A STUDY OF THE RELATIONSHIP BETWEEN PERFECTIONISM AND LONELINESS AMONG YOUNG TEACHERS IN UNIVERSITIES

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ABSTRACT The FMPS and UCLA scales measured 100 young university teachers from ethnic areas in southwestern China. The results showed that perfectionism and loneliness differed significantly on the demographic variables of origin, age, discipline, gender, ethnicity, and being an only child. The perfectionism dimensions of fear of making mistakes and organization were predictive of loneliness, and all the perfectionism dimensions, except family expectations, personal standards, and doubts about action, affected loneliness.

INTRODUCTION

Young university teachers in the 21st century is more radical and in pursuit of perfection than those who adhere to tradition. They are more likely to reject the rules and institutional mechanisms that constrain their actions in work and life. They are more willing to establish social and working relationships according to their subjective wishes, which are unilateral and not based on mutual tolerance, solidarity and cooperation. As a result, they need to adapt better to social and work rules, and they often seem lonely and uncomfortable in interpersonal relationships. When frustrated, they are less motivated to approach their work. Research has shown that young teachers' professional identity is significantly negatively correlated with turnover intention, and perfectionist tendency partially mediates the relationship between professional identity and turnover intention (WEI Shuhua., & SONG Guangwen, 2012); young people's subjective well-being partially mediates the relationship between job satisfaction and job performance (Zheng Ye., & Liu Wei, 2012); Young knowledge workers' group work and family conflicts are significantly negatively correlated with job satisfaction, and their perfectionist tendency is significantly positively correlated with job satisfaction (Li Xuesong, 2012); Among the two typical emotional work strategies, young teachers' loneliness is significantly negatively correlated with job satisfaction, and individual perfectionist tendency is significantly positively correlated with job satisfaction (ANG Haiwen., 2012). (ANG Haiwen., & ZHANG Shuhua,2018). Research has shown that young university teachers are a high-prevalence group with burnout tendencies (Li Baofu., & Wang Limei, 2010). Thus, it is necessary to analyse the relationship between perfectionism and loneliness among young university teachers. Based on existing research, this paper carefully explores the relationship between perfectionism and loneliness among young university teachers, following the combination of theoretical discussion and empirical research, and carries out the discussion from a new perspective, which further enriches the theory of mental health education for this group of young teachers, and provides the groundwork for the psychotherapy of young teachers. On the other hand, the study of the effect of perfectionism on loneliness can provide a

deeper understanding of the inner world of perfectionists and their psychological needs so that extra attention can be paid to parties with perfectionist tendencies, and targeted interventions can be proposed in the psychological counselling and treatment of young teachers.

PROBLEM STATEMENT

Nowadays, perfectionism is getting more and more attention, and most of the research objects of perfectionism are university students, but they often neglect a particular group of young university teachers. Young university teachers have high cultural quality and sense of self-worth and have high expectations of themselves, and when the goal and the reality do not meet the same, various problems will appear. For example, the perfectionism of young individuals is significantly positively correlated with the sense of security, perfectionism and moral anxiety have a significant predictive effect on the sense of security of young individuals, perfectionism directly affects the sense of security, and moral anxiety affects the sense of security (WEI Yaoyang., ZHANG Huan., & NG Siyi,2020). Some studies have found that various variables mediate the relationship between perfectionism and psychological distress, such as self-criticism, rumination, psychological resilience, self-concealment, and emotional dysregulation (Fei Dingzhou., & Ma Yanmin,2017). Therefore, there is a need to pay further attention to the perfectionist tendencies of young university teachers as a group. Starting from the group of young university teachers, this study explores the relationship between individual perfectionism and loneliness among young teachers, focusing on the relevance of the dimensions of individual perfectionism to the formation of individual loneliness. The aim is to provide helpful experience in combating burnout and improving the mental health of individual young teachers. Research has shown that negative perfectionism is positively associated with the development of depression in individuals. When an individual fails to meet high standards, he or she will develop incorrect beliefs that he or she has no value, resulting in a sense of loss and loneliness, which in turn can lead to depression (Ye Xiumin., & Meng Yingfang, 2019). Therefore, exploring the relationship between individual perfectionism and loneliness among young university teachers helps clarify the deep-seated reasons for the formation of individual loneliness among young teachers, which is conducive to improving their psychological health. Therefore, the question to be examined in this study is to explore the role of individual perfectionism as a predictor of loneliness formation among young university teachers in terms of demographic variables such as the source of the subjects, their age, the discipline in which they are engaged, their gender, their ethnicity, and whether they are only children.

