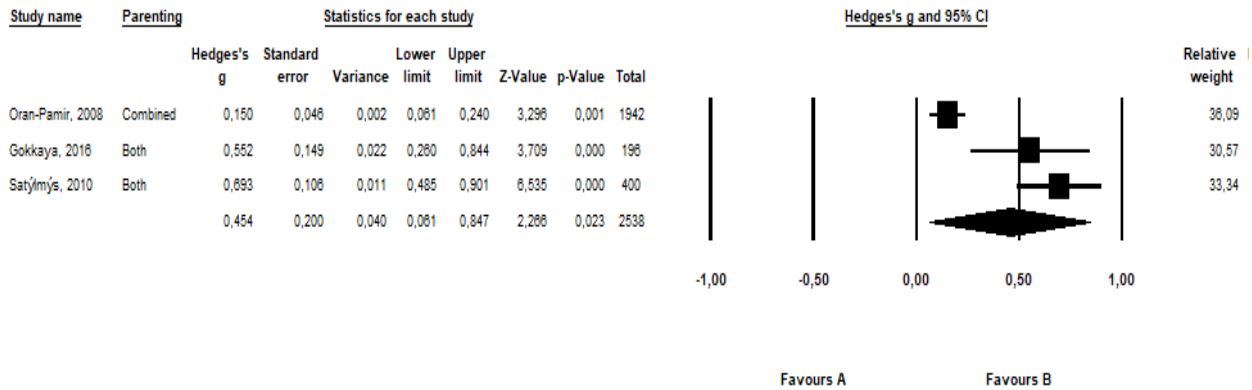
**Figure 6.** Forest plot of associations of authoritarian parenting style and perfectionistic concerns

Six studies included in the meta-analysis examined the relationship between perfectionist concerns and authoritative parenting style (see Table 2). When we look at the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was significant, and the effect sizes were heterogeneous.  $I^2$  value was 85%. When we look at the value of  $\tau^2$ , it showed that the variance between studies was 6%. The effect size of the relationship between perfectionist concerns and authoritative parenting style calculated according to the random effects model was -.16,  $p > .05$ , the standard error of the effect size was 0.12, and the lower and upper limits of the effect size were between -.38 and .07. Calculated values show that there was a small negative correlation between perfectionist concerns and authoritative parenting style. The forest plot of the relation between perfectionist concerns and authoritative parenting style is shown in Figure 7.



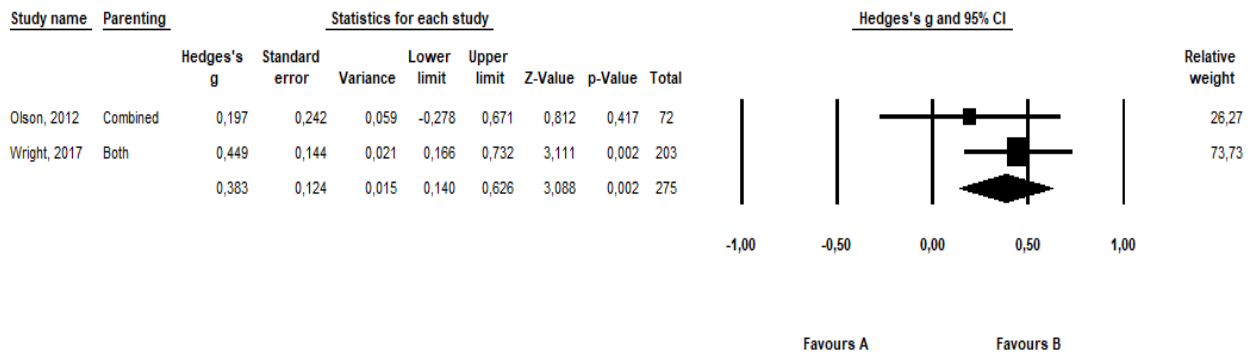
**Figure 7.** Forest plot of associations of authoritative parenting style and perfectionistic concerns

The relationship between perfectionist concerns and foster parenting style was examined in 3 studies included in the meta-analysis (see Table 2). When we look at the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was significant, and the effect sizes were heterogeneous.  $I^2$  value was 92%. When we look at the value of  $\tau^2$ , it showed that the variance between studies was 11%. The effect size of the relationship between perfectionist concerns and foster parenting style calculated according to the random effects model was .45,  $p < .05$ , the standard error of the effect size was 0.2, and the lower and upper limits of the effect size were between .06 and .85. The calculated values show that there was a small positive relationship between perfectionist concerns and foster parenting style. The forest plot of the relation between perfectionist concerns and foster parenting style is shown in Figure 8.



