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# Impact of Positive and Negative Perfectionism on Self-Efficacy of Students

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## Abstract

*This study examined the correlation between positive and negative perfectionism and self-efficacy among students. A sample of students was used to collect data using questionnaires that measured positive and negative perfectionism as well as self-efficacy. This was based on a correlational cross-sectional research design. A convenient sampling technique was implied. All the ethical considerations were strictly followed throughout the study. A statistical package was used to analyse the data statistically. The research findings demonstrate a positive and significant association between positive perfectionism and self-efficacy. This suggests that students who exhibit higher levels of positive perfectionism also have enhanced self-assurance and faith in their academic capabilities. In contrast, there was a negative but highly significant association between negative perfectionism and self-efficacy. Female students exhibit a greater degree of perfectionism and self-efficacy as compared to their male counterparts. These findings highlight the significance of fostering constructive perfectionism within an educational setting to enhance students' self-confidence and academic achievements. This research emphasises the importance of implementing specific treatments in Pakistani educational institutions to address the negative impacts of perfectionism and enhance students' emotional well-being and academic achievements.*

## Keywords

Academic achievements  
Emotional well-being  
Negative perfectionism  
Positive perfectionism  
Self-efficacy of students

## INTRODUCTION

Sigmund Freud characterized perfectionism as a trait of the superego and an excessive aspiration for accomplishment (Filipkowski et al., 2021). An individual who possesses the personality trait of perfectionism is one who strives for perfection and holds themselves to extremely high standards of performance. Within the realm of psychological study, particularly in educational settings, it has always been a subject that has garnered a great deal of interest. In most cases, perfectionism may be broken down into two distinct dimensions: the good (adaptability) and the negative (maladaptation) dimensions (Wang & MacIntyre, 2021). Establishing standards that are challenging but not insurmountable, sustaining motivation, and viewing failures as chances for personal development are all components of positive perfectionism. Negative perfectionism, on the other hand, is characterized by high expectations, fear of failure, and critical self-evaluation, all of which frequently contribute to levels of stress and anxiety (Khadija & Azim, 2023).

Terry-Short et al., (1995) presented a multifaceted model of perfectionism, based on the idea that one's own high-performance standards can have both positive and negative aspects. Positive perfectionism is defined by Hamachek (1978) as an attempt to control perfectionism to create and assess high yet reasonable personal standards and goals; achieving these will result in the positive values of success, self-worth, and personal fulfilment (Endleman et al., 2022). Hamachek defined negative perfectionism as the drive to meet unrealistically high standards while judging one's own conduct irrationally (Lazić et al., 2021). These individuals will continue to experience feelings of inadequacy, procrastination, low self-esteem, anxiety, poor coping mechanisms and academic performance, high levels of depression, dissatisfaction, and fear of failure when they encounter minor problems in meeting the standards. This leads them to set more self-defeating goals (Lee & Lin, 2023).

## Positive Perfectionism

There is a correlation between positive perfectionism and a variety of positive outcomes. Students who exhibit positive perfectionism tend to create objectives that are attainable, which can boost your enthusiasm and increase the likelihood that you will be successful in your academic endeavours (Razmi et al., 2020). This perfectionism is associated with traits such as resiliency, tenacity, and a constructive attitude to overcoming obstacles (Doyle & Catling, 2022). By virtue of its adaptable nature, positive perfectionism encourages the pursuit of excellence in health without the detrimental impacts of stress or anxiety that are experienced over an extended period. Studies have indicated that students who have

a high degree of positive perfectionism are more likely to have a strong feeling of self-efficacy (Damian et al., 2017).

## Negative Perfectionism

In contrast, undesirable traits linked based on perfectionism with poor psychological outcomes, hence called as negative perfectionism (Kırıcı Tekeli & Özkoç, 2021). Students with a high degree of negative perfectionism are held to extremely high standards that are very difficult to meet (Madigan & Curran, 2021). Frequently, these students are afraid of failing and tend to criticize themselves. The negative social consequences of this kind of maladaptive perfectionism include increased stress, low self-esteem and procrastination (Urhahne & Wijnia, 2023). Due to the continuous pressure for what is unrealistic expectations, students may start questioning their own capabilities and start feeling that they will not succeed and this will result in decrease in self-efficacy (Visvalingam et al., 2023). Research has proven that there is a correlation between negative perfectionism and several mental health issues, such as anxiety and depression, which only hinders academic achievement and personal development (Wang & MacIntyre, 2021).