LITERATURE REVIEW

PERSPECTIVES ON PERFECTIONISM

Adler believes that human beings have the pursuit of perfection, excellence, and innate internal motivation, which makes human beings overcome inferiority complexes and constantly seek self-development and self-transcendence, and that pursuing perfection is the purest and most fundamental motivation. The pursuit of perfection must be aimed at social interest, and other-directed lifestyles will lead to many psychological problems (Adler, 1970). Perfectionism refers to the tendency of individuals to set unrealistically high standards and to consider things unacceptable when they fall short of perfection. Perfectionism is a multidimensional personality structure with multiple components. Socially prescribed perfectionism (i.e., perceived social pressures and expectations of perfection) is crucial. This trait dimension represents a chronic stress source that elicits extreme feelings of helplessness and hopelessness (Gordon et al.., Paul L. Hewitt ., Taryn Nepon ., Simon

Sherry ., & Martin Smith, 2022). Perfectionism is a personality trait, i.e., a tendency in the personality to strive for the ultimate performance of perfection in all things. Its core characteristics are high self-imposed goals, high levels of self-criticism and self-doubt, fear of failure, attention to outward appearance, and the pursuit of organisation and neatness.

STUDIES ON PERFECTIONISM

Perfectionism is significantly associated with mental health and strongly related to loneliness. As a result, perfectionists are often suboptimal in interpersonal relationships (Wang Jing- qun., Liu Guang Hua., Xiong Hong Xin., & CHEN Xiao Hong, 2006). Other-orientated perfectionism and social norms of perfectionism can cause interpersonal problems (Flett et al. & De, R.T, 1996). Maladaptive perfectionism and work addiction are valid predictor variables of work stress among college teachers, and the link between maladaptive perfectionism and work stress is partially mediated by work addiction (Xie Xiaolong, 2020). The relationship between maladaptive perfectionism and perceived stress was mediated by task-orientated, emotion-orientated and distracted coping styles in support of a general vulnerability model of perfectionism. Only task-orientated and emotion-orientated coping styles were significant mediators in adaptive perfectionism (Jeffrey et al.., & Philip B. Gnilka, 2017). A possible explanation for the very significant negative correlation between high school teachers' introspection factor and their self-efficacy is that the higher a teacher's level of introspection, the less confident he/she is in his/her behaviour and the more pliable his/her behaviour is (NieYuling., Wang Jian tao., & Li jian wei, 2007). Perfectionism is a significant positive predictor of teacher burnout. Perfectionism has a significant positive predictive effect on teacher burnout, i.e., the higher the perfectionist tendency of a special education teacher, the higher the likelihood of burnout, and there is a positive and linear correlation between the two (Luo Zeng-rang., & Yuan Yu-fan, 2020). Perfectionists set too high a standard for themselves in social situations. In the process of monitoring and evaluation, they find themselves unable to eliminate this discrepancy, which results in social anxiety. They engage in continuous self-monitoring and self-assessment, evaluate themselves negatively, or avoid socialising with people, and the more sensitive they are to adverse evaluations to be protected from negative evaluations of themselves by others (including psychological counsellors). They will try to avoid psychological help. With increased psychological stress, such as social anxiety, the attitude toward seeking psychological help will be more damaging (LI Ningjing., HAO Zhihong.,& DAI Bibing,2022). Loneliness has become one of the factors affecting the psychological health of young teachers; according to a survey, 21.3% of young university teachers in China often have a sense of loneliness, 12.4% of them have difficulty integrating into the workplace, and 32.1% believe that they do not feel close to their colleagues. Loneliness is a negative emotional experience that arises when an individual desires interpersonal interaction and intimacy but cannot fulfil it (Jung-Hyun Kim, 2017). Individuals with perfectionist personalities tend to have unsatisfactory interpersonal relationships, which leads them to experience a strong sense of loneliness. The higher the perfectionist trait, the stronger the loneliness experience of the individual. (TANG Hui y.i, LINGHU Shao feng., NI Lei., HUANG Rong., RAO Chang., & WU Jun hua,2021). Research on perfectionism is more related to negative psychological research. Healthy perfectionism is positively associated with creative behaviour, and unhealthy perfectionism is positively associated with burnout (Huo-Tsan Chang., Yu-Jia Chou. Jia-Wen Liou., & Yi-Ting Tu, 2016). Experience avoidance mediates the link between self-critical perfectionism and depression, i.e., high self-critical perfectionists tend to experience avoidance, which in turn explains why they experience higher levels of depressive

