Investigation of the Relationship between the Perfectionism and Self-Efficacy of Gifted Children

Research Article

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ABSTRACT

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The aim of this study is to examine the relationship between the perfectionism and self-efficacy of gifted children. In this study, Child and Adolescent Perfectionism Scale and Self-Efficacy Scale for Children will be used as data collection tools. The research was carried out by scanning design, one of the quantitative research methods. While selecting the sample of the study, criterion sampling, which is the purposeful sampling type, was used. In the study, the sampling criteria of the students were considered as SAC (Science and Art Centers) students, who were diagnosed as being gifted. Participation in the study is entirely voluntary. The study group of the research consists of 507 students (3rd, 4th, 5th, 6th, 7th and 8th grades) studying in SAC various provinces of Turkey. The obtained data were analyzed with the descriptive and complementary statistical method. While there is no significant difference in the child and adolescent perfectionism levels of gifted students according to gender and the independent variables of the period they studied at SAC, there is a significant difference according to the independent variables of school type, grade levels, number of siblings and ranking among siblings. While there is no significant differentiation in the self-efficacy levels of gifted students according to gender, school type and number of siblings' independent variables, there is a significant difference in class levels, periods of study in SAC, and ranking independent variables between siblings. It was concluded that there was no significant and positive relationship between the answers given by gifted students to the Child and Adolescent Perfectionism Scale and the answers they gave to the Children's Self-Efficacy Scale.

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Keywords:

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Introduction

In Turkey, the general definition for a gifted individual is “an individual that shows high-level performance than peers in intelligence, creativity, arts, sports, leadership capacity or special academic fields” (MEB, 2009). The gifted children are the individuals who need a special curriculum and education services than the general curriculum, have high academic success, creativity, leadership characteristics in certain areas, high cognitive development, learn faster than the peers, have a highly developed sense of responsibility, continuously ask complex questions to older individuals, have a sense of curiosity, have high linguistic levels, continuously competes to himself/herself or the best peer to meet the high-level success expected by the family and teachers (Akarsu & Mutlu, 2017; Oztabak, 2018). Although the gifted individuals considered as one of the special education fields gained importance recently, it is considered by our society as an area with extreme efforts since it is applied to the limited number of individuals and groups and the importance to these individuals by our society is disregarded (Ozbay & Palanci, 2011).

In addition to the experiences of the peers with normal development, the gifted children have characteristics such as high empathy skill, a high sense of fairness, critical thinking skill, perfectionism and analysis skills (Altun & Yazici, 2018). Gifted individuals have attracted the attention of societies because of the differences they have in the societies they live in. When the relevant literature is examined, the general characteristics of gifted individuals who attract the attention of the society, which differ positively from their peers in both cognitive and affective areas, are high academic achievement, fast learning, fast comprehension, strong memory, high attention, wide knowledge base and rich vocabulary. There are features such as the ability to solve and analyze, wide range of interests, high motivation, curiosity and determination. Gifted people constitute a group that is closely related to the quality of human resources of a society. These individuals are members of a group that is separated from other individuals in the society with their affective, cognitive, metacognitive and psycho-motor characteristics and constitute approximately 2% of the society. Gifted individuals are defined as individuals who perform at a higher level than their peers in special academic fields or in terms of intelligence, creativity, and art and leadership capacity. Despite the multi-criteria definition expressed, the World Health Organization used IQ scores to define giftedness (Akkaya & Ertekin, 2021; Koksall & Akkaya, 2017). As a result of all these definitions, it is possible to state that gifted individuals have a higher level of cognitive, social and emotional skills than peers, excessive commitment to the responsibilities assigned to them, rich vocabulary, always have questions in mind, think critically, question the information without accepting it as it is, do not like memorising, have empathy skills, with high sense of fairness, have high respect to rights of others and learn faster than peers.

The gifted individuals’ effective use of their potential towards their target is linked with the healthy mental state of these individuals. It is necessary to predict the situations that might have a negative impact on gifted individuals’ mental development and necessary precautions should be taken (Toplu, 2013).