## Self-Efficacy

Albert Bandura initially introduced the notion of self-efficacy, a critical determinant of students' ability to attain their objectives, engage in activities, and effectively resolve issues (Ashraf et al., 2023). Students possessing a robust sense of self-efficacy exhibit heightened internal motivation, increased diligence, and more adaptability in the face of adversity (Chanana, 2018). However, a lack of self-efficacy might lead to avoidance behaviour, less effort and an easy giving up on challenges. To develop interventions that will improve academic performance and mental health, it is important to understand the factors that influence self-efficacy (Cabayag & Guhao Jr., 2024). Researches have deemed self-efficacy to be a person's confidence in his or her ability to complete certain academic activities in a specific way, emphasizing the specificity of each work and its difference from real skills (Ozkal, 2014). Self-efficacy is changeable and is dependent on many things such as social contact, cognitive evaluation, and previous experience (Al-Abyadh & Abdel Azeem, 2022). To completely understand the role self-efficacy plays in academic performance and to create interventions that increase students' confidence in their own abilities, it is necessary to understand the full range of self-efficacy and where it comes from.

Social Cognitive Theory (SCT) proposed by Albert Bandura is a theory which has the focus on the interaction between individuals, their behaviours and an environment. Self-efficacy is one of the most basic principles of SCT. According to Bandura, self-efficacy is the belief of an individual about his or her ability to make the desired effect through behaviour. According to the self-control theory (SCT) people's actions, thoughts and emotional responses are affected by self-efficacy beliefs. According to Thomas and Gupta (2021), Bandura proposed four sources of information of self-efficacy, namely mastery experience, alternative experience, social persuasion and physiological state.

## Rationale

The culture of educational institutions in Pakistan is one of high academic standards and competition and therefore it is important to understand the relationship between perfectionism and self-efficacy. The purpose of this research is to fill a critical knowledge gap by exploring the effect of positive and negative perfectionism on the self-efficacy of Pakistan's college students, as academic achievement in Pakistan is closely tied to future employment prospects and societal standing. Students are often subjected to a tremendous amount of pressure to achieve greatness and thus express their perfectionism in many ways. The study attempts to examine the effects of different forms of perfectionism on student confidence in his or her academic aptitude. This poll is important in the Pakistani context because Pakistani educational institutions place a lot of emphasis on quality and accomplishment. The research will examine these links to offer educators and policymakers practical insights for creating customized treatments that target maladaptive perfectionism tendencies and enhance students' self-efficacy. Gaining insight into these elements is crucial for establishing a conducive educational setting that may enhance not just

elevated academic benchmarks, but also safeguard students' psychological well-being and scholastic achievements, so facilitating Pakistan in attaining a more equitable and efficient educational experience.

## Objectives

The following are the objectives of this study:

- To study the relationship between positive perfectionism and self-efficacy among young adults
- To see to relationship between negative perfectionism and self-efficacy among young adults
- To see the gender differences in relationship between positive, negative perfectionism and self-efficacy among young adults

## LITERATURE REVIEW

The purpose of a research is to explore how perfectionism and self-efficacy can work in a classroom to shape students' academic achievement, motivation and mental health. In this review, extensive empirical study, theoretical framework, and conceptual model research results are used to attempt to deepen our understanding of the intricate relationship between perfectionism and self-efficacy and its effects on educational practice and intervention. Two psychological constructs are self-efficacy and perfectionism. The attention that they have gotten in the field of educational psychology is because they affect a lot in students' motivation, academic achievement and well-being. Hewitt and Flett (1991) define perfectionism as a group of psychological characteristics characterized by high expectations of oneself, worry about making mistakes, and excessive self-criticism. Combined, this is referred to as perfectionism (Hewitt & Flett, 1991). On the other hand, self-efficacy, as defined by Bandura (1977), is an individual's feeling of confidence in his capability to do certain tasks and get the desired outcomes (Razmi et al., 2020).

