

<https://doi.org/10.23913/ride.v16i32.2906>

*Scientific articles*

## **Perfeccionismo: examen de dos hipótesis sobre sus correlatos diferenciales en una población estudiantil mexicana**

***Perfectionism: Examination of two hypotheses about its differential correlates in a Mexican student population***

***Perfeccionismo: uma análise de duas hipóteses sobre suas correlações diferenciais em uma população estudiantil mexicana***

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### **Resumen**

El perfeccionismo, como constructo psicológico, transitó de las definiciones iniciales que lo caracterizaban como una disposición de la personalidad neurótica a medidas multidimensionales que dieron lugar a la generación de múltiples instrumentos. A partir de ello se le ha estudiado con relación a diferentes variables psicopatológicas, sin embargo, también se le ha relacionado con variables del bienestar psicológico. Ante esta dualidad se han esbozado tres explicaciones: 1) la centrada en sus dimensiones constitutivas, 2.- La que establece dos formas de perfeccionismo de orden superior y 3) la que se focaliza en la intensidad con la que se presenta. A partir de esas explicaciones la presente investigación se planteó como objetivo someter a examen dos hipótesis vinculadas a la primera y tercera explicación que son las que menor respaldo empírico tienen; para tal efecto se involucran como variables de contraste al estrés académico y la felicidad. Se llevó a cabo un estudio correlacional, transversal y no experimental a través de la aplicación de un cuestionario de cuatro secciones: 1) Datos personales, 2) Inventarios SISCO SV-21, 3) Escala de Felicidad Subjetiva y 4) Escala Multidimensional de Perfeccionismo Abreviada, el cual fue aplicado a 487 estudiantes del estado de Durango, en México. Los resultados respaldan ambas hipótesis:

a) a mayor perfeccionismo mayor estrés y a menor perfeccionismo mayor felicidad, y b) la dimensión preocupación se relacionó con ambas variables, mientras que las dimensiones organización y expectativas paternas mostraron una relación única y diferenciada con las dos variables de contraste.

**Palabras clave:** perfeccionismo; estrés académico; felicidad subjetiva; estudiantes universitarios; población mexicana.

## Abstract

Perfectionism, as a psychological construct, has evolved from initial definitions characterizing it as a neurotic personality trait to multidimensional measures that have led to the development of numerous instruments. Since then, it has been studied in relation to various psychopathological variables; however, it has also been linked to variables of psychological well-being. Given this duality, three explanations have been proposed: 1) one focused on its constitutive dimensions, 2) one that establishes two higher-order forms of perfectionism, and 3) one that focuses on the intensity with which it manifests. Based on these explanations, the present research aimed to examine two hypotheses linked to the first and third explanations, which have the least empirical support. To this end, academic stress and happiness were used as contrasting variables. A correlational, cross-sectional, and non-experimental study was conducted using a four-section questionnaire: 1) Personal Data, 2) SISCO SV-21 Inventory, 3) Subjective Happiness Scale, and 4) Abbreviated Multidimensional Perfectionism Scale. The questionnaire was administered to 487 students in the state of Durango, Mexico. The results support both hypotheses: a) higher perfectionism is associated with greater stress, and lower perfectionism with greater happiness; and b) the worry dimension was related to both variables, while the organization and parental expectations dimensions showed a unique and distinct relationship with the two contrasting variables.

