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Validation of the Other-Oriented Perfectionism Subscale-Junior Form in Spanish adolescents

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Resumen

To date, the Other-Oriented Perfectionism Subscale-Junior Form (OOP-Jr) has only been validated in Canadian adolescents. The aim of this study, therefore, was to validate a Spanish version of the OOP-Jr. The sample was composed by 681 Spanish students aged 12 to 17 (M = 14.20, SD = 1.42), of which 329 were boys (48.3 %), 374 were girls (50.4 %) and 9 were considered as others (1.3 %). Confirmatory Factor Analysis supported the unifactorial model containing 10 items based on the original subscale. The Spanish version of the OOP-Jr reported excellent internal reliabilities ($\alpha = .90$, $\omega = .93$). Moreover, it showed an adequate discriminant validity since correlational analysis revealed significant associations between other-oriented perfectionism, negative affect, and teamwork in a positive and negative sense, respectively. According to the maladaptive outcomes in terms of affectivity and teamwork, it is recommended that other-oriented perfectionism be monitored and addressed from an early age. Thus, the Spanish version of the OOP-Jr proposed in this study is the only valid and reliable tool developed to assess this perfectionistic dimension in Spanish-speaking adolescents.

Keywords: Other-Oriented Perfectionism; Validation; Adolescents.

Abstract

Validación de la Other-Oriented Perfectionism Subscale-Junior Form en adolescentes españoles. Hasta la fecha, la Other-Oriented Perfectionism Subscale-Junior Form (OOP-Jr) solo ha sido validada en adolescentes canadienses. El objetivo de este estudio, por tanto, fue validar la versión española de la OOP-Jr. La muestra estuvo compuesta por 681 estudiantes españoles de entre 12 y 17 años (M = 14.20, DT = 1.42), de los cuales 329 eran chicos (48.3 %), 374 eran chicas (50.4 %) y 9 fueron considerados como otros (1.3 %). El análisis factorial confirmatorio apoyó el modelo unifactorial que contenía 10 ítems basados en la subescala original. La versión española de la OOP-Jr reportó niveles excelentes en cuanto a la fiabilidad interna ($\alpha = .90$, $\omega = .93$). Además, mostró una adecuada validez discriminante, dado que el análisis correlacional reveló asociaciones significativas entre el perfeccionismo orientado hacia los demás, el afecto negativo y el trabajo en equipo, se recomienda que el perfeccionismo orientado hacia los desde edades tempranas. Así pues, la versión española de la OOP-Jr propuesta en este estudio es el único instrumento válido y fiable desarrollado para evaluar esta dimensión perfeccionista en adolescentes hispanohablantes. *Palabras clave: Perfeccionismo Orientado hacia los Demás; Validación; Adolescentes*

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Highlights

- Confirmatory Factor Analysis supports the unifactorial model containing ten items based on the original Other-Oriented Perfectionism Subscale-Junior Form.
- The Spanish version of the Other-Oriented Perfectionism Subscale-Junior Form reports excellent internal reliability and an adequate discriminant validity.
- Other-oriented perfectionism is associated positively and significantly with negative affect.
- Other-oriented perfectionism is associated negatively and significantly with teamwork.
- The Spanish version of the Other-Oriented Perfectionism Subscale-Junior Form is the only valid and reliable instrument to assess other-oriented perfectionism in Spanish-speaking adolescents.

Puntos clave

- El Análisis Factorial Confirmatorio respalda el modelo unifactorial compuesto por diez ítems basados en la versión original de la Other-Oriented Perfectionism Subscale-Junior Form.
- La versión española de la Other-Oriented Perfectionism Subscale-Junior Form presenta una excelente fiabilidad interna y una adecuada validez discriminante.
- El perfeccionismo orientado hacia a los demás se asocia positiva y significativamente con el afecto negativo.
- El perfeccionismo orientado hacia los demás se asocia negativa y significativamente con el trabajo en equipo.
- La versión española de la Other-Oriented Perfectionism Subscale-Junior Form es el único instrumento válido y fiable para evaluar el perfeccionismo orientado hacia los demás en adolescentes hispanohablantes.