The other research focuses on how perfectionism and self-efficacy in the classroom affect in students' academic achievement, motivation, and mental health by researching the interactions between these two frameworks. Based on Wang and MacIntyre (2021), this review attempts to deepen the understanding of the intricacy of the partnership between perfectionism and self-efficacy and its impacts on activities in educational practice and intervention as studied by extended empirical studies and theoretical frameworks and research results. It has been shown that academic self-efficacy is strongly related to perfectionism and in turn academic achievements and psychological well-being of students. Research has repeatedly demonstrated that those with perfectionist tendencies, who have higher personal standards and are sensitive to mistakes (adaptive perfectionism) believe more in their own academic abilities (Ashraf et al., 2023). Those who set high standards for themselves and are in pursuit of superiority are more likely to have self confidence in their ability to overcome academic challenges and achieve expected academic outcomes (Williams & Edwards, 2021).

In contrast, maladaptive manifestations of perfectionism, such as socially mandated perfectionism (which involves the belief that others demand perfection), are linked to reduced levels of academic self-confidence and heightened levels of stress and anxiety related to academics (Stoeber & Otto, 2006). Students who experience the burden of trying to achieve impractical expectations imposed by others may question their own capabilities and struggle to maintain confidence in their academic talents. This can lead to a decrease in their belief in their own ability to succeed academically and a deterioration in their performance (Ashraf et al., 2023). Research has indicated that the connection between perfectionism and academic self-efficacy can be influenced by several characteristics, such as gender, cultural background, and academic history. Studies have discovered gender disparities in the correlation between perfectionism and academic self-efficacy. Women exhibit a greater tendency towards socially dictated perfectionism and poorer levels of academic self-efficacy compared to men (Rajapakshe, 2021). Furthermore, the influence of cultural factors, such as cultural norms and expectations around accomplishment and perfection, can impact the extent to which perfectionism influences students' perceptions in their own academic abilities.

A study was undertaken in Pakistan to examine the correlation among perfectionism, self-efficacy, performance, and motivation levels. This research encompasses four distinct objectives: examining the correlation between the type of perfectionism in collegiate male athletes and their achievement motivation; investigating the relationship between athletic self-efficacy levels in collegiate male athletes and their achievement motivation; analysing the impact of perfectionism and athletic self-efficacy on both achievement motivation and athletic performance in collegiate male athletes; and identifying individual variances in perfectionism, sports self-efficacy, and achievement motivation (Ashraf et al., 2023).

## Theoretical Framework

Albert Bandura's SCT offers a framework for comprehending the impact of positive and negative perfectionism on students' self-efficacy. SCT underscores the significance of observational learning, social experience, and interactive determinism in relation to personal self-efficacy. Self-efficacy is a crucial component of SCT and refers to an individual's conviction in their capacity to execute the necessary actions to attain certain performance objectives. This concept profoundly influences students' motivation, learning, and performance (Thomas & Gupta, 2021). Perfectionism may be categorized into two types: good (adaptive) and negative (maladaptive). Positive perfectionism is establishing elevated benchmarks and actively striving for exceptional performance in a manner that is both inspiring and beneficial. It can enhance self-efficacy by fostering a feeling of achievement and competence (Khadija, & Azim, 2023). Active perfectionist students are more inclined to view problems as chances for personal development, which ultimately boosts their confidence in their own talents and enhances their self-efficacy (Madigan & Curran, 2021).