**Keywords:** perfectionism; academic stress; subjective happiness; university students; Mexican population.

## Resumo

O perfeccionismo, como constructo psicológico, evoluiu de definições iniciais que o caracterizavam como um traço de personalidade neurótico para medidas multidimensionais que levaram ao desenvolvimento de inúmeros instrumentos. Desde então, tem sido estudado em relação a diversas variáveis psicopatológicas; contudo, também tem sido associado a variáveis de bem-estar psicológico. Diante dessa dualidade, três explicações foram propostas: 1) uma focada em suas dimensões constitutivas, 2) uma que estabelece duas formas de perfeccionismo de ordem superior e 3) uma que se concentra na intensidade com que se manifesta. Com base nessas explicações, a presente pesquisa teve como objetivo examinar duas hipóteses ligadas à primeira e à terceira explicações, que possuem menor suporte empírico. Para tanto, o estresse acadêmico e a felicidade foram utilizados como variáveis contrastantes. Foi realizado um estudo transversal, não experimental e correlacional, utilizando um questionário de quatro seções: 1) Dados Pessoais, 2) Inventário SISCO SV-21, 3) Escala de Felicidade Subjetiva e 4) Escala Abreviada de Perfeccionismo Multidimensional. O questionário foi aplicado a 487 estudantes do estado de Durango, México. Os resultados corroboram ambas as hipóteses: a) maior perfeccionismo está associado a maior estresse, e menor perfeccionismo a maior felicidade; e b) a dimensão preocupação apresentou relação com ambas as variáveis, enquanto as dimensões organização e expectativas parentais demonstraram uma relação única e distinta com as duas variáveis contrastantes.

**Palavras-chave:** perfeccionismo; estresse acadêmico; felicidade subjetiva; estudantes universitários; população mexicana.

**Date Received:** August 2025

**Date Accepted:** March 2026

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## Introduction

Perfectionism is a psychological construct that has been conceptualized in various ways throughout history. Initially, from a psychoanalytic perspective, it was a secondary concept linked to neurotic personality (Horney, 1950), but later Hollender (1965) made it a central concept, focusing on the self-demanding attitude of striving for extremely high performance standards.

This conceptual shift allowed it to be identified as a personality disposition (Ramos-Vera *et al.*, 2021), a personality style (Hewitt *et al.*, 2022), a personality trait (Juwono *et al.*,

2023) or a personality factor (Ibrahim *et al.*, 2019); however, beyond the term used, it is recognized that perfectionism is a construct linked to personality (Hill and Curran, 2015).

A subsequent conceptual shift occurred when research moved from one-dimensional to multidimensional measures (Hewitt and Flett, 1991; Frost *et al.*, 1990). However, this new approach established the need to define the dimensions of perfectionism.

In this multidimensional approach, some authors mention only two traits in this construct (Ibrahim *et al.*, 2019), others identify three (Frost *et al.*, 1990; Jensen *et al.*, 2018), some more opt for four (Reivan-Ortiz *et al.*, 2021) and others include five (Stairs, 2009).

However, beyond the number of traits and their enunciation, one can observe in all of them the presence of a combination of two types of behavioral patterns, one that pays special attention to achieving high levels of performance and another that emphasizes the presence of a very self-critical evaluative thinking of one's own performance (Hill and Curran, 2015; Pannhausen *et al.*, 2022).

For the purposes of this research, perfectionism is defined as a personality disposition that is embodied in certain patterns of behavior oriented towards perfection and that are characterized by having excessively high performance goals and that are normally accompanied by evaluative thoughts charged with strong self-criticism (Frost *et al.*, 1990).

Research on this construct has shown that perfectionism is related to different disorders such as body dissatisfaction (McComb & Mills, 2022), anxiety (Juwono *et al.*, 2023; Reivan-Ortiz *et al.*, 2021), psychological rumination (Ramos-Vera *et al.*, 2021), narcissism (Juwono *et al.*, 2023), anorexia nervosa (Reivan-Ortiz *et al.*, 2021; Smith *et al.*, 2022), irrational thoughts or cognitive errors (Ramos-Vera *et al.*, 2021), depression (Hewitt *et al.*, 2022; Ibrahim *et al.*, 2019; Juwono *et al.*, 2023; Ramos-Vera *et al.*, 2021; Reivan-Ortiz *et al.*, 2021; Smith *et al.*, 2022), suicidal ideation (Smith *et al.*, 2022), bulimia nervosa (Smith *et al.*, 2022), erectile dysfunction (Reivan-Ortiz *et al.*, 2021), orthorexia nervosa (Yung and Tabri, 2022; Miley *et al.*, 2022), social phobia (Reivan-Ortiz *et al.*, 2021), procrastination (Smith *et al.*, 2022), work or exercise addiction (Juwono *et al.*, 2023), obsessive-compulsive disorder (Ramos-Vera *et al.*, 2021), alcoholism (Reivan-Ortiz *et al.*, 2021), problematic internet use (Juwono *et al.*, 2023) and imposter syndrome (Silva *et al.*, 2021).