Definition of Gifted Children

The early childhood period is the period where the characters of individuals start to develop, talents are discovered and the future is guided and this period includes identification, diagnosis and guidance activities. In this period, teachers play an important role to identify how much these individuals have the characteristics observed by the families. For the gifted individuals to be evaluated and assessed by the teachers, teachers need to do various activities with various characteristic with these students. After these activities, teachers must identify the skills of these students correctly, interpret the skills correctly and guide the individuals’ families for a higher level education for the children (Mindivanli Akdogan et al., 2017).

The first duty in the gifted students’ diagnosis lies in the families. Families need to spend time with their children in addition to spending time on their work and themselves, show interest to their children and

observe the children in their own worlds. With these observations, parents will get the chance to closely witness and monitor the memory, questions, jokes, how to children create games, which games they play, the dialogues in these games and their excitement against the events. The families listed the characteristic of the gifted children since the early ages as excessive curiosity, superior memory, fast learning, fast comprehension, early reading-writing, generalising events and observations (Bildiren, 2018; Cetinkaya & Inci, 2019).

The gifted individuals have unique skills and differences just like all other individuals. It is incorrect to try to identify and diagnose gifted individuals with one method. The main purpose of education for gifted individuals is to identify gifted individuals in all aspects and educate them for their potential. Therefore, it is more accurate to use valid, realistic and objective methods to diagnose gifted individuals (Davisligil, 2004).

Characteristics of Gifted Children

While gifted individuals can show high success in various fields, they can lag behind their peers in some fields. Therefore, identification of the gifted individuals' strengths and weaknesses by their teachers is important to improve their strengths to a higher level, identify the reason for weaknesses and help to gain these skills (Daglioglu, 2010).

The gifted children are noticed by their parents and teachers throughout their life due to their difference and superiorities. The gifted individuals are different from the individuals with normal development and can also show different characteristics compared to other gifted individuals. Gifted individuals are individuals separated from other individuals when they combine their characteristics such as contributing to discoveries and inventions, bring different perspectives to events and situations, decisiveness, curiosity and discover with their skills (Yakmaci Guzel, 2004).

The characteristics of gifted individuals have been investigated under various titles. While Sahin (2015) investigated the characteristics of the gifted individuals under five different titles including physical and motor development, brain development, cognitive development, linguistic development and social and emotional development, Uyanik, (2007) investigated under three titles including physical characteristics, mental characteristics and social and emotional characteristics and Inci, (2014) investigated under four titles including physical characteristics, mental characteristics, social characteristics and personal characteristics (Inci, 2014; Sahin, 2015; Uyanik, 2007). In this section of this study, characteristics of the gifted individuals are investigated under three titles as cognitive characteristics, socio-emotional characteristics and personal characteristics.

Cognitive Characteristics of Gifted Children

The cognitive development speed of the gifted children who show a faster development than peers in all development areas significantly differentiate from other development areas. The gifted children cognitively differentiate from their peers for the attention duration intensity to their fields of interest, curiosity for all topics, questions with complex structures and being open and ready to knowledge, learning in all topics (Bildiren, 2018).

The gifted children show the difference in the cognitive field by asking challenging questions, in-depth thinking skills, intense effort to solve a problem, showing different methods to solve the problems, do not accept the things they do not find logical and try to make it work for their logic, in-depth investigation of the problems and fast learning skills (Gur, 2017).

The gifted children's cognitive skills such as abstract thinking, applying what they learn to their life and different fields of the classes, learning reading and writing fast, interest in intelligence games since they

love complexity, memorising what they learn for a long time, in-depth approach to reasons of the problems differentiate from their peers and develop faster than their peers (Toplu, 2013).

Gifted individuals show different characteristics than their peers in many fields. The most distinctive characteristic is to have different and superior skills in terms of cognitive properties. The cognitive capacity of gifted individuals is rapidly detected by their parents and teachers. These individuals can easily see the links and relationships between the events and try to reach the perfect by being encouraged with competitive emotions (Inci, 2014).

