# The Big Three Perfectionism Scale-Short Form: Urdu Translation and Validation in Pakistani Culture

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**Abstract**

The present study translated the Big Three Perfectionism Scale-Short Form into Urdu and evaluated its psychometric properties among students at various universities and colleges in Pakistan. The forward-backward translation was carried out, followed by a pilot testing to determine the clarity and cultural appropriateness of the translated version with 20 participants. Then, the main study was conducted with 400 students (200 males, 200 females; aged between 18 and 30 years) who completed the Urdu BTPS-SF online. The analysis revealed satisfactory internal consistency of the scale ($\alpha$ = .837) and acceptable reliability of the subscales: Rigid Perfectionism ($\alpha$ = .714), Self-Critical Perfectionism ($\alpha$ = .729), and Narcissistic Perfectionism ($\alpha$ = .653). Confirmatory factor analysis supported the hypothesized three-factor structure: CMIN/DF = 2.455, IFI = .903, CFI = .902, TLI = .877, RMSEA = .060. The composite reliability values were adequate for Rigid and Self-Critical Perfectionism: 0.736 and 0.711, respectively. The findings slightly fell short of the threshold criteria for Narcissistic Perfectionism, which had a value of 0.621. The evidence for convergent validity was partial, whereas the discriminant validity could not be fully established. However, the interrelatedness of the perfectionism dimensions is conceptually explained. In all, the Urdu version of the BTPS-SF is a reliable and culturally relevant multidimensional perfectionism measure that provides a valid means for conducting research and practical applications.

**Keywords:** Perfectionism, Big Three Perfectionism Scale, Urdu Adaptation, Psychometric Validation, University Students, Multidimensional Personality

**Introduction**

The construct of perfectionism is a complex and multidimensional personality feature that has been the focus of ample research studies in terms of its impact on emotions, cognition, and behavioral factors, both at the personal and social level (Stoeber & Otto, 2006; Hewitt & Flett, 2002). Although the conceptual definition of perfectionism is associated with personal standards that are extremely high, coupled with critical self-judgment, hypersensitivity to mistakes, and pressure from the opinions of others, however, most of the initial empirical studies pointed out the negative consequences of perfectionism on personal aspects like anxiety, depression, psychosomatic distress, lack of self-esteem, and interpersonal problems (Frost et al., 1990, Blatt, 1995). Recently, research studies have recognized the positive and adaptive sides of perfectionism that help achieve greatness and reach personal goals. These positive aspects include striving for excellence, hard work, self-

discipline, and conscientiousness (Stoeber & Rambow, 2007, Hill et al., 2004). There has been a tremendous shift in the theoretical conceptualization of perfectionism since its introduction. Earlier, it was perceived as a unidimensional construct mainly focused on maladaptive self-criticism; however, currently, it has been established to be a multidimensional psychological construct with many intricate dimensions of intrapersonal and interpersonal factors (Hewitt & Flett, 2004; Dunkley et al., 2003). Intrapersonal factors relate to individuals' expectations, judgments about their own performance, and emotional reactions to their perceived deficits. Interpersonal factors cover individuals' judgments about others' performance and expectations from them. Perfectionism is currently perceived as a multidimensional psychological construct to analyze its intricate effects on individuals' cognitions, emotions, motivations, and interpersonal relationships, providing a comprehensive perspective on its psychological implications (Limburg et al., 2017; Rice & Ashby, 2007). The empirical literature has indicated that genetic and environmental influences on perfectionistic proclivities indicate the relationship between personality and socialization constructs in determining the development of perfectionisms (Sherry et al., 2014; Flett et al., 2002). The developmental studies have found that early childcare experiences, parental styles, and adult attachment are significant in promoting the development of perfectionistic tendencies, particularly when parents are excessively perfectionistic and pressuring, leading to self-directed and social-cased perfectionisms (Hewitt et al., 2017; Shafran & Mansell, 2001). Longitudinal studies have also confirmed that perfectionistic proclivities developed during adolescence typically endure through adulthood and predict constructive and adverse developmental outcomes, such as career achievement, relationship contentment, and mental health stability. The early experience of parental expectations, academic pressures, and cultural influences on achievement motivation has been found to impact the development of both constructive and adverse perfectionism traits in an individual (Soenens et al., 2005; Hill & Curran, 2016). A prominent framework used to measure perfectionism is The Big Three Perfectionism by Smith et al. (2016). Their model refined previous theories, leading to the development of three perfectionism domains. These have been identified as rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism. Under rigid perfectionism, individuals exhibit inflexibility and elevated personal standards while being overly driven to develop perfection and control outcomes. Furthermore, self-critical perfectionism can be characterized by adversity, concerns about perfection, certain beliefs about personal actions, as well as being overly sensitive to error and criticism. Narcissistic perfectionism largely focuses on the high expectations people have for others as well as being overly critical of the same group. This model enables the understanding of perfectionism in a more holistic manner by factoring both intrapersonal and interpersonal expressions.

