



Perfectionism and Life Satisfaction in Gifted Students*

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ABSTRACT

This study examines the relationship between gifted students' perfectionism and life satisfaction. It also aims to understand how perfectionism and life satisfaction differ according to variables such as gender, parental education level, number of siblings, and grade level for gifted students. The relational survey method, one of the quantitative research methods, was used. The sample of the study consists of 395 gifted 5th–8th grade students. The Positive and Negative Perfectionism Scale and the Life Satisfaction Scale were used to collect data within the scope of this research. Some findings show that life satisfaction and positive perfectionism were high and negative perfectionism low among gifted secondary school students. When their positive perfectionism increases, their life satisfaction increases, and when their positive perfectionism decreases, their life satisfaction decreases. The life satisfaction of gifted students does not differ according to their gender, and negative perfectionism was significantly higher in girls. The life satisfaction of the gifted student who was the only child in the family was higher than that of the gifted student who had two or more siblings. The life satisfaction of the gifted student whose mother had a master's degree or above was higher than that of others. As gifted students move from 5th to 8th grade, their life satisfaction decreases and their negative perfectionism increases.

Keywords:

Gifted, life satisfaction, perfectionism

1. Introduction

Gifted students often distinguish themselves and have abilities and talents that far exceed those of their peers. Their intellectual ability gives the impression that gifted children are more mature than their peers. Although there is no consensus on defining giftedness, the most common method used to identify giftedness is to participate in intelligence. The definitions given by scientists who study intelligence shed light on how they explain, perceive, and measure the concepts that make up intelligence. The knowledge gained over the years about the idea of intelligence has led to different perspectives on the subject. The view that intelligence is a one-dimensional structure that comes with birth and does not change has evolved into the development of intelligence in a multidimensional and dynamic system with the interaction of birth characteristics with the environment (Leana, 2021). It was noted that giftedness could not be explained by intelligence alone, that different characteristics should be included in the concept of defining giftedness, and that the theories of intelligence and giftedness were separated from each other (Sternberg, Jarvin, & Grigorenko, 2011). This change in perspective is one of the reasons why the concept of giftedness is preferred to the concept of intelligence (Sak, 2020).

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In developing concepts from the past to the present, efforts have been made to give importance to the education of gifted students. Human resources are considered the most valuable and enduring resource of any country. Encouraging individuals to develop their talents and pursue the path of self-fulfillment is not only important for the individual. The individual's productivity, efficiency, and happiness are also important for the welfare of society and the world. In developing communities, the significant contributions of gifted individuals at major turning points in history have always attracted attention. The diverse needs and abilities of gifted students create the need for differentiation in educational interventions. It is important to recognize and understand the characteristics of gifted students in order to plan educational interventions that meet their developmental needs and support them in realizing their potential.

Social-emotional structures influence the differences in gifted individuals as much as mental factors. In order to identify gifted individuals, identify their needs, and provide them with the necessary support, focusing only on their cognitive competencies may not lead to the desired success. The key to lifelong happiness and success is to keep working and striving in your favorite field. Perfectionism that keeps working better can directly predict students' subjective well-being (Chan, 2007). When gifted learners display positive perfectionism, they tend to feel more competent when dealing with stressful situations. Thus, "perfectionism", which requires striving to be better, and "life satisfaction", which explains the state of enjoying life, are seen as two important variables in the lives of gifted students.

1.1 Perfectionism

Perfectionism can be defined as the disposition to strive for perfection, to set high standards, and to continuously evaluate according to the determined criteria (Stoeber, 2012). This disposition is a personality trait that can manifest itself at any stage of life. Although perfectionism has traditionally been viewed as a maladaptive, negative, and harmful personality trait (Burns, 1980; Pacht, 1984), recent research has reinforced the view that perfectionism is also healthy, harmonious (Flett & Hewitt, 2006; Greenspon, 2000; Stoeber & Otto, 2006), and even necessary for success. The fact that perfectionism can have both negative and positive aspects is due to the fact that it is a multidimensional structure (Strober, 2012).

People with positive perfectionism are aware of themselves and their abilities. The standards they set with this awareness are realistic and achievable. Therefore, positive perfectionists meet the standards they set and can reflect their expectations of performance. This contributes to their ability to develop and succeed in many areas of life (Slanley, 2001). People with negative perfectionism often experience feelings of failure and tend to set unattainable standards without knowing themselves. They work without pleasure, with inflexible high standards, and focus on not making mistakes. They criticize themselves harshly when they fail; they have a black-and-white way of thinking; if what they do is not perfect, they consider it a failure (Slanley, 2001).

