PERFECTIONISM, FEAR OF NEGATIVE EVALUATIONS, AND SOCIAL DISCONNECTEDNESS AMONG COLLEGE STUDENTS IN LIPA CITY COLLEGES
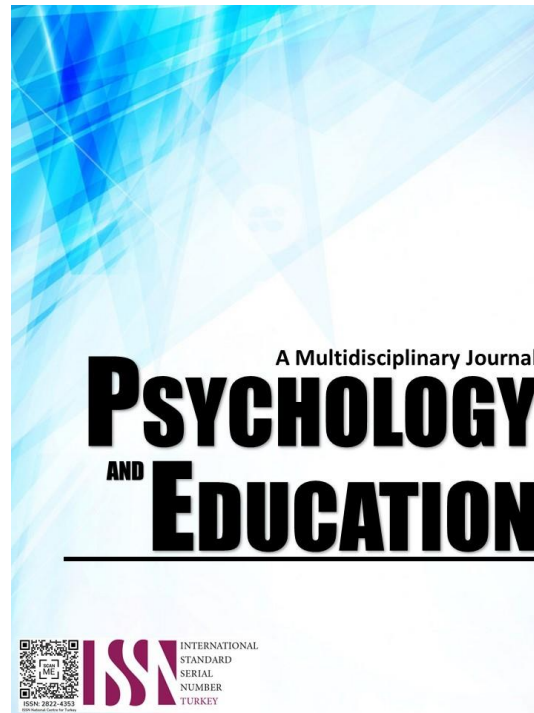
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Perfectionism, Fear of Negative Evaluations, and Social Disconnectedness Among College Students in Lipa City Colleges

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Abstract

It has been observed that perfectionism has increased over the last three decades; yet, despite its seeming desirability, it may have enormously detrimental effects on one's psycho-social well-being. This research identified and measured the levels of perfectionism, fear of negative evaluations, and social disconnectedness among college students in Lipa City Colleges. The researchers used a quantitative predictive correlational research design and a purposive sampling method to select the study's official respondents. A preliminary survey was administered before the survey, which the researchers adopted; it included the Multidimensional Perfectionism Scale Short Version, the Brief Fear of Negative Evaluations Scale, and the Social Connectedness Scale Original Version. One hundred fifty college students from any program filled out these surveys. The respondents reported high levels of perfectionism, fear of negative evaluations, and social disconnection. Among the three dimensions of perfectionism, socially-prescribed perfectionism scored the highest and was deemed a significant predictor of fear of negative evaluations and social disconnectedness. In contrast, only self-oriented perfectionism negatively influenced fear of negative evaluations. The relevance of the two aspects of perfectionism to fear of negative evaluations and social disconnectedness prompted the researchers to suggest that parents, instructors, and the institution's Guidance and Counseling department should collaborate to reduce the incidence of these variables.

Keywords: *perfectionism, fear of negative evaluations, social disconnectedness*

Introduction

It is human nature to conform; people sought acceptance and approval to gain a sense of rapport, however, individuals' experiences, on the other hand, might vary widely, leading to a wide range of ingrained ideas. These beliefs had an impact on how individuals see the world. Some individuals are adaptable and flexible in the face of failures and criticism, while others are not prepared to accept that perfection does not exist in the actual world. When people hear the term perfectionism, it may not appear to be a bad quality; instead, they may interpret it as aiming for excellence, which appears to be desirable. However, perfectionism can be considered one of the problems in today's era, given that perfectionists became more neurotic and less conscientious as time passes (Sherry & Smith, 2019). It is seen everywhere, from how people behave at home to how they perform at school, approximately 25-30% of teenagers are dealing with perfectionism (Newport Academy, 2022). The growth of perfectionism is undeniably evident, as the year goes by individuals become more subtle in setting high standards and working on them (Curran & Hill, 2017). External influences, such as domineering and demanding parents, may contribute to developing perfectionism in youth. In addition to parental pressure, the 21st century is said to be the era of technology in which social media became very prominent. Social media exposure played a vital role and images that may alter their perceptions of themselves and the social environment.

Nonetheless, perfectionism is not considered a mental disorder, but a personality trait characterized by the pursuit of unrealistically high standards and a propensity to be too critical of one's behavior. Additionally, this paper only focused on the three multidimensional constructs conceptualized by Hewitt and Flett (1991) characterized as self-oriented, socially-prescribed, and other- oriented. Stoeber (2014) defined self-oriented perfectionism as inwardly motivated, and the pursuit of perfection appears personal. While socially- prescribed perfectionists are extremely sensitive to how others see them, they believe that they must be viewed as perfect to be accepted. Lastly, other-oriented perfectionism exhibits unreasonable standards about other people; when others fail to achieve their expectations, other-oriented perfectionists manifest severely critical and condemning reactions. However, there are situations in which possessing these high standards may be advantageous, particularly if they are in a healthy form. In reality, perfectionism stimulates students to work as hard as possible in school, resulting in academic success and life satisfaction (Accordino et al., 2000; Stoeber, 2009, as cited in Juwono et al., 2022). Nonetheless, excessive striving for perfection that becomes a way of life can be detrimental. People

often compare perfectionism to conscientiousness, yet perfectionists the rise among college students, and negative effects, such as depression, rumination, academic exhaustion, and even interpersonal problems, have been related to this psychological concept (Simon, 2022). In fact, perfectionism may be viewed as a kind of neuroticism characterized by persistently negative or unpleasant thoughts. Individuals with this personality type are more prone to commit suicide or entertain suicidal thoughts, so the temptation may be heavy (Bender, 2018; Borders, 2020). Given that there is a dearth of local literature that encompasses the background of Filipino college students regarding perfectionism and its relationship with interpersonal issues, the mental health community may find these facts concerning. In addition, a body of research indicated a connection between perfectionism and specific mental disorders, such as social anxiety, with its symptoms of social disconnection or isolation and fear of being negatively evaluated.