In contrast, negative perfectionism refers to the act of establishing unattainable benchmarks and excessively scrutinizing oneself, perhaps undermining one's self-efficacy (Lazić et al., 2021). Students exhibiting negative perfectionism may suffer from heightened anxiety and a strong aversion to failure, resulting in a decline in self-assurance over their capabilities. Engaging in this sort of self-critique results in a repetitive pattern of uncertainty and decreased performance, ultimately diminishing their belief in their own abilities. Based on SCT, perfectionism inclinations can have a major impact on students' self-efficacy, academic experience, and general well-being. Studies on self-efficacy and academic achievement have uncovered an intricate correlation among several age cohorts. While Witt-Rose (2003) discovered that there is no substantial correlation between the age of scientific students at university and self-efficacy, Berry and West (1993) argue that self-efficacy influences several factors related to task input, thereby controlling performance throughout one's lifespan.

Chanana (2018) discovered a noteworthy correlation between self-confidence in undergraduate students and their academic achievements. However, no notable distinction was observed in connection to age. Witt-Rose (2003) found that there is a direct relationship between self-efficacy and the number of college semesters completed. Thus, it seems that it may be the case that being more experienced could lead to more self-efficacy. The findings of the study conducted by Pölczman et al., (2024) also highlight the importance of domain specialization in self-efficacy research as pointed out by Berry and West (1993). Chanana (2018) recommends that instructors provide ongoing guidance, and utilize strategies to reduce worry and tension to enhance students' self-efficacy and thereby academic achievement in general.

## Conceptual Framework



Fig. 1. Impact of Positive and Negative Perfectionism on Self-efficacy of students

## Hypotheses

The following are the hypothesis of this study:

- H<sub>1</sub>: There is a positive relationship exists between positive perfectionism and self-efficacy among young adults
- H<sub>2</sub>: There is a negative relationship exists between negative perfectionism and self-efficacy among young adults
- H<sub>3</sub>: Female score high on positive, negative perfectionism and self-efficacy as compare to male young adults

## METHODOLOGY

This study used a correlational cross-sectional research approach to examine the relationship between study variables. This is quantitative research employing questionnaire survey methods to gather data from the target population. The sample of this study included young adults, primarily from education sectors i.e. colleges or universities. The target population included individuals between the ages of 18 and 27. Convenient sampling method was used in this study. The sample size of this study was 400 participants.

### Inclusion Criteria

The following was the inclusion criteria of this study:

- Individuals having age higher than 18
- Both gender (male and female)
- Participant must be enrolled in any university or college

### Exclusion Criteria

The following was the exclusion criteria of this study:

- Age other than 18 to 27
- Third gender will be excluded
- Persons having physical or psychological disability were excluded

## Instrumentation

### Informed Consent

An informed consisting of the ethical guidelines which was followed in the whole study were given to participants and to ensure their voluntary participation, they asked to sign that form.

### Demographic Sheet

The demographic sheet included the information including age, gender, socio-economic status, family system, name of university and department.

### Positive and Negative Perfectionism Scale

The scale was developed by Terry-Short et al., (1995) to assess perfectionism through two dimensions: negative and positive. This is a 5-point Likert scale, ranging from strong disagreement to strong agreement. The scale has 40 items, with 20 assessing negative perfectionism, while the remaining items evaluate the positive aspect of perfectionism. The components are aggregated to derive the scores for each scale, with greater and lower values reflecting the degree of negative perfectionism. This is regarded as one of the most efficient and dependable scales for assessing the positive or negative dimensions of perfectionism.

This study employs a table of negative perfectionism components. The table for the negative perfectionism component has strong internal consistency, with values between 0.81 and 0.88.

### General Self-Efficacy Scale

The scale was created by Schwarzer and Jerusalem (1995). The measure is often self-administered within a broader questionnaire. Ideally, these 10 things should be randomly integrated into a bigger collection of objects with the same answer structure. The responses utilize a 4-point scale, ranging from “entirely false” to “entirely accurate”. Sum the responses to all 10 elements to derive a total aggregate score, ranging from 10 to 40. There is no requirement to recode or reverse code objects. The scale demonstrates a commendable alpha reliability of 0.87 (Lazić et al., 2021).

