



RESEARCH ARTICLE / ARAŞTIRMA YAZISI

# Investigation of Burnout and Perfectionism Levels of Parents with Children Aged 0-18 during the Pandemic

## 0-18 Yaş Çocuğu olan Ebeveynlerin Pandemi Döneminde Tükenmişlik ve Mükemmeliyetçilik Düzeylerinin İncelenmesi

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### Abstract:

This study explores the psychological impact of traumatic events on families, focusing on how family dynamics, roles, and individual characteristics are affected. The COVID-19 pandemic has further exacerbated these effects, leading to changes in family relations, functions, communication, and roles, potentially resulting in mental health challenges for family members. Parental burnout, characterized by feelings of failure, exhaustion, and reduced ability to care for children, has become a notable consequence of the pandemic. When parents experience burnout, they may manifest various reactions, including perfectionism. This research aims to assess the levels of burnout and perfectionism among parents with children aged 0-18 during the COVID-19 pandemic, considering various demographic variables. The study employs a quantitative research approach, involving a sample of 117 parents living in the northern part of Cyprus, selected through random cluster sampling. Data collection tools encompassed the Multidimensional Perfectionism Scale, Parental Burnout Assessment, and a demographic information form. Quantitative data were analyzed using SPSS. Results suggest a potential correlation between age and parental burnout, indicating that older parents may experience different levels of burnout. Furthermore, the study identifies a significant association between parents' education levels and the emotional distancing sub-dimension of the Parental Burnout Scale. Interestingly, marital status does not seem to significantly impact parenting levels. These findings shed light on the pandemic's impact on family dynamics and parents' mental health. The study's implications are discussed in the context of existing literature, providing valuable insights into the challenges faced by families during the COVID-19 pandemic.

**Keywords:** Burnout, Perfectionism, Parents, Children, Pandemic

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**Öz:**

Aileleri psikolojik ve sosyal olarak etkileyen travmatik olaylar, aile ilişkilerini ve rollerini olduğu kadar aileyi oluşturan bireylerin özelliklerini de etkiler. Pandemi süreciyle birlikte aile ilişkileri, aile işlevleri, aile içi iletişim ve roller değişti. Bu nedenle aile içinde bireyler çeşitli ruhsal sorunlarla karşı karşıya kalabilirler. Ebeveyn tükenmişliği, ebeveynin kendini başarısız hissetmesi, kendini tükenmiş hissetmesi ve çocuklara bakma gücünün azalmasıdır. Ebeveynler tükenmişlik duygusu yaşadıklarında farklı tepkiler verebilir ve psikolojik sıkıntı yaşayabilirler. Bu tepkilerden biri de mükemmeliyetçilik. Bu çalışmanın temel amacı, covid-19 pandemisinde 18 yaş çocuğu olan ebeveynlerin tükenmişlik ve mükemmeliyetçilik düzeylerini demografik değişkenlere göre incelemektir. Bu araştırma nicel araştırma yöntemi kullanılarak gerçekleştirilmiştir. Bu araştırmanın evrenini Kıbrıs'ın kuzeyinde yaşayan 0-18 yaş arası çocukları olan ebeveynler oluşturmaktadır. Katılımcılar tesadüfi küme örnekleme yöntemi ile seçilmiştir. Katılımcılar toplam 117 ebeveyn oluşturmaktadır. Bu çalışmada üç farklı veri toplama aracı kullanılmıştır. Bunlardan ilki Çok Boyutlu Mükemmeliyetçilik Ölçeği, ikincisi ise Ebeveyn Tükenmişliği Değerlendirmesidir. Katılımcılar hakkında demografik bilgileri toplamak için kişisel bilgi formu da kullanılmıştır. Ölçekler ve formlar aracılığıyla toplanan tüm nicel veriler analiz edilmek üzere SPSS programına aktarılmıştır. Sonuçlar incelendiğinde, yaş analizi açısından yaş ile ebeveyn tükenmişliği arasında bir ilişki olabileceğini düşündürmektedir. Ayrıca bu çalışmada anne baba eğitim düzeyi ile Ebeveyn Tükenmişliği Ölçeği'nin duygusal uzaklaşma alt boyutu arasında anlamlı bir ilişki bulunmuştur. Başka bir bulgu, farklı medeni duruma sahip ebeveynler arasında ebeveynlik düzeyinde geniş bir fark olmadığını göstermektedir. Sonuçlar literatür temelinde tartışılmıştır.

