



Adaptive Perfection For Kindergarten Teachers

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Abstract

The current study aimed to identify the differences between (experience and continuous learning) on the adaptive perfection of kindergarten teachers, and discover the impact of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers, and discover the impact of educational plans on me on the adaptive perfection of kindergarten teachers, the study sample was random consisting of (60) teachers, and the study reached the following results: 1- The differences between (experience and continuous learning) on the adaptive perfection of kindergarten teachers came to a high degree, the general mean of the first axis (2.37), the standard deviation (0.75) and the general trend of the items (high), 2- The effect of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers came to a high degree, the general mean of the second axis (2.43), the standard deviation (0.77) and the general trend of the items (high), 3- The impact of educational plans on adaptive perfection among kindergarten teachers came to a high degree, the general average of the items of the third axis (2.45), the standard deviation (0.76) and the general trend of the items (high), and the study reached many recommendations.

Keywords: Adaptive Perfection - Teachers – Kindergarten.

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Introduction:

Perfectionism has been the subject of increasing attention in psychological research due to its high prevalence rate among individuals in society (Al-Shaglawi and Al-Rashid, 2022), it is a common and related variable in some disorders, such as depression, eating disorders, muscle deformity, obsessive-compulsive disorder, social phobia or psychosomatic symptoms, perfectionism seems an enviable trait, because it is often associated with the desire for excellence and achievement (Al-Azzam, 2015), however perfectionism can become an ongoing struggle to achieve unrealistic goals that can harm our mental health, perfectionism is a psychological trait characterized by the constant pursuit of excellence, avoidance of error, and a tendency to self-criticism when those criteria are not met (Zahariades, 2023).

Research Problem:

Adaptive perfectionism emerges in teachers who know how to know their limits (Abed, 2019) and are sensitive to the opinions of others, and overly anxious about tests and assessments, and find it difficult to express their emotions, the result is that their self-esteem can drop and they tolerate less frustration than their colleagues with a more realistic idealistic tendency (Ibrahim, 2019). Parenting and life experiences can also contribute to the development of perfection in teachers, teachers who set very high standards or

criticize mistakes can lead children to develop perfectionism that is able to adapt to the school and learning environment (Tingting Fang, Fan Liu., 2022), in some cultures, the pursuit of excellence and perfection is highly regarded (Shand, Salhin and Abdel Moneim, 2017). Social pressure to meet expectations can lead to an ongoing struggle to achieve standards compatible with children's abilities for their development, it may reach the teachers to develop mental illness in children in the case of verbosity and extravagance in integrative perfection, based on the above, the main question of the study was determined: What is the effect of adaptive perfection on kindergarten teachers?

Research Objectives

- Main objective: to identify the effect of adaptive perfection on kindergarten teachers.
- Identify the differences between (experience and continuous learning) on the adaptive perfection of kindergarten teachers.
- Discovering the impact of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers.
- Discovering the impact of educational plans on the adaptive perfection of kindergarten teachers.

Research Questions

- The main question: what is the effect of adaptive perfection on kindergarten teachers?
- What are the differences between (experience and continuous learning) on the adaptive perfection of kindergarten teachers?
- What is the impact of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers?
- What is the impact of educational plans on me on the adaptive perfection of kindergarten teachers?

Research Importance:

- Theoretical Importance

That adaptive perfectionism is a protective factor for physical and mental health, motivated by social expectations, standing out from others gives them self-confidence and better self-esteem, while allowing them to connect with the environment by seeing themselves as useful and capable, thus, increasing the rate of communication with children in kindergartens and improving the rate of communication between them and teachers and in social relations between teachers themselves.

- Applied Importance

Coming up with results that benefit scientific research as adaptable perfectionism is an admirable quality that is sought after in many areas of life, because they are teachers who trust their qualities to overcome adversity, they have feelings of personal satisfaction and move towards more realistic and feasible goals within their reach in line with the abilities of the kindergarten pupils.

Research Terminology:

1. Adaptive Perfection:

- (Hamacheck, 1978): The endeavor to achieve goals that are acceptable and attainable, which ultimately results in a feeling of contentment and self-esteem (Hamacheck, 1978)
- (Hewitt & Flett 2014) personality trait characterized by the pursuit of flaw avoidance and setting high expectations of performance on their own (Hewitt & Flett, 2014)
- Procedural definition: It is the adherence of teachers to high standards, and even if they fail to achieve them, they do not develop stress or depression.

Kindergarten Teachers:

- Murtadha 2005: She is accountable for the upbringing of a group of children, as well as for guiding them toward adaptation and development by supplying them with the essential experiences and a wide range of abilities that are appropriate with the many traits they exhibit at this age (Murtadha, 2005: 35).
- Abdul Raouf 2008: It is a link between the learner and the cognitive information (cognitive material), the teacher is able to influence the learner through the role she plays in this process, which is the leading and guiding role in this process, and any goodness and competence of the teacher is inevitably a necessity for the goodness of education (Abdul Raouf, 2008: 85).