Perfectionism is a multifaceted personality disposition (e.g., Filippello et al., 2017; Sorrenti et al., 2024; Stoeber, 2015). Of the different models that have theorized this construct, Hewitt and Flett (1991) proposed that perfectionism was composed of three dimensions: socially prescribed perfectionism (SPP), referring to the irrational beliefs about the perfectionist demands of the environment; self-oriented perfectionism (SOP), characterized by the development of extremely high performance standards and excessive self-criticism; and other-oriented perfectionism (OOP), which refers to the tendency to demand perfection from others.

Based on this model, Flett et al. (2016) developed the Child and Adolescent Perfectionism Scale (CAPS) to assess SPP and SOP perfectionistic traits in children and young population, which has shown adequate psychometric properties. However, the authors did not find empirical evidence to include the OOP dimension in this instrument. More recently, Hewitt et al. (2017) proposed that OOP traits may also emerge during childhood. As a result, while SPP and SOP have been extensively evaluated in children and adolescents (see García-Fernández et al., 2016; Vicent, Rubio-Aparicio et al., 2019 for more details), there is limited knowledge about the OOP dimension in these age groups.

The previous literature reported on adults revealed that OOP is positively and significantly correlated with both positive and negative affect (Stoeber & Corr, 2015); loneliness (Shafiq et al., 2024); aggressive and antisocial behaviors (i.e., competitive social values, relationship conflict, physical and verbal aggressions, task conflicts) (e.g., Kleszewski & Otto, 2020; Stoeber, 2015; Stoeber et al., 2017; Stoeber & Hadjivassiliou, 2022; Visvalingam et al., 2024); and maladaptive personality traits, including the Dark Triad (i.e., narcissism, psychopathy, and machiavellianism) (Stoeber, 2016). Moreover, Stoeber and Corr (2015) found that OOP had a negative indirect effect on negative affect through the behavioral inhibition system. Additionally, the previous knowledge corroborates the inclusion of the OOP dimension in the Social Disconnection Model (Hewitt et al., 2017), and it remarks that other-oriented perfectionists can have coexistence problems with other people (Flett & Hewitt, 2020). Consequently, the study of the OOP dimension in children and adolescents should be a priority since those conduct problems and personality traits can also be manifested during childhood and adolescence (Alarcón-Parco & Bárrig-Jó, 2015; da Silva et al., 2013; Muratori et al., 2020; Papalia & Martorell, 2017), which are critical periods in which experiences influence neurobiological development and identity formation (Oliva, 2004; Papalia & Martorell, 2017).

Given the need to evaluate the OOP dimension in children and adolescents with a specific instrument that complements the CAPS, Hewitt et al. (2022) designed and validated the Other-Oriented Perfectionism Subscale – Junior form (OOP-Jr). By conducting an Exploratory Factor Analysis (EFA), these authors provided support for the unifactorial solution consisting of 10 items, demonstrating good reliability ($\alpha = .86$). When they combined the OOP-Jr with the CAPS, they also found that the three-factor solution was confirmed through Confirmatory Factor Analysis (CFA), demonstrating measurement invariance across sex. Furthermore, they showed that parenting ratings of OOP were only correlated with OOP. After controlling for SOP and SPP, OOP was also correlated with achievement-oriented psychological control and narcissistic superiority.