The model has been subject to empirical research in various cultures, that have affirmed that even though the expression of perfectionism may differ according to various social, intellectual, and familial contexts, it still follows consistency with respect to the three-factor model. The cross-cultural consistency provides further proof of theoretical validity of the BTPS that enables one to establish that, even under different non-Western contexts, it holds substantial levels of promise for a society, especially a collectivist one, where social pressures, individual responsibilities, self-directed beliefs, as well as a level of introspection, may further elevate levels of self-criticism as well as narcissistic dimensions of perfectionism (Cheung et al., 2011; He & Van de Vijver, 2012). Research has further revealed that collectivist orientation is more liable to induce negative self-critical perfectionism because of social pressures, while individualist cultures are more focused on uncovering ideal personality dimensions like self-achievement (Chang et al., 2014; Rice et al., 2007). Measurement of perfectionism has been an inherent challenge due to the construct's multidimensionality. Initially, previous measures of perfectionism allocated disproportionate

attention to self-oriented perfectionism or socially prescribed perfectionism without attention to the entire interplay of these two perfectionism facets. For instance, Frost et al. (1990) conflated both positive and negative perfectionism in the Frost Multidimensional Perfectionism Scale (FMPS). Furthermore, the Frost Multidimensional Scale was also criticized of combining both the self-oriented and other-oriented perfectionism facets in the measurement of perfectionism (Hewitt & Flett, 1991). However, Smith et al. (2016) proposed the Big Three Perfectionism Scale (BTPS) as a more reliable measure of perfectionism with roots in both theory and research practice in an attempt to improve previous measurement flaws by providing a sound measure of the three distinct facets of perfectionism: rigid perfectionism, self-oriented perfectionism, and narcissistic perfectionism. The scale was prominently used across the world for measuring perfectionism among both clinical and non-clinical samples across diverse psychological outcomes. Although the study of perfectionism is a well-studied phenomenon that has its advantages and disadvantages, its measurement is still an area of debate. Some researchers have opined that the information garnered through the self-report scale is limited because of the social desirability component while on the other hand; other researchers are of the view that perceived perfectionistic traits are powerful predictors of motivation, persistence of tasks, and emotional regulation. A multi-method approach that involves self-reporting, peer reporting, and behavioral reporting has been recommended to study the dynamic nature of perfectionism (Stoeber et al., 2013). Such a measure would help researchers understand the manner in which perfectionism beliefs are translated into behaviors. In addition, researchers have also utilized innovative methods of assessment such as ecological momentary assessment that helps researchers gain insight into the thoughts, behavior, and emotional reactions pertaining to perfectionism. The authors of the study Karyadi & Cyders (2015) have utilized the novel assessment technique of ecological momentary assessment to study the fluctuations of perfectionism.

It has been argued that the manifestation of perfectionistic tendencies might be more inclined toward self-perceived perceptions and less towards objective behaviors. In other words, it might not give an accurate measure, opening the possibility for bias in the answers provided by respondents (Paulhus & Vazire, 2007). In view of the above, it has been proved that perceived perfectionistic tendencies are important predictors for motivating actions, effort, goals, emotions, and behavioral patterns, especially in academic and professional contexts (Bandura, 1997; Dunkley et al., 2003; Chen & Firth, 2014). There are, therefore, limitations attached to the administration and outcomes of perfectionistic tendencies and the need for further exploration. Another issue regarding the methodology of the perfectionism studies is associated with the balance between comprehensiveness of the given tools and practicality. Indeed, some of the well-validated perfectionism scales have a considerable number of scales. The lengthy scales cause greater burden upon respondents, thereby potentially affecting the whole quality of the collected data. For example, some of the multidimensional perfectionism scales may have as many as 50 to 70 scales, thus requiring considerable time, as well as mental energy, from the respondents (Frost et al., 1990; Hewitt & Flett, 1991). However, in an effort to resolve some of the highlighted problems associated with the lengthy scales, including the need for considerable time, effort, and mental burden upon the respondents, the need to promote the use of shorter, yet theoretically specified scales, has been prioritized. BTPS appears to have successfully filled that gap, as it represents a shorter, yet theoretically specified tool intended for the successful measurement of the fundamental dimensions of perfectionism. The issue of translating and adapting scales for measurement across cultures is another point to consider. Importantly, it is worth noting that, similar to various personality dimensions, perfectionism is a product of sociocultural, familial, educational, and societal values, among many other sociocultural determinants (Cheung et al., 2011; He & Van de Vijver, 2012).