Schuler (2000) found that gifted students were highly perfectionistic (87.5%). When neurotic and healthy perfectionism were analyzed, it was found that gifted students had healthy perfectionism (58%) rather than neurotic perfectionism (29.5%), which causes a constant state of anxiety and limits them with the fear of making mistakes.

According to the studies that investigated the concept of perfectionism in gifted students, it was found that the socially induced perfectionism of gifted male students was higher in girls (Çakas Uztemur, 2021; Leana & et al., 2014), perfectionism was an important factor in their loneliness (Aslan Ağırsoy, 2018), as their emotional intelligence (Özdoğan (2021), self-regulated learning and self-efficacy increased (Kaçmaz 2019), their adaptive perfectionism also increased. Furthermore, it has been stated that "inability to be sure of what one has done", which appears as a subdimension of perfectionism, is a source of emotional problems in gifted individuals (Güllü, 2018). Also, it can be said that their parents are also perfectionists, and this situation increases their parents' stress (Gizer, 2022).

In addition to studies that focus on explaining the existing situation, a limited number of studies have been conducted to reduce the negative aspects of perfectionism. One of them was conducted by İlder (2015). In her study, a bibliotherapy-based training program was applied to gifted students with high levels of perfectionism, and a significant reduction in the level of perfectionism was found.

1.2. Life satisfaction

Life satisfaction is defined as a person's cognitive evaluations about whether he or she is satisfied with the whole of his or her life or with different areas such as family, friends, and the environment (Suldo & Hueber, 2006). In another definition, it is the situation or result obtained by comparing what the individual wants with what he or she has (Özer & Karabulut, 2003).

People's life satisfaction can be affected by many variables. Some of them are happiness in daily life, meaning of life, harmony in achieving goals, positive personal identity, social relationships, economic security, and physical well-being (Schmitter, Zisselman, & Woldow, 2003). When the literature is examined, life satisfaction and demographic variables (Funk, Hueber, & Valois, 2006; Gilman & Huebner, 2000), socioeconomic level (Diener & Biswas Diener, 2002; Chow, 2005), gender (Danielsen et al, 2009), personality traits (Huebner, 1991; Fogle et al., 2002), doing sport (Valois et al. 2004; Gilman, 2001), motivation level (Casas et al, 2004), general health (Zullig et al., 2005), ability to achieve personal goals (Gilman et al., 2005; Gilman and Ashby, 2003; Chan, 2012), cultural values (Tuzgöl-Dost, 2010; Leung et al., 2006; Bradley & Corwyn, 2004), relationships with family members (Oliva and Arranz, 2005; Stevenson et al. 1999) and risky behaviours (Valois et al., 2006; Callahan et al., 2003) are related to life satisfaction.

As a result of their studies, scientists who investigate life satisfaction have formed different theoretical views that try to explain life satisfaction by taking into account the factors affecting it. For example, Wilson stated in 1967 that human needs are physical, emotional, and social needs and that the immediate fulfillment of needs causes happiness, while the continuity of unmet needs causes unhappiness.

Variables associated with life satisfaction in gifted children are self-compassion, awareness of sharing, isolation (Bostan, Bostan & Farsak 2021), self-esteem and optimism (San, 2021); reduced loneliness (Ogurlu, Birben, Öpengin, & Yalın 2016); time management (Sun-Mi & Mi-Hyun, 2013); creativity, optimism, and expression of emotions (Koçak & İçmenoğlu, 2012; Akkan, 2010). In addition, children with a diagnosis of giftedness were found to have higher life satisfaction than those without a diagnosis (Sun-Mi & Mi-Hyun, 2013), and children from families with a diagnosis of giftedness had higher life satisfaction than those with different diagnoses (Toprak, 2018).

In order to identify and support the development of gifted students, this study investigated the correlation between perfectionism and life satisfaction in gifted secondary school students and examined the differentiation of these variables according to some socio-demographic characteristics. The research sought to answer the following questions:

- What are the levels of life satisfaction and perfectionism among gifted secondary school students?
- Do life satisfaction and perfectionism differ among gifted middle school students according to their socio-demographic characteristics (gender, grade level, number of siblings, mother's and father's education level)?
- Is there a statistically significant relationship between perfectionism and life satisfaction among gifted secondary school students?