Theoretical Framework of the Study

The Concept of Adaptive Perfection for Kindergarten Teachers

Adaptive perfection is a form of perfection that is characterized by the pursuit of high standards in work and tasks, but balanced by psychological flexibility and the ability to adapt to different circumstances, for kindergarten teachers, adaptive perfection means a commitment to providing high-quality education and attention to small details, but without reaching the point of stress or feeling stressed, where the teacher is able to achieve a balance between high expectations and accept mistakes and challenges as part of the educational process (Flett, 2006:).

According to research by (Stoeber & Otto (2006), adaptive perfection is a positive trait associated with goal achievement and personal satisfaction, compared to non-adaptive perfection that can lead to anxiety and stress. (Stoeber, 2006:299).

Adaptive perfection as a positive motivation is a personality trait that reflects the constant pursuit of high standards of performance while retaining optimism and adaptability when faced with challenges, this type of perfection is seen as a positive incentive that promotes the improvement of performance and quality of education among kindergarten teachers, it combines high ambition with the ability to accept mistakes as part of the continuous learning process, according to Frost et al. (1990), adaptive perfectionism shows a positive correlation with work satisfaction and high self-esteem. (Frost, 1990:455).

Adaptive perfection is psychological balance that involves striving for excellence but maintaining a psychological and healthy balance, for kindergarten teachers, this can translate into working hard and giving their best, but without allowing stress or anxiety to control their performance, adaptive perfection supports positive thinking and the ability to face challenges flexibly, this concept builds on the work of Stoeber & Otto (2006), who suggested that adaptive perfection is associated with psychological balance and a sense of accomplishment. Stoeber, 2006: 300.

Adaptive perfection for kindergarten teachers is a psychological trend represented in the relentless pursuit of high standards in educational performance, coupled with psychological flexibility and an effective response to educational variables, this type of perfection is embodied in a balance between professional ambition and self-awareness, where mistakes and challenges are a natural part of the continuous learning process. Adaptive perfectionists are committed to developing innovative teaching methods and improving the quality of education, while maintaining psychological balance and the ability to cooperate effectively with colleagues, which contributes to creating an encouraging and stimulating learning environment for children, this concept is based on research that has indicated that adaptive perfection is positively associated with job satisfaction, self-motivation, and the ability to continuously improve, while avoiding the negative effects of stress and stress associated with non-adaptive perfectionism (Stoeber & Otto, 2006; Slaney et al., 2001; Frost et al., 1990).

Dunkley (2000, 788) defined adaptive perfection as a factor to promote self-motivation by setting and adhering to high standards, but without reaching fatigue, for kindergarten teachers, this means striving to improve personal performance and participating in continuous professional development, while enjoying the same educational process, and is associated with high degrees of self-motivation and dedication to work.

Adaptive perfection is one that involves a high degree of self-awareness, individuals are aware of the limits of their abilities and set goals that align with these abilities. In the context of kindergarten teachers, this can indicate a balance between ambition, appreciation of the time and resources available to deliver the best results for children, it requires critical thinking and careful planning to achieve goals without going beyond personal boundaries. (Shafran, 2001: 881)

(Hill, R, 2004: 3) defined adaptive perfectionism as positive social interaction that supports building positive social relationships through teamwork and collaboration, in a kindergarten environment, adaptive perfection enhances the ability of teachers to work effectively with colleagues, creating a balanced and encouraging learning environment. According to Hill et al. (2004), adaptive perfectionist individuals show a greater ability to collaborate with others and receive social support.

Theories That Dealt with Adaptive Perfection for Kindergarten Teachers

Adaptive perfectionism is a concept related to having high standards and a positive attitude towards achievement without being significantly affected by the stress or anxiety that may accompany attempts to reach perfection. This concept has been addressed by several theories in psychology:

1. Theory of Adaptive Perfection and Psychological Adaptation:

According to this theory, teachers who have high levels of adaptive perfection achieve high levels of performance without having a negative impact on their mental health. This theory suggests that adaptive perfection is associated with positive psychological outcomes such as high levels of self-esteem, life satisfaction, and lower levels of anxiety and depression (Stoeber, 2006: 311)

2. Adaptive Perfectionism Theory and Occupational Fatigue (Taris & Schaufeli)

This theory focuses on the relationship between adaptive perfectionism and the ability to withstand occupational stress and reduce the likelihood of occupational fatigue. According to this theory, individuals with adaptive perfection are better able to adapt to professional challenges and maintain their mental health, it can be applied to kindergarten teachers in a kindergarten environment, which can be full of challenges and work pressures, adaptive perfection helps teachers deal with these pressures effectively, by focusing on achieving high standards without being negatively affected by external pressures, teachers can maintain a high level of professional performance while maintaining their mental health. This theory is useful in developing strategies to reduce professional fatigue among kindergarten teachers. (Taris & Schaufeli, 2015: 325)