By using the definitions for the gifted children's cognitive characteristics, it is possible to say that these individuals have various cognitive characteristics such as fast thinking, showing themselves by thinking differently and extraordinarily than their peers and society, in-depth analysis of the cause-effect of the events, focusing on the most perfect form to continuously compete with self and people around them, interest to intelligence games, continuously asking questions, advanced linguistic skills, having entrepreneur characteristics and analytic thinking skills.

Socio-Emotional Characteristics of Gifted Children

The gifted individuals differentiate from their peers and other individuals in the society since they have different ideas and feel different emotions. Gifted individuals with unique developmental characteristic might experience conflicts with peers both in a social and emotional sense. The gifted individuals that have ethics, knowledge, emotion, thought and emotions that they need to have at an advanced age in an early age might sometimes cause them to struggle to understand their peers and they might experience communication problems with their peers. Compared to their peers, these children are individuals with high empathy emotion that they put themselves in the shoes of others, high sense of belonging, objecting against unfairness and high self-confidence that questions this situation (Gur, 2017).

The gifted children's different developments in all areas cause differentiation in social and emotional fields as well. Compared to their peers with normal development, the gifted children have an in-depth investigation, questioning, sensing injustice and compassion. This high socio-emotional awareness of the gifted children contributes to their skills to generalise events and situations which is expected at a more advanced age (Bildiren, 2018).

The socio-emotional skills of gifted individuals include various fields such as communication problem-solving, empathy, self-respect. The gifted individuals with supported communication skills due to early linguistic development have skills to express themselves correctly and listen to others while they are more advanced in other fields compared to their peers. Self-respect develops earlier in the gifted children compared to their peers with normal development. The gifted children that are noticed with their high-level skills and competencies have high self-confidence due to their high academic success. However, the self-confidence of these children might be negatively affected due to high success expectations from their families and teachers and alienation by peers due to differences (Sevgili Kocak, 2020).

The gifted children that show earlier development in the socio-emotional area just like all development areas might experience positive and negative effects of early social and emotional development. With their advanced linguistic skills, gifted children can struggle to understand, communicate and conceive the behaviours of their peers and they can communicate easier with a sense of humour, leadership characteristic, who are loved and more advanced aged individuals.

Personal Characteristics of Gifted Children

The most distinctive personal characteristics that differentiate gifted individuals from peers with normal development are excessive interest in everything, perfectionism, their ambition to achieve success

targets and high self-confidence. The gifted individuals experience high pleasure from the intense efforts to achieve success and the results they achieve (Ozcan & Mertol, 2015).

The underlying factor for the efforts to reach the perfect of gifted individuals who put challenging targets that require high efforts and achieve the perfect results is to meet the expectations of both their families and teachers (Bildiren, 2018).

In terms of personal characteristics, the gifted individuals are different from their peers with normal developments for self-confidence, understanding their sufficient and insufficient aspects to develop the insufficient ones, realising the mistakes and criticising these mistakes by accepting them, enjoying challenging fights and not giving up easily against these challenges, continuously asking questions to scrutinize the things with both their curiosity and putting things inside a logical framework and desire to be a team-game builder with their leader personal characteristics (Bildiren, 2018; Toklu, 2019).

The gifted individuals' personal characteristics include interest and curiosity to read books, being compassionate against humans-nature-animals, making self-criticism, questioning the authority due to continuous questioning without accepting things and individuals as they are and the effort to be perfect to meet the expectations of the people around them. If these individuals cannot reach the perfect as the top target, they have set for themselves, they believe that they will not be accepted and will be alienated by their families and teachers. This is an important problem for gifted children and the parents-teachers need to talk about this problem with the children and explain why this cannot happen (Ilter, 2015).

Perfectionism and Self Efficacy

Perfectionism that is born out of the approval, appreciation and acceptance need by parents, teachers and peers is the effort to reach the challenging target set by the individuals. At the same time, individuals fear making mistakes with these intense efforts to reach the identified challenging targets and experience intense tension. Individuals with perfectionist characteristics put an exaggerated effort to reach a target (Akca, 2020).