2. Methodology

2.1. Research Model

Since the aim of this study was to investigate the relationship between perfectionism and life satisfaction in gifted students, the survey method, one of the quantitative research methods, was used. In the relational survey method, which is one of the most used methods in the relevant literature (Cohen, Cohen, West, & Alken, 2003), a study is conducted on a sample selected from the population in order to make a general judgment about the population (Karasar, 2007).

2.2. Research Sample

The population of the research consists of 5,336 secondary school students diagnosed as gifted and attending SAC in Istanbul in the 2022-2023 academic year (Istanbul Ministry of Education, 2022). In the sample selection with a margin of error of 0.05 ($p=0.05$ and $q=0.5$), it was deduced that the participation of at least 359 gifted secondary school students ($n=359$) was sufficient for sampling (Yazıcıoğlu & Erdoğan, 2004). The sample of

the study consists of 500 students randomly selected from the population. The data of 105 of these students was not included in the analysis due to incomplete and incorrect marking. Therefore, the sample group was analyzed with the data of 395 students. Simple random sampling, one of the sampling methods, was used to select the sample. Simple random sampling is a method of selecting a random sample from the population without any process.

Table 1: Frequency and Percentage Distributions of Gifted Students According to Demographic Variables

Variables	Grups	N	%
Gender	Female	189	47.8
	Male	206	52.2
Grade	5th	112	28.4
	6th	107	27.1
	7th	136	34.4
	8th	40	10.1
Sibling	Only one	59	14.9
	2	196	49.6
	3 or more	140	35.4
Mother Education	Primary	80	20.3
	High	120	30.4
	University	144	36.5
	MbA/PhD	51	12.9
Father Education	Primary	75	19.0
	High	113	28.6
	University	153	38.7
	MbA/PhD	54	13.7

As seen in Tablo 1, 47.8% of the 395 gifted students participating in the research are female and 52.2% are male. 28.4% of the participants are in the 5th grade, 27.1% in the 6th grade, 34.4% in the 7th grade, and 10.1% in the 8th grade. 14.9% of the participants have only one child, 49.6% have two siblings, and 35.4% have three or more siblings. 28.4% of the participants mother's education level is 20.3% of primary education, 30.4% of them are in high school, 36.5% of them are in university, and 12.9% of them are postgraduate. The participants father's education level is 19% of primary education, 28.6% of them are in high school, 38.7% of them are in university, and 13.7% of them are graduates.

2.3. Data Collection Tools and Procedure

The Personal Information Form, Positive and Negative Perfectionism Scale, and Life Satisfaction Scale were used to collect data within the scope of this research.

Positive and Negative Perfectionism Scale (PP and NP): It was developed by Kirdök (2004) to determine the positive and negative perfectionism levels of secondary school students. The 17-item scale is scored on a 4-point Likert scale. As a result of the factor analysis, it was seen that a two-dimensional structure, positive and negative perfectionism, was supported in the scale. Kirdök determined the positive perfectionism Cronbach alpha test result as .81 and the Cronbach alpha test result for the negative perfectionism subscale as .78 in 2004. In the analyses made within the scope of our research, the Cronbach alpha test result for positive perfectionism was .85, and the Cronbach alpha test result for the negative perfectionism subscale was .82.

Multidimensional Student Life Satisfaction Scale (LSS): The scale was developed by Huebner (1994:149) to determine life satisfaction in children and adolescents and was adapted into Turkish by Çivitçi (2007). The 36-item scale is scored on a 4-point Likert scale. As a result of the factors analyzed on the scale, it has been observed that a five-dimensional structure is supported: friend, school, environment, family, and self. Çivitçi used the Cronbach alpha coefficients of the scale in 2007: .75 for the environment subscale, .70 for the self subscale, .85 for the friend subscale, .76 for the school subscale, .74 for the family subscale, and .87 for the total score. In the analyses made within the scope of our research, it was determined that .89 for the friend subscale, .82 for the school subscale, .88 for the environment subscale, .79 for the family subscale, .92 for the self subscale, and .92 for the total life satisfaction score.