Thus, various characteristics of perfectionism across cultures may be attributed to contrasts in individualistic and collectivistic tendencies, social comparison, and normative belief patterns related to achievements and failures. It is essential to consider that some scales, when developed in Western culture, may not be entirely suitable in providing a full scope of experience with perfectionism among non-Western people. Therefore, incorrectly addressing this issue may yield wrong conclusions. In the context of Pakistan, there is a scarcity of studies on perfectionism, and standardized perfectionism scales are limited in terms of availability in the Urdu language. Further, it has been noticeable that the reliance on scales in the English language can prove to be challenging from a sociocultural point of view, as it may affect the comprehensibility of the expressions used on the scales. It is in this context that the BTPS adapted into the Urdu language may prove to be beneficial as it respects the sociocultural background while maintaining the theoretical background as well. A number of steps are included in the process of adapting scales, such as forward and backward translation, expert review, piloting, and evaluation of construct validity, such as reliability, convergent, and discriminant validity, as proposed by Beaton et al. (2000) and Van de Vijver and Hambleton (1996). These steps enable accomplishment towards ensuring that, first and foremost, the instrument under consideration is an accurate representation of the construct it seeks to assess, easily accessible and straightforward to the respondents, and with treatment or assessment equivalence in different contexts and cultures. Moreover, the above process is of utmost importance when assessing perfectionism, which is known to be context-dependent or situational behavior. Shortened versions of scales such as the BTPS represent a significant advantage in applied research and practice. The shortened versions of scales with fewer items ensure minimal respondent burden while increasing administration ease and integrating with assessments conducted in various research or practice scenarios. Most importantly, scientists suggest that a shortened version of scales such as the BTPS would never undermine the scale's reliability and validity as long as redundant or relevant measures of only a specific dimension are omitted (Smith et al., 2016). The empirical evidence suggests that perfectionism is significantly correlated with various other psychological phenomena, namely emotional distress, unhealthy coping mechanisms, academic burnout, stress levels at the workplace, and interpersonal problems (Flett et al., 2002; Limburg et al., 2017). Additionally, it is speculated that different forms of perfectionism could account for different predictive effects on various psychological phenomena. Rigidity related perfectionism has commonly been related to obsessive traits or compulsive behaviors, self-criticizing perfectionism to depression or anxiety, and narcissistic perfectionism to interpersonal problems or social maladjustment (Smith et al., 2016; Hill et al., 2010). Understanding these pathways is important for the development of effective intervention programs, including therapeutic and other strategies, and for the development of education and organizational programs that minimize the deleterious associates of maladaptive perfectionism.

The cultural perspective plays a vital role in facilitating the study of perfectionism. In general, perfectionist individuals may develop self-criticisms and strict perfectionism traits due to societal, familial, and academic pressures in collectivistic cultures like Pakistan, while hierarchies and comparison-based behaviors may develop narcissistic perfectionism traits among individuals in interpersonal surroundings. Empirical studies conducted to observe perfectionism traits in young adults found that cultural factors, such as honor, parental control, and competitive educational systems, may have an influence on perfectionism traits, thereby intensifying them (Shah et al., 2017; Ahmed & Rizvi, 2015). Therefore, having an adapted BTPS in Urdu to measure perfectionism traits is vital to measure such culturally distinct perfectionism traits in individuals, making it significant to render such studies both useful and valid. Further, such an assessment would not only assist scholars in accurately measuring perfectionism traits but would also enable

them to understand its underlying psychological implications. Further research has, in recent times, highlighted the social dimensions of human perfectionism to the extent that they, among other things, influence peer associations, group work, leadership, and social functioning (Smith et al., 2016; DiBartolo et al., 2008). Narcissistic perfectionism has been identified as a potential contributor to increased social conflicts, lower empathic capacities, and negative social judgments. By understanding these dimensions, it becomes possible to develop intervention programs to mitigate the social consequences of pathological human perfectionism, promoting adaptive striving and conscientiousness. The Big Three Perfectionism Scale is informed by theory and research, providing a validated approach to understanding individual differences in rigid perfectionism, self-defeating perfectionism, and narcissistic perfectionism. Despite the international relevance, there is an urgent need to explore the BTPS in the Pakistani population because language, culturally distinctive factors, and the scarcity of available instruments warrant its translation and validation. The objectives of the study are to overcome this hurdle by translation and cultural adaptation of the BTPS into Urdu and to validate the scale with the Pakistani population. The study has implications to ensure the application and practice in the Pakistani population.

**Objectives**
The objectives of the study were as follows:
- To translate the Big Three Perfectionism Scale into Urdu using a standardized translation methodology.
- To explore the factorial design of the Urdu version of the Big Three Perfectionism Scale among Pakistani university and college students.
- To evaluate the psychometric soundness of the translated scale, including its internal consistency.

**Method**
The current study adopted a two phased sequential research approach. In the first part of this study, the translation of the Big Three Perfectionism Scale was carried out from English to Urdu using a robust forward and backward translation procedure to achieve linguistic and conceptual similarity with the original scale. The second part of this study employed a research strategy to test the psychometric properties of the Urdu version of the scale. In this regard, the factor compositions of the scale using Confirmatory Factor Analysis (CFA) and reliability as well as validity of the scale were tested.