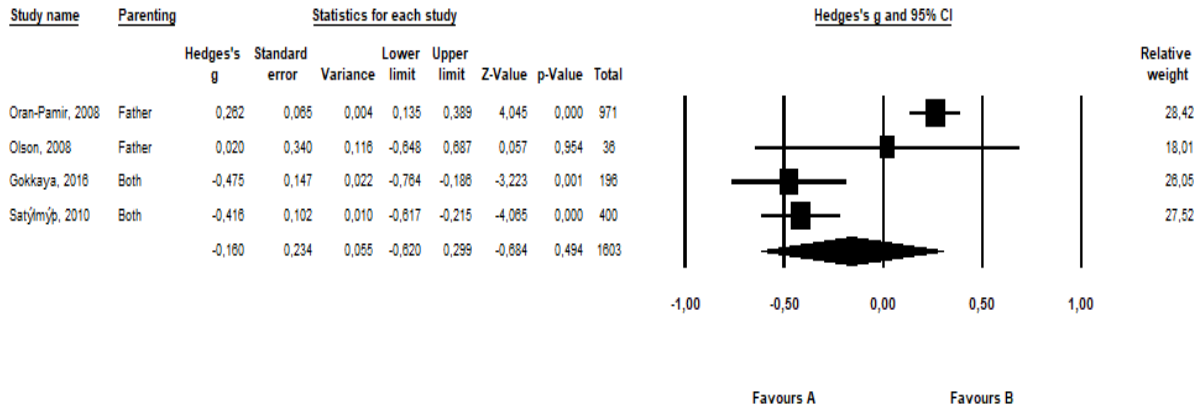
**Figure 8.** Forest plot of associations of protective parenting style and perfectionistic concerns

Two studies included in the meta-analysis examined the relationship between perfectionist concerns and permissive parenting style. When we look at the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was significant, and the effect sizes were heterogeneous.  $I^2$  value was 0%. When we look at the value of  $\tau^2$ , it showed that there was no variance between studies. The effect size of the relationship between perfectionist concerns and permissive parenting style calculated according to the random effects model was .38,  $p < .001$ , the standard error of the effect size was 0.12, and the lower and upper limits of the effect size were between .14 and .63. The calculated values show that there was a small positive relationship between perfectionist concerns and foster parenting style. The forest plot of the relation between perfectionist concerns and permissive parenting style is shown in Figure 9.



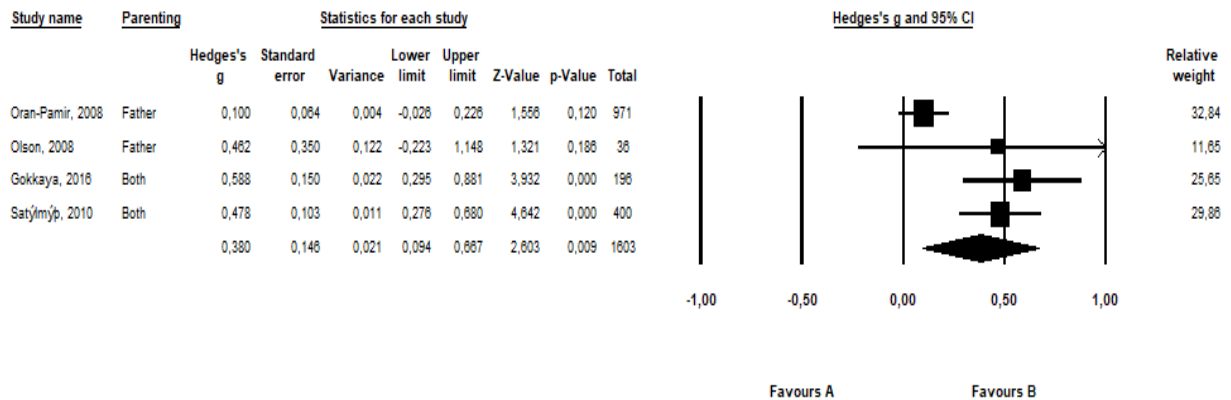
**Figure 9.** Forest plot of associations of permissive parenting style and perfectionistic concerns