Although these studies show a link between perfectionism and negative personality traits, a concern arises in the field of study upon recognizing that this variable is also related to positive personality traits such as self-efficacy, adaptive learning strategies, planning,

perceived self-control, and achievement motivation ( Stairs , 2009). It has also been associated with academic achievement, positive affect and discipline ( Reivan -Ortiz *et al.* , 2021), self-compassion (Ibrahim *et al.*, 2019), self-esteem (Silva *et al.*, 2021), life satisfaction (Wang *et al.*, 2008), achievement goals (Lee & Anderman , 2020), hardiness (Aguilar *et al.*, 2020), and subjective well-being and flourishing ( Stoeber & Corr , 2016 ).

The explanation for this seemingly contradictory duality has initially focused on the types, traits, or dimensions of perfectionism; in this respect, it is important to remember two of the most recognized classifications regarding the multidimensional nature of perfectionism.

*et al.* (1990) model , which established six dimensions of perfectionism: concern about mistakes, personal standards, self-doubt, parental expectations, parental criticism, and organization.

The second of these is the Hewitt and Flett model (1991) which identifies three traits of perfectionism: self-oriented perfectionism, other-oriented perfectionism, and socially prescribed perfectionism.

Strictly speaking, only the model by Frost *et al.* (1990) would be talking about dimensions of perfectionism, since the analysis carried out considers that the model by Hewitt and Flett (1991) establishes a typology of perfectionism, not dimensions of it; likewise, it is necessary to highlight that the dimensionalization proposed by Frost *et al.* (1990 ) incorporates elements that are not present in the three constituent elements of its own definition.

Flett (1991) model, in particular, has received the most attention regarding the topic of this article, and research on this topic indicates that other-oriented perfectionism positively predicts traits that define narcissistic personality disorder ( Stoeber , 2014), that socially prescribed perfectionism is negatively related to flourishing ( Stoeber & Corr , 2016), and constitutes a vulnerability factor for binge eating behaviors ( Merwin) . *et al.*, 2022). The results suggest that different types, traits, or dimensions of perfectionism correlate differently with various mental health indices, whether negative or positive ( Juwono *et al.*, 2023).

A second explanation focuses on the existence of two forms of perfectionism: a positive form called “normal or adaptive perfectionism” and a negative form called “neurotic or maladaptive perfectionism” ( Stoeber & Otto, 2006). These forms of perfectionism can also be categorized as positive versus negative perfectionism or healthy versus unhealthy

perfectionism ( Reivan -Ortiz *et al.*, 2021). This article prefers the terms healthy versus unhealthy, as they are more consistent with the two distinct correlates under study.

Evidence suggests that unhealthy perfectionism is positively correlated with negative variables, while healthy perfectionism is correlated with positive variables of adaptive functioning ( Stairs , 2009). Furthermore, belonging to the mixed (adaptive/maladaptive) perfectionist group has been shown to be related to achievement goals focused on performance (Lee & Anderman , 2020), and maladaptive perfectionists report higher levels of perceived stress (Liu *et al.*, 2022; Richardson *et al.*, 2022) and more non-suicidal self-harm behaviors ( Gu *et al.*, 2022).

In general, research shows that healthy and unhealthy perfectionism have different correlates; on the one hand, unhealthy perfectionism has been linked to negative outcomes, such as eating disorders, depression and anxiety ( Stairs , 2009), while healthy perfectionism is associated with higher levels of positive characteristics ( Stoeber and Otto, 2006).

Another alternative explanation refers to the intensity with which perfectionism is present; in this regard, it is stated that perfectionism is usually associated with a beneficial effect when it occurs at low levels and that at excessive levels it leads to various psychopathological variables such as depressive symptoms ( Jackman *et al.*, 2017). It should be mentioned that this explanation has the least empirical support.