symptoms (Moroz et al.. DM, 2015). Socially determined perfectionism is positively correlated with social anxiety, and perfectionism directed towards the self is positively correlated with social anxiety. However, the correlation becomes non-significant after controlling for the effects of socially determined perfectionism (Newby J, Pitura VA., & Penney AM, 2017). Present healthy perfectionism is positively associated with creative behaviour and unhealthy perfectionism is positively associated with burnout (Chang et al. Y,2016)

Past research has provided valuable empirical support for counselling and psychotherapy, and research on the specific relationships between perfectionism and various negative psychological aspects can help better understand the mechanisms of perfectionism. It should be noted that most of the past research on perfectionism has focused on externalising self-statement tests, and too few case studies combine perfectionism with loneliness. At the same time, self-statement tests are often influenced by social expectations, thought processing and other factors and cannot identify the unconscious perfectionism tendency of individuals. Exploring the relationship between individual perfectionism and loneliness can help further explore the tendency of individuals' attitudes and cognitive and behavioural responses. Therefore, this study helps accumulate some essential psychotherapy work for a particular group of young university teachers by exploring the relationship between perfectionism and loneliness and its salience in depth.

RESEARCH HYPOTHESES

Research has shown that people with perfectionist tendencies pursue the ultimate in their work, have a strong voice, and appear aggressive in their interactions with others, thus making their interpersonal relationships sour and isolating them for an extended period, thus making them feel lonely and uncomfortable (Da Hui Mingr., Li Liqin., &Li Xiaohong, 2009). Loneliness is a negative emotion. A survey of employees in service positions found that employees' negative emotional states at work consumed more self-regulatory resources, were more likely to divert cognitive resources to the contemplation of negative scenarios and showed more difficulty in adjusting to and demonstrating adaptive service states (Yan ran Fang, Wei Wei, Ping Luo, Xiaodong Liu, Junqi Shi, & Yujie Zuji, 2009). Shi.,& Yujie Zhan,2019). The results of a study showed that perfectionism of young individuals is negatively correlated with a sense of security; young individuals who pursue perfection pay attention to details in their daily life and learning process and desire to demand themselves and others according to their standards, and have to spend a lot of time and energy to deal with what they wish to do in order to make things perfect, and in the process of completing the task because the trait of pursuing perfection makes them very careful. The stronger their pursuit of perfection is, the stronger their inner loneliness is, and it is undeniable that young individuals' perfectionism has a negative predictive effect on loneliness. Meanwhile, young individuals' feeling of accommodation of others is negatively related to perfectionism (Wei Yaoyang., & Yu Shuya, 2021). The above research evidence suggests a link between perfectionism and loneliness, and the following research hypotheses are proposed to explore the link between them.