Subsequently, an individual's view of themselves may be affected by how others perceive them. Some tend to be optimistic in response to feedback and criticism from others, but some act in the opposite way. Perfectionists are more prone to suffer perseverative cognition, which may accentuate their fear of others' judgments (Flett et al., 2016). They worry about the probable judgments of others, especially if they are negative. Fear of negative evaluations is a state in which individuals feel uneasy and angst whenever they will think of the Reichenberger, 2017), people experiencing this tend to be more pessimistic about how they view themselves than how they view others, they seem to foresee others' opinion as an attack towards their performance. Since perfectionists have high expectations of themselves and others, their most tremendous resentment may appear to be mistakes and failures. Fear of negative judgments has been identified as a normal component of human conduct. Pathological and non-pathological individuals may be susceptible to experiencing this but may vary in degree and intensity. Fear of receiving unfavorable assessments is an additional key psychological factor that not only has a detrimental effect on the overall performance of students but also has the potential to lead to more severe mental health difficulties. It is troubling that the fear of negative evaluations is seen as one of the defining elements of social anxiety and phobia and may even appear to be a hallmark of this mental health disorder. (Reichenberger, 2017; Lauren, 2019). Despite the fact that this psychological construct can be detrimental to the mental health of students, there are few initiatives, especially in counseling, to combat this issue. People's relationships

may not grow as much as they could if they do not change how they react to criticism.

Likewise, the social system was also one of the strongest proponents thatcan affect people's lives. The interpersonal aspect had an impact on the well-being and performance of the students. Social connection is significantly correlated with the academic performance of students, it is revealed that the higher the social support that is being experienced the greater the quality of academic performance (Egheosase & Ugwu, 2016). Yet, the outbreak of COVID-19 resulted in social disconnection to increase. A survey from America depicts that 36% of the respondents yielded that they are frequently lonely in which 65% of these numbers are young adults (18-25), this loneliness can intermittently lead to social isolation (Walsh, 2021). Several experts have investigated social disconnection and found that it may be destructive to an individual's mental and even physical health. Since today is considered post-pandemic, with institutions attempting to adjust to the new normal, a survey conducted by Best Colleges (2022) addressed how the pandemic affects students' mental health. It has been stated that 95% of college students have experienced negative psychological symptoms as a result of the catastrophic event; nearly half (46%) of respondents feel more isolated and lonelier than usual, and 2 out of 5 students report that it is onerous to meet classmates (41%) and make friends (42%). Given such data, it prompted the researchers to study this variable since to the researchers' knowledge, only a few of these published pieces of literature delve deeper into Filipino college students' social isolation.

Social disconnectedness happened when individuals felt isolated fromother people, there is a lack of social participation, bond, and contact in different social activities. However, a lot of factors may affect the interpersonal aspect of individuals some of them may be caused by setting unrealistic standards. When individuals hold impractical high expectations towards themselves and others, it may result in social disconnection. They tend to believe that they or others will fall short of the idealized criterion (Wallance & Alden, 1995, as cited in Cox et al., 2020).The Perfectionism Cognition Theory (PCT) by Flett, Nepon, and Hewitt (2016) served as the basis for this study. It proposed that individuals with perfectionistic beliefs are more likely to have mental perseverance, which may highlight the fear of others' evaluation. According to this theory, individuals' negative outlook may be a result of perfectionism. As previously stated, perfectionists aim for perfection at all costs. Therefore, they may always be concerned about receiving

unfavorable feedback for their work. In addition, the Perfectionism Social Disconnectedness Model (PSDM) proposed by Hewitt et al. (2001) also lent credence to this study, as it argued that perfectionists are more likely to experience social detachment. Since perfectionists have different outlooks on the world, it may be difficult for them to form interpersonal relationships with others. They believe other people to be excessively critical, demanding, and unforgiving of faults, which causes them to feel alienated since they fear negative evaluations as a result of making mistakes.

This research aimed to determine whether perfectionism has a predictive correlation with fear of negative evaluations and social disconnectedness. The findings from the previous studies served as a reasonable basis for assessing the predictive relationship between perfectionism, fear of negative evaluations, and social disconnectedness that might result in a stronger foundation for the development of additional programs. Perfectionism was evidently on the rise among college students during the modern era and people with this trait have the potential in experiencing mental health problems that may also result to hamper their interpersonal relationships. Despite the studies regarding perfectionism in a Filipino context (e.g. Gasco et al., 2014; Reyes et al., 2015; Magno et al., 2017; Tan, 2022) it is still imperative to test the predictive relationship of perfectionism with the fear of negative evaluations and social disconnectedness, as it led a way to assess the viewpoint of Filipino perfectionists in an interpersonal context since none of this local literature incorporated these three psychological constructs. The study also sought to determine the level of perfectionism, fear of negative evaluations, and social disconnectedness among college students in Lipa City Colleges. It has been reiterated that the different environments that college students had experienced may result in higher perfectionistic tendencies. College students are said to be the ones who are most likely to experience perfectionism, with a 10% increase for self-oriented perfectionism, 33% for socially-prescribed perfectionism, and 16% for other-oriented perfectionism during almost three decades (Curran & Hill, 2016). These data can provide a perspective on what extent the students are experiencing these three psychological variables.

The study is significant to tertiary students because they are the most likely to experience perfectionism. It is evident that college students in the 21st century experience a very different context than those in the 1980s. Environmental influences such as friends, media exposure, and stricter parental expectations increase the pressure to be a perfectionist. Additionally, young adults (18–25) are susceptible to social isolation and fear of negative evaluations, given that the COVID-19 pandemic inhibits interactions and the typical school structure. This research provides them with an understanding of how these types of phenomena can be detrimental to their psychological health. Additionally, this study is beneficial to parents, as parental pressure is regarded as one of the most significant factors influencing perfectionism. It provided insight into how early life events shape a person's viewpoint and how it affects their interpersonal relationships and vice-versa. Likewise, the faculty may benefit from the study since it provided an in-depth knowledge of students' perfectionism, fear of negative evaluations, and social disconnectedness. Students' mental health may be affected by these variables. Thus, it may provide a possible basis to establish an environment that fosters the students to minimize these three dimensions. Lastly, because the variables have not been thoroughly investigated in the local literature, this work is helpful for future researchers.

Research Questions

This study aimed to assess the level of perfectionism, fear of negative evaluations, and social disconnectedness among college students in Lipa City Colleges and determined whether these variables have a relationship. It specifically sought to answer the following:

1. What is the level of perfectionism of the respondents in terms of:
   1.1 Self-oriented perfectionism
   1.2 Other-oriented perfectionism
   1.3 Socially-prescribed perfectionism
2. What are the levels of fear of negative evaluations of the respondents?
3. What are the levels of social disconnectedness of the respondents?
4. Which among the dimensions of perfectionism is/are a significant predictor of fear of negative evaluations?
5 Which among the dimensions of perfectionism is/are a significant predictor of social disconnectedness?
6. How may the findings be utilized in proposing a counseling program?