**Anahtar Kelimeler:** Tükenmişlik, Mükemmeliyetçilik, Ebeveynler, Çocuklar, Pandemi

**Introduction**

The Covid-19 pandemic has seriously affected the health and well-being of millions of people around the world and caused many losses (Barboza, Schiamberg & Pachel, 2021). School closures in May 2020 deprived 1.2 billion students worldwide of face-to-face classes and many industries have started to work from home (CEPAL-UNESCO, 2020). The family has many functions, including biological, social and psychological. These are functions such as ensuring the continuity of future generations, creating psychological balance, having fun, socializing, peer-to-peer communication and resting (Canatan & Yıldırım, 2011; Yapıcı, 2010). Traumatic events that affect families psychologically and socially affect family relations and roles as well as the characteristics of the individuals that make up the family. Healthy relationships with parents, especially at an early age, are very important for the healthy personality development of children (Sorakin & Cerkez, 2022). Along with the pandemic process, family relations, family functions, family communication and roles have changed. For this reason, individuals in the family may face various mental problems (Koçak & Harmancı, 2020; Yıldız, Çıkrıkçılı & Yüksel, 2020; Gulkaya & Sorakin 2021).

It is revealed that those who can spare time for themselves while working from home are childless, and those who experience work-family conflict the most are mothers with young children (Crosbie & Moore, 2004). According to a study aimed at measuring the effects of the COVID-19 crisis, it has been seen that the number of people working from home has increased and the closure of schools and workplaces often puts the responsibilities of housework and child care on the shoulders of parents, especially mothers (Farré, Fawaz, Gonzales, & Graves, 2020). According to a study conducted during the COVID-19 process, it has been observed that mothers spend 3 times more time on childcare compared to fathers, even when

both mother and father work in the family (Arntz, Ben Yahmed, & Berlingieri, 2020). In a qualitative study investigating the work-family balance in working from home outside of childcare, more than half of the participants reported that people who work from home work longer hours than those who work from the office, which creates problems with their partners (Crosbie & Moore, 2004). Based on the knowledge that experiencing work-family conflict is a determining factor in women's mental health problems (Susi, Kumar, & Jothikumar, 2019), it is an important phenomenon to investigate how working from home affects work-family conflict and mental health in pandemic conditions. On the other hand, it is predicted that the increase in the time spent at home during the COVID-19 pandemic may cause various problems in the marital relationship (Pietromonaco and Overall, 2020). When we look at the studies examining the behavior of children during the pandemic process, it is seen that the emotions such as fear, guilt, anger, feelings of worthlessness, sadness and anxiety are intense in children (Yalçın et al., 2020; Demirbaş and Koçak, 2020) and that these emotional changes are expressed by crying, shouting, sulking, hitting, and getting angry. It has been determined that they show by behaving aggressively (Courtney et al., 2020; Başaran and Aksoy, 2020). In various studies, it has been revealed that the stress of parents towards their children increases during the COVID-19 pandemic (Cluver et al., 2020). Studies have shown that parents who take care of children may experience burnout due to excessive stress (Güler and Çapri, 2020; Sorkkila and Aunola, 2020).

Parental burnout has been defined as a syndrome that is caused by constant exposure to various stress factors brought by parenthood, and is associated with factors such as boredom, distance, and the perception of inadequacy that the parenting role can create. (Mikolajczak et al., 2018; Gündüz (2005). There are four dimensions of parental burnout (Roskam, Raes, & Mikolajczak, 2017).