These theories address different aspects of adaptive perfection, but they all agree on the importance of this type of perfection in balancing achieving career goals with maintaining mental health, for kindergarten teachers, adaptive perfection can be an effective way to enhance educational performance and adapt to professional challenges without falling into the trap of negative psychological pressure, each of these theories offers a different angle to understand adaptive perfection and its impact on kindergarten teachers, it can be said that the integration of these theories provides a comprehensive vision that enables the development of effective strategies to support teachers in achieving psychological and professional balance, it is important to recognize that adaptive perfection, despite its many benefits, requires careful management and proper guidance to avoid its potential risks.

3. Self-Regulation Theory

The theory of self-regulation, discussed by Karoly (1993), concerns how individuals manage their thoughts and behaviors to achieve certain goals, for kindergarten teachers, self-regulation is essential to achieve adaptive perfection, as it helps them achieve high standards in education without giving in to pressure, kindergarten teachers with strong self-regulation can use these skills to manage work requirements effectively, helping them achieve adaptive perfection, this means that they can strike a balance between their high standards at work and not indulge in the anxiety or stress caused by these standards. (Karoly, 1993: 25).

4. Self-Determination Theory

Self-determination theory, developed by Deci and Ryan (1985), they emphasize that behaviors are influenced by internal and external determination. Adaptive perfection is highly related to internal motivations, kindergarten teachers strive to achieve high standards through self-determination such as the desire for improvement and personal growth, and kindergarten teachers with strong internal motivation may promote adaptive perfection. For example, if a teacher is motivated by her desire to provide the best possible education to children, she may achieve high standards in her work while maintaining a good psychological balance (Deci & Ryan, 1985).

5. Psychological Flexibility Theory

Psychological flexibility, as discussed by Hayes et al. (2006), refers to the ability of individuals to adapt to changing circumstances and respond effectively to challenges. In the context of kindergarten teachers, Psychological flexibility means the ability to practice adaptive perfection without getting involved in harmful perfectionism or stress, and the application of this theory to kindergarten teachers, as they show high psychological flexibility and are able to modify their expectations and behavior based on changes in the educational environment, this helps them maintain adaptive perfection and achieve high standards without falling into the trap of stress or burnout (Hayes et al., 2006).

6. The Importance of Adaptive Perfection for Kindergarten Teachers

Adaptive perfection is an important aspect of education, especially among kindergarten teachers, adaptive perfection can be defined as the pursuit of achievement and success in a balanced manner, so that individuals can set realistic goals and work towards them in a way that stimulates personal and professional growth without feeling pressured or overwhelmed, kindergarten teachers, who work in an environment full of challenges and high expectations, they can benefit greatly from embracing this type of perfection. The importance of adaptive perfection for a kindergarten teacher can be illustrated through:

1. **Enhancing educational quality:** Adaptive perfection contributes to improving the quality of education in kindergartens, teachers who strive for high levels of performance and adjust their expectations based on current circumstances are better able to provide a stimulating and inspiring learning environment for children, this kind of perfection also helps teachers develop innovative teaching methods that meet the needs of individual students. (Flett, 2014: 266)
2. **Promote the psychological well-being of teachers:** Stress and stress from the pursuit of perfection can lead to burnout and fatigue, however, adaptive perfection enhances the well-being of psychological teachers by enhancing their ability to adapt to challenges and difficult situations, by developing a flexible mindset, teachers can approach failure as an opportunity to learn and grow rather than as a personal failure. (Hill, 2016: 804)
3. **Improve communication and professional relationships:** Adaptive perfection promotes effective communication and professional relationships between teachers and colleagues, adaptive perfectionist teachers are better able to work collaboratively and share ideas and experiences without feeling threatened or worried about criticism, this fosters a supportive work environment that encourages continuous professional growth (Stoeber, 20019: 133).
4. **Promote adaptation to changes:** In an ever-changing and evolving learning environment, it is essential for teachers to be flexible and adaptable, adaptive perfection equips teachers with the tools to adapt to sudden changes in the curriculum or work environment without feeling overly stressed, this enhances their ability to respond effectively to new challenges and achieve sustainable success (Rice, 2000: 240)

Adaptive perfectionism is a powerful tool that can improve the quality of education and the well-being of kindergarten teachers, by striking a balance between striving for excellence and maintaining mental health, teachers can achieve high levels of satisfaction and professional success, which reflects positively on students and on the learning environment as a whole.