Methodology

Research Design

The researchers utilized a quantitative predictive correlational research design. The methods of quantitative research developed in the natural sciences place a high value on objectivity, measurement, reliability, and validity (Lee, 1992, as cited in Habib, 2021). This research design denoted that statistical procedures are utilized to gather and evaluate numerical data in variables. Furthermore, this study employed a survey questionnaire to collect the necessary data to assess the hypotheses, particularly standardized tests. Surveys generalized a sample to derive quantitative information on attitudes and views held by a larger group of people (Creswell, 2014).Additionally, the descriptive research design made it possible to describe certain phenomena. Regarding this, the researchers were able to present the respondents' levels of perfectionism, fear of negative evaluations, and social disconnectedness. On the other hand, the correlational predictive design also has been used as this design is significant in research that concentrates on predicting an occurrence. This allowed the researchers to assess whether perfectionism has a predictive relationship with fear of negative evaluations and social disconnectedness.

Participants

The respondents of the study were the college students of Lipa City Colleges, including all the programs, from the first year to the fourth year in the academic year of 2022-2023. The researchers employed the purposive sampling method as this may be considered the most appropriate technique to obtain respondents. The purposive sampling technique is a non-probability method that allows researchers to rely on their judgment when selecting respondents. Specific characteristics of individuals may have a unique and vital perspective on sample (Robinson, 2014). Thus, the researchers selected the respondents based on the criteria. In particular, the respondent of the study must be a college student in Lipa City Colleges and must score five (5) or higher on the self-assessment perfectionism screening test. The researchers believed that college students are the most suitable respondents for this study since a body of literature indicates that perfectionism is most likely experienced by tertiary students.Subsequently, the total population of college students in Lipa City Colleges is 2,396. The researchers utilized G*Power to test the statistical strength of the study further and to know the minimum

sample size. According to this tool, the minimum sample size must be one hundred nineteen (119) with a 0.15 effect size, and 0.95 significance level using Linear multiple regression: Fixed model, R^2 deviation from zero. In addition, the survey is distributed to 150 respondents. In case there are outliers, withdrawals, or invalid responses, the researchers have opted to include disparities in the number of respondents.

Research Instrument

The first measure that has been utilized is the self-assessment perfectionism screening test by Bill Gaultiere (2000, 2012). This questionnaire is a yes or no type of survey that will serve as the pre-survey instrument to assess if the student is a probable perfectionist, it is composed of fifteen (15) items in which five or more "yes" suggests a potential problem with perfectionism. A Likert scale type of questionnaire was used as the primary data- gathering instrument of the current study. It was divided into two parts: the first part was the informed consent, including all the information about the present study, and the second section are the statements from the three (3) scales to measure the study's variables. Perfectionism was assessed using the standardized Multidimensional Perfectionism Scale short version. This was created by Hewitt et al. (2008) and comprised 15 items, and these are the numbers; 6, 14, 15, 20, 32 (SOP); 7,16,22, 26, 27 (OOP); 11, 25, 35, 39, 41 (SPP) of the original version.It is rated using a seven (7) Likert scale which was answered based on the following: (1) Disagree Strongly (2) Disagree Somewhat (3) Disagree a Little (4) Don't Know (5) Agree a Little (6) Agree Somewhat (7) Agree Strongly. However, it originally consisted of forty-five (45) items, with fifteen (15) statements in each dimension. Likewise, aside from Hewitt et al. (2008)'s short version, another form was constructed by Cox et al. (2002) and consisted of 15 statements which are the items; 6, 14, 28, 40, and 42 (SOP); 10, 19, 24, 43, 45 (OOP); 13, 31,33, 35, 39 (SPP) from the original version. Withal, Stoeber (2018) argued that Hewitt et al. (2008) shortened version was the most viable alternative to the full version in delivering a credible evaluation with a Cronbach alpha of; 0.86 for self-oriented perfectionism, 0.75 for socially-prescribed perfectionism, 0.75 for other-oriented perfectionism. Therefore, the researchers utilized Hewitt et al. (2008)'s Multidimensional Perfectionism Scale Short Form. Since the scale of multidimensional perfectionism is a 7-point Likert, it is interpreted based on the following: 1.00-1.85 implied strong disagreement (very low), 1.86-2.71 denoted disagreement (low), 2.72-3.57 represented somewhat

disagreement (moderately low), 3.58-4.43 manifested uncertainty (average), 4.44-5.29 indicated moderate agreement (moderately high), 5.30-6.15 showed agreement (high), and 6.16-7.00 signified strong agreement (very high).

Meanwhile, fear of negative evaluations was measured by the standardized Brief Fear of Negative Evaluation Scale by Leary (1983) consisting of twelve (12) items with a five-point Likert scale with the options of (1) Not at all characteristic of me, (2) Slightly characteristic of me, (3) Moderately characteristic of me, (4) Very characteristic of me, and (5) Extremely characteristic of me. Subsequently, Geukens et al. (2020) utilized this scale as their measure in their study. It was found that the reliability of this ranges from 0.88 to 0.89, thus, this signifies strong reliability. Furthermore, this measure will be interpreted based on the following: 1.00-1.79 represents not a characteristic of them (Very Low), 1.80-2.59 manifests slightly characteristic of them (Low), 2.60-3.39 indicates moderately characteristic of them (Average), 3.40-4.19 shows very characteristic of them (High), and 4.20-5.00 signifies extremely characteristic of them (Very High).

The Original Social Connectedness Scale by Lee, R.M. and Robbins, S.B. (1995), which is standardized was utilized to evaluate the psychological concept of social disconnectedness, since the construct of the study is social disconnectedness, the researchers dig out if this measure can be used for the variable disconnectedness. It is found that five studies conducted by Moreton (2018), Qamar and Latif (2020), Gresham et al. (2021), Simpson et al. (2021), and Al-Haidan et al. (2022) refer to this measure as social disconnection since the items are in a reversed form. This scale was also utilized in their research to measure social disconnection with Cronbach alpha of 0.91 in Moreton (2018)'s study, 0.74 in Qamar and Latif (2020), 0.93 in Greshman et al. (2021), and 0.94 in Simpson et al. (2021)'s study. It consists of eight (8) negatively worded items and it is no longer scored in reverse since the variable of the study is social disconnection. It comprises a 6-point Likert Scale which will be answered based on the following: (1) Strongly Disagree (2) Disagree, (3) Mildly Disagree, (4) Mildly Agree, (5) Agree, (6) Strongly Agree, this scale will be verbally interpreted based on the following: 1.00-1.82 represents strong disagreement (Very Low), 1.83-2.65 represents disagreement (Low), 2.66-3.48 manifests mildly disagreement (Moderately Low), 3.49.4.31 indicates mildly agreement (Moderately High), 4.32-5.14 shows agreement (High), and 5.15-6.00 signifies strong agreement (Very High).