Based on these explanations, we propose to examine two hypotheses linked to the first and third explanations, which involve academic stress and happiness as contrasting variables. In the case of the first explanation, we use the model by Frost *et al.* (1990), which is also the least studied of the two mentioned. The study hypotheses are as follows:

H<sub>1</sub> : The relationship of perfectionism with stress and happiness depends on the high or low level at which perfectionism is present.

H<sub>2</sub> : The relationship of perfectionism with stress and happiness depends on the dimension of perfectionism that is taken into account in the relationship.

## Method

### Participants

This correlational, cross-sectional, and non-experimental study was conducted with a non-probability sample of 487 students from the state of Durango, Mexico. As shown in Table 1, women predominated. The majority of participants had an average age of 29 years,

were enrolled in undergraduate programs, and resided in Victoria de Durango, the state capital.

**Table 1.** Sample Characterization

Sex	Man	20.9%
	Women	79.1%
Age	Minimum	18 years old
	Maximum	73 years old
	Average	29 years old
Level of studies being pursued	Degree	78%
	Mastery	17.7%
	Doctorate	4.3%
Place of residence	Victory of Durango	64.5%
	Other municipalities	35.5%

Note. The municipalities in the state of Durango with the greatest representation, besides Victoria de Durango, were: Canatlán, Guadalupe Victoria, Poanas, Peñón Blanco and Santiago Papasquiario.

Source: Own elaboration

### Tools

For the collection of information, a questionnaire was used consisting of four sections: 1) Sociodemographic data, 2) SISCO SV-21 inventories, 3) Subjective Happiness Scale and 4) Abbreviated Multidimensional Perfectionism Scale.

The sociodemographic data investigated were four: sex, age, level of studies being pursued and place of residence.

The SISCO SV-21 Inventory (Barraza, 2018) consists of 23 items: one serves as a filter, another assesses intensity, and the remaining 21 are distributed across three dimensions: stressors (7 items), symptoms (7 items), and coping strategies (7 items). The questions corresponding to these last three dimensions are answered using a six-point Likert scale: never, almost never, rarely, sometimes, almost always, and always. For the purpose of measuring stress, only the 21 items from the three dimensions are used.

In its original version, this inventory showed a Cronbach's alpha coefficient of 0.85 and a three-factor structure that explained 47% of the total variance. This structure is consistent with the underlying theoretical model.

In the context of this research, the instrument achieved a higher reliability (Cronbach's alpha = 0.95) possibly due to the geographical homogeneity of the sample, since the original validation was with a national sample and this research is with a local sample.

In the exploratory factor analysis ( $KMO = 0.94$ ; Bartlett's test of sphericity:  $p < .00$ ) three factors were again identified, consistent with the original analysis, which explained 71% of the total variance; in this analysis only the 21 items of the three dimensions were used.

The Subjective Happiness Scale (Lyubomirsky & Lepper, 1999) was originally designed with four items and seven response options. However, this study used the three-item version, validated in a Mexican population by Barraza (2020). This adaptation has a Cronbach's alpha of 0.86 and a unifactorial structure that explains 68% of the total variance.

In the present investigation, the scale reached a reliability of 0.88 and, according to the exploratory factor analysis ( $KMO = 0.74$ ; Bartlett's test of sphericity:  $p < .00$ ), a single factor was obtained that explains 72% of the total variance.

The Abbreviated Multidimensional Perfectionism Scale (Prieto & Vento, 2012) was also used. This scale, which is an adaptation of the Venezuelan version of the original scale by Frost *et al.* (1990), measures perfectionism through 14 items divided into three main areas: concern about errors, organization, and parental expectations.

This version proved to be reliable, showing a Cronbach's alpha of 0.83. Furthermore, factor analysis confirmed that the scale maintains its original three-factor structure. Together, these three factors explain 53% of the total variance, a percentage very similar to the 54% found in the original validation of the scale.