Perfectionism is a multi-dimensional personal characteristic and it is excessive efforts by the individual to reach the perfect thing. For perfectionist individuals, the perfect is a real and achievable target that is not impossible (Gul et al., 2009).

These individuals that equate the value assigned by the individuals and the people around them with being perfect have characteristics such as being impeccable, have targets with high standards set by them and being the best in all fields of life (Kahraman, 2013).

The innate potential and perfectionism which is also believed to be innate (Adler, 1997) is the individual's efforts to reach the best and the most challenging. Individuals with perfectionism characteristic are criticised by the people around them because of their insistence on intense efforts to reach their targets (Boydak, 2019).

The researchers identified three dimensions of perfectionism which are "self-oriented", "oriented to others" and "based on social expectations". In self-oriented perfectionism where individuals set challenging and impossible to reach targets and put efforts to reach them, individuals are close to personal criticism and do not easily accept their mistakes. In perfectionism oriented to others, individuals set high standard targets for other individuals around them and expect these individuals to reach these high standard targets. Perfectionism based on social expectations which the individual believes that the society expects the best, more perfect and even the impossible things is thinking that the individual will not be accepted, approved and will be alienated if the individual cannot meet these expectations (Flett et al., 1997; Flett et al., 1998). Self-

efficacy beliefs are an important factor affecting the motivation required for gifted children to realize their potential. It is also included in special talent theories(Kacmaz & Demirtas, 2020).

In this study, it is aimed to examine the relationship between the perfectionism and self-efficacy of gifted children. In the research, answers to the questions given below were sought.

1. Do child and adolescent perfectionism levels of gifted students differ significantly according to the gender, school type, class level variable, knowing periods, number of siblings' variables and the ranking variable between siblings?

2. Do gifted students' self-efficacy levels for children differ significantly according to the gender, school type, class level variable, knowing periods, number of siblings' variables and the ranking variable between siblings?

3. What is the relationship between gifted students' levels of child and adolescent perfectionism and their self-efficacy levels for children?

Method

In this study, the correlational model was used to examine the relationship between the perfectionism and self-efficacy of gifted children. In these studies, data are collected to determine certain characteristics of a group and the relationship between two or more variables is tried to be determined (Buyukozturk et al., 2012).

Study Group

Table 1. Characteristics of Participant Gifted Students

Variable	Characteristics of Participant Students	f	%
Gender	Female	235	46.4
	Male	272	53.6
	Total	507	100
School Type Other Than SAC	Public School	338	66.7
	Private School	169	33.3
	Total	507	100
Grade Level	3.Grade	44	8.7
	4. Grade	86	17.0
	5. Grade	155	30.6
	6. Grade	96	18.9
	7. Grade	55	10.8
	8. Grade	71	14.0
	Total	507	100
Term in SAC	SUPPORT	110	21.7
	ISD (Individual Skill Development)	269	53.1
	SSD (Special Skill Development)	78	15.4
	PROJECT	50	9.9
	Total	304	100
Number of Siblings	Only Child	85	16.8
	2 Siblings	263	51.9
	3 Siblings	114	22.5
	4 Siblings	29	5.7
	5 or More Siblings	16	3.2
	Total	507	100

Sibling Age Rank	1. Child	321	63.3
	2. Child	112	22.1
	3. Child	48	9.5
	4. Child	13	2.6
	5 or Higher	8	1.6
	Twins	5	1.0
	Total	507	100

A total of 507 gifted students, 235 girls and 272 boys, participated in the study group. While 338 of these students attend public school, 169 of them attend private school. The majority of the participant group is middle school 5th grade students and predominantly ISD (Individual Skill Development) period students.

Data Analysis

The scale used in this study was applied to gifted children by the researchers at an online setting and data was collected. The students with gifted child diagnosis and studying in SAC (Science and Art Centre) were selected. To avoid collecting data from the same region, data was collected from various SACs in each region of Turkey. SPSS package 26 program and Microsoft Excel program were used in statistical data analysis.