Procedure

The researchers sought the permission of their research adviser and instructor. Then, they compiled the necessary documentation, including informed consent, surveys, and formal letters, for submission to the adviser, teacher, and school administrators for approval. Once these documents have been authorized, the researchers will use Google Forms to perform a pre-survey to determine which college students at Lipa City Colleges are likely to experience perfectionism. The scale was distributed randomly to 200 college students. The pre-survey respondents then have been requested to provide their names, courses, and contact information so that the researchers were able to determine whether they met the desired score. Subsequently, individuals who met the criteria were the present study's respondents, who were selected randomly. These students were given the briefing, informed consent, and standardized scales through google forms. After the accumulation of the data, the researchers hired a statistician to compute the numerical data. However, the researchers were the ones who explained what these statistics signified verbally.

Data Analysis

The following statistical treatments were utilized by the researchers using Jamovi version 2.3.18 . A normality test, particularly the Shapiro-Wilk test, was performed to determine if the parametric test will be used in addressing the research objectives. If the p-values are greater than 0.05, the researchers will use parametric tests. If the p-values are less than 0.05, it means that the data is not normally distributed, so the non-parametric tests will be used. The researchers also used various statistical tools, including ranking, weighted mean, and multiple regression analysis. Ranking, in which the data acquired are sorted based on their ordinal value. Furthermore, the weighted mean is also used to determine the average degree of variables. Lastly, multiple regression analysis is employed to measure if perfectionism has a significant predictive relationship with fear of negative evaluations and social disconnectedness. This statistical procedure aims to predict the value of a single dependent variable by using numerous independent variables whose values are already known.

Ethical Consideration

In the code of ethics for research, the primary concern must always be the well-being of the respondents in

any circumstance. The researchers guaranteed that the rights of the respondents are valued and respected. Before the distribution of the questionnaire, informed consent is provided whereby the participants' right to withdraw is speculated. The researchers assured that there are no coercion of participation and everything happened voluntarily. Moreover, in correspondence to the Data Privacy Act of 2012, all the information provided by the respondents is kept confidential, with no one other than the researchers having access to it. After getting the raw score of the response, the researchers disposed of all the data in the safest way. Lastly, researchers internalized and lived with integrity. They guaranteed that any data or information obtained are not manipulated.

Results and Discussion

Table 1. *Level of perfectionism of the respondents*

Self-Oriented Perfectionism	Mean	Verbal Interpretation	Rank
One of my goals is to be perfect in everything I do.	4.74	Moderately High	2
I strive to be as perfect as I can be.	4.72	Moderately High	3
It is very important that I am perfect in everything I attempt.	4.08	Average	4
I demand nothing less than perfection for myself.	3.85	Average	5
I must work to my full potential at all times.	5.28	Moderately High	1
Mean	4.53	Moderately High	
Other-Oriented Perfectionism			
Everything that others do must be top-notch quality.	5.26	Moderately High	3
I have high expectations for the people who are important to me.	5.71	High	1
I can't be bothered by people who won't strive to better themselves.	5.27	Moderately High	2
If I ask someone to do something, I expect it to be done flawlessly.	5.25	Moderately High	4
I cannot stand to see people close to me make mistakes.	4.50	Moderately High	5
Mean	5.20	Moderately High	
Socially-Prescribed Perfectionism			
The better I do, the better I am expected to do.	6.37	Very High	1
Success means I must work even harder to please others.	5.66	High	4
My family expects me to be perfect.	5.81	High	3
People expect nothing less than perfection from me.	5.51	High	5
People expect more from me than I am capable of giving.	6.05	High	2
Mean	5.88	High	

Table 1 illustrates the level of perfectionism of the respondents, for which self-oriented perfectionism obtained an overall mean score of 4.53. The value indicates that respondents agree a little which corresponds to a moderately high level. Individuals may be driven to exert more effort and accomplish more as a result of self-oriented perfectionism's feature of establishing high, idealistic standards for themselves (Reyes et al., 2015). In addition,

perfectionism among students may persist throughout their college years. However, research indicates that it can change due to the increase in stress levels they experience while relocating to a new and exceedingly challenging environment (Tan, 2022), which can be attested to why the results show that self-oriented perfectionism is relatively prevalent among the college students who responded to the survey. It is further corroborated by Curran and Hill (2016), who described how self- oriented has increased over the last three decades, highlighting a 10% increase yet ranking as a minor increment compared to the other two dimensions of perfectionism.

It is pivotal to note that although the most important characteristic of this attribute is to have high expectations for oneself, one of the most vital aspects of this dimension is that one must constantly work to their full potential at all times (WM = 5.28). This statement scored the highest among all the items provided on the measure. Since one of the most admirable qualities of Filipinos is being a hard worker, which helps them succeed in a variety of areas of their lives, including their job and academics, this quality is considered to be among the most valued. This trait may affect how they carry out certain tasks or activities especially in executing them based on their full ability and potential. Rodriguez- Operana et al. (2017) denoted that, the fact that Filipino-American students in general put in a lot of effort in their studies has a favorable impact on the grades that these students obtained. Undergraduate students of the millennial generation from Metro Manila garnered a high mean score in terms of assessing this trait (Velasco, 2018) which indicates how this quality is present in university Filipino students. However, even perfectionists are driven to achieve flawlessness at all costs, it is reiterated that people who consider themselves to be perfectionists, on the other hand, are not motivated by a desire to achieve perfection; rather, they are motivated by a desire to avoid failing at anything. Real perfectionists don't focus so much on reaching their ideal state as they do on preventing themselves from falling short of expectations (Tabaka, 2017). This is the reason why the statement "I demand nothing less than perfection for myself" (WM = 3.85) gathered the lowest score with a verbal interpretation of Average.