**The Big Three Perfectionism Scale-Short Form**
The Big Three Perfectionism Scale - Short Form (BTPS- SF) by Smith et. Al (2019) is a concise method of measuring multidimensional perfectionism on three higher-order dimensions: rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism. It is derived from the longer form of the Big Three Perfectionism Scale, which has a total of 45 items measuring ten lower-order dimensions that all contribute to the three overarching dimensions of perfectionism, the concise BTPS-SF was created to provide a more convenient measure of multidimensional perfectionism in terms of practical research and application. Comprising a total of 16 items, the measure was created by conducting a selection of items by utilizing theoretical and data-driven approaches. In a large sample of Canadian university students consisting of 607 participants, supportive confirmatory factor analysis established acceptable model fit of the BTPS-SF across the three dimensions of perfectionism. Importantly, it has established supportive results on test-retest reliability and criterion validity in relation to similar constructs. The Big Three Perfectionism Scale - Short Form (BTPS- SF) was translated into urdu language with care for semantic accuracy of the

original items, at the same time as linguistic clarity and ease of understanding for the respondents.

## Participants
The study sample consisted of 400 Pakistani university and college students, with an equal representation of males (n = 200, 50%) and females (n = 200, 50%). Participants' ages ranged from 18 to 30 years. A convenience sampling method was employed to recruit students from multiple higher education institutions to ensure accessibility and diversity within the sample.

## Procedure
The study was proceeded with after obtaining formal approval from the Ethical Board of the university. Subsequently, the online survey was conducted by creating Google Forms to collect data from the subjects. Three different sections were included in the online survey. Section I included the informed consent form. Under this section, the subjects were made aware of the purpose of the study and how the data collected from the study was to remain confidential and used solely for the purpose of conducting the study. The subjects were also made aware that they could withdraw from the study at any given point in time. In Section II of the study, data on the age group, gender, and educational institution of the subjects was collected. In Section III of the study, items from the Big Three Perfectionism Scale-Short Form (BTPS-SF) translated into Urdu were included. The study was conducted by sending the survey form to the subjects through all the social media platforms like WhatsApp and SMS. The data was analyzed using the Statistical Package for Social Sciences (SPSS) version 23.

## Phase I: Translation of The Big Three Perfectionism Scale Short-Form
A systematic translation and adaptation procedure was employed following the guidelines of Brislin (1970, 1976, 1980) and the International Test Commission (2017) to ensure semantic, conceptual, and cultural equivalence.

## Step 1: Forward Translation
The original English BTPS-SF was independently translated into Urdu by two bilingual experts in psychology. The translators were informed regarding the purpose of the study, the target population, and the need to maintain conceptual meaning. Emphasis was placed on preserving conceptual equivalence rather than literal word-for-word translation.

## Step 2: Committee Approach
A committee of three field experts compared the two forward translations against the original English version. Through this comparison, the committee identified discrepancies, ambiguous wording, and items that required cultural adaptation. The two translations were then synthesized into a single draft, incorporating expert recommendations to ensure clarity, cultural relevance, and conceptual fidelity.

## Step 3: Backward Translation
The Urdu draft was synthesized and back-translated independently by three linguistics professionals who were not previously acquainted with the original BTPS-SF. Back-translation is a process by which the synthesized Urdu draft is translated back into the original English language to ensure that the intended meaning is not adversely affected by translation biases. The translated text is then compared to the original BTPS-SF.

## Step 4: Committee Approach
A multidisciplinary committee was constituted by psychologists, sociologists, an English linguist, and a PhD scholar in psychology to review the original and back-translated versions of the instrument. Each question was critically assessed on clarity, cultural sensitivity, and conceptual

accuracy. Questions not meeting the committee's criteria were modified as necessary to arrive at a decision. Finally, the translated version of BTPS-SF was collectively approved by all members of the committee.

**Step 5: Pilot Study**

In addition to this, a pilot study was carried out with a group of 20 students from universities and colleges. Convenience sampling with equal representation of both genders was used for the study. Participants were told to assess the Urdu version of the BTPS-SF questionnaire by providing their feedback regarding the items for their comprehensiveness and simplicity. It was noted that no items were found to be ambiguous, and all the items were understood clearly by all the participants, representing their conceptual meaning. It took approximately 8-10 minutes for the participants to complete the questionnaire. It was assessed that the Urdu version was appropriate and easily comprehensible for the participants.

**Result**

**Table 1. Descriptive Statistics of Demographic Characteristics of Sample (N=400)**

| Variables | | Frequency | Percentage |
|---|---|---|---|
| Age | 18-20 | 152 | 38% |
| | 20-25 | 201 | 50.20% |
| | 26-30 | 47 | 11.80% |
| Gender | Male | 200 | 50% |
| | Female | 200 | 50% |
| Education | Matric | 23 | 5.80% |
| | Intermediate | 89 | 22.30% |
| | Graduation | 231 | 57.80% |
| | Post graduation | 57 | 14.20% |
| Family Status | Nuclear | 166 | 41.50% |
| | Combined | 234 | 58.50% |

Table 1 illustrates the descriptive statistics related to demographic characteristics of the university and college student sample.