2.4. Data Analysis

According to the Kolmogorov-Smirnov test, the significance level was less than .05. The skewness and kurtosis coefficients were between +1.0 and -1.0. The data were therefore suitable for a normal distribution. The data were found to have a normal distribution, according to Büyüköztürk (2011); parametric tests were used. t test to analyze the differentiation status of life satisfaction and perfectionism of gifted children according to their gender; one-way ANOVA to analyze the differentiation of life satisfaction and perfectionism of gifted children according to grade level and educational status of their parents; a Pearson correlation test was used to determine the relationship between life satisfaction and perfectionism of gifted children.

2.5. Ethical

In this study, all rules stated to be followed within the scope of the “Higher Education Institutions Scientific Research and Publication Ethics Directive” were followed. Ethical Review Board Name: Istanbul Sabahattin Zaim University Ethics Committee Date of Ethics Evaluation Decision: June 24, 2022 Ethics Assessment Document Issue Number: GO 2022/06

3. Findings

In this section, the following findings are presented according to the subproblems identified:

Table 2: Descriptive Statistics on Perfectionism and Life Satisfaction

Scale & Subscale	N	Min.	Maks.	\bar{X}	SS
Positive perfectionism	395	1.00	4.00	2.85	0.60
Negative perfectionism	395	1.00	4.00	2.46	0.76
Friends	395	1.00	4.00	3.38	0.61
Scholl	395	1.00	4.00	2.80	0.81
Environment	395	1.00	4.00	2.99	0.72
Family	395	1.00	4.00	3.41	0.63
Self	395	1.00	4.00	3.23	0.61
Life Satisfaction	395	1.17	4.00	3.16	0.48

Determining, explaining, and explaining the degree of perfectionism and life satisfaction of gifted students In the interpretation of the questionnaire, in accordance with the 4-point scale used in the research, 4.00–3.25 is in accordance with the 4-point scale. (a lot), 3.24–2.50 (somewhat), 2.49–1.75 (very low), and 1.74–1.00 (not at all) score ranges were used. These ranges, in which the levels are included, are obtained by dividing the series width between the lowest value 1 and the highest value 4, which is given to the options, by the number of options (levels).

As seen in Table 2, the score of the Life Satisfaction Scale was determined to be 3.16±0.48. It was found that the life satisfaction score of the gifted students was at a high level. When examining the dimensions of life satisfaction, the sub-dimensions from the highest to the lowest are family (3.41±0.63), friends (3.38±0.61), self (3.23±0.61), environment (2.99±0.72), and school (2.80±0.81).

On the other hand, the positive perfectionism sub-dimension score of the perfectionism trait was 2.85±0.60, and the negative perfectionism sub-dimension score was 2.46±0.76. It can be said that gifted students have high levels of positive perfectionism and low levels of negative perfectionism.

Table 3: Independent Group t-Test Results by Gender

	Gender	N	\bar{X}	SS	t	Sd	p
PP	Female	189	2.91	.59	1.913	.060	.056
	Male	206	2.80	.60			
NP	Female	189	2.57	.77	2.967	.075	.003
	Male	206	2.35	.72			
LS	Female	189	3.16	.48	-.066	.049	.947
	Male	206	3.16	.49			

The negative perfectionism of the gifted students differed significantly according to their gender (t = 2.967, p<.05). In this differentiation, the negative perfectionism score of the female students (2.57±0.77) was higher

than that of the male students (2.35 ± 0.72) in Table 3. Positive perfectionism ($t = 1.913$, $p > .05$) and life satisfaction ($t = -0.66$, $p > .05$) do not differ significantly according to the gender of gifted students.

Table 4: One-Way Analysis of Variance (ANOVA) Results of the Gifted Students Grade Level According to the Scale Scores

Scale		Sum of Squares	df	Mean Square	F	p	Difference
PP	Bet, Groups	5.074	3	1.691	4.871	.002	5th>8th
	Within Groups	135.774	391	.347			
NP	Bet, Groups	3.826	3	1.275	2.255	.081	
	Within Groups	221.080	391	.565			
LS	Bet, Groups	12.985	3	4.328	21.408	.000	5th>6th, 5th>7th, 5th>8th, 6th>8th
	Within Groups	79.056	391	.202			

