

Language Learning Perfectionism, Success, and Academic Resilience of Chinese Non-English Major Students

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Abstract: This study explores the relationship between language learning perfectionism, success, and academic resilience among Chinese non-English major students. Using a quantitative approach, data were collected from students across various programs and analyzed to determine the impact of perfectionism on academic outcomes and resilience.

Keywords: Language Learning Perfectionism; Success; Academic Resilience; Chinese Non-English Major Students; College English

1. Introduction

Language learning perfectionism is a common phenomenon among students, characterized by a relentless pursuit of flawlessness and a critical self-evaluation of performance^[1]. Success in language learning includes both the attainment of specific language skills and the ability to use the language competently in real-life situations. Academic resilience allows students to bounce back from failure, adapt to changing circumstances, and continue striving towards their educational goals. This study investigates the perfectionism among Chinese non-English major students and examines its impact on their academic success and resilience. Understanding these dynamics can inform the development of effective educational strategies and support mechanisms.

2. Methodology

The study involved 405 students in Taishan College of Science and Technology, with a gender distribution of 45.4% male and 54.6% female. The participants were from various programs from freshmen and sophomores who take College English course.

Data were collected using standardized questionnaires assessing language learning perfectionism^[2], success^[3] and academic resilience^[4]. The responses were analyzed to identify patterns and relationships among the variables.

3. Results and Discussion

The majority of the respondents were freshmen (61.5%), followed by sophomores (38.5%). The distribution across different programs was relatively balanced, with Communication Engineering (24.7%) and Administrative Management (18.8%) having the highest representation.

Table 1 Percentage Distribution of the Respondents Profile

Sex	Frequency	Percentage %
Male	184	45.4
Female	221	54.6
Grade Level		
Freshman	249	61.5
Sophomore	156	38.5
Program		
Business	54	13.3
Big Data	54	13.3
Mechanical Engineering	68	16.8
Communication Engineering	100	24.7
Art Media	53	13.1
Administrative Management	76	18.8

The study measured language learning perfectionism using indicators such as Concern over Mistakes, Personal Standards, Doubt about Action, and Organization. The composite mean score of 1.70 indicates a general disagreement with perfectionistic tendencies among the respondents. This suggests that most of the respondents do not exhibit strong perfectionistic behaviors, such as excessive concern over mistakes, setting excessively high personal standards, doubting their actions, or being overly organized. In other words, the students surveyed do not typically strive for flawlessness or engage in critical self-evaluation to an extreme degree when it comes to language learning.

Table 2 Summary Table on Language Learning Perfectionism

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Concern over Mistakes	1.88	Disagree	1
2. Personal Standards	1.65	Disagree	2
3. Doubt about Action	1.62	Disagree	4
4. Organization	1.63	Disagree	3
Composite Mean	1.70	Disagree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Academic success was evaluated through General Academic Skills, Perceived Instructor, Concentration, and External Motivation. The composite mean score of 3.06 suggests that students generally agree with positive academic success indicators. This means that most of the students perceive themselves as having good general academic skills, benefiting from effective instruction, being able to concentrate well, and being motivated by external factors. In other words, the students surveyed feel confident in their academic abilities and are likely experiencing success in their academic endeavors.

Table 3 Summary Table on Success

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. General Academic Skills	2.91	Agree	3
2. Perceived Instructor	3.07	Agree	2
3. Concentration	2.82	Agree	4
4. External Motivation	3.45	Agree	1
Composite Mean	3.06	Agree	

Academic resilience was assessed using Perceived Happiness, Empathy, Persistence, and Self-regulation. The composite mean score of 2.96 indicates a general agreement with resilience indicators. This suggests that most students perceive themselves as resilient, demonstrating characteristics such as perceived happiness, empathy, persistence, and self-regulation. In other words, the students surveyed feel capable of handling academic challenges, maintaining a positive outlook, and persistently working towards their goals despite difficulties.

Table 4 Summary Table on Academic Resilience

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Perceived Happiness	2.87	Agree	2
2. Empathy	2.78	Agree	3
3. Persistence	2.76	Agree	4
4. Self-regulation	3.41	Agree	1
Composite Mean	2.96	Agree	

The study found significant differences in language learning perfectionism when grouped according to sex, grade, and program. Based on the post hoc test conducted, males showed lower perfectionistic tendencies than females[5]. Sophomores exhibited higher personal standards and greater organizational skills. Students from Communication Engineering and Administrative Management reported higher perfectionistic tendencies.