Hypothesis 1: Significant differences exist between total perfectionism score and loneliness on gender, source, age, birth discipline, ethnicity, and whether they are an only child.
Hypothesis 2: There is a differential association between young teachers' loneliness on gender, age, place of birth origin, engagement in discipline, ethnicity, and whether they are only children.
Hypothesis 3: There is a correlation between young teachers' perfectionism and loneliness.

METHODOLOGY

RESEARCH DESIGN

This study mainly used the research method of questionnaire survey. The geographical area of the survey study is Southwest China. The target population of the study was 100 young teachers from the public university M. M is a public university located in an ethnic minority area, which is not easily accessible, has a relatively low level of economic development, and has a heavy teaching and research load, which has resulted in a high turnover rate of young teachers compared to other public universities. The measurement tools for the study were the FMPS Scale and the UCLA Scale, developed by foreign psychologists and revised by Chinese scholar Zi Fei et al. in 2006. The survey was based on a written test, where subjects began to fill out the questionnaires after the primary examiner explained the instructions, administered anonymously, and the questionnaires were retrieved on the spot after the subjects had finished answering.

POPULATION AND SAMPLING

This study used a facilitation of sample survey methodology. One hundred young university teachers in Southwest China were selected as subjects, 100 questionnaires were distributed, and 94 valid questionnaires were recovered, a recovery rate of 94 per cent. The basic information of the valid samples is shown in Table 1: the total number of valid samples was 94, of which 37 (39.4%) were male, 57 (60.6%) were female, 51 (54.3%) were from social sciences, and 43 (45.7%) were from natural sciences; in terms of the age composition, 30 (32%) were 25-30 years old, 32 (34%) were 30-35 years old, and 32 (34%) were 35-40 years old (34 per cent); in terms of ethnic composition, 36 (38.3 per cent) were Han Chinese, and 58 (62.7 per cent) were from ethnic minorities; in terms of the source of birth, 31 (33 per cent) were from urban areas, and 63 (67 per cent) were from rural areas; and 22 (23.4 per cent) were only children, and 72 (60.6 per cent) were not only children.

Table 1. Basic information of valid sample (N=94)

Projects	Classification	Number of people	Percentage（%）
Gender	Male	37	39.4
	Female	57	60.6
Age group	25-30	30	32
	30-35	32	34
	35-40	32	34
Only child or not	Yes	22	23.4
	No	72	60.6
Subjects	Social Sciences	51	54.3
	Natural Sciences	43	45.7
Ethnicity	Han	36	39.4
	Ethnic Minorities	58	60.6
Place of birth	City	31	33
	Countryside	63	67

DATA COLLECTION

The FMPS scale is a 35-question measure of perfectionist psychological tendencies in six dimensions. A scale of 1-5 was used, indicating "totally disagree", "slightly agree", "agree", "strongly agree", and "totally agree". "The scores of each factor can be summed to obtain the total mean perfectionism score. The six dimensions are: a. Concern over mistakes (CM): A state of mind that wants to achieve goals but is afraid of making mistakes. If you make a mistake, you will see yourself as inexcusable, leading to the psychology of not being respected by others. There are nine questions in this factor. b. Personal standards (PS): This refers to setting high standards for oneself and placing excessive emphasis on self-evaluation by these high standards; this goal is often an excessive super standard. This factor has six questions. c. Parental expectations (PE): A psychological belief that parents set high standards for themselves now and in the future and that the only way to be considered good at home is to excel. d. Parental standards (PS): A psychological belief that parents set high standards for themselves now and in the future. There are five questions in this factor. d. Parental criticism (PC): A psychological attitude that if one makes a slight mistake, one's parents will blame one, and one feels that one will never be able to meet one's parents' standards. There are four questions in this factor. e. Doubt about actions (D for short): Doubt about one's ability to do things well, feeling that if one can do things well, it always takes much time or even several times to do them well. This factor has four questions. f. organisation and organization degree (O): excessive emphasis on doing things to be very organised, orderly, and even picky and harsh psychology.