According to Table 4, there is a significant difference between the grade levels of gifted students and positive perfectionism ($F = 4.871$; $p < .05$) and life satisfaction ($F = 21.408$; $p < .05$); there is no significant difference between negative perfectionism ($F = 2.255$; $p > .05$). When the variances are examined, it is seen that the distribution is homogeneous ($p > 0.05$). A LSD test was conducted to determine between which groups the difference between positive perfectionism and the life satisfaction of gifted students was significant according to their grade levels. According to the findings obtained, the positive perfectionism scores of the gifted students attending the 5th grade ($\bar{x} = 2.99$), are higher than those of the 8th grade students ($\bar{x} = 2.59$), respectively. The life satisfaction scores of gifted students attending the 5th grade ($\bar{x} = 3.41$) continued to the 6th ($\bar{x} = 3.17$), 7th ($\bar{x} = 3.06$) and 8th grade ($\bar{x} = 2.82$), respectively. more than students. In addition, the life satisfaction scores of gifted students attending the 6th grade ($\bar{x} = 3.17$) are higher than those attending the 8th grade ($\bar{x} = 2.82$).

Table 5: One-Way Analysis of Variance (ANOVA) Results of the Gifted Students Number of Siblings According to the Scale Scores

Scale		Sum of Squares	df	Mean Square	F	p	Difference
PP	Bet, Groups	.008	2	.004	.011	.989	
	Within Groups	140.840	392	.359			
NP	Bet, Groups	.860	2	.430	.752	.472	
	Within Groups	224.046	392	.572			
LS	Bet, Groups	1.868	2	.934	4.060	.018	One, three or more
	Within Groups	90.174	392	.230			

According to the number of siblings of gifted students, there was a significant difference in their life satisfaction ($F = 4.060$; $p < .05$) in Table 5. It was found that the number of siblings did not make a statistically significant difference in the levels of positive perfectionism ($F = .011$; $p > .05$) and negative perfectionism ($F = .752$; $p > .05$). The variances were found to be homogeneously distributed ($p > 0.05$). The LSD test was used to determine between which groups there was a difference in the life satisfaction of gifted students according to the number of siblings. According to the results of the analysis, it was found that the life satisfaction of gifted students who have only one child in the family ($\bar{x} = 3.31$) is higher than that of gifted students who have three or more siblings ($\bar{x} = 3.10$).

Table 6: One-Way Analysis of Variance (ANOVA) Results of the Gifted Students Mother Education Level According to the Scale Scores

Scale		Sum of Squares	df	Mean Square	F	p	Difference
PP	Bet, Groups	1.432	3	.477	1.339	.261	
	Within Groups	139.416	391	.357			
NP	Bet, Groups	1.783	3	.594	1.042	.374	
	Within Groups	223.123	391	.571			
LS	Bet, Groups	1.868	2	.934	2.784	.041	MBA/PhD>Primary Edu MBA/PhD> High school, MBA/PhD > Univ.
	Within Groups	90.174	392	.230			

Gifted students' life satisfaction differs statistically significantly according to their mothers' educational status ($F = 2.784$; $p < .05$) in Table 6. On the other hand, positive perfectionism ($F = 1.39$; $p > .05$) and negative perfectionism ($F = 1.042$; $p > .05$) scores of gifted students do not show a significant difference according to their mothers' educational status. It was observed that the variances were homogeneously distributed ($p > 0.05$). The LSD test was used to determine which groups differed in their life satisfaction according to their mothers' educational status. According to the results of the analysis, the life satisfaction of the gifted students whose mothers had an MBA or PhD education ($\bar{x}=3.34$) was higher than that of those whose mothers had completed primary school ($\bar{x}=3.11$), high school ($\bar{x}=3.14$) and university ($\bar{x}=3.15$).

Table 7: One-Way Analysis of Variance (ANOVA) Results of the Gifted Students Father Education Level According to the Scale Scores

Scale		Sum of Squares	df	Mean Square	F	p	Difference
PP	Bet, Groups	1.015	3	.338	.946	.418	
	Within Groups	139.833	391	.358			
NP	Bet, Groups	2.246	3	.749	1.315	.269	
	Within Groups	222.660	391	.569			
LS	Bet, Groups	.893	3	.298	1.278	.282	
	Within Groups	91.148	391	.233			

Gifted students' life satisfaction ($F = 1,278$; $p > 0.05$), positive perfectionism ($F = 1,946$; $p > 0.05$), and negative perfectionism ($F = 1,315$; $p > 0.05$) scores do not differ statistically significantly according to their fathers' educational status ($F = 2.784$; $p < .05$).