The present study

To the best of the authors' knowledge, no other psychometric studies have been conducted on the OOP-Jr, except for the original study conducted on a Canadian sample, in which Hewitt et al. (2022) found positive and significant correlations between OOP, narcissistic superiority, psychological control, and social disconnection. However, the study of the OOP dimension in children and adolescents in other countries and cultures is crucial to understanding how this perfectionistic dimension affects them. This study addres-

Table 1. Sample distribution by sex and age

	12 years	13 years	14 years	15 years	16 years	17 years	Total
Girls	44	89	83	60	49	18	343
	6.5 %	13.1 %	12.2 %	8.8 %	7.2 %	2.6 %	50.4~%
Boys	38	70	71	78	52	20	329
	5.6 %	10.3 %	10.4~%	11.5 %	7.6 %	2.9 %	48.3 %
Others	0	1	6	1	1	0	9
	0%	0.1 %	0.9 %	0.1 %	0.1 %	0%	1.3 %
Total	82	160	160	139	102	38	681
	12%	23.5 %	23.5 %	20.4 %	15%	5.6 %	100.0 %

ses this gap by translating, culturally adapting, and validating the OOP-Jr for use by Spanish participants. It has the following purposes: (1) to analyze the factorial validity of the Spanish version of the OOP-Jr; (2) to perform a classic item analysis; (3) to calculate the scale's internal consistency; (4) and to examine the discriminant validity by analyzing correlations between the subscale and positive affect, negative affect, and teamwork due to the positive and significant correlation between OOP, positive and negative affect (Stoeber & Corr, 2015) and problematic teamwork related variables in adults (i.e., relationship conflicts, and task conflicts) (Kleszewski & Otto, 2020).

Method

Participants

The sample was selected through randomized cluster sampling and consisted of 681 students aged 12 to 17 (M = 14.20, SD = 1.42), of whom 329 were boys (48.3 %), 374 were girls (50.4 %), and 9 identified as other (1.3 %). The Chi-squared test ($\chi^2 = 15.84$, p = .10) revealed that the sample distribution by sex and age was homogeneous (see Table 1).

Instruments

Other-Oriented Perfectionism Subscale-Junior Form (OOP-Jr; Hewitt et al., 2022). It consists of 10 items that assess the OOP dimension proposed by Hewitt and Flett (1991) (e.g., "*I need my family members to be perfect*") rated on a Likert scale (1 = not at all; 5 = extremely). The OOP-Jr was translated into Spanish using a direct and back-translation methodology following the ITC Guidelines for Translating and Adapting Tests (International Test Commission, 2017). Two bilingual Spanish experts in Educational Sciences and Psychology independently translated it from English to Spanish. After comparing the translations and discussing controversial items with a third expert, a fourth translator conducted a back-translation from Spanish to English.

The Positive Affect and Negative Affect Schedule for Children Short Form (PANAS-C-SF; Ebesutani et al., 2012; Sanmartín, et al., 2018). It consists of 10 items that examine the levels of positive affect and negative affect in children and adolescents (five items for positive affect and five for negative affect). Participants rate how frequently they have recently experienced the following moods: positive affect = cheerful, lively, happy, joyful, and proud; negative affect = miserable, mad, afraid, scared, and sad. Items are measured using a Likert scale (1 = very slightly or never; 5 = very much). The instrument demonstrated acceptable internal reliability in this study (positive affect: α = .88; negative affect: α = .77).

Teamwork Scale for Youth (Lower et al., 2017). It consists of 10 items that evaluate the youths' perceived ability to collaborate and work with others to achieve a common goal in groups (e.g., "*I value the contributions of my team members*"). Items are measured using a Likert scale (1 = not at all true; 5 = really true). The internal reliability of the instrument in this study was acceptable ($\alpha = .84$).

Procedure

A meeting was held with the school leadership teams to inform them of the research process and objectives. They were then invited to collaborate. Parental consent was obtained. The instruments were administered anonymously and collectively during school hours. The average time for instrument administration was 30 minutes. The study was approved by the Ethics Committee of the University of Alicante (UA-2023-03-07).