The relationship between order and authoritarian parenting style was examined in 4 studies included in the meta-analysis. When we look at the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was significant, and the effect sizes were heterogeneous.  $I^2$  value was 93%. When we look at the value of  $\tau^2$ , it showed that the variance between studies was 19%. The effect size of the relationship between order and authoritarian parenting style calculated according to the random effects model was  $-.16$ ,  $p > .05$ , the standard error of the effect size was 0.23, and the lower and upper limits of the effect size were between  $-.62$  and  $.30$ . Calculated values show that there was a small negative relationship between setting and authoritarian parenting style. The forest plot of the relation between order and authoritarian parenting style is shown in Figure 10.



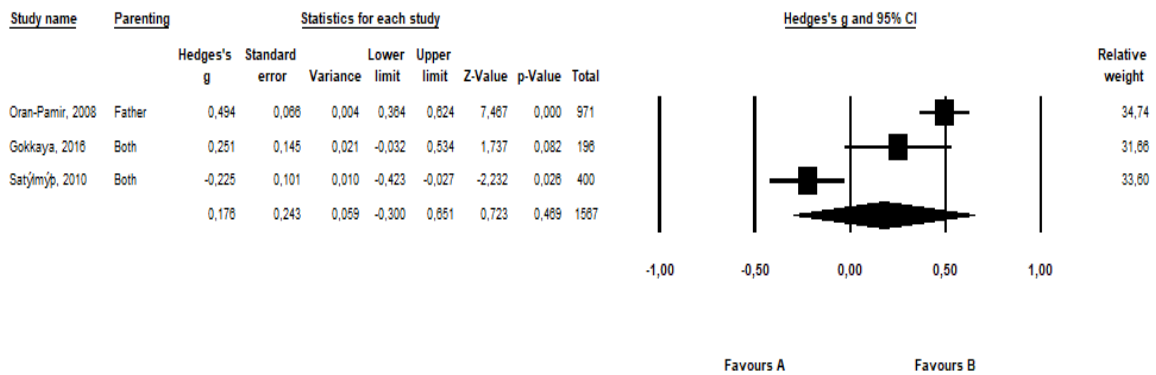
**Figure 10.** Forest plot of associations between order and authoritarian parenting style

Four studies included in the meta-analysis examined the relationship between order and authoritative parenting style. When we look at the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was significant, and the effect sizes were heterogeneous.  $I^2$  value was 81%. When we look at the value of  $\tau^2$ , it showed that the variance between studies was 6%. The effect size of the relationship between order and authoritative parenting style, calculated according to the random effects model, was  $.38$ ,  $p < .01$ , the standard error of the effect size was 0.15, and the lower and upper limits of the effect size were between  $.09$  and  $.67$ . The calculated values show that there was a small positive correlation between order and authoritative parenting style. The forest plot of the relation between authoritative parenting style and order is shown in Figure 11.



**Figure 11.** Forest plot of associations of authoritative parenting style and order

Three studies included in the meta-analysis examined the relationship between order and foster parenting style. When we look at the  $Q$  value to determine whether there was heterogeneity, we can say that the  $p$  value was significant, and the effect sizes were heterogeneous.  $I^2$  value was 94%. When we look at the value of  $\tau^2$ , it shows that the variance between studies was 17%. The effect size of the relationship between order and foster parenting style, calculated according to the random effects model was .18,  $p > .05$ , the standard error of the effect size was 0.24, and the lower and upper limits of the effect size were between -.30 and .65. Calculated values show that there was a small positive correlation between setting and foster parenting style. The forest plot of the relation between foster parenting style and order is shown in Figure 12.



**Figure 12.** Forest plot of associations of foster parenting style and order

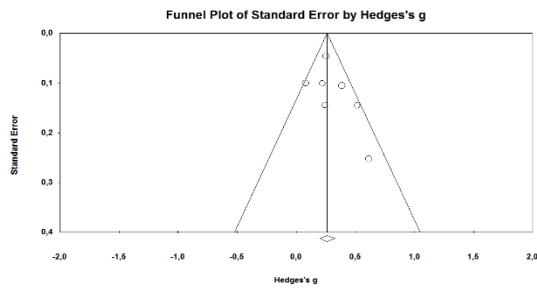
Since there was only one study (Olson, 2012) that demonstrates the relationship between permissive parenting attitude and order, no analysis was conducted.