In 2025, this version was validated in a Mexican population by Barraza and Barraza, who reported a Cronbach's alpha reliability coefficient of 0.83 and an omega coefficient of 0.95. Furthermore, the three-factor structure, which explains 54% of the total variance, was confirmed, while the Confirmatory Factor Analysis showed good fit indices:  $\chi^2 = 149.09$ ;  $df = 74$ ;  $p\text{-value} = 0.00$ ;  $\chi^2 / df = 2.0$ ;  $RMSEA = 0.06$ ;  $GFI = 0.98$ ;  $NFI = 1.00$ ;  $NNFI = 1.04$ ;  $AGFI = 0.97$ ;  $ECVI = 0.78$ ;  $PNFI = 0.81$ ;  $PGFI = 0.69$ ; and  $CFI = 1.00$ . This version, validated in Mexico, was the one applied in the present study.

### Procedure

The questionnaire, with its four sections, was designed using a Google Form. Once completed, the author's contacts were invited to participate via various social media platforms; they were also asked to extend the invitation to others. The inclusion criteria for participation were being over 18 years of age, being a currently enrolled student, and residing in the state of Durango. A total of 493 responses were received, of which six were excluded because they were submitted by minors or individuals from other states within Mexico.

Once the database was cleaned, the file provided by the Google form in Excel format was downloaded and the data was transferred to *SPSS* version 26. Missing values were imputed using the method of the mean of the four adjacent values (two at each end) vertically to the missing value, this method being recommended when there are few missing data (<5%).

The mean obtained was rounded down by 0.5, ensuring that in most cases it was rounded to the nearest even number to avoid negative bias. The three study variables and the three dimensions of the Abbreviated Multidimensional Perfectionism Scale were also calculated.

### Data analysis

Kolmogorov-Smirnov test was performed, yielding the result that the three variables presented a non-normal distribution ( $KS : p < 0.00$ ). However, although the Kolmogorov-Smirnov test indicates a significant deviation from normality, the values of skewness (stress: .095; happiness: -.872; perfectionism: -.075) and kurtosis (stress: -.881; happiness: .725; perfectionism: .405) suggest an acceptable distribution. In addition to the sample size ( $n = 487$ ), the robustness of the parametric procedures is assumed under the Central Limit Theorem.

Subsequently, the psychometric properties of the three instruments were analyzed using Cronbach's alpha and exploratory factor analysis, which was performed using the unweighted least squares method with direct oblimin rotation. The rotation method was chosen because the factors are correlated within the population, as they are part of a single construct.

Third, to test the first hypothesis, a two-phase analysis was performed. In the first phase, the group with low ( $M < 1.21$ ; first quartile) and high ( $M > 1.85$ ; fourth quartile)

perfectionism levels was compared with the stress and happiness levels using Student's *t*-test ( $p < .05$ ).

In a second phase, the high and low groups of the perfectionism variable were taken and two independent subsamples were established ( $n_1=123$ ;  $n_2=134$ ) in each group, carrying out in each subsample a correlational analysis with the two contrast variables using for this purpose the Pearson *r* test ( $p < .05$ ).

Fourth, to test the second hypothesis, a correlational analysis was performed with the general database between the three dimensions of perfectionism and the two contrast variables using Pearson's *r* test ( $p < .05$ ).

Cohen's *d* test was used to calculate the effect size in the analyses performed in third and fourth place .

### **Ethical considerations**

In carrying out this research, a series of actions were developed to protect the rights and guarantees of the participants, following the standards of section 8.01 of the Ethical Principles of Psychologists and Code of Conduct (American Psychological Association) . Association [APA], 2017).

Initially, and to guarantee anonymity, the Google form did not request the participant's name; likewise, they were not asked for personal data that would compromise anonymity or give clues to identify the person being surveyed.

In the introductory paragraph of the Google form, it was explicitly and clearly stated that filling it out or responding was strictly voluntary, so they had the right to respond or not; this action ensured informed consent.

With the objective of ensuring the storage of confidential information that would have been generated by the electronic transmission of data when participants answered the Google form (section 12.05 of the American Educational Code of Ethics Research Association , 2011) the Excel database was downloaded and the online response file was subsequently deleted; the downloaded database was stored on a secure device with restricted access owned by the author.

## Results

In the first phase to test the first hypothesis, the results indicate a *t value* of -5.486 ( $p < .00$ ) for the happiness variable and 4.600 ( $p < .00$ ) for the stress variable; in the first case the *d value* = -0.69 so the effect size is moderate to large, while in the second case the *d value* = -0.58 which is a moderate effect size.