The UCLA Scale, developed by Russell et al. in 1978, contains 20 items, each rated on a 4-point scale: (1) I never feel this way; (2) I rarely feel this way; (3) I sometimes feel this way; and (4) I often feel this way. The total score is 80, with higher scores indicating higher levels of loneliness.

This study mainly used the questionnaire method to collect data in the research process. SPSS statistical software was used to analyze and process the data. The statistical methods used were descriptive statistics, independent sample t-test, one-way analysis of variance, and regression analysis.

MEASUREMENT/TRUSTWORTHINESS

RELIABILITY

After the reliability measurement analysis, the Cronbach's alpha coefficient of the FMPS scale was 0.866. The alpha coefficients measured for each topic in the scale ranged from 0.58 to 0.87. The two-by-two similarity between entries was >0.3, which indicated a high degree of internal consistency among the 35 entries, proving that the scale had a high degree of reliability (as shown in Table 2).

Table 2. FMPS Reliability

Cronbach's Alpha	Based on Normalised Terms, Clonbach's Alpha	Item count
0.866	0.862	35

After the reliability measurement analysis, the Cronbach's alpha coefficient of the UCLA scale was 0.857. The alpha coefficients measured for each topic in the scale ranged from 0.56 to 0.89. The two-by-two similarity between entries was >0.3, which indicated a high degree of internal consistency among the 20 entries, proving that the scale had a high degree of reliability (as shown in Table 3).

Table 3. UCLA Reliability

Cronbach's Alpha	Based on Normalised Terms, Clonbach's Alpha	Item count
0.857	0.842	20

VALIDITY

FMPS scale after KMO and Bartlett's Test, KMO=0.845>0.6, P < 0.05, indicating that each scale factor can be analysed and has good validity.UCLA scale after KMO and Bartlett's Test, KMO=0.866>0.6, P < 0.05, indicating that each factor of the scale can be analysed and has good validity. Factors can be analysed and have good validity.

Through the reliability and validity test, the FMPS scale and UCLA scale have reliable reliability and validity.

RESULTS

The recovered relevant data were tested and examined using SPSS.27 software. The independent samples t-test yielded Table 4, from which it can be seen that perfectionism was significantly different on the gender variable (t=2.341,p<0.05;t=2.564,p<0.05), perfectionism was significantly higher among young male teachers than young female teachers, while loneliness was not significantly different on the gender variable (t=1.671,p>0.05); perfectionism and There was no significant difference between perfectionism and loneliness on the variable of discipline (t=-0.966,p>0.05; t=-0.924,p>0.05; t=-0.008,p>0.05); perfectionism was significantly different on the variable of ethnic category (t=2.235,p<0.05; t=2.436,p<0.05), and the degree of perfectionism among Han Chinese young teachers was There was no significant difference in the ethnicity category variable for loneliness (t=1.562, p>0.05); there was also no significant difference in the whether or not they were an only child variable (t=-1.599, p>0.05; t=-1.374, p>0.05; t=-0.446, p>0.05); there was no significant difference in the perfectionism and loneliness variables for Neither of the young teachers' birth origin variables were significantly different (t=-0.161,p>0.05; t=-1.294,p>0.05).

Table 4.