Subsequently, other-oriented perfectionism gathered a mean score of 5.20 which suggests that respondents agree on a little which signifies a moderately high level. The results support Curran and Hill's (2016)'s meta-analysis that concluded how other-oriented perfectionism rise a 16% increase in the last three

decades, which ranked second among the three dimensions, and is also evident in the present study. This type of perfectionism can be compared to self-oriented perfectionism, but the difference is it is diverted outside. People expect so much from other people to do things flawlessly. Owen (2021) stated that as social beings, it is a natural reaction to expect from people or something. It is not surprising that individuals have expectations since meeting those expectations is essential to maintaining human relationships. Most interpersonal relationships are founded on the assumption that one party will act in a predetermined way, carry out predetermined responsibilities, and provide predetermined emotional support in order to fulfill the expectations of one's own. Moreover, a person's expectations are the result of their indoctrination, upbringing of others, cognitive processes, attitude development, social conditioning, cultural standards, and life experiences. People hope that the universe will always conform to their desires so that they might live in a world that fully meets their rigorous standards (Balasubramanian, 2022). These may serve as the reasons why there is a moderately high level of other-oriented perfectionism that exists in the respondents.

Furthermore, Filipino culture has this so-called filial piety, a significant notion in Filipino culture. In order to retain the family's collective image and to prevent *hiya*, it is seen as vital. Many Filipinos believe that each family member or significant others must maintain several tasks and responsibilities. Observing one's obligations and responsibilities is essential to respect others and to maintain family peace properly (Scroope, 2017). This could be why the set obligations and duties of a certain significant individual push people to hold their expectations high (WM = 5.71), which garnered a high verbal interpretation which is the highest score from the data under other-oriented perfectionism.

In addition, the college students in today's generation are more vocal, have greater self-esteem, and impose a higher standard than the previous generation. This developmental emphasis may have contributed to a tendency in more recent generations of young people to promote and protect their self-esteem by being hostile toward others and by projecting high standards onto them, which make them intolerant of mistakes (Baumeister et al., 1996; Jordan et al., 2003; Kernis & Paradise, 2002, as cited in, Curran & Hill, 2016). However, Filipinos are known to be empathetic, which means they are trying to deeply understand what someone else is feeling or what it is like to be in their situation. In that sense, whether someone is making a

mistake, they try their best to think about what it is like to be in that situation. These can be the possible factor why the respondents only agreed a little with the statement, "I cannot stand to see people close to me make mistakes" (WM = 4.50).

The latter part shows the respondents' level of perfectionism in terms of socially-prescribed perfectionism. Data analysis reveals an overall mean score of 5.88, showing that respondents have a high level of socially-prescribed perfectionism. It confirmed the information provided by Curran & Hill (2017) that indicates socially-prescribed perfectionism obtained the highest increase among the three dimensions, precisely a 32% increment, which may be regarded as a significant amount for the previous three decades. Furthermore, students may feel pressured to meet the ever-increasing societal and public expectations that come with each new generation. These demands may provoke individuals to internalize how society's standards trigger students to be perfectionists. Moreover, a college education has traditionally been considered the pinnacle of academic achievement. Therefore, those who are allowed to attend college and succeed academically are held in high esteem by society. Because of this principle, many people mistakenly believe that individuals with college degrees have more economic success and job security than those who did not finish high school. Therefore, one's feeling of purpose, resilience, and capacity to perform within a certain social context are all likely to be influenced by society's expectations of scholastic achievement (Ofori & Bell, 2020). This may explain why college students are prone to conform to the societal expectations and standards that paved the way to be socially-prescribed perfectionists.

Moreover, parents play a huge part in terms of this kind of perfectionism, in fact, many students' parents expected them to complete high school with a pristine GPA and an extremely high score in order to get admitted into the country's finest institutions. Parents' high expectations often motivate children to work hard throughout their high school career and then must perform better in their university experience. Because they believe they lack relationships, many of them spend the bulk of their time at college studying rather than socializing or engaging in extracurricular activities (Hewitt et al., 2020). These explain why the statements "The better I do, the better I am expected to do" (WM = 6.37) had remarks of Very High, and the respondents somewhat agreed with the items "People expect more from me than I am capable of giving" (WM = 6.05) and "My family expects me to be perfect" (WM = 5.81).

Alarmingly, socially-prescribed is the most damaging of the three types of perfectionism, this is because the expectations that are seen to be held by others are viewed as being excessive, unmanageable, and unjust, which in turn makes failure experiences and unpleasant emotional states widespread (Curran & Hill, 2017). Furthermore, Filipinos' famous trait is to value conformity, it is an inevitable feature of them in which it seems to be a necessity to comply with the wants of a group, relatives, or society in general. This may also be the reason why socially-prescribed perfectionism scored the highest among the other dimension. Burger (2022) reiterated that psychologists have identified fundamental determinants of conformity. The primary one support is normative influence. When normative influence is present, individuals conform to the group because they dread what others will think of them. They don't want to seem out of pace or become the target of ridicule just because they like various types of music or dress differently than the majority of people. In addition to fostering friendship and eliciting admiration, blending in yields benefits such as acceptance.

Table 2. *Level of fear of negative evaluations*

Fear of Negative Evaluations	Mean	Remarks	Rank
I worry about what other people will think of me even when I know it doesn't make any difference.	4.27	Very High	4
I am unconcerned even if I know that people are forming an unfavorable impression of me.	3.83	High	9.5
I am frequently afraid of other people noticing my shortcomings.	4.19	High	6
I rarely worry about what kind of impression I am making on someone.	3.62	High	12
I am afraid others will not approve of me.	4.13	High	8
I am afraid that people will find fault in me.	4.17	High	7
Other people's opinions of me do not bother me.	3.83	High	9.5
When I am talking to someone, I worry about what they may be thinking about me.	4.35	Very High	2.5
I am usually worried about what kind of impression I make.	4.23	Very High	4
If I know someone is judging me, it has little effect on me	3.70	High	11
Sometimes I think I am too concerned with what other people think of me.	4.35	Very High	2.5
I often worry that I will say or do the wrong things.	4.42	Very High	1
Mean	4.09	High	

Table 2 depicts the respondents' level of fear of negative evaluations, for which, it obtained an overall mean score of 4.09, indicating a high level of fear of negative evaluations. Moreover, college students reported increased levels of fear of negative

evaluations in an active learning context, lending support to the findings of the study by Downing et al. (2020), which showed that fear of negative evaluations had become the primary construct affecting students. It is comprehensible how people can maintain a favorable impression in the company of other people. Every human being has the natural desire to show themselves in the best possible light, sometimes making them afraid of receiving negative feedback. However, the sensitivity to critical comments differs significantly from culture to culture; it is also underlined that the degree of fear of negative evaluations among Asians is much higher than among another ethnicity, specifically Europeans, which confirms the findings that fear of negative evaluations is prevalent among Asians. (Wong & Moulds, 2014).