These results, in terms of the statistically significant difference between groups, show that the group with a low level of perfectionism has a higher level of happiness and that the group with a high level of perfectionism reports a higher level of stress.

In the second phase, to test the first hypothesis, the results show that only in the group with a low level of perfectionism was a significant correlation maintained ( $r = .211$ ;  $p < .05$ ) with stress; in all other cases, no correlation was found. In the case of the existing correlation, the *d value* was 0.43, indicating a small to moderate effect size.

The analysis to test the second hypothesis is shown in Table 2. As can be seen: a) the dimension of concern about errors is related to both variables; in the case of stress with a moderate effect size and in the case of happiness with a large one, b) the dimension of organization is positively related to happiness with a small effect size and c) the dimension of parental expectations is positively related to stress with a small effect size.

The organizational dimension is not related to stress, and the parental expectations dimension is not related to happiness.

**Table 2.** Correlational analysis (Pearson's *r*) and effect size between the dimensions of perfectionism and the two contrast variables

	Stress		Happiness	
	<i>r</i>	<i>d</i>	<i>r</i>	<i>d</i>
Concern about mistakes	.304 **	0.64	-.376**	-0.81
Organization	.050	---	.142**	0.29
Parental expectations	.118 **	0.24	-.034	---

\* $p < .05$ ; \*\* $p < .001$

Source: Own elaboration.

## Discussion of results

The relevance of perfectionism as a psychological construct that indicates the presence of certain traits in an individual's personality is evident when its relationship with multiple negative or psychopathological variables is demonstrated ( Broberg ). *et al .*, 2025; Padilla-Pascacio *et al.*, 2025).

However, its relationship with positive variables or those related to psychological well-being (Aguilar, 2025; Barcos and González-Ramírez, 2024) raises some doubts about the existence of these differential correlates.

A review of the literature on this topic identified three potential explanations: one focused on types, traits, or dimensions; one focused on forms; and one focused on level or intensity. This research tested two hypotheses derived from the first and third explanations:

$H_1$ : The relationship of perfectionism with stress and happiness depends on the level at which it occurs.

$H_2$ : The relationship of perfectionism with stress and happiness depends on the dimension of perfectionism.

The selection of both hypotheses was based on the fact that the third had the least empirical support, and the first was chosen to be analyzed using a model with even less empirical support. The purpose was to support these hypotheses with empirical evidence.

The results obtained allowed, in a first phase, to confirm that the relationship between stress and happiness depends on the high or low level of perfectionism.

The results indicate that when a high level of perfectionism is present, a high level of stress is also manifested; at this point, we agree with what was reported by Aguilar (2019) and Parra and Rodrigues (2015).

A low level of perfectionism is associated with a high level of happiness, coinciding in this aspect with Barraza and Barraza (2025). This result In the second phase of the analysis, this was not confirmed since the evidence did not support this relationship and only in the group with a low level of perfectionism was a positive correlation maintained with stress.

Despite this seemingly contradictory result, the evidence collected in the first phase of the analysis suggests that perfectionism is a variable with a continuous spectrum where each of the two extremes allows its relationship with negative or positive variables, as the case may be.

To identify this model, the personal construct of continuous series model is used, which, as a hypothesis, leads to recognizing that the variable studied is not divided into

discrete categories, but that its units of analysis are distributed along a continuous line without interruptions; likewise, it does not speak of the presence or absence of a trait, but of the intensity or degree of the variable.

The inconsistent results of the second phase, compared to the first phase of analysis, can be explained by the narrow range of variation the variable retained after being subdivided into low and high groups, and by the fact that it contained the variation inherent to a single quartile. In this regard, it is important to remember that dichotomizing a variable reduces variability and statistical power.

In the case of the analysis carried out to test whether the relationship of perfectionism with stress and happiness depended on the dimension of perfectionism taken into account, it was observed differential patterns of association.