Factors affecting the adaptive perfection of kindergarten teachers

Adaptive perfectionism refers to the balance between the pursuit of perfection and the ability to adapt to pressures and variables in the work environment, in kindergarten education, adaptive perfection is fundamental to ensure the quality of education and the well-being of teachers, therefore, there are factors affecting the adaptive perfection of kindergarten teachers on their performance and well-being:

1. Personal Factors

• Personal Characteristics:

- **Ambition and desire for self-realization:** Teachers with high ambitions and a strong desire for self-realization are characterized by a greater ability to strive for perfection in their work, ambition can be a motivator to achieve high career goals, but at the same time, if not properly adjusted, it can lead to severe stress and health problems, these teachers may suffer from anxiety and stress due to their pursuit of perfection.
- **Other personality traits:** such as openness to experiences, compatibility, and emotional stability can also influence how parameters are experienced for adaptive perfection, traits such as openness can contribute to teachers' ability to deal with challenges positively, while traits such as nervousness may make them more vulnerable to the pressures of perfectionism. (Costa, 1992).

• Self-esteem:

- **High self-esteem:** Teachers with high self-esteem may be better able to face challenges and deal with the pressures of their pursuit of perfection, however, high self-esteem may lead to unrealistic aspirations, increasing the risk of frustration if these aspirations are not met. (Neff, 2011)
- **Low self-esteem:** Low self-esteem can lead to dissatisfaction with performance and a sense of frustration and anxiety, teachers with low self-esteem may be more susceptible to the negative effects of perfectionist stressors.

2. Social Factors:

• Social expectations:

- **Expectations from the family and community:** High expectations from parents and society may push teachers to achieve high levels of performance, which can enhance their motivation towards perfection, but these expectations may also be a source of pressure if they are unrealistic or not in line with the resources available to the teacher. (Hewitt & Flett, 2004)
- **Expectations from colleagues and management:** Expectations from colleagues and management can play a large role in enhancing or reducing levels of adaptive perfection, positive appreciation and encouragement from colleagues can reduce stress, while monetary assessments may lead to increased stress. (Johnson & Shulman, 2012)

3. Occupational Factors

• Working Environment:

- **Encouraging and supportive environment:** A work environment that encourages collaboration and professional development can positively contribute to adaptive perfection. A work environment that provides the necessary resources and appropriate support helps relieve the stress generated by work. (Roeser & Eccles)
- **Availability of resources:** Adequate resources such as teaching materials and modern technologies can help teachers perform their tasks better, reducing the stress and stress associated with striving for perfection. (Roeser & Eccles)

• Workload:

- **Heavy workload:** Heavy workload can lead to increased stress and stress, making it difficult for parameters to maintain a high level of performance without experiencing burnout, it is important that teachers can effectively manage the workload to achieve a balance between professional and personal life. (Demerouti, 2008 & Bakker)
- **Work-life balance:** The ability to balance work and personal life significantly influences levels of adaptive perfection. Stress from imbalance can lead to burnout and reduce the effectiveness of performance. (Greenhaus & Allen, 2011).

4. Educational factors

• Teaching Strategies:

- **Effective teaching strategies:** Using teaching strategies that are in line with students' needs can contribute to reducing the stress and stress associated with perfection, teachers who use effective teaching methods may find less stress because of their ability to achieve positive results in the classroom. (Pianta, 1999)
- **Planning and evaluation:** A planning and evaluation system can help teachers set realistic goals and evaluate their progress periodically, which helps reduce the feeling of stress associated with the pursuit of perfection. (Pianta, 1999)
- **Training and professional development:**
- **Training and Development Programs:** Training and professional development programs can equip teachers with the skills to deal with the challenges associated with perfection, training in new techniques and teaching strategies can help improve performance and reduce stress. (Darling,2000)
- **Continuous development:** Continuous learning and professional development help teachers keep pace with changes in the field of education, this enhances their ability to manage work stress and achieve adaptive perfection positively. (Darling,2000)

Applying Adaptive Perfection to Kindergarten Teachers

The application of adaptive perfection to kindergarten teachers can be an interesting and important topic, it can help understand how adaptive perfection affects job performance, interaction with children, interaction with co-workers, as well as its impact on the mental health of teachers, and is applied through:

1. Set Realistic and Achievable Goals:

- **Planning and Goal:** Kindergarten teachers should set realistic achievable learning goals for each child in the classroom, adaptive perfectionism helps set high but achievable standards through good planning and breaking down large tasks into smaller steps (Frost & Marten, 1990).
- **Continuous Assessment:** Adaptive perfection enhances the ability to continuously evaluate performance and adjust goals based on children's progress and interaction with educational activities (Stoeber & Otto, 2006).

2. Continuing Professional Development:

- **Continuous learning:** Teachers are encouraged to adopt the concept of continuous learning and update their knowledge of the latest developments in the field of children's education, adaptive perfection here reinforces the teacher's desire to improve her skills and develop her teaching methods to suit the changing needs of children (Hamachek, 1978).
- **Adapting to challenges:** adaptive perfection contributes to enhancing the ability to adapt to new challenges in the educational environment, such as changes in the curriculum or dealing with children with special needs (Parker, 1997).