**Publication Bias**

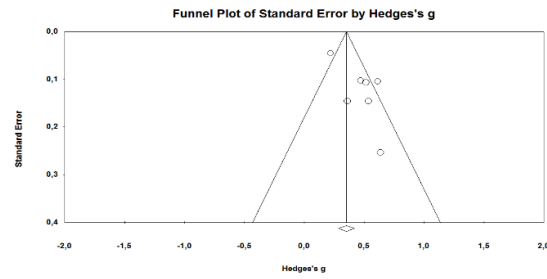
Using funnel plots, Rosendall's Fail-Safe  $N$  analysis, Duval and Tweedie's Trim and Fill and Egger's regression test, the probability of publication bias was examined. Publication bias could not be calculated, as there were few studies that reveal the relationships between perfectionist strivings and permissive parenting and perfectionist concerns and permissive parenting.

Figure 13 shows the funnel plots of each parenting styles and perfectionistic strivings, perfectionistic concerns and order. When the funnel plots were examined, it was seen that studies were distributed symmetrically around the vertical line and expressed the overall effect size and accumulated mostly at the top of the funnel plots. However, funnel plots did not provide enough evidence of broadcast bias. This is why this finding is also supported by Rosendall's Fail-Safe  $N$  analysis, Duval and Tweedie's Trim and Fill, and Egger's regression test.

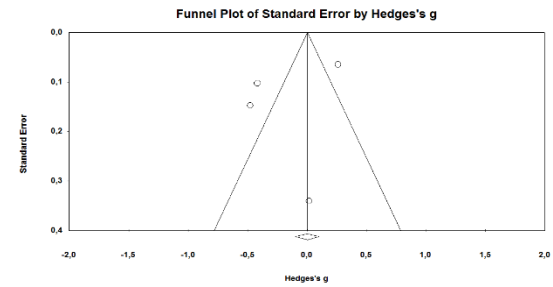
In Table 3 results of publication bias are shown. As indicated in Table 3, Rosenthal's perfectionist concerns for Fail-Safe  $N$  values and studies on authoritative parenting style and order and authoritarian parenting style show low tolerance to publication bias. When examining Egger's regression coefficients, studies on authoritative parenting style with perfectionist strivings, perfectionist concerns and authoritarian parenting style, being less than 0.05, indicated that their tolerance for publication bias was low. When examining the findings of Duval and Tweedie's cut and add method, it can be stated that publication bias were very low since the number of publications in the adjusted value was low in all analyzes.



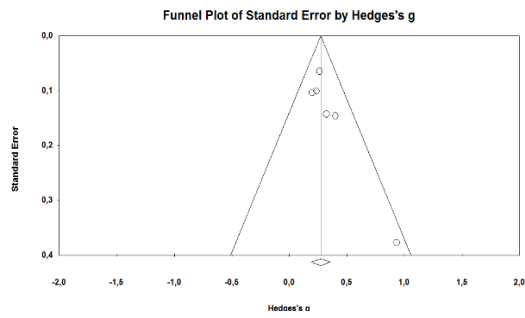
Funnel plot of authoritarian parenting style and perfectionistic strivings



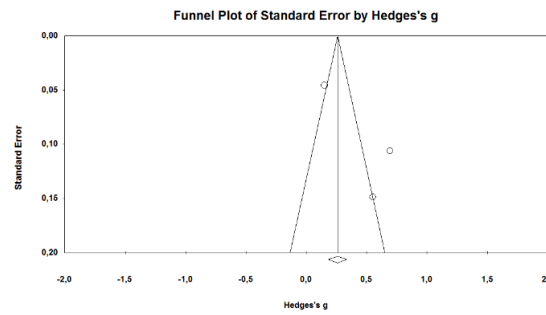
Funnel plot of authoritarian parenting style and perfectionistic concerns



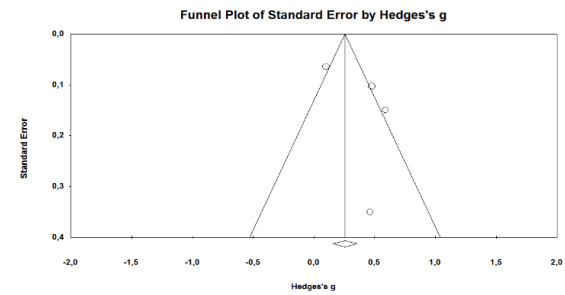
Funnel plot of authoritarian parenting style and order