### Operational Definition

#### Perfectionism

According to the Positive and Negative Perfectionism Syndrome Scale (PANPS), the positive perfectionism (PANPS-Positive) in this research is characterized by a high level of motivation, resilience, and an adaptive perfectionism approach and is defined as better commitment to uphold reasonable and constructive norms, which in turn fosters a positive and inspiring perspective on the pursuit of excellence. Conversely, negative perfectionism (PANPS-Negative) is the propensity to set unreasonably high standards, along with persistent self-criticism, procrastination due to failure-related dread, and a high level of stress and anxiety related to perfectionism. Positive and Negative Perfectionism scale (Terry-Short et al., 1995) was used to assess the perfectionism and higher scores on this indicates higher level of perfectionism.

#### Self-Efficacy

The term “self-efficacy” describes a person’s confidence in their capacity to carry out activities or actions in a variety of circumstances. This is an assessment of an individual’s capacity to organize and carry out tasks in a way that will lead to the desired outcomes. This phenomenon was measured by General Self-Efficacy Scale (Schwarzer & Jerusalem, 1995), which is measured as higher scores indicate higher level of confidence or self-efficacy level.

### Ethical Consideration

The ethical considerations, commitment to receive written informed consent from each participant, and to protect the privacy, confidentiality and minimize the harm to participants important in this project. The research was done in a way that the participant’s data is private and has the option to withdraw. Throughout the research process, participants were given clear and open communication and any deception was minimized and justified, if necessary. Ethical permission was granted by the institutional review committee, and participants who are interested in the research findings are given.

### Procedure

Several participant groups were recruited from various educational institutions including different private and public sector universities at the beginning of the research procedure, which is subject to institutional approval. The organizations’ consent was requested before we begin data collection. Once authorized, the participants’ informed consent was sought out, with a focus on highlighting their freedom to take part and to withdraw at any time without facing repercussions. After this, a consent form, demographic sheet, along with other questionnaires was distributed among the participants. All the ethical considerations were strictly followed throughout the study. The data was then analysed statistically to get the results.

### Statistical Analysis

The analysis was conducted using SPSS version 21. The analysis included the frequency, descriptive,

correlation, independent sample t-test, and linear regression.

## RESULTS & FINDINGS

Table 1 shows the result of the frequency analysis of the demographic and academic characteristics of a group of individuals, balanced in gender with equal representation of males and females. The majority are young adults aged 21-24 years (55.5%), with a significant portion residing in rural areas (57.5%) and living in nuclear family systems (57.5%). Education levels are high, with 69.8% holding bachelor's degrees and 30.3% possessing master's degrees.

**Table 1**  
Demographic Characteristics of the Study (N=400)

Demographics		f	(%)
Gender	Male	200	50.0
	Female	200	50.0
Age	18-20	100	25.0
	21-24	222	55.5
	25-27	78	19.5
Education	Bachelors	279	69.8
	Masters	121	30.3

f = frequency, % = percentage

Table 02 is showing the psychometric characteristics of the scale and sub scales. Positive and negative perfectionism scale showed higher internal consistency of a =.81, and its subscale also showed good reliability coefficient (.75 and .72). Self- efficacy scale showed good internal consistency of .74.

**Table 2**  
Psychometric Properties for PANPS, SES and SSS (N=400)

Variables	k	a	Range		M	SD	Skew	Kurt
			Actual	Potential				
PANPS	40	.81	85 – 178	40 – 200	139.87	16.29	-.16	-.24
NP	20	.75	32 – 92	20 – 100	67.46	9.79	-.30	-.03
PP	20	.72	41 – 98	20 – 100	72.39	9.61	-.41	.53
SES	10	.74	14 – 39	10 – 40	28.24	5.24	-.22	-.64

a = Cronbach alpha reliability, k = number of items, PANPS = Positive and Negative Perfectionism Scale, NP = Negative Perfectionism, PP = Positive Perfectionism, SES = Self-Efficacy scale, SSS = Social support scale