An analysis of differences in perfectionism and loneliness by gender, discipline, ethnicity, only child or not, and urban/rural areas

		n	M	SD	t	p
Perfectionism	Male	37	116.14	15.381	2.341*	0.021
	Female	57	107.86	17.560		
	Social Sciences	51	109.55	17.537	-0.966	0.337
	Natural Sciences	43	112.98	16.668		
	One child	22	106.05	16.317	-1.599	0.113
	Non-only child	72	112.67	17.194		
	Han	36	114.05	15.227	2.235*	0.018
	Ethnic Minorities	58	106.75	17.423		

		n	M	SD		
	City	31	110.71	15.693	-0.161	0.873
	Countryside	63	111.32	17.926		
Loneliness	Male	37	5.84	2.641	1.671	0.098
	Female	57	4.91	2.614		
	Social Sciences	51	5.27	2.801	-0.008	0.993
	Natural Sciences	43	5.28	2.491		
	Han	36	5.76	2.654	1.562	0.082
	Ethnic Minorities	58	4.85	2.605		
	One child	22	5.05	3.214	-0.446	0.643
	Non-only child	72	5.35	2.473		
	City	31	4.77	2.376	-1.294	0.199
	Countryside	63	5.52	2.758		

Note：*p<0.05

A one-way ANOVA yielded Table 5, from which it can be seen that there is no significant difference between young teachers of different ages on the three quantities of perfectionism and loneliness change (F=2.344,p>0.05; F=0.834,p>0.05; F=0.941,p>0.05).

Table5. Analysis of the differences between perfectionism and loneliness in terms of age

	Age group	n	M	SD	F	p
Perfectionism	25-30	30	106.27	16.567		
	30-35	32	111.22	15.284	2.344	0.102
	35-40	32	115.56	18.648		
Loneliness	25-30	30	5.77	2.459		
	30-35	32	4.84	2.941	0.941	0.394
	35-40	32	5.25	2.514		

After analysing the differences between the variables on different basic information, this study analysed the correlations between the variables, which are shown in Table 6.

Table 6. Correlation of perfectionism and its dimensions with each variable

	Perfectionism	Fear Of error	Family Expectations	Leadership Criticism	Be organised	Personal Standards	Action concerns
Loneliness	0.046	0.237*	0.057	0.217*	-0.361**	-0.196	0.074

Note：*p<0.05,**p<0.01

The results of the correlation analysis in Table 4 show that both dimensions of perfectionism, fear of making mistakes and leadership criticism, are significantly and positively correlated with loneliness (p<0.05), while the other dimension, organisation, is negatively correlated with each variable, and the negative correlations all reach significance levels. This suggests that bare reality is indeed one of the dimensions of perfectionism with positive implications.

The correlation analysis among all variables in this study is shown in Table 7, and the correlations among all variables reached significance, satisfying the prerequisites for testing mediating effects.

Table 7. Correlation between the dimensions of perfectionism and loneliness

	1	2	3	4	5	6	7	8
1 Perfectionism	1							
2 Fear of error	0.781**	1						
3 Family Expectations	0.647**	0.309**	1					
4 Leadership Criticism	0.579**	0.468**	0.512**	1				
5 Be organised	0.407**	-0.009	0.171	-0.125	1			
6 Personal Standards	0.651**	0.256*	0.341**	0.118	0.530**	1		
7 Action concerns	0.783**	0.636**	0.346**	0.325**	0.238**	0.444**	1	
8 Loneliness	0.046	0.237*	0.057	0.217*	-0.361**	-0.196	0.074	1

Note：*p<0.05,**p<0.01

DISCUSSION

The number of demographic variables involved in this study was relatively large. The results showed that there was a significant gender difference in the total perfectionism score, with male young teachers having a significantly higher tendency to perfectionism than female, young teachers; this was contrary to most studies, probably due to fatigue or perfunctory intentions of the subjects when doing the questionnaire, which led to results contrary to most studies. However, there was no significant gender difference in the sense of loneliness. However, there was no significant gender difference in loneliness. In terms of ethnicity, the perfectionism of Han Chinese young teachers was significantly higher than that of other ethnic minority young teachers, probably due to the influence of regional culture and ethnic customs. It has been confirmed that only children have better intellectual development, are well educated, can stick to their opinions, and behave more assertively when things go wrong. However, only children are usually self-centred and have difficulty sacrificing their interests when others need them compared to non-only children. They do not take the initiative to understand others' thoughts and experience others' emotions, so they are not popular in peer relationships or interpersonal interactions and show interpersonal discomfort (ZHAO et al.., LIN Lin & LIU Jingwen, 2022). In this study, the opposite result was found, and the possible explanation is that this scale is self-reported. Since the self-reported scores of young teachers in the solo category on the level of concern for others may not be the proper level, or the sample of young teachers in the solo category is somewhat underrepresented, which leads to a contradiction with most studies. It was found that there were no significant differences in perfectionism and loneliness among young university teachers by subject specialization or age range.