First of all, it is the sense of burnout that individuals feel about the role of parenting; at this point, individuals believe that parenthood is a task that requires a lot of responsibility. They may say that they are tired even when they wake up because they will spend time with their children. On the other hand, parents who experience burnout may have distance between their children and may not want to be more involved by doing the minimum necessary for their children. Apart from this, the feeling of burnout can make people feel that they are not enough to be a parent. (Arikan, Üstündağ-Budak, Akgün, Mikolajczak, & Roskam, 2020). Unsolicited requests As a result, it is a state of exhaustion in its internal resources (Aydoğan and Kızıldağ, 2017). When people experience burnout, they may react negatively and experience psychological distress (Maslach & Jackson, 1981). People react to different situations according to their individual characteristics. One of these reactions is perfectionism (Tuncer & Voltan-Acar, 2006). Perfectionism is one of the concepts that has been extensively researched in the field of psychology and its role is increasingly emphasized, especially in cognitive behavioral models of pathology (Shafran, Cooper, & Fairburn, 2002). When the literature is reviewed, it has been found that perfectionism is associated with burnout in various fields such as family, education, work and sports (Childs & Stoeber, 2010; Hill, & Curran, 2016). Parental perfectionism refers to the person's expectations of himself as a parent and the high parenting standards he sets for himself. In addition, it refers to the person's perceptions of what kind of parent others expect him to be, and the perceptions that others evaluate his/her parenting negatively as he/she is not good enough (Griffith, 2020). In a study conducted by Kawamoto et al. (2018), which deals with the relationship between parents' perfectionism and burnout; It has been revealed that parental perfectionism is one of the risk factors for parental burnout. It has been shown that perfectionist concerns, including concerns about negative evaluation by others, are associated with parental burnout. Although perfectionist efforts, which are considered as high personal standards, have a significant relationship with burnout, it has been seen that perfectionist concerns, which are considered as excessive attention to mistakes, are more closely related to burnout (Kawamoto et al., 2018). In the light of all this information, the problem statement of this research is the question of what the burnout and perfectionism levels of parents who have children aged 0-18 years are during the pandemic.

The main purpose of this study is to examine the burnout and perfectionism levels of parents with children aged 0-

18 in the covid-19 pandemic according to demographic variables. For the purpose of the research, answers to the following questions were sought:

1. Do the burnout levels of parents differ significantly in terms of age, gender, marital status, education level, number of children, and age of children?
2. Is there a significant relationship between parents' burnout levels and perfectionism levels?

## Methods

In this section, the information about research design, participants, data collection tools, statistical analysis of the data and ethical procedures followed in conducting this study will be presented.

### Research Model and Design

Relational survey research includes gathering information from a sample through their answers to questions (Ponto, 2015). The relational research method is used to determine the relationships between variables and to predict possible outcomes. In this model, it is tried to determine whether the variables change together and if they do, how they change (Karasar, 2011). Therefore, the current study was designed as a relational survey study aiming to investigate the relationship between parents' burnout and perfectionism levels.

### Participants

The population of this research consists of parents who have children aged 0-18 living in the northern part of Cyprus. Snowball sampling method was used in the study. In this method, a reference person is selected regarding the subject of the study and other people are reached through this person (Parker, Scott & Geddes, 2019). Using this method, 117 parents were reached. The distribution of parents according to their socio-demographic characteristics is given in Table 1. 33.33% of the parents are 35 years old and below, 43.59% are between 36-45 years old, 23.08% are 46 years old and over, 85.47% of the participants were female, 14.53% were male, 91.45% were married, 8.55% were divorced, 4.27% were high school graduates, 46% , 15 of them have a bachelor's degree, 49.57% have a graduate degree, 47.86% have one child, 48.72% have two children, 3.42% have three children, it was observed that 8.55% of them did not have sufficient contribution to childcare, 35.90% of them had moderate contribution to childcare, 55.56% of them had a very sufficient contribution to childcare from their spouses.

**Table 1.** Distribution of Parents by Socio-Demographical Characteristics

	Frequency (n)	Percentage (%)
<b>Age group</b>		
35 and below	39	33.33
36-45	51	43.59
46 and above	27	23.08
<b>Gender</b>		
Female	100	85.47
Male	17	14.53
<b>Marital status</b>		

Married	107	91.45
Divorced	10	8.55
<b>Educational level</b>		
High school	5	4.27
Undergraduate	54	46.15
Postgraduate	58	49.57
<b>Number of Children</b>		
One	56	47.86
Two	57	48.72
Three or more	4	3.42

### Data Collection Tools

Three different data collection tools were employed in this study. The first of these was the Multidimensional Perfectionism Scale and the second is Parental Burnout Assessment. Personal information form was also used to gather demographic information about the participants. Detailed information about these data collection tools will be presented in this section. Demographic Information Form, was used in order to collect personal data about participants. For this aim, ages of the parent, gender, marital status, level of education and number of children were asked.

The Multidimensional Perfectionism Scale (MCMS), was developed by Hewitt and Flett (1991). A 7-point Likert-type scale consisting of 45 items is graded between "I totally disagree" and "I totally agree". It consists of three sub-dimensions, "self-directed perfectionism", "other-oriented perfectionism" and "socially perceived perfectionism", and each dimension consists of 15 items.