In this study, data obtained from two scales applied to gifted students were analysed and Cronbach's Alpha reliability coefficients were calculated.

The gifted children's Cronbach's Alpha reliability coefficient from the Child and Adolescence Perfectionism Scale was calculated as 0.89 and Cronbach's Alpha reliability coefficient from Self-Efficacy Scale for Children was calculated as 0.90. When the reliability coefficients were considered, it could be said that the obtained data was reliable (Buyukozturk et al., 2012).

Kolmogorov-Smirnov and Shapiro-Wilk tests were conducted to test the data distribution normality for both scales applied to 507 gifted students. It is recommended to use the Shapiro-Wilks test when the number of data is smaller than 30 and the Kolmogorov-Smirnov test when the number of data is larger than 30 (Kalayci, 2008). Since the amount of data in this study was high, data distribution normality was tested with Kolmogorov-Smirnov (Lilliefors) test. A P-value higher than 0.05 signifies that the data fit the normal distribution. The normality values for the applied scale are given in Table 2.

Table 2. Normality Values of Applied Scale

	Kolmogorov-Smirnov ^a			Kolmogorov-Smirnov ^a		
	Statistics	df	p	Statistics	df	p
Child and Adolescence Perfectionism Scale	0.40	507	0.051	0.984	507	0.000
Self-Efficacy Scale for Children	0.45	507	0.016	0.991	507	0.002

a. Lilliefors Significance Correction

The data obtained from the gifted students in the Child and Adolescence Perfectionism Scale showed normal distribution ($p > 0.05$). The data collected from the Self-Efficacy Scale for Children did not show normal distribution according to the Kolmogorov-Smirnov normality test ($p < 0.05$). However, since the skewness and kurtosis values were between +0.084 and -0.336, it can be said that the data has a normal distribution. According to Tabachnick and Fidell (2013), the obtained data shows normal distribution when the skewness and kurtosis values are between -1.5 and +1.5.

Findings

The data obtained from the study group was analysed and presented in tables. The answers to the Child and Adolescence Perfectionism Scale were given in the table below.

Table 3. Gifted Children's Percentage-Frequency Table to Answers to Child and Adolescence Perfectionism Scale

Scale Items	n %	Not Suitable	Mostly Not Suitable	Neither Right nor Wrong	Mostly Right	Right
1. I make sure everything I do is perfect.	n %	20 3.9	21 4.1	95 18.7	174 34.3	197 38.9
2. I want to be the best in everything I do.	n %	22 4.2	23 4.5	74 14.6	154 30.4	234 46.2
3. I have people in my life who expect me to be perfect.	n %	44 8.7	25 4.9	97 19.1	122 24.1	219 43.2
4. I always try to get the highest grade from the exam.	n %	19 3.7	18 3.6	55 10.8	116 22.9	299 59.0
5. Not doing the best I can always makes me feel uncomfortable.	n %	50 9.9	36 7.1	91 17.9	134 26.4	196 38.7
6. My family expects me to be perfect.	n %	46 9.1	36 7.1	105 20.7	132 26.0	188 37.1
7. People expect of me more than I can do.	n %	108 21.3	60 11.8	141 27.8	105 20.7	93 18.3
8. I am very angry at myself when I make a mistake.	n %	34 6.7	67 13.2	103 20.3	136 26.8	167 32.9
9. If I can't always do the best, I can, other people will think I am unsuccessful.	n %	103 20.3	69 13.6	126 24.9	81 16.0	128 25.2
10. Other people always expect me to be perfect.	n %	73 14.4	54 10.7	144 28.4	114 22.5	122 24.1
11. If there is a mistake in my homework, I feel down.	n %	86 17.0	70 13.8	101 19.9	109 21.5	141 27.8
12. People around me expect to be perfect in everything.	n %	94 18.5	64 12.6	134 26.4	102 20.1	113 22.3
13. Everything I do must be perfect.	n %	41 8.1	48 9.5	115 22.7	130 25.6	173 34.1
14. Teacher expect my homework to be perfect.	n %	36 7.1	46 8.9	119 23.5	140 27.6	167 32.9
*15. I don't have to be the best in everything I do.	n %	68 13.4	56 11.0	114 22.5	89 17.6	180 35.5
16. It is always expected me to be better than others.	n %	55 10.8	53 10.5	114 22.5	132 26.0	153 30.2
17. If I didn't get one of the highest grades in the class, I feel unsuccessful even though I am successful.	n %	101 19.9	51 10.1	109 21.5	95 18.7	151 29.8
18. I feel like people are asking a lot of things from me.	n %	64 12.6	62 12.2	120 23.7	105 20.7	156 30.8