3. Manage Time and Tasks Efficiently:

- **Time Management:** Adaptive perfection helps teachers organize their time efficiently, allowing them to deliver elaborate lessons without feeling overwhelmed, time management tools can be used to divide tasks and prioritize work (Stoeber & Otto, 2006).
- **Delegate Tasks:** Adaptive perfection is useful in realizing that delegating some simple tasks to colleagues or assistants can help reduce the burden, this allows teachers to focus on educational activities that require high accuracy and efficiency (Hewitt & Flett, 1991).

4. Focus on Quality, Not Quantity:

- **Improving educational quality:** Teachers can focus on delivering quality lessons through advance preparation and attention to detail, adaptive perfection here is about giving the best for children, with an emphasis on each lesson having a clear and useful learning objective (Frost & Marten, 1990).
- **Adapting to children's needs:** adaptive perfection includes the ability to adapt to children's individual needs, teaching methods are adjusted to suit their individual levels and directed towards achieving the best results (Hamachek, 1978).

5. Work-Life Balance:

- **Avoid Fatigue:** Although adaptive perfection pushes teachers to achieve the best, it is important to find a balance between work and personal life, this helps avoid burnout and conserve energy and enthusiasm for teaching (Stoeber & Otto, 2006).

- **Attention to mental health:** teachers should take care of their mental health by practicing relaxation and meditation techniques, which helps in reducing stress and promoting adaptive perfection positively (Hewitt & Flett, 1991).

Therefore, researchers believe that the application of adaptive perfection to kindergarten teachers requires achieving a balance between striving for excellence and maintaining the well-being of teachers and children, adaptive perfection is an effective tool to improve the quality of education when applied in a balanced and flexible manner, with a focus on continuous development and providing high quality education without harming mental health.

Previous Studies

- **Joachim Stoeber, Daniel J. Madigan & Lazaros Gonidis (2020) titled Adaptive and Non-Adaptive Perfectionism, but What is the Combined Effect?**, The worker model of perfectionism posits that perfection is comprised of two higher-order dimensions: perfectionism (PS) and perfectionist concerns (PC). These dimensions often have distinct and sometimes contradictory connections with adaptive and non-adaptive outcomes. Therefore, if we define perfection as the amalgamation of PS and PC, it becomes crucial to understand the "co-effect" of perfection and determine whether the combined effect is adaptive or non-adaptive, in accordance with the 2×2 model of perfection (Gaudreau & Thompson, 2010), The combined impact of perfection is defined as the quantitative difference between mixed perfection, which is a combination of high PS and high PC, and imperfection, which is a combination of low PS and low PC. Implementing the regression method for model 2×2 testing (Gaudreau, 2012), Initially, we will illustrate how the compound effect can be determined. Subsequently, we will proceed to demonstrate the compound effects of a variety of PS and PC correlations, as well as the Y score. Furthermore, we include examples from the research literature that highlight instances in which PS and PC display zero, adaptive, and non-adaptive compound effects. These examples are derived from the research literature. In conclusion, we bring the essay to a close by explaining how our idea of compound impact can be extended to perfection models by more than two components. Aside from that, we also address constraints and open-ended questions.
- **Alice Lo&Maree J. Abbott (2013) entitled Review of the theoretical, empirical and clinical status of adaptive and non-adaptive perfection**, the idea of clinical perfection has been recognized as a multiple diagnostic concept that is engaged in determining the causes, maintenance, and course of a wide range of first-axis illnesses. Perfection is typically characterized by setting standards of performance that are unnecessarily high and some have suggested that it is associated with a number of negative psychological outcomes, moreover, some have suggested that the process by which perfectionists set and strive to achieve their high performance standards, including the way they reevaluate these parameters, they may be maintained through a number of non-adaptive cognitive, emotional, and behavioral concepts, however, how these factors differ across the adaptive and non-adaptive dimensions of perfection remains unclear, Within the scope of this essay, both adaptive and non-adaptive conceptions of perfection are discussed, and a critical analysis of the empirical literature concerning the cognitive-behavioral model of clinical perfection is carried out, in addition, we examined the outcomes of intervention studies that were centered on the modification of non-functional perceptions in the context of therapeutic perfection. Furthermore, we investigated the clinical implications of these findings as well as trends for the direction of future research.
- **Comment on Previous Studies:**
In previous studies, the researcher dealt with all the variables of the current study and those studies that link their variables, also tried hard to identify previous studies on adaptive perfection, the researcher has benefited from the presentation of some previous studies related to the subject of the current study (adaptive perfection) as follows:
 - The existence of a greater common factor that combines these previous studies and the current study, which is the need to pay attention to the depth in the study of adaptive perfection, especially since the studies Arabic few, and that the current study is only an attempt to monitor some of the variables experienced by kindergarten teachers.