In addition, the statement "I often worry that I will say or do the wrong thing" (WM = 4.42) scored the highest, which is consistent with Sunkarapalli and Agarwal's (2017) assertion that fear of negative evaluations creates a distinction between how a person interprets himself and how he evaluates information about others. A person evaluates himself more harshly than he would to other individuals. This suggests that individuals who experience fear of negative evaluations see themselves differently than they do to others. Furthermore, the statements "Sometimes I think I am too concerned with what other people think of me", (WM = 4.35), "When I am talking to someone, I worry about what they may be thinking about me", (WM = 4.35) "I am usually worried about what kind of impression I make", (WM = 4.23) and "I worry about what other people will think of me even when I know it doesn't make any difference", (WM = 4.27) all received extremely characteristic of me remarks, which are still considered to be of a very high degree. The reason for this is that fear of receiving unfavorable evaluations was found to be associated with irrational beliefs, such as the notion that an individual must have the social acceptability of significant others and the idea that perfection is a prerequisite for attractiveness. People's increasing worry about being criticized led to an increase in their inclination to hold distorted beliefs, as shown by research on the connection between fear of negative evaluations and belief bias (Deffenbacher et al., 1986; Vroling & De Jong 2009, as cited in Lauren, 2019). Moreover, it is inherent for humans to be self-conscious, but excessive self-consciousness may lead to what is known as the spotlight effect. The spotlight effect is when individuals tend to exaggerate how much others notice their looks or behavior (Calderaro, 2021). Consequently, Filipinos have a reputation for being people-pleasers (Filipino Millenial Podcast,

2021), which causes them to avoid confrontation and conceal their weaknesses just to please others. Thus, a person's excessive self- consciousness and conformity to the desires of others around him might cause him to fear that others would notice his shortcomings (WM = 4.19), criticize him (WM = 4.17) and not approve of him (WM = 4.13). These statements mentioned above garnered high remarks.

Subsequently, there are four items indicated on the scale that is stated in reverse; these include the statements, "I am unconcerned even if I know people are forming an unfavorable impression of me" (WM = 3.83), "Other people's opinions of me do not bother me" (WM = 3.83), "If I know someone is judging me,

it has little effect on me" (WM = 3.70), and "I rarely worry about what kind of impression I am making on someone" (WM = 3.62). These elements are highlighted to reduce response bias. Although it is evident from the comments that the statement falls on the High scale, it is important to note that the items themselves are rated in reverse.

Table 3. *Level of social disconnectedness*

Social Disconnectedness	Mean	Remarks	Rank
I feel disconnected from the world around me	4.95	High	3.5
Even around people I know, I don't feel that I really belong	4.91	High	5
I feel distant from people	4.96	High	2
I have no sense of togetherness with my peers	4.36	High	7
I don't feel related to anyone	4.95	High	3.5
I catch myself losing sense of connectedness with society	5.25	Very High	1
	4.05	Moderately High	8
Even among my friends, there is no sense of brotherhood/sisterhood	4.88	High	6
I don't feel like I participate with anyone or any group			
Mean	4.79	High	

The level of social disconnection of chosen college students is shown in Table 3. The data analysis reveals that the total mean score is 4.79, which indicates a high level. Due to the epidemic that began in March 2020 and has lasted for more than a year, individuals are experiencing social isolation and disturbance in their daily lives as a result of the protracted lockdown (Lim et al., 2022). During the time of COVID-19, social exclusion is a universally shared experience despite high levels of use of media platforms, particularly among young people. This is certainly relevant for those who are living in rural areas.

According to the findings, being confined to one location and not having enough touch with other people in real-time and in person might be detrimental to one's mental health (Giovenco et al., 2021). The changes and impact of COVID-19 to the students in terms of the psychosocial aspect as the transition to the new normal is not as simple as some people believe it to be. The effects of the pandemic on students' mental health were the subject of a survey that was carried out by Best Colleges (2022). It has been stated that 95% of college students have experienced negative psychological symptoms as a result of the major catastrophe; nearly half (46%) of respondents feel more isolated and lonelier than they normally would, and 2 out of 5 students report that it is difficult to meet classmates (41%) and make friends (42%). Therefore, these data support the findings as to why the social disconnectedness of college students is indeed prevalent during this time.

As a consequence of the COVID-19 pandemic, social distancing and restrictions to remain at home were issued in several countries, which had an impact on the lives of more than 1.7 billion students worldwide (Duong et al. 2020). Due to the challenges faced by the students during the phase of hard lockdown and pandemic, and its abrupt transition to the new normal, those effects brought by the challenge may be one of the reasons as to why most of the respondents strongly agreed that they are losing connectedness with the society (WM = 5.25). There is such psychosocial impact that may alter their view regarding the present times even though it is not as strict as before. Furthermore, the respondents agreed that they feel distant from people (WM = 4.96), it has been stated that the transition to university may be challenging for students, since it is often accompanied by a risk of isolation and poor mental health (Thomas et al., 2018). Even though the respondents of the study aren't solely first year college students it is also considered that the shift from online classes to blended learning impacts the students' view. Moreover, the statements "I feel disconnected from the world around me" and "I don't feel related to anyone" (WM = 4.95) have gained the same weighted mean that lies under the verbal interpretation of agree which signifies a high level. College may be a competitive environment where students often compare themselves to others. They may feel out of place and search for a place to fit in (Barkley, 2022); this may be the reason why they feel like even around people the respondents feel like they do not belong (WM = 4.91), feel like they do not participate with anyone in a group (WM = 4. 81), and they have no sense of togetherness with their peers (4.36) which all obtained a general agreement. Lastly,

the statement "Even among my friends, there is no sense of brotherhood/sisterhood" (WM = 4.05) gathered the lowest value among all the items. For instance, Filipinos are paragons of valuing friendship; most of the time, friends are those on the go individuals, but due to the challenges faced by the world during this COVID-19 pandemic may be altered how students view their peers that could be the reason why the respondents only mildly agreed with the said item.

A normality test is utilized which is the Shapiro-Wilk test, the p-value is less than 0.05 signifying that the data is not normal, the residual plots show that the points are randomly dispersed around the horizontal axis, a linear regression model is appropriate for the data. Moreover, the scatter plot performed also shows that there is a linear relationship between the variables. The Durbin- Watson test is also employed and the result is not significant (p-value =0.052 >0.05), it means that there is no autocorrelation among the predictors in the model. Also, the Durbin-Watson d = 1.52, which is between the two critical values of 1.5 < d < 2.5 and therefore we can assume that there is no first order linear auto-correlation in our multiple linear regression data.