**Table 2. Reliability Statistics**

| Cronbach's Alpha | N of Items |
|---|---|
| 0.837 | 16 |

Note: Cronbach's Alpha= α, N= Total Number of items

Reliability means the consistent and stable result of any measurement across the items and respondents. The most frequently used indicator of internal consistency reliability is Cronbach's alpha given by Cronbach (1951), a statistic that indicates the degree to which items in a scale are interrelated and how they collectively represent the same underlying construct. In the current study, the Big Three Perfectionism Scale–Short Form has shown good internal consistency, the α = .837 for 16 items. This value is greater than the recommended minimum level of .70 and reflects that the items are satisfactorily interrelated, providing a reliable measurement of multidimensional perfectionism among university and college students. Therefore, all these findings indicate the Urdu version of the BTPS-SF to possess satisfactory internal consistency for the present sample.

**Table 3. Item-total correlation of The Three Big Perfectionism Scale Short-Form (N=400)**

| | PS1 | PS2 | PS3 | PS4 | PS5 | PS6 | PS7 | PS8 | PS9 | PS10 | PS11 | PS12 | PS13 | PS14 | PS15 | PS16 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **PS1** | 1 | .505* | .430** | .286** | .371** | .427** | .256** | .322** | .206** | .279** | .355** | 0.09 | .182** | .292** | .166** | 0.088 |
| **PS2** | .505** | 1 | .462** | .275** | .438** | .454** | .252** | .330** | .302** | .226** | .410** | 0.015 | .109* | .298** | .099* | .185** |
| **PS3** | | | 1 | .361** | .386** | .298** | .321** | .314** | .193** | .154** | .390** | 0.037 | .120* | .252** | .156** | .142** |
| **PS4** | | | | 1 | .300** | .241** | .240** | .263** | .254** | .154** | .338** | 0.08 | .209** | .221** | .168** | .230** |
| **PS5** | | | | | 1 | .495** | .319** | .379** | .301** | .187** | .351** | .107* | .136** | .304** | .166** | .103* |
| **PS6** | | | | | | 1 | .340** | .351** | .212** | .245** | .322** | 0.054 | .152** | .331** | .139** | .170** |
| **PS7** | | | | | | | 1 | .411** | .246** | .267** | .286** | -0.011 | .132** | .279** | .183** | 0.077 |
| **PS8** | | | | | | | | 1 | .334** | .278** | .253** | 0.097 | .178** | .302** | .202** | .148** |
| **PS9** | | | | | | | | | 1 | .292** | .197** | .250** | .276** | .340** | .187** | 0.098 |
| **PS10** | | | | | | | | | | 1 | .219** | .209** | .235** | .289** | .221** | .154** |
| **PS11** | | | | | | | | | | | 1 | 0.086 | .132** | .306** | .130** | .253** |
| **PS12** | | | | | | | | | | | | 1 | .301** | .268** | .230** | .212** |
| **PS13** | | | | | | | | | | | | | 1 | .260** | .279** | .174** |
| **PS14** | | | | | | | | | | | | | | 1 | .339** | .261** |
| **PS15** | | | | | | | | | | | | | | | 1 | .296** |
| **PS16** | | | | | | | | | | | | | | | | 1 |
| **M** | 3.18 | 3.17 | 3.16 | 2.89 | 3.12 | 3.32 | 3.04 | 2.98 | 2.62 | 2.72 | 3.04 | 2.36 | 2.48 | 2.66 | 2.54 | 2.77 |
| **SD** | 0.988 | 1.05 | 1.01 | 1.06 | 1 | 0.99 | 1.04 | 1.04 | 1.05 | 1.01 | 1.04 | 0.96 | 1.03 | 1.06 | 1.07 | 1.08 |

Table 3 depicts the intercorrelations, means, and standard deviations of the Urdu version of The Big Three Perfectionism Scale-Short Form.

## Phase 2: Confirmation of Factor Structure and Assessing the Psychometric Properties of The Big Three Perfectionism Scale Short-Form

### Confirmatory Factor Analysis

Confirmatory Factor Analysis (CFA) is an approach to multivariate analysis with several applications in multivariate data analysis, including assessing whether hypothesized factor structures fit the observed data adequately (Brown, 2015; Kline, 2016). CFA differs from exploratory factor analysis in the sense that exploratory factor analysis does not subject itself to any assumptions prior to analysis; however, CFA analyzes the data on the basis of preconceived and well-structured hypotheses. It also measures the proportion to which observed items correlate to their respective latent constructs. CFA helps in understanding the construct validity of variables, which may include convergent validity (the degree to which items related to one construct will show high correlations with one another) and discriminant validity (proportion of differentiation of two dimensions toward one another), as well as internal consistency how well items on a scale correlate to one another as a whole (Hu & Bentler, 1999). Similarly, in the present study, CFA has been used as a research technique to verify the three-factor model of the Big Three Perfectionism Scale-Short Form, comprising rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism. The sample for this purpose comprises 400 university and college students from Pakistan, with 200 males and 200 females. The major goal of using CFA is to validate that the proposed model of three dimensions reflects the perceptions of university/college students, as well as the factor loadings of the individual items included in it. In addition to assessing the factor structure, the analysis was designed to address for convergent and discriminant validity to ensure