Table 5 Difference of Responses on Language Learning Perfectionism When Grouped According to Profile

Sex	f-value	p-value	Interpretation
Concern over Mistakes	26.960	0.000	Highly Significant
Personal Standards	15.930	0.000	Highly Significant
Doubt about Action	16.225	0.000	Highly Significant
Organization	20.769	0.000	Highly Significant

Grade			
Concern over Mistakes	2.676	0.103	Not Significant
Personal Standards	11.466	0.001	Highly Significant
Doubt about Action	3.768	0.053	Not Significant
Organization	4.424	0.036	Significant
Program			
Concern over Mistakes	62.682	0.000	Highly Significant
Personal Standards	33.707	0.000	Highly Significant
Doubt about Action	33.907	0.000	Highly Significant
Organization	32.850	0.000	Highly Significant

Legend: Significant at p-value < 0.05

Significant negative correlations were found between perfectionism indicators and academic success and resilience. For instance, concern over mistakes was negatively correlated with general academic skills, perceived instructor support, concentration, and external motivation[6]. Similarly, personal standards and doubt about action negatively impacted these success indicators. These findings suggest that higher perfectionism is associated with lower academic success and resilience.

Table 6 Relationship Between Language Learning Perfectionism and Success

	r-value	p-value	Interpretation
Concern over Mistakes			
General Academic Skills	-.468**	0.000	Highly Significant
Perceived Instructor	-.448**	0.000	Highly Significant
Concentration	-.294**	0.000	Highly Significant
External Motivation	-.344**	0.000	Highly Significant
Personal Standards			
General Academic Skills	-.374**	0.000	Highly Significant
Perceived Instructor	-.365**	0.000	Highly Significant
Concentration	-.224**	0.000	Highly Significant
External Motivation	-.294**	0.000	Highly Significant
Doubt about Action			
General Academic Skills	-.358**	0.000	Highly Significant
Perceived Instructor	-.348**	0.000	Highly Significant
Concentration	-.189**	0.000	Highly Significant
External Motivation	-.271**	0.000	Highly Significant
Organization			
General Academic Skills	-.335**	0.000	Highly Significant
Perceived Instructor	-.331**	0.000	Highly Significant
Concentration	-.172**	0.000	Highly Significant
External Motivation	-.274**	0.000	Highly Significant

Table 7 Relationship Between Language Learning Perfectionism and Academic Resilience

	r-value	p-value	Interpretation
Concern over Mistakes			
Perceived Happiness	-.423**	0.000	Highly Significant
Empathy	-.367**	0.000	Highly Significant
Persistence	-.384**	0.000	Highly Significant
Self-regulation	-.241**	0.000	Highly Significant
Personal Standards			
Perceived Happiness	-.328**	0.000	Highly Significant
Empathy	-.306**	0.000	Highly Significant
Persistence	-.319**	0.000	Highly Significant
Self-regulation	-.223**	0.000	Highly Significant
Doubt about Action			
Perceived Happiness	-.273**	0.000	Highly Significant
Empathy	-.260**	0.000	Highly Significant

Persistence	-.227**	0.000	Highly Significant
Self-regulation	-.142**	0.000	Highly Significant
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Organization			
Perceived Happiness	-.308**	0.000	Highly Significant
Empathy	-.277**	0.000	Highly Significant
Persistence	-.294**	0.000	Highly Significant
Self-regulation	-.202**	0.000	Highly Significant

4. Conclusion

Language learning perfectionism significantly impacts the academic success and resilience of Chinese non-English major students. Addressing these perfectionistic tendencies through targeted interventions can enhance students' academic experiences and outcomes. Future research should explore the long-term effects of these interventions and the potential for broader application across different student populations.

5. Recommendations

To mitigate the negative effects of language learning perfectionism, the study proposes several interventions, including awareness workshops, growth mindset training, and cultural exchange programs. Enhancing language learning success can be achieved through strategy workshops, interactive activities, and language immersion programs. Improving academic resilience involves resilience training, support groups, mentorship programs, and regular assessments with feedback.

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