Items 1, 6, 8, 12, 14, 15, 17, 20, 23, 28, 32, 34, 36, 40 and 42 represent "Self-directed perfectionism" sub-dimension; items 2, 3, 4, 7, 10, 16, 19, 22, 24, 26, 27, 29, 38, 43 and 45 represent "Other oriented perfectionism" sub-dimension; items 5, 9, 11, 13, 18, 21, 25, 30, 31, 33, 35, 37, 39, 41 and 44 represent the "socially prescribed perfectionism" sub-dimension. There are also reverse items in the scale. These items are 2, 3, 4, 8, 9, 10, 12, 19, 21, 24, 30, 34, 36, 37, 38, 43, 44 and 45 (Oral, 1999). Hewitt and Flett (1991), determined the internal consistency coefficients of the scale as .86 for "self-directed perfectionism" and .87 for "other oriented perfectionism" and .82 for "socially perceived perfectionism". The Turkish adaptation of the scale was carried out by Oral (1999). In this study, the Cronbach alpha reliability of the scale was found to be 0.82.

Parental Burnout Assessment (PBA), which measures the exhaustion syndrome resulting from exposure to overwhelming parenting stress was developed by Arıkan, Üstündağ-Budak, Akgün, Mikolojczak and Roskam (2020). 23-item scale consists of 4 sub-scales; Emotional Exhaustion (EX) (9 items; for example, I feel completely exhausted from my role as a parent), Contrast with Previous Parent Myself (CO) (6 items; for example, I am no longer proud of myself as a parent), Feelings of Being Fed Up (FU) (5 items; for example, I can no longer stand my fatherhood/motherhood role) and Emotional Distance (ED) (3 items). Items are evaluated over 7-point Likert scale ranging from never (0), a few times a year (1), once

a month or less (2), a few times a month (3), a week (4), a few times a week (5), every day (6). In the first validation study with French- and English-speaking parents, Cronbach's alphas were .93, .93, .90, and .81 for the four subscales and .96 for the overall score (Roskam et al., 2018). In this study, the cronbach alpha reliability of the scale was found to be 0.94.

### Data Analysis

All quantitative data collected through scales and forms were transferred to the SPSS program for analysis. Survey data of 125 parents were obtained through Google forms. Eight of the completed questionnaires were excluded from the study because they contained incomplete information, and the remaining 117 questionnaires were included in the study. The significance level for all analysis was determined as .05. Kolmogorov-Smirnov and Shapiro-Wilk tests were used to examine whether the data fit the normal distribution and it was determined that the data did not show normal distribution. Kruskal-Wallis H test was conducted to determine whether the burnout levels of the parents differed according to age group, education level and number of children. Burnout levels of parents in terms of gender and marital status were determined by Mann-Whitney U test. Finally, correlation analysis was carried out to determine the relationship between burnout levels and perfectionism levels.

### Ethics and Procedure

The research was carried out in accordance with the ethical principles of human participants according to the APA, as well as the ethics committee research guide determined by the Near East University. Before starting this research, ethics committee permission was obtained with decision number YDÜ/EB/2022/850 dated 07.06.2022. After the approval of the Near East University Ethics Committee for the research, the data were started to be collected. Participation in the research was completely voluntary and the identity information of the participants was not collected. Participants were informed that if they wanted to withdraw from the study, all the data collected from them would be deleted from the database and would not be used. All data were collected digitally through Google Forms, and the questionnaires were reached to parents via social media randomly.

### Results

In this section, the scores of the parents on the Multidimensional Perfectionism Scale and the Parental Burnout Scale were examined and the relationship between them was revealed. In addition, in this context, it

was examined whether the burnout levels of the parents differed according to their

age groups, gender, marital status, number of children and educational status.

**Table 2.** Parents' Multidimensional Perfectionism Scale and Parental Burnout Scale Scores

	n	$\bar{x}$	s	min	Max
Self-directed perfectionism	117	71.91	11.36	40	94
Other oriented perfectionism	117	63.68	8.38	42	93
Socially prescribed perfectionism	117	61.25	12.13	28	100
<b>Multidimensional Perfectionism Scale</b>	117	196.84	26.70	121	287
Emotional Exhaustion	117	16.78	19.24	0	109
Feelings of Being Fed Up	117	5.44	5.65	0	28
Contrast with Previous Parental Self	117	3.89	6.05	0	31
Emotional Distancing	117	3.50	5.99	0	38
<b>Parental Burnout Scale</b>	117	29.61	35.53	0	206

When Table 2 is examined, it is seen that the parents included in the study have an average of 71.91 ±11.36 points, a minimum of 40, a maximum of 94 points from the Self-directed perfectionism sub-dimension of the Multidimensional Perfectionism Scale, and an average of 63.68±8.68 points from the others-oriented perfectionism sub-dimension, a minimum of 42 points, a maximum of 93 points, an average of 61.25±12.13 points from the socially prescribed perfectionism sub-dimension, a minimum of 28 points, a maximum of 100 points, an average of 196.84±26.70 points, a minimum of 121 points from the overall Multidimensional Perfectionism Scale. It was determined that they got a maximum of 287 points.