that the dimensions of perfectionism possessed internal consistency and that they distinguished or differentiated each other. The internal consistency reliability was tested to establish that the scale consistently measured the constructs across all the items. In model evaluation, it has also been noted that modification indices indicated that covariances between item residuals were shared. These shared covariances between theoretically related items, which are part of the same factor, reflect covariances between item wording and content overlap, which is generally, accepted as a good practice in scale validation studies (Byrne, 2010; Brown, 2015). However, these changes were kept to a minimum to ensure that they do not compromise the original model. The final model achieved adequate fit, and it is therefore concluded that the BTPS-SF is an appropriate and reliable tool to measure multidimensional perfectionism among Pakistani university and college students. The graphical representation of the items and the corresponding factor loadings, and the table of the model fit indices are as follows. Figure 1: CFA Model for The Big Three Perfectionism Scale-Short Form

**Table 4. Confirmatory Factor Analysis of The Big Three Perfectionism Scale Short-Form (N=400)**
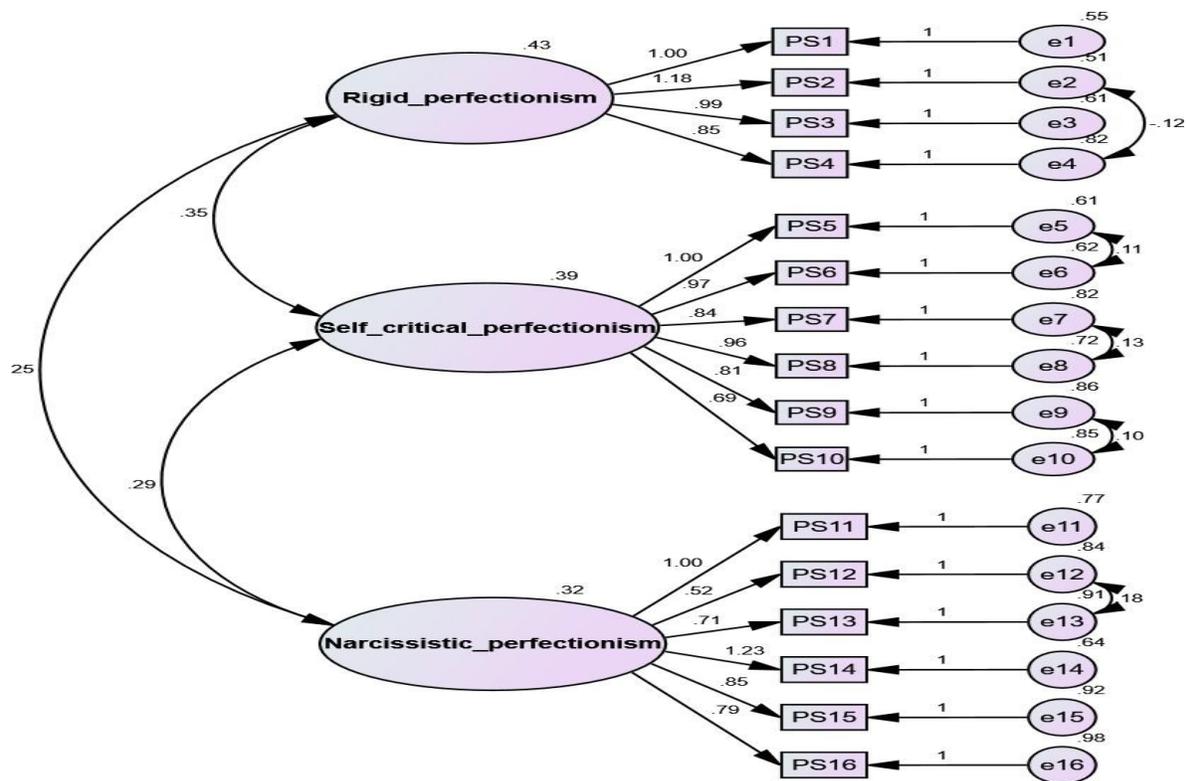


| CMIN/DF | IFI | TLI | CFI | RMSEA |
|---------|-----|-----|-----|-------|
| 2.455 | .903 | .877 | .902 | .060 |

**Note:** IFI= Incremental Fit Indices, TLI= Tucker Lewis Index, CFI= Comparative Fit Indices, RMSEA= Root Mean Square Error of Approximation