- Some previous foreign studies that dealt with a change in contemporary values such as Joachim Stoeber, Daniel J. Madigan & Lazaros Gonidis (2020), Alice Lo&Maree J. Abbott (2013) was conducted in foreign cultural communities and environments that are different from the culture of the community.

Methodological Procedures of the Study:

The following is a presentation of the methods that were carried out during field research in order to accomplish the research objective, the method that was utilized during the study, the research community, the research sample, the research tool, and the verification of its validity and stability, as well as the statistical treatment that was utilized in the analysis of the data. All of these are included in the presentation.

Research Methodology:

The research depended on the descriptive approach to answer the questions of the study in order to examine the phenomena as it is on the ground. This strategy is also used to highlight the relationship between the objective of the study and its variables during the course of the research.

Research Community and Sample:

The research community consists of all kindergarten teachers in (Kindergartens of the Directorate of Education of Azizia in Wasit Governorate) and a research sample was randomly selected consisting of (60) teachers.

Research Tool:

Following an examination of the earlier research that was associated with the subject of the investigation, the questionnaire was utilized as a research instrument in order to determine the impact that adaptive perfection had on kindergarten teachers.

Description of the Research Tool (questionnaire):

The final version of the questionnaire included a total of twenty-five items, which were arranged in three distinct categories.

- The first axis: the differences between (experience and continuous learning) on the adaptive perfection of kindergarten teachers and consists of (13) items.
- The second axis: the impact of effective communication with colleagues and parents on interaction in the classroom environment Adaptive perfection for kindergarten teachers and consists of (6) items.
- The third axis: discovering the impact of educational plans and teaching methods on the adaptive perfection of kindergarten teachers, and it consists of (6) items.

Validity of Research Tool:

Virtual Validity:

Following the completion of the development of the questionnaire and the construction of its items, the questionnaire was presented to a group of arbitrators in its first version. The objective of this presentation was to ascertain the degree to which each of the items on the questionnaire is connected to the axis to which it belongs, the clarity of each paragraph, the soundness of its linguistic wording, and the suitability of the questionnaire to accomplish the objective for which it was designed. Furthermore, it was requested of the arbitrators that they provide suggestions by which the questionnaire may be improved by removing, adding, or reformulating questions. Following the retrieval of the court copies from the arbitrators and in consideration of the comments given by a few of the arbitrators, the questionnaire was rewritten with the opinions of the arbitrators being taken into consideration.

Validity of the Internal Consistency of the Research Tool:

The Pearson correlation coefficient was calculated between the degrees of each paragraph and the total degree of the axis to which the paragraph belongs from the axes of the questionnaire. This was done based

on the responses of the polling sample, which consisted of thirty individuals. The purpose of this calculation was to determine whether or not the internal consistency was valid, as shown in Table (1):

Table (1) Evaluation of the internal consistency validity of the questionnaire items

Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient	Paragraph number	Correlation coefficient
Differences between (experience and continuous learning) on adaptive perfection among kindergarten teachers				The impact of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers Discover		The impact of educational plans on the adaptive perfection of kindergarten teachers	
1	0.625**	8	0.745**	1	0.695**	1	0.565**
2	0.547**	9	0.636**	2	0.754**	2	0.747**
3	0.625**	10	0.825**	3	0.696**	3	0.685**
4	0.639**	11	0.765**	4	0.636**	4	0.754**
5	0.865**	12	0.695**				
6	0.685**	13	0.814**				
7	0.547**						

Table (1) indicates quite clearly that the correlation coefficients between the items and the total degree of the axis to which the paragraph belongs are all statistically significant at a significance level of 0.01, as shown in the table that came before it. Additionally, the high values of all correlation coefficients indicate that the items on the axes demonstrate a high level of internal consistency. This is supported by the previous point.

Stability of the Research Tool:

The stability coefficient of Cronbach's alpha was determined for the axis of the resolution in order to approximate the stability of the research instrument. The obtained results are presented in Table (3).

Table No. (2) Cronbach's alpha coefficient for the research axes

Axis	Items Number	Cronbach's alpha coefficient
Differences between (experience and continuous learning) on adaptive perfection among kindergarten teachers	13	851
The effect of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers	6	799
Discovering the impact of educational plans on the adaptive perfection of kindergarten teachers	6	813
Total score of the questionnaire	8	879

We are able to deduce from the table that the stability coefficients of the axes were all quite close to the correct one. This is the conclusion that we are able to draw. Furthermore, we find that the value of the overall score of the Cronbach's alpha stability coefficient for the questionnaire as a whole came with a high

value equal to (0.879), which is a value that is close to the proper one. This is something that we discovered. This value indicates that the resolution is valid for application and that it is possible to rely on and trust its results.