This type of result, where the dimensions are related in a differentiated way to these and other variables, has also been found in other studies (Aguilar, 2024; Agustina, 2022; Castejón, 2016; Flett *et al.*, 2016; Mandiola *et al.*, 2022; Torres, 2020), some of them even reporting contrary relationships for the same variable depending on the dimension of perfectionism that is analyzed (Kahn *et al.*, 2023).

Concern about mistakes was shown to be a dimension with a continuous spectrum, where its two extremes allow for its relationship with psychopathological variables or those linked to well-being, as the case may be. This result supports the empirical evidence for the first hypothesis.

For their part, the organizational and parental expectations dimensions showed a unique and differentiated relationship with the two contrast variables, which would support the hypothesis of perfectionism as a variable where each dimension is conceived as independent in its relationship with other variables.

However, it seems that the results lead to a dilemma, as each of the two hypotheses has supporting empirical evidence. Nevertheless, one can hypothetically consider the prevalence of the second hypothesis and speculate that the results supporting the first hypothesis are due to the numerical predominance of items in the dimension of concern about errors on this scale.

Under this decision, the idea would be supported that perfectionism, from a multidimensional perspective, is a variable where each dimension would be conceived as independent, maintaining different correlations with psychopathological variables or those related to well-being.

The results obtained should be considered indicative, as there is a central limitation in this study: the analyses may be affected by potential errors in the quality of the responses, which could stem from two factors: a) when using Google Forms, it is not possible to control who responds to the questionnaire, potentially leading to false or random responses; and b) the population of the state capital was overrepresented in the sample. This could lead to response authenticity bias and geographic overrepresentation.

The suggestion to consider these results as indicative does not limit their value due to the possibilities of replication in other studies to continue strengthening some of the explanations outlined in the two study hypotheses for the differential correlates of the perfectionism variable.

## Conclusions

The present research aims to empirically test two hypotheses: H1: the relationship between perfectionism and stress and happiness depends on the level at which it is present, or H2 : on the dimension being analyzed. This is in order to explain the differentiated correlations that this variable presents.

present study was carried out , which allowed us to find empirical support for both hypotheses.

The Student 's *t-test* ( $p < .00$ ) showed that the group with a low level of perfectionism had a higher level of happiness and that the group with a high level of perfectionism reported higher scores.

This result supports the first hypothesis and indicates that the high or low level of perfectionism may be a factor associated with the differentiated correlates of this variable.

*r* coefficient ( $p < .00$ ) showed that the dimension of concern about errors is related to both variables, while the dimension of organization is positively related to happiness and the dimension of parental expectations is positively related to stress.

This result supports the second hypothesis and indicates that the dimensions of perfectionism are associated with the appearance of differentiated correlates of this variable.

## Future lines of research

Obtaining these results allows us to consider the research objective achieved; however, the composition of the instrument The use of a model that shows an overrepresentation of one dimension at the expense of the others leads to taking a stance in favor of one hypothesis or the other. In this sense, the hypothesis is proposed that each dimension should be conceived as independent, which would generate distinct correlations with psychopathological or well-being variables.

This new hypothesis opens a line of research with high heuristic potential that must be specified in research topics that would have to be investigated in order to consolidate the results obtained.

In this regard, it is recommended to replicate the study to continue contrasting the two hypotheses studied , but in a population with a more controlled sample and where the possibility of responding to the questionnaire is controlled by the researcher to avoid possible biases.

It is also suggested that this type of study be continued , but with a different instrument that measures perfectionism and has more dimensions for comparison, in order to establish whether this differentiated relationship with variables related to well-being and psychopathology persists in those dimensions. Having an instrument with more dimensions opens the possibility that the relationships with the contrasting variables may multiply or become more selective.

Furthermore, it is suggested to continue construct validity studies of the instruments that investigate perfectionism in order to determine whether it is a single construct that offers a single measure resulting from its dimensions or is only a theoretical construct that brings together several dimensions that can be independent and offer several measures for a more precise analysis.

In this regard, it is suggested to focus attention on the evidence of validity based on internal structure and to use procedures such as internal consistency analysis, contrasted group analysis, exploratory factor analysis and especially confirmatory factor analysis.

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