Confirmatory factor analysis was carried out to investigate the factorial structure of the Urdu-translated Big Three Perfectionism Scale Short-Form (BTPS-SF) in university and college students. Results showed that this a priori three-factor model specifying rigid perfectionism, self- critical perfectionism, and narcissistic perfectionism resulted in an acceptable overall fit to the data. The chi-square relative to degrees of freedom was CMIN/DF = 2.455, thus suggesting good model fit. Incremental fit indices, such as the Comparative Fit Index (CFI = .902) and Incremental Fit Index

(IFI = .903), approached recommended thresholds, indicating that the translated model appropriately reflected the basic underlying factor structure. Although the Tucker–Lewis Index was somewhat below conventional thresholds, TLI = .877, cultural and linguistic adjustments could be proper results of the translation process since item interpretation can vary depending on the context. The Root Mean Square Error of Approximation was RMSEA = .060, further supporting the acceptability of the model. Conjointly taken, these findings suggest that the Urdu version of the BTPS-SF retained the multidimensional construct of the original scale and yielded preliminary evidence of factorial validity for perfectionism assessment among Pakistani university and college students.

**Table 5. Descriptive Statistics of The Big Three Perfectionism Scale Short-Form  (N=400)**

| Variables | K | M(SD) | α |
|---|---|---|---|
| Rigid perfectionism | 4 | 12.42(3.02) | 0.714 |
| Self-critical perfectionism | 6 | 17.82(4.02) | 0.729 |
| Narcissistic perfectionism | 6 | 15.87(3.78) | 0.653 |

Note: k = Number of items; M = Mean, SD = Standard Deviation, α = Cronbach's alpha

The results shown in Table 5 indicate that the BTPS-SF, as well as its three subscales, have good reliability as demonstrated by internal consistency, means, and standard deviations.

**Table 6. The Psychometric Properties (CR and AVE ) of The Big Three Perfectionism Scale Short-Form Urdu version**

| | | CR | AVE | MSV | MaxR(H) | 1 | 2 | 3 |
|---|---|---|---|---|---|---|---|---|
| 1 | Self-critical perfectionism | 0.711 | 0.295 | 0.741 | 0.723 | 0.543 | | |
| 2 | Rigid perfectionism | 0.736 | 0.414 | 0.741 | 0.75 | 0.861 | 0.643 | |
| 3 | Narcissistic perfectionism | 0.621 | 0.224 | 0.648 | 0.659 | 0.805 | 0.682 | 0.474 |

Composite reliability (CR), average variance extracted (AVE), maximum shared variance (MSV), and maximum reliability [MaxR(H)] indices were explored for assessing the reliability and construct validity of the three aspects of perfectionism. High values of CR for Self-Critical Perfectionism (CR = 0.711 > 0.70) and Rigid Perfectionism (CR = 0.736 > 0.70) justified the internal reliability of these constructs. Though the CR value for Narcissistic Perfectionism (CR = 0.621 < 0.70) is somewhat below the core requirement, it is still within a tolerable zone for a newly designed or culturally anchored scale. Additionally, the value of MaxR(H) is slightly above its corresponding CR value for all the constructs, which supports the reliability of the constructs. The AVE values for Self-Critical Perfectionism, Rigid Perfectionism, and Narcissistic Perfectionism, i.e., 0.295, 0.414, and 0.224, respectively, were found to be less than the required 0.50, which may indicate that these factors explained a small proportion of variance for the observed indicators. However, Fornell and Larcker (1981) proposed that when the CR value is more than 0.70, then the study can accept the convergent validity, despite the AVE values being less than 0.50. Thus, the convergent validity for Self-Critical and Rigid Perfectionism can be regarded as satisfactory. Lower AVE values for Narcissistic Perfectionism might be due to its complex and multi-dimensionality in the cultural group under study.

To examine discriminant validity, it was conducted by comparing the MSVs and AVEs.
The MSV scores of Self-Critical Perfectionism (MSV = 0.741), Rigid Perfectionism (MSV = 0.741), and Narcissistic Perfectionism (MSV = 0.648) are higher than the actual AVE. It implies that discriminant validity is not achieved. However, this is not unexpected since the mentioned aspects of

perfectionism are interrelated concepts. Accordingly, the shared variances noted may be an artifact of the interconnected nature of perfectionistic tendencies rather than a lack of the construct distinctiveness. Overall, the findings show evidence of satisfactory reliability and partial support for convergent validity, especially for Self-Critical and Rigid Perfectionism. However, discriminant validity could not be entirely established. Nevertheless, the results are theoretically meaningful and in concert with previous research that has conceptualized perfectionism as a multidimensional construct with substantial relatedness. The findings support the continued use of the scale while highlighting avenues for future refinement.