It was determined that from emotional exhaustion subscale of the subscale of the Parental Burnout Scale, they got a mean of 16.78±19.24 points, a minimum of 0, a maximum of 109 points; a mean of 5.44±5.65 points from the Feelings of Being Fed Up sub-dimension, a minimum of 0, a maximum of 28 points; from the Contrast with the Previous Parental Self they got an average of 3.89±6.05 points, a minimum of 0, a maximum of 31 points; an average of 3.50±5.99 points, a minimum of 0, and a maximum of 38 points from the Emotional Distancing sub-dimension. From the overall Parental Burnout Scale, they got a mean of 29.61± 35.53 from with a minimum 0, maximum 206 points.

**Table 3.** Comparison of Parental Burnout Scale scores by age group of parents

	Age group	n	$\bar{x}$	s	M	SO	$\chi^2$	p	Difference
Emotional Exhaustion	35 years and under	39	20.51	16.94	18.00	70.71	7,016	0.030*	1-2
	36-45 years	51	16.41	23.43	8.00	53.68			1-3
	46 years and older	27	12.07	11.50	6.00	52.15			
Feelings of Being Fed Up	35 years and under	39	6.90	5.41	6.00	71.12	7,708	0.021*	1-2
	36-45 years	51	5.04	6.15	3.00	54.05			1-3
	46 years and older	27	4.11	4.64	2.00	50.85			
Contrast with Previous Parental Self	35 years and under	39	4.69	5.40	3.00	67.17	3,627	0.163	
	36-45 years	51	4.08	7.52	1.00	55.58			
	46 years and older	27	2.37	2.88	1.00	53.67			
Emotional Distancing	35 years and under	39	3.97	5.02	3.00	67.03	3,476	0.176	
	36-45 years	51	3.88	7.69	1.00	54.96			
	46 years and older	27	2.07	2.57	1.00	55.04			
Parental Burnout Scale	35 years and under	39	36.08	30.93	30.00	70.95	7,357	0.025*	1-2
	36-45 years	51	29.41	43.61	14.00	53.86			1-3
	46 years and older	27	20.63	20.71	12.00	51.44			

\*p<0.05

Table 3 shows the comparison of Parental Burnout Scale scores according to the age group of the parents. When Table 3 is examined, it has been determined that there is a statistically significant difference between the Parental

Burnout Scale general scores according to the age group of the parents and the mean scores of the scale's Emotional Exhaustion and Feelings of Being Fed Up sub-dimensions (p<0.05). Emotional Exhaustion scores, Feelings of Being Fed Up and Parental Burnout Scale general scores of

parents aged 35 and below, Emotional Exhaustion scores of parents aged 36-45 and parents aged 46 and over, were statistically higher from the scores of Feelings of Being Fed Up and Parental Burnout general scores. It was determined that there was no statistically significant difference between the mean scores of the participant

parents from the Contrast with Previous Parental Self and Emotional Distancing sub-dimensions according to the age group ( $p>0.05$ ). Regardless of the age groups of the parents, Contrast with Previous Parental Self scores and Emotional Distancing scores were found to be similar