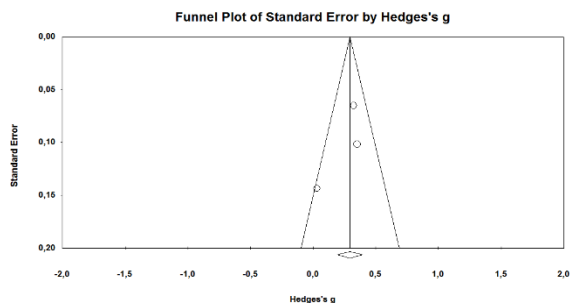
Funnel plot authoritative parenting style and perfectionistic strivings



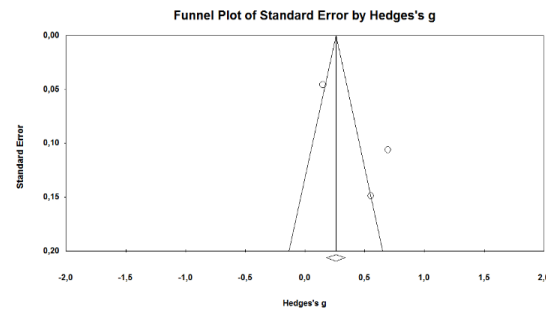
Funnel plot of authoritative parenting style and perfectionistic concerns



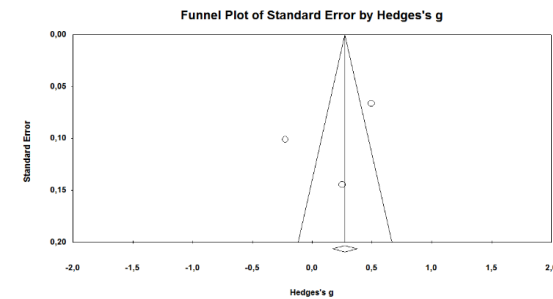
Funnel plot of authoritative parenting style and order



Funnel plot of protective parenting style and perfectionistic strivings



Funnel plot of protective parenting style and perfectionistic concerns



Funnel plot of protective parenting style and order

**Figure 13.** *Funnel plots*

**Table 3.** Results of publication bias tests

Variables	Fail-Safe N	Egger's Interpret	95% CI	$k^{TF}$	Trim and fill estimates $r$ (95%CI)
P.S.- Authoritarian	95	0.17	[-1.55, 3.68]	1	0.26 [0.19, 0.32]
P.S.- Authoritative	59	0.03	[-0.07, 3.46]	1	0.26 [0.18, 0.35]
P.S.-Protective	17	0.23	[-33.75, 28.23]	0	0.29 [0.19, 0.39]
P.C.- Authoritarian	209	0.01	[0.56, 5.35]	4	0.29 [0.14, 0.44]
P.C.- Authoritative	5	0.11	[-7.94, 2.46]	0	-0.16 [-0.38, 0.07]
P.C.-Protective	45	0.14	[-29.40, 40.94]	2	0.15 [-0.21, 0.51]
O- Authoritarian	0	0.23	[-22.02, 14.39]	0	-0.16 [-0.62, 0.30]
O- Authoritative	31	0.16	[-6.47, 12.26]	2	0.14 [-0.15, 0.44]
O-Protective	10	0.31	[-125.02, 112.03]	0	0.18 [-0.30, 0.65]

Note.  $k^{TF}$  = number of imputed studies as part of the "Trim and fill" method

## Discussion

The aim of this research was to determine the relationship between multidimensional perfectionism and parenting styles. Within the scope of this purpose, 45 studies published between 1990-2018 examining multidimensional perfectionism and parenting styles were located. Seven of these studies examined the perfectionism dimensions and determined parenting styles. Master's theses and articles among these studies were published between 2008 and 2017. It is noteworthy that the number of studies on perfectionism and parenting styles increased after 2015.