Data analysis

A confirmatory factor analysis (CFA) was conducted to assess the factorial validity of the Spanish version of the OOP-Jr. An asymptotically distribution-free (ADF) analysis was used since the pre-analysis indicated a lack of multivariate normality (based on Mardia's coefficient). Model fit was examined using the Chi-Square (χ^2) index and other comparative fit indices (CFI) and root mean square error of approximation (RMSEA). Values above .95 for CFI, below .06 for RMSEA, and below .08 for Standardized Root Mean Square Residual (SRMR) suggested a good fit (Brown, 2015).

A classical item analysis was conducted, examining the mean, standard deviation, kurtosis, skewness, each item's contribution to scale reliability, item-test correlation, corrected item-test correlation, item-factor correlation, and corrected item-factor correlation. The exclusion criteria included items with a low standard deviation (< .50), a correlation < .40 with the scale, or those whose removal increased the scale's internal reliability by more than .30 points.

To test the internal consistency, Cronbach's alpha and omega coefficients, as well as composite reliability, were calculated, with values \geq .70 being considered acceptable (Nunnally & Bernstein, 1994). The Average Variance Extracted (AVE) was calculated to assess the proportion of variance explained by the construct, excluding measurement error, with AVE values \geq .50 considered adequate (Fornell & Larcker, 1981).

Finally, associations between OOP and positive and negative affect, as well as between OOP and teamwork, were examined using Pearson's correlation coefficients. According to Cohen (1988), correlation magnitudes are considered small (.10–.29), moderate (.30–.49), and large (\geq .50). Statistical analyses were conducted using IBM SPSS 22.0 and the AMOS software package.

Results

The CFA revealed a good fit for the OOP-Jr (CFI = .91, RMSEA = .02 [.00, .04], SRMR = .04) and no item was deleted. The resulting model consisted of 10 items on a unifactorial

scale. The AVE for the 10 items was good (.58). Factor weights (\leq .52) of each item on the scale are displayed in Table 2.

Table 2. Classical item analysis of the OOP-Jr

Item	М	SD	K	S	FW	α_{IT}	R_{μ}	$R_{_{ITC}}$
1	.44	.96	6.39	2.56	.53	.91	.62**	.51
2	.35	.85	8.31	2.86	.64	.90	.64**	.55
3	.28	.78	11.37	3.26	.87	.89	.79**	.74
4	.28	.77	11.66	3.3	.86	.89	.82**	.78
5	.31	.82	9.20	3.04	.85	.89	.83**	.79
6	.33	.84	8.63	2.94	.84	.89	.80**	.75
7	.27	.75	12.86	3.48	.85	.89	.80**	.75
8	.26	.73	13.64	3.52	.86	.89	.83**	.79
9	.38	.86	5.79	2.51	.67	.90	.70**	.62
10	.59	1.14	2.80	1.95	.52	.91	.64**	.51

Note: *M*, mean; SD, Standard Deviation; K = Kurtosis; S = Skewness; FW = Factor Weights; $\alpha_{rr} = Cronbach's$ alpha if the item is removed; $R_{rr} = Itemtest$ correlation; $R_{rrc} = Corrected$ item-test correlation.

The OOP-Jr revealed an excellent internal reliability of $\alpha = .90$, $\omega = .93$ and a composed reliability = .93. Regarding the classical item analysis (see Table 2), item means ranged from .26 (item 8) to .59 (item 10), and the standard deviation ranged from .73 (item 8) to 1.14 (item 10). The highest itemtest correlation was .83 (items 5 and 8) and the lowest was .62 (item 1). Internal consistency of the scale with one item removed ranged from .89 to .91.

About the discriminant validity, correlational analysis revealed positive and significant associations between the factors of the OOP and negative affect (r = .22), and a negative and non-significant association between OOP and positive affect (r = -.07). The correlation between OOP and teamwork was negative and significant (r = -.24). The magnitude of all correlations was small.

Discussion

The aim of this study was to validate the Spanish version of the OOP-Jr. The CFA provided support for the unifactorial solution consisting of 10 items according to the original version proposed by Hewitt et al. (2022). The Spanish OOP-Jr displayed adequate internal consistency for exploratory, general, and clinical purposes according to the parameters established by Nunnally and Bernstein (1994).