Table 4. *Model Coefficients - Fear of Negative Evaluations*

Predictor	Estimate	SE	t	p
Intercept	2.33	0.28	8.23	<.001
Self-oriented	-0.13	0.04	-3.19	0.002
Other-Oriented	0.01	0.05	0.18	0.857
Socially-prescribed	0.39	0.04	9.24	<.001

Analysis of the data showed that, from the dimensions of perfectionism, self-oriented (p = 0.002) and socially-prescribed (p =<.001) are significant predictors of the fear of negative assessment since the p-values are less than 0.05. It indicates that for every 1 unit increase in the self-oriented domain, it leads to a 0.13-point decrease in fear of negative assessment. The results lend support to the findings of Sehgal (2021) denoting that rigid perfectionism has a positive relationship with fear of negative evaluations. Self-oriented perfectionism overlaps with rigid perfectionism since the conviction that being flawless is necessary and that one's self-worth is dependent on absolute criteria they have set for themselves is an example of rigid perfectionism. In prior conceptualizations of perfectionism, only self-oriented

and personal standards of perfectionism were included. Rigid perfectionism adds the inclination to focus one's self-worth on reaching personal perfectionism to this self-oriented and personal standards of perfectionism (Casale et al., 2019). It is intriguing how self- oriented perfectionism is related to fear of negative evaluations knowing that this dimension may be considered as the healthiest form of perfectionism among the three others as it correlates with positive features (Stoeber, 2014). However, the regression coefficient for self-oriented perfectionism is negative in the present study, indicating that as the level of self-oriented perfectionism improved, the level of fear of negative assessment decreased and vice versa. The reason behind this is that Filipinos are prone to execute an active acceptance coping

mechanism. A study conducted by (Tan, 2022) denoted that active acceptance entails "acknowledging a bad, challenging circumstance and coping constructively with it" (Nakamura & Orth, 2005, as cited in Tan, 2022). This coping style was prevalent among most of the study's respondents, whose main drive as perfectionists is to achieve personal objectives (e.g., getting good opportunities and securing the future). In addition to indicating the employment of mostly problem-focused and emotion-focused coping mechanisms, they noted that perfectionism-related challenges are already a part of their lives and that they may handle them with development and maturity. Consequently, they have an optimistic attitude toward life. The author highlighted one of the responses and acknowledged that there is no way to "overcome" perfectionism; instead, it is a matter of recognizing it and using it more effectively.

Meanwhile, socially-prescribed perfectionism has a greater impact on the fear of negative assessment, the regression coefficient for the socially-prescribed domain is positive, indicating that as the level of socially-prescribed perfectionism increases, the level of fear of negative assessment also increases. Among all the dimension of perfectionism indicated in the present study socially-prescribed perfectionism can be considered as one of the most disturbing type as its relevance is connected with most of potential psychological problems. The findings support Sunkarapalli and Agarwal (2017)'s study in which it is posited that there is a significant positive relationship between fear of negative evaluation and perfectionism, mainly socially-prescribed perfectionism. These findings present that the higher the fear of negative evaluations, the same direction goes by the socially-prescribed perfectionism. Since socially-prescribed perfectionist appears to be so much concern with the

societal and environmental expectations it is further emphasized how they are afraid of the social repercussions of failure, such as seeming embarrassed or being criticized by others, which they avoid. The data showed that for every 1 unit increase in the socially-prescribed domain, it leads to a 0.39 increase in fear of negative assessment.

Meanwhile, the other-oriented domain does not influence the level of fear of negative assessment consistent with the prior findings by Sunkarapalli and Agarwal (2017) . Other-oriented perfectionists are motivated by an internal notion that others need to be perfect and aspire to be perfect; this belief focuses on other's actions and not on one's own. Those who belong to other-oriented perfectionists expect others to be flawless and are highly judgmental of those who fall short, it is also emphasized that other-oriented perfectionists, were shown to be unconcerned with other's views and expectations (Stoeber, 2014) which paved the way for this dimension to be not significant with the construct fear of negative evaluations.

The adjusted r-squared =.50 signifies that about 50% of the variability of the fear of negative assessment can be explained by self-oriented and socially perceived perfectionism, and the remaining 50% can be explained by other variables that are not covered in the study.

The Shapiro-Wilk test is performed to assess the normality of the data. Though the p-value of Shapiro-Wilk test is less than 0.05 indicating that the data is not normal, the residual plots show that the points are randomly dispersed around the horizontal axis, a linear regression model is appropriate for the data. Subsequently, the scatter plot performed that there is a linear relationship between the variables. Furthermore, the Durbin-Watson d = 1.71, which is between the two critical values of 1.5 and 2.5, indicates that there is no first-order linear auto-correlation in our multiple linear regression data. Additionally, the correlation values of all the constructs are less than .80 and values of the Variance Inflation Factor (VIF) are less than 10, thus no violation of multicollinearity was found.

Table 5. *Model Coefficients - Social Disconnectedness*

Predictor	Estimate	SE	t	p
Intercept	1.80	0.48	3.78	<.001
Self-oriented	-0.04	0.07	-0.60	0.548
Other-Oriented	-0.06	0.08	-0.70	0.485
Socially-prescribed	0.59	0.07	8.29	<.001

Analysis of the data showed that, from the dimensions of perfectionism, only the socially-prescribed (p =<.001) is a significant predictor of social disconnectedness since the p-value is less than 0.05 level of significance. It indicates that for every 1 unit increase in the socially-prescribed perfectionism, it leads to a 0.59-point increase in social disconnectedness. The results lend support to the framework utilized in the present study which is the Perfectionism Social Disconnectedness Model (PSDM) that states perfectionism is linked to interpersonal features and behaviors that make it challenging for perfectionists to connect with other people. It may sound intriguing how perfectionistic tendencies caused by the environment is the only dimension related to social disconnection but people who have higher levels of perfectionism are more likely to experience significant levels of social disconnection, which in turn leads to a wide variety of maladaptive and negative outcomes that have been associated with perfectionism (Chen, 2019). PSDM reiterated that perfectionists have the erroneous belief that they do not belong with other people and that they are not welcomed if they are unable to live up to the standards set by others (Sherry et al., 2012). This concept appears to be overly concerned with societal expectations, which is the primary characteristic of socially-prescribed perfectionism. The outcome of the data analysis is consistent with the findings of Bender (2020) in which it is reiterated that among all the three dimensions of perfectionism introduced by Hewitt & Flett only socially-prescribed perfectionism showed a connection with dysfunctional outcomes leading to social disconnectedness. The regression coefficient is positive, showing that as the level of socially-prescribed perfectionism rises, so does the level of social disconnectedness. The adjusted r-squared of .39 signifies that about 39% of the variability of social disconnectedness can be explained by socially perceived perfectionism, and the remaining 50% can be explained by other variables that are not covered in the study.