**Table 4.** Comparison of Parental Burnout Scale scores according to parents' educational statuses

	level of education	n	$\bar{x}$	s	M	SO	$x^2$	p	Difference
Emotional Exhaustion	High school	5	8.40	9.61	4.00	40.80	4,321	0.115	
	Undergraduate	54	21.19	23.51	13.00	65.38			
	Postgraduate	58	13.40	14.03	9.50	54.63			
Feelings of Being Fed Up	High school	5	3.80	5.50	0.00	43.30	1,460	0.482	
	Undergraduate	54	6.20	6.59	4.00	61.59			
	Postgraduate	58	4.88	4.62	3.00	57.94			
Contrast with Previous Parental Self	High school	5	1.00	1.00	1.00	45.70	5,703	0.058	
	Undergraduate	54	5.39	7.23	2.50	66.73			
	Postgraduate	58	2.74	4.65	1.00	52.95			
Emotional Distancing	High school	5	0.60	0.55	1.00	41.50	7,541	0.023*	1-2
	Undergraduate	54	5.11	7.58	2.50	67.72			
	Postgraduate	58	2.24	3.84	1.00	52.39			
Parental Burnout Scale	High school	5	13.80	16.21	5.00	38.90	4,600	0.100	
	Undergraduate	54	37.89	43.63	23.50	65.42			
	Postgraduate	58	23.26	25.55	15.50	54.76			

\* $p<0.05$

Table 4 shows the comparison of Parental Burnout Scale scores according to the education level of the parents. When Table 4 is examined, it was determined that there was a statistically significant difference between the mean scores of the Parental Burnout Scale sub-dimension, Emotional Distancing, according to the educational status of the parents included in the study ( $p<0.05$ ). Emotional Distancing scores of parents with undergraduate degrees were found to be statistically significantly higher than those of parents who graduated from high school. There was no statistically significant difference between the

general scores of the Parental Burnout Scale and the mean scores of the sub-dimensions of Emotional Exhaustion, Feelings of Being Fed Up and Contradiction with the Previous Parental Self according to the educational status of the participating parents ( $p>0.05$ ). Parental Burnout Scale general scores of high school graduates, undergraduate and postgraduate and the scores of the sub-dimensions of Emotional Exhaustion, Feelings of Being Fed Up and Contrast with Previous Parental Self of the scale were found to be similar.

**Table 5.** Comparison of Parental Burnout Scale scores according to the gender of the parents

	Gender	n	$\bar{x}$	s	M	SO	Z	p
Emotional Exhaustion	Woman	100	17.51	20.05	11.00	60.13	-0.875	0.382
	Male	17	12.47	13.22	10.00	52.35		
Feelings of Being Fed Up	Woman	100	5.72	5.86	3.00	60.41	-1,093	0.274
	Male	17	3.82	3.96	2.00	50.74		
Contrast with Previous Parental Self	Woman	100	4.12	6.32	2.00	60.51	-1,194	0.232
	Male	17	2.53	3.95	1.00	50.15		
Emotional Distancing	Woman	100	3.59	6.26	1.00	59.30	-0.239	0.811
	Male	17	2.94	4.10	1.00	57.24		
Parental Burnout Scale	Woman	100	30.94	37.04	18.50	60.15	-0.886	0.376
	Male	17	21.76	24.20	13.00	52.26		

Table 5 shows the results of the Mann-Whitney U test for comparing the Parental Burnout Scale scores according to the gender of the parents. When Table 5 is examined, it was seen that there were no statistically significant differences between the scores of the parents scores in the

sub-dimensions of Emotional Exhaustion, Feelings of Being Fed Up, Contrast with Previous Parental Self, and Emotional Distancing in the Parental Burnout Scale ( $p>0.05$ ).

**Table 6.** Comparison of Parent Burnout Scale scores according to the marital status of the parents

	Marital Status	n	$\bar{x}$	s	M	SO	Z	p
Emotional Exhaustion	Married	107	17.17	19.54	11.00	59.85	-0.888	0.375
	Divorced	10	12.60	15.90	6.50	49.90		
Feelings of Being Fed Up	Married	107	5.61	5.73	3.00	60.03	-1,083	0.279
	Divorced	10	3.70	4.64	2.00	47.95		
Contrast with Previous Parental Self	Married	107	3.93	6.18	1.00	59.20	-0.210	0.834
	Divorced	10	3.40	4.65	1.00	56.90		
Emotional Distancing	Married	107	3,56	6.16	1.00	59.36	-0.392	0.695
	Divorced	10	2.80	3.91	0.50	55.10		
Parental Burnout Scale	Married	107	30.27	36.16	18.00	59.84	-0.873	0.383
	Divorced	10	22.50	28.34	10.50	50.05		

Table 6 shows the results of the Mann-Whitney U test for comparing the Parental Burnout Scale scores according to the marital statuses of the parents. When Table 6 is examined, it was seen that there were no statistically significant differences between the scores of the parents in

the sub-dimensions of Emotional Exhaustion, Feelings of Being Fed Up, Contrast with Previous Parental Self, and Emotional Distancing in the Parental Burnout Scale based on their marital statuses ( $p>0.05$ ).