The Positive & Negative Perfectionism Scale is highly positively correlated with Negative Perfectionism ( $r = .84, p < .01$ ) and Positive Perfectionism ( $r = .83, p < .01$ ), while showing a negative correlation with Self-Efficacy Scale ( $r = -.01, p < .05$ ). Negative Perfectionism has a negative correlation with Self-Efficacy Scale ( $r = -.15, p < .01$ ). Positive perfectionism showed positive significant relationship with self-efficacy ( $r = .13, p < .01$ )

**Table 3**  
Descriptive Statistics and Correlation for Study Variables (N=400)

Variables	N	M	SD	1	2	3	4
PANPS	398	139.87	16.29	-	.84**	.83**	-.01*
NP	399	67.46	9.79		-	.41**	-.15**
PP	399	72.39	9.62			-	.13*
SES	400	28.24	5.22				-

\* $p < 0.05$ , \*\* $p < 0.01$ , PANPS = Positive and Negative Perfectionism Scale, NP = Negative Perfectionism, PP = Positive Perfectionism, SES = Self-esteem scale, SSS = Social support scale

The linear regression analysis examining the effects of positive and negative perfectionism on self-

efficacy indicates statistically significant results for both predictors. Positive perfectionism shows a positive effect on self-efficacy ( $p = .00$ ), suggesting that as positive perfectionism increases by a unit, self-efficacy is expected to increase by .24 units, holding other variables constant. Conversely, negative perfectionism has a negative effect on self-efficacy ( $p = .00$ ), indicating that as negative perfectionism increases by a unit, self-efficacy is expected to decrease by .25 units, holding other variables constant.

**Table 4**  
Linear Regression Analysis (N=400)

Predictor	95% CI				Beta	p
	B	SE	LL	UL		
(constant)	2.80	.22	2.37	3.24		.00
Positive Perfectionism	.24	.06	.13	.36	.22	.00
Negative Perfectionism	-.25	.06	-.37	-.14	-.24	.00
R						.25
R2						.63
f						13.34

\* $p < 0.05$ , \*\* $p < 0.01$ ; DV: Self Efficacy

The independent sample t-test analysis reveals significant gender differences in self-efficacy and family support among the 400 individuals studied. Females scored significantly higher than males on the Self-Efficacy Scale ( $M = 28.85$ ,  $SD = 4.88$  vs.  $M = 27.63$ ,  $SD = 5.49$ ;  $p = .01$ ) and on the Family Support Scale ( $M = 33.82$ ,  $SD = 6.57$  vs.  $M = 31.37$ ,  $SD = 5.03$ ;  $p = .00$ ). However, no significant gender differences were observed in academic achievement, Positive & Negative Perfectionism Scale, Positive Perfectionism, and Negative Perfectionism. These findings suggest that females report higher self-efficacy and perceived family support compared to males, while other variables show no significant gender disparity.

**Table 5**  
Gender differences in the study variables (N = 400)

Variables	Male		Female		t	p	Cohen's d
	M	SD	M	SD			
Positive & Negative Perfectionism Scale	139.89	15.48	139.85	17.09	.02	.18	.00
Positive perfectionism	68.02	9.08	66.91	10.45	1.13	.09	.11
Negative perfectionism	71.88	9.40	72.91	9.82	-1.07	.65	.10
Self-Efficacy Scale	27.63	5.49	28.85	4.88	-2.35	.01	.23

\* $p < 0.05$ , \*\* $p < 0.01$

## Discussion

The first hypothesis of the study states that there is a positive association between positive perfectionism and self-efficacy. This hypothesis is accepted by the results of the study as there is a substantial positive association between these factors. Individuals who systematically hold high standards on themselves to be perfect are prone to a feeling of higher efficacy towards themselves. The finding is consistent with previous research and that adaptive perfectionism can be associated with feelings of competence and assurance of one's own capabilities, a core dimension of self-efficacy (Stoeber & Otto, 2006). It is another study saying that the association underscores the possible benefits of promoting constructive perfectionism in the field of education and personal development. The establishment of attainable yet ambitious objectives, as well as the creation of a mindset that considers errors as opportunities for personal development, promotes students' self-efficacy and overall academic achievements (Zysberg & Schwabsky, 2021).