Poor interpersonal adaptation and lack of social skills are the main reasons for college students' loneliness (Zhang Zizhen, 2019). Perfectionism is like a double-edged sword; moderate perfection can help individuals who are unsatisfied with the status quo do things better and have higher aspirations. Extreme perfectionism can produce psychological problems, such as loneliness, interpersonal discomfort, and negative perfectionist tendencies, which should be avoided as much as possible (Wei Yaoyang., Zhang Huan., & Wu Siyi, 2020). This study shows that there is a significant correlation between perfectionism and its dimensions and loneliness, which also indicates that there is indeed a positive correlation between perfectionism and loneliness. However, the dimension of organogenesis

is negatively correlated with the variables. It has reached the significance level, indicating that organogenesis is a positive trait and that individuals with low scores on loneliness are more organised and optimistic in life and study. Upward.

CONCLUSION AND IMPLICATIONS

There is a gender difference in the relationship between social support relationships and loneliness; poor relationships with family members and friends can lead to loneliness, and women are more likely to feel lonely due to the low quality of relationships, girls are more sensitive to low-level of relationships, this is due to the difference in psychological needs between women and men (Chih-Yuan et al..,& Sara E. Goldstin,2016). Chronic negative perfectionist tendencies can lead to mental health problems such as depression, as well as negatively affect the development of a healthy personality in an individual (Zhang., Yi-Wen., & Yi-Qun Gan, 2006). Positive perfectionist tendencies can promote work efficiency and positively affect the formation of a sound personality (Li Zhiyong., & Wu Mingcheng, 2010). Negative perfectionism tends to make people feel lonely, which in turn affects the quality of one's sleep, and the production time can lead to individual depression (Zhang He., & Cui Feng,2015). This study showed a significant difference in the total perfectionism scores of young university teachers regarding gender, and loneliness did not differ significantly in any demographic variable. There was a significant correlation between perfectionism and loneliness, and the dimensions of organisation and fear of making mistakes significantly predicted loneliness. All the dimensions of perfectionism except family expectations, personal standards and doubts about actions impacted young teachers' loneliness. Meanwhile, the strictness dimension predicted the amount of change in loneliness in the opposite direction. This study focuses on the relationship between perfectionism and its dimensions and loneliness, but there are some shortcomings. The subjects selected for the study were mainly working young teachers in Southwest China, and the ages of the subjects ranged from 25 to 40 years old; however, the subjects of the original version of the FMPS scale were compiled with a sample of under-aged individuals, but there is no age restriction on the UCLA scale for testing loneliness. As the relationship between perfectionism and mental health receives increased attention, the applicability of the FMPS to adult populations of other age levels and its structural characteristics should also be examined. The present study used a self-report scale, and although the scale has reliable reliability and validity, measurement information obtained by self-report may have deviations from the accurate information, which needs to be refined in subsequent studies.

Through this study, it was found that the measurement of the relationship between perfectionism and loneliness is not only applicable to low age groups, such as college students and high school students, but also applies to particular groups of high age groups, such as young university teachers, and the same can also be predicted by the various dimensions of perfectionism on loneliness, which is a discovery and breakthrough, and has a positive significance, which is also a new research direction in the future.

DATA AVAILABILITY DECLARATION

The data obtained through the survey in this study are from authentic and reliable sources, the scales used are those commonly used in the industry, and the data collection and statistical results can withstand consultation and questioning.

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