Weak and positive relationships between perfectionist strivings and parent styles except permissive parental style were found. When the primary studies included in the meta-analysis were examined, the direction of the relationship between perfectionist strivings and parenting styles was positive in all studies. In terms of the size of the relationship, only one study (Olson, 2012) found a moderate level of relationship. In the remainder of all the studies included, the magnitude of this relationship was low. Perfectionist endeavors were associated with self-focused striving for excellence and setting very high standards of personal performance (Gotwals et al., 2012). Studies have found that perfectionist strivings are typically associated with several discordant outcomes and, in some cases, with adaptive outcomes (Hill & Curran, 2016). Some desirable correlations of perfectionist strivings include positive emotional experiences, active coping strategies, and higher performance (Dunkley et al., 2006; Hill et al., 2014; Stoeber & Childs, 2010). Perfectionist strivings that include high personal standards and self-critical approach were found to be positively associated with other than this parenting style, as they would not emerge in a permissive parenting style that provides very few guidelines and rules.

There was a weak and positive relationship between perfectionist concerns and authoritarian, protective and permissive parenting styles. Moreover, a weak negative relationship was found between perfectionist concerns and authoritative parental style. When the primary studies included in the meta-analysis were examined, the direction of the relationship between perfectionist concerns and parenting styles was negative in all studies except 4 of them (Gökkaya, 2016; Olson, 2012; Satılmış, 2010; Wright, 2017). In terms of the size of the relationship, a moderate level of relationship was found in 2 studies (Olson, 2012; Satılmış, 2010). In the remainder of all the studies included, the size of this relationship was low. Perfectionist concerns were associated with worries of making mistakes, fear of negative social evaluation, feelings of inconsistency between one's expectations and performance, and negative reactions to imperfection (Gotwals et al., 2012). Perfectionist concerns involve a rigid self-assessment style in which individuals perceive their environment as all or nothing, over-generalize negative events, reflect on past failures, and have a strong need for self-validation (Flett & Hewitt, 2002; Hewitt & Flett, 1996). Ineffective

avoidant coping strategies were used in perfectionist concerns, which ensure that negative emotional experiences are permanent (Hill & Curran, 2016). Perfectionist concerns, including doubting behavior and excessive concern about mistakes was found to be positively associated with others other than this parenting style, as it cannot be fed by an authoritative parenting style that provides reasons and explanations for their children for their actions and meets their emotional needs in a healthy way.

A weak negative correlation was found between order and authoritarian parenting style. When the primary studies included in the meta-analysis were examined, the direction of the relationship between order and parenting styles was positive in all studies except for 2 studies (Gökkaya, 2016; Satılmış, 2010). In terms of the size of the relationship, a moderate relationship was found in one study (Oran-Pamir, 2008). In the remainder of all the studies included, the size of this relationship was low. The order perfectionism dimension, which tends to be precise, orderly, and systematic, is related to the goals of achieving success, not avoiding failure. Also, order is strongly linked to conscientiousness (Kim et al., 2015). Since authoritarian parenting style - which includes high parental control and one-way communication - can undermine the formation of conscience due to its punitive approach, it can be understood that order might be negatively related to the perfectionism dimension.

### **Limitations and Suggestions for Future Research**

This research was conducted on the basis of published data from primary studies, and the biggest disadvantage of the research is that the data obtained are based on correlational studies only. The causal effects of the results cannot be revealed completely in correlational studies. In addition, the fact that the studies included in meta-analysis consist of cross-sectional studies and deal with the findings obtained with certain measurement tools may also indicate that there may be potential method bias.

Despite the many methods developed to reach the studies included in the meta-analysis, it was not possible to reach all the studies. This situation was mainly due to the fact that some full text studies were not available in the databases used. For this reason, some studies that were thought to contain data that were probably suitable for this study were excluded from the analysis. However, the fact that the research sample consists of only articles and theses between the years 1990-2018 is another study limitation.

Studies that evaluated parenting styles in meta-analysis separately according to parental gender were combined and included in the analysis. These were considered as complex data. In future meta-analyses researchers may be advised to use gender-sensitive analyzes.

Despite the limited number of studies, it was revealed that parental styles also affect the usually ignored order perfectionism sub-dimension. In further studies researchers might probably analyze studies conducted on specific samples related to the three-dimensional perfectionism, examine the experimental studies examining the effects of parental education on perfectionism, and examine the relationship between perfectionism dimensions with different parenting dimensions such as parental control and warmth.

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