Table 8: The Results of Pearson Correlation

Scale & Subscale	2	3	4	5	6	7	8
1-PP	-0.09	0.18**	0.44**	0.19**	0.31**	0.34**	0.40**
2-NP	1	-0.24**	-0.21**	-0.19**	-0.13**	-0.30**	-0.30**
3-Friends		1	0.31**	0.33**	0.34**	0.51**	0.66**
4-School			1	0.37**	0.36**	0.52**	0.74**
5- Environment				1	0.43**	0.36**	0.71**
6-Family					1	0.50**	0.71**
7-Self						1	0.78**
8-LS							1

*0.05 **0.01 level (2-tailed).

Correlation coefficients indicate a low correlation if it is 0-0.29, a medium correlation of 0.30-0.64, a high correlation of 0.65-0.85, and a very high correlation of 0.85-1.00 (Ural & Kılıç, 2013). As seen in Table 8, it is determined that there is a positive and highly significant relationship between gifted students'

A moderately positive relationship was found between life satisfaction and positive perfectionism among gifted students ($r = 0.40$, $p < .01$), and a moderately negative relationship was found between life satisfaction and negative perfectionism ($r = 0.30$, $p < .01$). In other words, when their positive perfectionism increases, their life satisfaction increases, and when their positive perfectionism decreases, their life satisfaction decreases. However, when their negative perfectionism decreases, their life satisfaction increases, and when their negative perfectionism increases, their life satisfaction decreases.

In addition, as positive perfectionism increases, the scores of sub-dimensions of life satisfaction increase as friends ($r = 0.18$, $p < .01$), school ($r = 0.44$, $p < .01$), environment ($r = 0.19$, $p < .01$), family ($r = 0.31$, $p < .01$), and self ($r = 0.34$, $p < .01$). As negative perfectionism increases, the scores of these sub-dimensions of life satisfaction decrease.

4. Conclusion and Discussion

The life satisfaction and perfectionism of gifted students were analyzed in this study. Life satisfaction, one of the important concepts and goals of human life, is explained together with concepts such as happiness and well-being (Bradley & Corwyn, 2004). One of the most important factors in happiness and life satisfaction is the individual's characteristics and the ability to manage these characteristics. We develop through environmental interactions in a world in which we are genetically endowed with many characteristics. An

important prerequisite for lifelong success, both on an individual and a societal level, is the pursuit of improvement. Many theories that explain perfectionism also treat this striving as positive perfectionism. Individuals who recognize themselves and their abilities can derive satisfaction from life by striving in the area that interests them, i.e., by using perfectionism. This state of well-being can contribute to the development of the individual and society.

In this research, it was found that life satisfaction and positive perfectionism were high and negative perfectionism was low among gifted secondary school students. In the current literature, there are results that support our research. Ataman (2003) found that gifted children were disturbed by some of their own characteristics (hypersensitivity, awareness of social events such as war and hunger, etc.), while Bostan, Bostan, and Farsak (2021) and Sun-Mi and Mi-Hyun (2013) found that gifted children had high levels of life satisfaction in their studies. Over the years, gifted students have been recognized and supported more closely with the increase in social awareness about giftedness and the diversification of educational opportunities offered. This situation may have contributed to the increase in life satisfaction of gifted students.

It can be seen that studies attempting to explain perfectionism differ in whether they consider perfectionism to be unidimensional or multidimensional. In this study, perfectionism was considered multidimensional and analyzed separately as positive and negative perfectionism. According to the findings of the study, positive perfectionism was found to be higher than negative perfectionism among gifted secondary school students. Similarly, in the studies conducted by Chan (2012) and Kaçmaz & Demirtaş (2020), healthy, positive, and normal perfectionism were found to be higher in gifted students. One of the important characteristics of individuals with positive perfectionism is that they are aware of themselves and their competencies. The high level of metacognitive awareness (Yazgı & Afat, 2022) in gifted students can help them set realistic goals and increase the possibility of achieving these goals. Therefore, when gifted students who know themselves and are focused on success achieve their goals, their positive perfectionism may increase, and thus their life satisfaction may be supported.