Statistical Methods:

- **Arithmetic Averages and Standard Deviations:** for the purpose of calculating the averages of the statements on the questionnaire as well as the total scores on the axes of the questionnaire based on the replies of the members of the research sample.
- **Cronbach Alpha Coefficient:** in order to determine whether or not the resolution assertions are resilient.
- **Range Equation:** the following is a description of the arithmetic mean of the responses with regard to the items and axes:

The degree of participation (direction) for each paragraph or axis is determined based on the following criteria, in cases where the response score is determined in such a way that it gives a score of three (3) for the response that always applies to me, a score of two (2) for the response that frequently applies to me, and a score of one (1) for the response that is rarely applicable to me. The low range is from 1 to 1.66, the medium range is from 1.76 to 2.33, and the high range is from 2.34 to 3.

Research Results and Interpretations

Answer the study questions and present the results:

The first question: "What are the differences between (experience and continuous learning) on the adaptive perfection of kindergarten teachers?"

To identify the differences between (experience and continuous learning) on the adaptive perfection of kindergarten teachers, the arithmetic mean, standard deviation and rank for each paragraph of the first axis were calculated in the questionnaire as follows.

Table No. (3) Statistical measures of arithmetic mean, standard deviation, and degree of acceptance for the items on the first axis.

Paragraph number	Paragraph	Arithmetic mean	Standard deviation	Rank	Grade
1	I feel that continuous learning helps me develop my skills in adapting to classroom changes.	2.33	.795	9	Medium
2	I feel like I have the skills to adapt to the needs of all the children in my class.	1.55	.769	13	Low
3	I use learning from past experiences to improve my adaptation to children.	2.08	.829	12	Medium
4	I consider providing a suitable classroom environment for all students to be crucial in my work.	2.43	.810	7	High
5	I consider developing strong relationships with students to be key to their success in adapting to the classroom environment.	2.52	.770	5	High

6	I consider adjusting to shy students a challenge.	2.57	.698	3	High
7	I use collaboration with my colleagues to improve my ability to adapt to classroom challenges.	2.70	.671	1	High
8	I consider responding to each student's personal needs to be central to my work as a teacher.	2.23	.810	11	Medium
9	I find that communicating effectively with students helps me understand and adapt to their needs.	2.30	.809	10	Medium
10	I use practical exercises to improve my adaptability to students with special needs.	2.55	.699	4	High
11	I consider providing individual support to students who are late in adjusting to the subjects of study to be key.	2.67	.655	2	High
12	I am actively working to promote engagement and engagement in children to motivate them and enhance their ability to adapt to the classroom environment.	2.38	.671	8	High
13	I use multiple strategies to develop impulse control and social adaptation skills in children in class.	2.48	.725	6	High
General average		2.37	0.75	High	

From the previous table, it can be concluded that the differences between (experience and continuous learning) on the adaptive perfection of kindergarten teachers came to a high degree, as the general mean of the first axis (2.37) and the standard deviation (0.75), the general direction of the items (high) and the standard deviation values of the axis ranged between (0.829: 0.655), all of them have low values indicating the homogeneity of the opinions of the members of the research sample on those items, it came in first place (I use collaboration with my colleagues to improve my ability to adapt to classroom challenges.) with an arithmetic mean of (2.7), standard deviation of (0.671), and approval score of (high), in second place (I consider providing individual support to students who are late in adjusting to subjects essential), with an arithmetic mean of (2.67), standard deviation of (0.655), and approval score of (high), in the final ranking (I believe that I have the skills to adapt to the needs of all of the children in my class), in third place (I believe that I am able to adapt to the requirements of each and every child attending my class) having a mean of 1.55, a standard deviation of 0.769, and a score of approval that is considered to be low among the participants.

From which we conclude that the differences between (experience and continuous learning) on the adaptive perfection of kindergarten teachers came to a high degree, this indicates that there are high differences between (experience and continuous learning) on the adaptive perfection of kindergarten teachers.

The second question: "What is the impact of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers?"

To identify the impact of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers, the arithmetic mean, standard deviation and rank for each paragraph of the second axis were calculated in the questionnaire as follows.

Table No. (4) Calculate the arithmetic mean, standard deviation, and degree of approval for the entries on the second axis.