As for discriminant validity, the results for negative affect align with those reported by Stoeber and Corr (2015). Contrarily, between OOP and positive affect, the correlation was negative, although non-significant. This incongruence may, perhaps, be attributed to dramatic changes that occur in brain structures involved in emotion, judgment, behavioral organization, and self-control between puberty and early adulthood (Papalia & Martorell, 2017). Consequently, adolescents process emotion-related information differently than adults (Papalia & Martorell, 2017). Furthermore, the results suggest that youth with high levels of OOP tend to have a self-destructive affective profile characterized, on the one hand, by having low levels of positive affect, positive relations, and cooperativeness. On the other hand, this affective profile stands out by having high levels of negative affect and assessment (Garcia, 2023). Regarding teamwork, the results are congruent with the previous literature conducted on adults (e.g., Kleszewski & Otto, 2020). The negative and significant correlation between OOP and teamwork suggests that adolescents with high levels of OOP prefer to be alone and become angry with their peers when they make mistakes or fail to achieve their goals (Vicent, Inglés, García-Fernández, 2019). Moreover, they also suggest that those adolescents may overreact to insignificant mistakes made by others when engaging in teamwork (Ruiz-Esteban et al., 2021). Thus, OOP would cause conflicts in coexistence among young populations, as it does in adults (Flett & Hewitt, 2020), which may contribute to the development of social disconnection (Stoeber et al., 2017).

This study has several limitations. First, caution should be taken when generalizing the results to other samples. Future research should examine the cultural invariance of the Spanish version of the OOP-Jr using Latin American samples. Second, invariance across sexes has yet to be examined. Therefore, future studies should focus on determining if the scores obtained on the OOP-Jr are comparable between sexes. Third, the OOP dimension has been assessed only using a self-report. However, given the complexity of perfectionism (Flett & Hewitt, 2020), it would be recommendable to use other types of methods to assess this construct, such as interviews with people around adolescents (i.e., families, teachers) or observational records (Vicent, Inglés, García-Fernández, 2019). In this sense, it would be possible to detect inconsistencies in the information gathered through the different evaluative methods. The design and use of complementary assessment instruments would provide greater insight into how perfectionistic traits affect the daily lives of young people.

Despite these limitations, the Spanish version of the OOP-Jr is a reliable and valid instrument for assessing this perfectionistic dimension in a young population. This work is novel as it is the first and only psychometric study of the OOP-Jr, apart from the original one (Hewitt et al., 2022). This research allows the addition of the OOP subscale to the Spanish version of the CAPS (Vicent, Inglés, Sanmartín et al., 2019). Therefore, multidimensional perfectionism can be assessed in Spanish children using the SOP, SPP, and OOP dimensions proposed by Hewitt and Flett (1991). Considering the maladaptive outcomes in terms of affectivity and teamwork, as determined by the OOP-Jr, it is recommended that this dimension be monitored and addressed from an early age. Specifically, in educational settings, the OOP-Jr could be an interesting tool to detect possible variables that affect the school climate, such as competitiveness to be the best or discrimination between group members for not meeting perfectionistic demands. Moreover, considering that OOP has been consistently associated with internalizing and externalizing problems in the adult population (e.g., Blankstein et al., 1993; Flett et al., 1996; Kleszewski & Otto, 2020; Saboonchi & Lundh, 2003; Stoeber, 2015; Visvalingam et al., 2024), it could also be a useful instrument for both clinical and educational psychologists to assess the construct and examine its possible outcomes during childhood and adolescence. Finally, by gaining a deeper understanding of this personality trait, interventions may be designed and implemented to prevent it and mitigate its maladaptive consequences (i.e., narcissism, negative affect) (Hewitt et al., 2022).

Conflicts of interest

The authors declare that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.

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