The second hypothesis posits that there is a negative relationship between negative perfectionism and self-efficacy. This hypothesis is also accepted because of running correlation analysis and the results indicate that there is a significant negative correlation exists between perfectionism and self-efficacy (r

= -.15,  $p > 0.01$ ). This finding aligns with the current body of research, which establishes a connection between maladaptive perfectionism and reduced self-assurance as well as heightened anxiety. These factors can undermine an individual's belief in their own capabilities (Hewitt & Flett, 1991). Recognizing this inverse correlation highlights the need of targeting maladaptive perfectionism in therapies designed to enhance self-efficacy. Utilizing cognitive behavioural techniques to reconstruct perfectionist thought patterns and decrease self-critical tendencies might be very advantageous for individuals.

The third hypothesis investigates the Females will score high in positive and negative perfectionism, and self-efficacy as compare to male young adults. Independent sample t-test was conducted and the because of running analysis this hypothesis is partially accepted. The findings unveiled significant differences between genders. Women exhibit greater levels of self-efficacy ( $M = 28.85$ ;  $SD = 4.88$ ) as compare to men ( $M = 27.63$ ;  $SD = 5.49$ ). Furthermore, positive perfectionism is strongly associated with women's perception of their own effectiveness, whereas negative perfectionism has a greater detrimental effect on men's perception of their own effectiveness. The results align with prior studies, suggesting that women have a greater tendency to actively seek and derive advantages from social support. Consequently, it improves their self-efficacy and deters the effect of negative perfectionism (Visvalingam et al., 2023). The fact that these disparities can be tackled is contingent on the use of a gender sensitive methodology in education and psychological intervention.

The hypothesis was that females would score higher than males in perfectionism, self-efficacy, and academic achievement; the results partially support this claim. This portion of the hypothesis, that females would score significantly higher in self-efficacy than males was confirmed. Nevertheless, the data does not indicate that females always scored higher in both dimensions of perfectionism (positive and negative) or academic achievement. But the results show a complex pattern: Self-efficacy is more strongly associated with positive perfectionism among females and negative perfectionism with males' self-efficacy. This indicates that there are gender differences in how perfectionism dimensions relate to self-efficacy, but does not prove that females have higher overall perfectionism or academic achievement scores. Thus, because of this mixed pattern (significant difference in self-efficacy but only conditional and relational patterns in perfectionism and no explicit confirmation regarding academic achievement), the hypothesis is partially accepted.

## CONCLUSION

The results of this study indicate the different effects of positive and negative perfectionism on students' self-efficacy, and find a strong correlation between these factors. The definition of positive perfectionism is having high and reasonable standards and working hard to attain goals. Such perfectionism is associated with greater self-efficacy and increases in flexibility, motivation and success. However, negative perfectionism is characterized by unrealistic standards, fear of failure, and self-evaluation that may hurt your self-efficacy and cause tension, worry, and lack of confidence. Additionally, there are marked differences in gender of which females tend to be more perfectionistic and self-efficacious. These findings suggest that positive perfectionism needs to be fostered through educational interventions whereas negative perfectionism needs to be decreased. Such interventions can contribute to students' self-efficacy and academic achievement, as well as promote the development of reasonable goal setting and useful approaches for coping with life's adversities.

## Implications

The findings of this study are of great importance for Pakistan's education and psychological support system. Educators and policymakers may create targeted interventions to enhance students' positive perfectionism by understanding the different effects of positive and negative perfectionism on self-efficacy. It entails encouraging students to make practical goal setting, fortitude, and productive criticism, which may help students to bolster their confidence and scholastic achievement. If these tactics are incorporated into the curricula and counselling services of schools and universities in Pakistan, then negative perfectionism can be prevented from having such detrimental consequences as stress and

anxiety. This will also improve students' mental well-being and academic performance. Also, knowing that female students have a higher level of perfectionism and self-efficacy than male students may help in developing the gender sensitive strategies to address their specific problems and advantages. In turn, this can help create a more supportive and efficient educational environment in Pakistan.

### Competing Interest

The authors declare no conflict of interest.

### Authors' Biography

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