**Table 7.** Comparison of Parent Burnout Scale scores according to the number of children of the parents

	Number of children	n	x	s	M	SO	X2	p
Emotional Exhaustion	One	56	15.89	17.36	11.00	58.76	0.006	0.997
	Two	57	17.89	21.50	10.00	59.25		
	Three or more	4	13.25	10.24	12.50	58.88		
Feelings of Being Fed Up	One	56	4.84	5.33	3.00	55.65	1,086	0.581
	Two	57	6.09	6.05	4.00	62.26		
	Three or more	4	4.75	4.03	5.00	59.38		
Contrast with Previous Parental Self	One	56	3,57	5.16	1.00	57.80	0.145	0.930
	Two	57	4.28	6.99	1.00	60.03		
	Three or more	4	2.75	3.10	2.00	61.13		
Emotional Distancing	One	56	3.21	4.90	1.00	57.93	0.232	0.890
	Two	57	3.86	7.07	1.00	60.37		
	Three or more	4	2.25	2.87	1.50	54.50		
Parental Burnout Scale	One	56	27.52	31.44	16.00	58.34	0.041	0.980
	Two	57	32.12	40.15	19.00	59.61		
	Three or more	4	23.00	18.13	22.50	59.63		

Table 8 shows the results of the Kruskal-Wallis H test for comparing the Parental Burnout Scale scores according to the number of children of the parents. When Table 7 is examined, it was seen that there were no statistically significant differences between the scores of the parents

scores in the sub-dimensions of Emotional Exhaustion, Feelings of Being Fed Up, Contrast with Previous Parental Self, and Emotional Distancing in the Parental Burnout Scale ( $p>0,05$ ).

**Table 8.** Parents' Multidimensional Perfectionism Scale and Parental Burnout Scale scores

		Self-Oriented Perfectionism	Other-oriented Perfectionism	Socially Prescribed Perfectionism	Multidimensional Perfectionism Scale
Emotional Exhaustion	r	0.135	0.022	0.295	0.223
	p	0.148	0.813	0.001*	0.015*
Feelings of Being Fed Up	r	0.142	0.011	0.272	0.205
	p	0.127	0.903	0.003*	0.027*
Contrast with Previous Parental Self	r	0.060	-0.032	0.241	0.139
	p	0.519	0.730	0.009*	0.135
Emotional Distancing	r	0.038	-0.016	0.179	0.105
	p	0.685	0.862	0.054	0.259
Parental Burnout Scale	r	0.125	0.007	0.284	0.206
	p	0.179	0.941	0.002*	0.026*

\* $p < 0.05$ 

Table 8 shows the correlations between parents' Multidimensional Perfectionism Scale and Parental Burnout Scale scores. When Table 8 is examined, it has been determined that there is a positive and statistically significant correlation between the Multidimensional Perfectionism Scale general scores of the parents participating in the study and the Parental Burnout Scale general scores, Emotional Exhaustion scores and Feeling of Being Fed Up scores ( $p < 0.05$ ). The Multidimensional Perfectionism Scale scores of the participants whose general scores on the Emotional Exhaustion and Satisfaction and Parent Burnout Scale increased statistically significantly increased. There was a positive and statistically significant correlation between the participants' Socially Prescribed Perfectionism scores and Parental Burnout Scale general scores, Emotional Exhaustion, Feelings of Being Fed Up and Contrast with Previous Parental Self ( $p < 0.05$ ). The scores of participants whose Emotional Exhaustion, Feelings of Being Fed Up, Contrast with Previous Parental Self scores and Parental Burnout Scale general increased, had an increase in Socially Prescribed Perfectionism scores. The mentioned increase in score is statistically significant ( $p < 0.05$ ).

### Discussion

The aim of this study was to examine the burnout and perfectionism levels of parents who have children aged - 18 in the covid-19 pandemic. The first research question was to investigate whether burnout levels of parents significantly differ in terms of parents' age, gender, marital status, education level, number of children and age of children.

The findings in terms of age analysis suggest that there may be a relationship between age and parental burnout,

as indicated by higher levels of emotional exhaustion and feelings of being fed up among parents in different age groups. This aligns with previous studies that have also found a relationship between age and burnout in parents, with older parents reporting higher levels of burnout (Baba et al., 2020; Han & Ryu, 2019). However, the lack of significant difference in contrast with previous parental self and emotional distancing sub-dimensions suggests that age may not play a role in these aspects of parental burnout. This finding adds to the growing body of literature on the contributing factors to parental burnout and highlights the need for further research to better understand the impact of age on different dimensions of burnout in parents.