Paragraph number	Paragraph	Arithmetic mean	Standard deviation	Rank	Grade
1	I feel comfortable and confident in dealing with the challenges I have in class.	2.60	.694	1	High
2	I use effective methods to communicate with children's parents to collaborate on better conditioning.	2.48	.792	3	High
3	I feel enjoyment and satisfaction when I can help children adapt to the classroom environment.	2.20	.860	6	Medium
4	I find it difficult to adapt to the behaviors of some children in class.	2.55	.723	2	High
5	I use multiple strategies to adapt to the needs of children with special needs.	2.40	.764	4	High
6	I find that developing positive relationships with children and building strong trust contributes to their ability to adapt and personal growth.	2.33	.774	5	Medium
General average		2.43	0.77	High	

From the table that was presented earlier, it is possible to draw the conclusion that the effect of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers was high. The general mean of the second axis was 2.43, the standard deviation was 0.77, and the general trend of the items was high. The values of the standard deviation of the axis ranged between 0.86 and 0.694, all of which have low values, which indicates that the opinions of the members of the research sample on those items were consistently similar.

I am able to handle the problems that are presented in the class with ease and self-assurance, which is why it came in first place with me. and coming in second place with an arithmetic mean of (2.6), a standard deviation of (0.694), and an approval score of (high) (I find it challenging to adjust to the behaviors of some

of the children in the class) (I feel enjoyed and satisfied when I am able to assist youngsters in adjusting to the setting of the school) with an arithmetic mean of (2.55), a standard deviation of (0.723), and a score of approval (high), placing in last position The average acceptance score from them was 2.2, with a standard deviation of 0.86 and an arithmetic mean of 2.2, we conclude that the impact of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers came to a high degree, this indicates a high impact of effective communication with colleagues and parents on the adaptive perfection of kindergarten teachers.

The third question: "What is the impact of educational plans on the adaptive perfection of kindergarten teachers?"

To identify the impact of educational plans on adaptive perfection among kindergarten teachers, the arithmetic mean, standard deviation and rank for each paragraph of the third axis were calculated in the questionnaire as follows.

Table No. (5) Statistical measures of arithmetic mean, standard deviation, and degree of acceptance for the items on the third axis.

Paragraph number	Paragraph	Arithmetic mean	Standard deviation	Rank	Grade
1	I use the involvement of students in decision-making processes to enhance their ability to self-adapt.	2.43	.767	3	High
2	I use multiple educational offerings to motivate students to explore diverse approaches to adaptation.	2.42	.809	4	High
3	I use customizing educational plans to ensure that students' needs are met in all aspects of education and development.	2.40	.764	5	High
4	I find that using technology can help me achieve optimal adaptation to students' needs.	2.45	.746	2	High
5	I feel comfortable adapting to frequent changes in the curriculum.	2.60	.669	1	High
6	I use positive strategies to motivate students to adapt to the classroom environment.	2.38	.804	6	High
General average		2.45	0.76	High	

Based on the data presented in the preceding table, it is possible to draw the conclusion that the influence of educational plans on adaptive perfection among kindergarten teachers was significant. There was a high general tendency among the items, and the standard deviation was 0.76. The general average of the items on the third axis was 2.45, and the standard deviation was 0.76. The standard deviation values of the axis ranged from 0.809 to 0.669, all of which have low values. This suggests that the opinions of the individuals who participated in the research sample when it came to those items were consistent with one another.

Having an arithmetic mean of (2.6), a standard deviation of (0.669), and an approval score of (high), it came in first place (I am able to adjust to frequent changes in the curriculum), and it came in second place (I find that utilizing technology can assist me in achieving optimal adaptation to the requirements of the pupils). with an approval score of high, an arithmetic mean of 2.45, and a standard deviation of 0.746, all of which are in the last order (I employ positive tactics to push pupils to adjust to the environment of the classroom). arithmetic mean of 2.38, standard deviation of 0.804, and acceptance score of high are all characteristics of this group.

From which we conclude that the impact of educational plans on adaptive perfection among kindergarten teachers came to a high degree, this indicates a high impact of educational plans on the adaptive perfection of kindergarten teachers.

Abstract of Research Results:

This is represented in presenting the most prominent results of the research with regard to answering its questions and achieving its objectives, as follows:

- When it comes to the adaptive perfection of kindergarten teachers, the disparities between experience and continuous learning came to a great degree. The general mean of the first axis was 2.37, the standard deviation was 0.75, and the general trend of the items was quite high.
- The overall mean of the second axis was 2.43, the standard deviation was 0.77, and the general trend of the items was high. This indicates that the effect of good communication with colleagues and parents on the adaptive perfection of kindergarten teachers was found to be of a high degree.
- The general average of the items on the third axis was 2.45, the standard deviation was 0.76, and the general trend of the items was high. The impact of educational programs on adaptive perfection among kindergarten teachers was high based on these three factors.

Research Recommendations:

In light of the findings of the current study, researchers can make recommendations as follows:

- Teachers must have the necessary skills to adapt to the needs of all children in the classroom.
- I use learning from past experiences to improve adaptation to children.
- The need for effective communication between the teacher and children to understand their needs and adapt to them.
- The need for the teacher to develop positive relationships with children and build strong confidence to contribute to enhancing children's abilities to adapt and personal growth.

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