It can be seen that the life satisfaction of gifted students does not differ according to their gender. Bostan, Bostan, and Farsak (2021), Ogurlu et al. (2016), and Sun-Mi and Mi-Hyun (2013) also found that there was no significant difference between life satisfaction and gender. Bergold et al. (2015) examined the life satisfaction of gifted students in terms of different variables and found a significant difference in favor of male students according to gender. Life satisfaction is an important and desirable lifelong characteristic for all people. At this point, life satisfaction among gifted students does not differ by gender, which is in line with general expectations.

When the differentiation of positive and negative perfectionism in gifted students according to gender variables was examined, it was found that negative perfectionism was significantly higher in girls. On the other hand, Kahraman and Pedük (2014) found that positive perfectionism was significantly higher in girls in their study conducted with gifted students attending 6–8th grade. Gender roles and social expectations may have an effect on the differentiation of perfectionism levels according to gender.

One of the important variables that make a difference in gifted students' life satisfaction and perfectionism is their grade level. The study found that the life satisfaction of gifted students differed significantly according to their grade level. It was observed that life satisfaction decreased as the class level increased. In support of this finding, the life satisfaction of gifted students who participated in SAC's support education program at the primary school level was found to be higher than the life satisfaction of students who participated in middle and high school level programs (Bostan, Bostan, & Farsak, 2021). In addition to the decrease in life satisfaction as the grade level increases, positive perfectionism also decreases. Similarly, Özdoğan (2021) found that positive perfectionism in gifted students differed according to grade level, with the scores of gifted students in the fourth grade being higher than those of gifted students in the fifth grade. Kahraman and Pedük (2014) also found that the positive perfectionism of gifted students increased as the grade level decreased. The decrease in life satisfaction and positive perfectionism with increasing grade levels at the secondary school level may be related to the high school transition exam. Gifted students with different areas of interest may move away from their favorite areas in order to prepare for the High School Transition Examination. Restriction of related fields such as sports and the arts, as well as exam stress, may reduce the life satisfaction of gifted students.

It was found that there was a significant difference between the life satisfaction of gifted students and the number of siblings. When analyzing which groups this difference was between, it was found that the life satisfaction of the gifted student who was the only child in the family was higher than that of the gifted student who had two or more siblings. In contrast to this study, a study by Bostan et al. (2021) found no significant difference in life satisfaction scores according to the number of siblings. In our study, the reason why the life satisfaction of gifted students who are only children is higher than that of those who have siblings may be that there are many advantages to being the only one in the family and that fulfilling their wishes and expectations is better.

The life satisfaction of gifted children differed according to the education level of their mothers. It was found that the life satisfaction of the gifted student whose mother had a master's degree and above was higher than the life satisfaction of the gifted student whose mother had primary school, high school, and a bachelor's degree. A similar finding was found in the study conducted by Bostan et al. (2021). In this study, it was found that as the mother's education level increased, the life satisfaction of gifted students also increased. In both this study and the study conducted by Bostan et al. (2021: 95), no significant difference was found between life satisfaction according to the father's education level variable. In our study, no significant difference was found between the perfectionism of gifted secondary school students and the educational status of their parents.

When the relationship between perfectionism and the life satisfaction of gifted students was analyzed, it was found that as the positive perfectionism levels of gifted secondary school students increased, their life satisfaction also increased. Similar findings were found by Chan (2012), who found that Chinese-gifted students with healthy perfectionism were satisfied and happy with their lives. Contrary to most existing evidence, some studies find high levels of unhealthy perfectionism (Mofiel & Peters, 2015). Although it is believed that many studies have been conducted on perfectionism in gifted individuals, the inconsistent findings suggest that perfectionism should continue to be studied. Characteristics that may contribute to perfectionism and healthy management of perfectionism may also support life satisfaction.

5. Recommendations

Although positive perfectionism is higher than negative perfectionism in gifted students, the difference should not be ignored, and students should be guided in developing skills to cope with negative perfectionism. As gifted students approach grade 8, life satisfaction decreases and negative perfectionism increases. It is thought that exam stress, decision-making skills, time management, goal setting, and motivation should be focused on from an early stage. The research was conducted with a quantitative method within the boundaries of Istanbul. Considering this limitation, it may be recommended to conduct more in-depth analyses with the qualitative method and to expand the representation of the population.

6. References

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