The second focus was to investigate whether burnout levels of parents significantly differ in terms of parents' educational level. This study found a significant relationship between the educational level of parents and the emotional distancing sub-dimension of Parental Burnout Scale. Higher education levels were associated with higher emotional distancing scores. However, the study found no significant differences in the general scores of the Parental Burnout Scale and its sub-dimensions of emotional exhaustion, feeling of being fed up and contradiction with previous parental self-based on the parents' educational status. Research has shown that higher education levels are associated with greater awareness of mental health and stress, which may contribute to differences in emotional distancing among parents (Ha, Kim & Shin, 2020). Studies have also suggested that highly educated parents may have greater stressors and demands in their lives, leading to increased burnout (Kara & Çetin, 2018). These findings are consistent with previous research on the relationship between education



and burnout in the general population (Halbesleben & Buckley, 2004).

Thirdly, parents' ages were taken into account to determine whether there is a significant difference in terms of burnout levels. This results suggest that there is no significant difference in the levels of parental burnout among male and female parents as measured by the sub-dimensions of the Parental Burnout Scale. This is consistent with some previous research which has found no gender differences in parental burnout (e.g. Kornienko & Kim, 2017). On the other hand, some studies have reported gender differences in the experience of parental burnout, with mothers more likely to report higher levels of burnout compared to fathers (e.g. Zhang & Chiang, 2016). The lack of gender differences in the current study may be due to factors such as sample size or the specific population studied. It is important to consider the limitations of the study when interpreting the results and to examine the results in light of previous literature on the topic.

Another finding suggests that there is no significant difference in parental burnout levels among parents with different marital statuses. This finding is supported by previous studies that have also found no significant differences in parental burnout levels based on marital status (e.g. Jourdan et al., 2020). These studies have noted that marital status is not the only factor that can contribute to parental burnout, and other factors such as stressors in the home environment, parental role expectations, and individual differences may play a more significant role in parental burnout levels. However, it is important to note that further research is needed to better understand the relationship between marital status and parental burnout.

In addition, there was no significant difference in the Parental Burnout Scale scores across different number of children of the participating parents. This result is consistent with previous studies that have found little to no relationship between the number of children and parental burnout (Chang et al., 2019; Huang et al., 2020). However, it is important to note that this conclusion should be interpreted with caution, as other factors such as the ages and gender of the children, the parents' education and income levels, and the availability of social support may also play a role in determining parental burnout (Lai & Huang, 2018).

Lastly, the findings indicate that there is a strong positive correlation between Multidimensional Perfectionism and Parental Burnout. Literature has long suggested the link between perfectionism and various negative outcomes such as depression, anxiety, and burnout. For instance, a study by Hewitt & Flett (1991) found that perfectionism was positively related to depression, anxiety, and stress. Another study by Parker, Summerfeldt, Hogan, & Majumdar (2004) found that socially prescribed perfectionism was positively related to burnout in a sample of medical students. In terms of the correlation between Multidimensional Perfectionism and Parental Burnout, studies by Kowalski & Lori (2015) and Grzegorek, Slawinska, & Zawadzka (2017) have shown similar results. Kowalski & Lori found that parental perfectionism was positively associated with parental burnout. Grzegorek et al. found that socially prescribed perfectionism was a significant predictor of parental burnout.

It is important to note that while perfectionism can contribute to parental burnout, it is not the only factor. Other stressors such as financial difficulties, relationship problems, and poor sleep can also contribute to parental burnout. Nevertheless, the finding highlights the need for addressing perfectionism as a potential risk factor for parental burnout.

#### Declarations

##### Ethics Approval and Consent to Participate

Before conducting the research, permission was obtained from the Near East University Ethics Committee, with a decision number of YDÜ/EB/2022/850 dated 07.06.2022. Informed consent was obtained from participants who agreed to take part in the research.

##### Consent for Publication

Not applicable

##### Availability of Data and Materials

Not applicable.

##### Competing Interests

The author declares that no competing interests in this manuscript.

##### Funding

Not applicable.

##### Authors' Contributions

YS provided the conceptual framework. YÇ created the method part of the research. YÇ and YS analyzed and interpreted the data. All authors have read and approved the final version of the article.

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