## Discussion

Perfectionism is a personality construct with multiple dimensions, such as high personal standards, self-criticism, and susceptibility to social evaluation. Perfectionism of both constructive and destructive varieties is common in individuals (Stoeber & Otto, 2006; Hewitt & Flett, 2002). The purpose of the current study was to translate the Big Three Perfectionism Scale-Short Form (BTPS-SF) into the Urdu language and also examine its validity and reliability from a sample of students in Pakistani universities and colleges. The current translation of the BTPS-SF was important for a collectivist culture like Pakistan, where students are more likely to exhibit perfectionism of the constructive and destructive type, especially in aspects like self- criticism and narcissism (Cheung et al., 2011; He & Van de Vijver, 2012). The results from the current study showed that the Urdu BTPS-SF maintained the hypothesized three-factor structure representing rigid perfectionism, self-critical perfectionism, and narcissistic perfectionism. The CFA revealed acceptable overall model fit.This is understandable since some indices, such as the TLI, fell below conventional cutoffs; however, these are justifiable given linguistic and cultural adaptation of the scale, whereby item interpretation and sociocultural norms may have differed and also mildly affected participant responses (Byrne, 2010; Brown, 2015). Covariance among item error terms had been allowed where theoretically justified, a practice commonly accepted in scale adaptation studies to enhance the model fit while preserving theoretical integrity (Brown, 2015). The reliability analysis for the overall scale produced desirable results, with satisfactory alpha values for the overall scale. Similar desirable alpha values, indicating good reliability, have been produced for the subscales, with values for Self-Critical Perfectionism and Rigid Perfectionism. A less desirable reliability value for Narcissistic Perfectionism might be connected to the culturally embedded, complex nature of this dimension within the Pakistani student population. Composite reliability (CR) values support the above findings, but, moreover, the results regarding average variance extracted (AVE) values indicate a lack of desirable values, implying a variance within the answers not being fully explained by the above constructs. Furthermore, discriminant validity has not been achieved, with MSV > AVE for all, due to the extended link between personality traits, as suggested by Fornell & Larcker (1981). Despite these limitations, this preliminary research reveals clear support for the reliability and conceptual validity of the Urdu BTPS-SF that includes assessments of multidimensional perfectionism for Pakistani university and college-level students. While there was partial support for the convergent validation of the Urdu BTPS-SF, particularly for Self-Critical and Rigid Perfectionism, this is congruent with previous cross-cultural research indicating these two dimensions tend to be more robust and consistently manifest across diverse groups (Smith et al., 2016; Hill et al., 2010). While narcissistic perfectionism had lower indices, this might be due to cultural nuances related to interpersonal expectations.

## Implications

The Urdu translation of the BTPS-SF has several practical and theoretical consequences. First, it will benefit researchers and practitioners to use an ethno culturally validated instrument to measure

perfectionism in student samples. It will be useful not only in cross-cultural research or comparisons in different cultures, i.e., Pakistan, India, or elsewhere, but will also be helpful in understanding perfectionism in the Pakistani culture. Second, it can benefit individuals by knowing that perfectionism is a multidimensional construct that can Guide interventions for change on unconstructive aspects of perfectionism, such as self-criticism or narcissistic perfectionism, which are connected with psychological problems, academic burnout, and interpersonal problems (Flett et al., 2002; Limburg et al., 2017). Finally, the scale is useful in prospective research to investigate the role of perfectionism in academic or other performance, psychological well-being, or interpersonal relationships in the cultural context of the Pakistani people.

**Limitations and Recommendations**
- The research participants used for this study composed solely of university and college students, hence they are predominantly urban and educated. This might limit the scope of generalizing to other populations, especially the rural and less educated or working adults.
- The method was based on self-report data that can be impacted by social desirability effects, self-awareness, or answering behaviors. Further research could use multiple data collection approaches to include peer responses or behavioral observations.
- There was sufficient convergent validity for some subscales, but for others, convergent validity was limited, while discriminant validity was not established. It is recommended that future studies include revising or cultural adaptation, focusing on the narcissistic perfectionism dimension, and examine its psychometric properties.
- The data collection was carried out using online surveys, but this approach could be a potential source of bias regarding internet usage, motivation levels, and levels of engagement. Future studies should consider combining offline survey methods and other approaches to make it easier for respondents to participate.
- Some expressions of perfectionism might have unique manifestations. In addition, perfectionism in collectivistic culture, such as in Pakistan, may be different. Qualitative designs will be appropriate avenues of exploration.

**Conclusion**
The current study achieved the translation and cultural adaptation of the Big Three Perfectionism Scale Short-Form (BTPS-SF) into the Urdu language. In addition, the study examined the psychometric properties of the Urdu BTPS-SF with Pakistani university and college students. In the current study, the results demonstrated the reliability of the Urdu BTPS-SF as an instrument for measuring perfectionism among Pakistani samples. In support of the reliability of the Urdu BTPS-SF, the results revealed the three-dimensional nature of the BTPS-SF. However, the results failed to demonstrate fully the converging and discriminant validity of the BTPS-SF. Therefore, the BTPS-SF can be used as an instrument for the assessment of perfectionism with Pakistani samples. Future research needs to improve the limitations of the BTPS-SF. In conclusion, the results of the current study demonstrated the reliability of the Urdu BTPS-SF as an instrument for measuring perfectionism with Pakistani samples.

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