Meanwhile, neither self-oriented nor other-oriented domains influence the degree of social disconnection. This is consistent with the findings of Kleszewsk and Otto (2020) that only socially-prescribed perfectionism is strongly connected with social exclusion, whereas the other two dimensions are not. Self-oriented perfectionists strive for personal achievement, own critical standards, and are not dictated by the society around them nor expect others live up to their standards. This dimension is consistently connected with social support, closeness with others, and altruism, which are the primary reasons why it does

not significantly predict social isolation (e.g., Stoeber, 2015; Stoeber et al., 2017). This notion may be the reason why this dimension is considered to be the healthiest form of perfectionism. It is apparent that this dimension is not relevant to the concept of social disconnection, given that the characteristic of this attribute is to strive for personal perfection and not to meet society's expectations.

Moreover, initial antipathy toward perfectionists and trait-dependent reasons interact to produce social disconnection. Therefore, interpersonal sensitivity (Flett et al., 2014) may play a crucial role in the experience of social detachment and explain why socially-prescribed perfectionists feel excluded while other-oriented perfectionists do not. Recent research has shown that other- oriented perfectionism has unique associations with the Dark Triad of personality, callous qualities, and individualistic value orientation, all of which indicate a combination of high self-esteem and little respect for others (Stoeber, 2014, 2015). Consequently, they may place minimal value on social interactions and feel properly included based on their requirements.

Conclusion

Based on the analysis and interpretation of the present findings, the following conclusions were drawn: (1)Perfectionism, in all dimensions is relatively high. Socially-prescribed perfectionism is the most prevalent type of perfectionism that signified how college students at Lipa City Colleges perceived how high expectations are expected of them; moreover, self-oriented perfectionism had the lowest level among the three, and it is followed by other-oriented perfectionism, which is still considered in a moderately high level. College students are indeed hard workers, they must manifest their full capability in executing such activity. Moreover, it is inevitable for people not to expect things and divert their expectations outwardly from those around them, knowing that there are inculcated duties and responsibilities set in the mind of a perfectionist. (2)The selected college students also have a high fear of receiving negative evaluations, particularly prevalent in an environment that emphasizes active learning. Because perfectionist college students hold themselves to such high standards, they are more likely to develop belief bias and distort their perception of reality. (3)Alarmingly, social disconnectedness is also experienced at a high level by the chosen college students of the present study. Due to many challenges faced during the peak of

COVID-19 and the transition to the new normal, an individual's psycho-social aspect may be negatively affected, losing the sense of connectedness with the society as students faced the never-ending restrictions is the outcome brought by this catastrophic event. (4)The present findings have seen that self-oriented perfectionism and socially- prescribed perfectionism are significant predictors of fear of negative evaluations. Self-oriented perfectionism has a negative predictive relationship with fear of negative evaluations due to how Filipino students view their perfectionism oneself and how they manage it through particular coping strategies prevalent to them. However, socially-prescribed perfectionism has a more significant influence on fear of negative evaluations in which the predictive relationship is positive. The characteristics of socially-prescribed perfectionism denoted how this dimension is understandable to be afraid of social repercussions (5)Socially-prescribed perfectionism is the only dimension that can be considered a significant predictor of social disconnectedness. The predictive relationship of socially-prescribed perfectionism to social disconnectedness is positive. This lent support to the Perfectionism Social Disconnectedness Model (PSDM) that reiterated that socially-prescribed perfectionists have the erroneous belief that they do not belong with other people and that they are not welcomed if they cannot live up to the standards set by others. This belief can cause maladaptive outcomes since it leads students to live up to societal expectations and feel excluded when they don't meet them. (6)Perfectionism, Fear of Negative Evaluations, and Social Disconnectedness are very prevalent among the chosen college students of Lipa City Colleges. Therefore, a counseling program must execute to eliminate these issues. Client- centered counseling techniques can significantly help combat issues so that cognitive restructuring may be utilized for the students to have a healthier psychological outlook. In addition, family counseling can also be done since a central principle of this method is that a family is an emotional unit, and that individual conduct must be evaluated within the family context. People are impacted by their families, yet each individual also affects the family as a whole.

Based on the foregoing conclusions, the following recommendations were provided: (1)Since perfectionism is prevalent among the chosen college students, it is further recommended to have an inculcation with students on how this perspective may hinder their personal, social, and academic growth. It must be imposed to the students the opposing sides of perfectionism and how it should be viewed as

something that may lead to more maladaptive outcomes than desirable ones. (2)Fear of negative evaluations may be a hallmark of social anxiety. Given the statistics indicating a high prevalence in the current group, this may sound concerning to institutions. It may be a good idea to hold seminars or webinars on handling this psychological construct at Lipa City Colleges since this subject needs to be more covered. (3)Society is already moving to a new normal. More profound research, including social disconnectedness with other variables, with college students as the emphasis, would be helpful since few works of literature have delved further into this psychological concept of university students. It will be helpful to examine other variables linked with social disconnection in non-pandemic settings to completely comprehend what other elements may influence students' social perspectives. (e.g., campus satisfaction).(4)Future researchers may also investigate the influence of perfectionism and fear of negative evaluations on high school students. It is recommended to use Senior High School students, as they are transitioning to college, to determine if the university environment has made students more perfectionist and fearful of criticism or if there are additional factors to consider. (5) Since only socially-prescribed perfectionism is statistically significant with social disconnection, it is recommended to concentrate on these students since this aspect of perfectionism is regarded as the most disturbing. Teachers and parents should be more conscious of the demands they impose on students, particularly during difficult times. (6)The researchers recommend that the guidance and counseling department of the institution to further delve deeper into issues like this that the students experience since it is alarmingly at a high level. They can use to assess a potential perfectionist through a perfectionism diary, standardized perfectionism scale, and interview. They can also hold a quarterly counseling program to help students inculcate positive views regarding criticisms and their social environment.

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