It is seen that the scores to be taken from the Child and Adolescence Perfectionism Scale are individually moderate. But it's also important to see special cases like the " I don't have to be the best at everything I do" clause.

The table including the gifted students' answers to the Self-Efficacy Scale for Children is given below.

Table 4. Gifted Children's Percentage-Frequency Table to Answers to Self-Efficacy Scale for Children

Scale Items	n %	Never	Sometimes	Slight Good	Good	Very Good
1. How well can you express your thoughts when your classmates do not have the same view as you do?	n	22	66	123	127	169
	%	4.3	13.0	24.3	25.0	33.3
2. How much can you increase your morale when you experience a negative event?	n	34	141	112	115	105
	%	6.7	27.8	22.1	22.7	20.7
3. How well can you study when there are other interesting things?	n	43	130	126	116	92
	%	8.5	25.6	24.9	22.9	18.1
4. How well can you calm down when you are very afraid?	n	30	134	117	112	114
	%	5.9	26.4	23.1	22.1	22.5
5. How well you are to have friendships with other children around you?	n	21	68	119	94	205
	%	4.1	13.4	23.5	18.5	40.4
6. How well can you study a unit you need to study for the exam?	n	9	42	403	149	204
	%	1.8	8.3	20.3	29.4	40.2
7. How well are you to talk to someone you do not know?	n	91	145	116	70	85
	%	17.9	28.6	22.9	13.8	16.8
8. How well can you control your nerves?	n	49	151	133	93	81
	%	9.7	29.8	26.2	18.3	16.0
9. How successful you are to complete your homework every day?	n	9	57	86	129	226
	%	1.8	11.2	17.0	25.4	44.6
10. How well do you work with your classmates?	n	10	44	116	129	208
	%	2.0	8.7	22.9	25.4	41.0
11. How well can you control your emotions?	n	37	105	138	121	106
	%	7.3	20.7	27.2	23.9	20.9
12. How well can you focus during the class?	n	3	54	127	146	177
	%	0.6	10.7	25.0	28.8	34.9
13. How well can you describe when the other children around you do something you don't like?	n	29	72	125	126	155
	%	5.7	14.2	24.7	24.9	30.6
14. How well you are to motivate yourself when you are not feeling good?	n	43	130	119	104	111
	%	8.3	25.6	23.5	20.5	21.9
15. How well are you to understand all classes at school?	n	4	25	80	154	244
	%	0.8	4.9	15.8	30.4	48.1
16. How well can you describe a funny event to a student group?	n	12	76	99	120	200
	%	2.4	15.0	19.5	23.7	39.4
17. How well can you satisfy your parents with your studies at school?	n	18	43	102	156	188
	%	3.6	8.5	20.1	30.8	37.1
18. How successful you are to sustain your friendships with other children?	n	8	30	98	150	221
	%	1.6	5.9	19.3	29.6	43.6
19. How well you are to suppress the thoughts that disturb you?	n	42	129	127	119	90
	%	8.3	25.4	25.0	23.5	17.8
*20. How well you are to pass any exam?	n	0	13	56	165	273
	%	0.0	2.6	11.0	32.5	53.8

21. How well you are not to worry about the things possible to happen?	n	55	134	127	112	79
	%	10.8	26.4	25.0	22.1	15.6

Gifted students' answers to the Self-Efficacy Scale for Children is general at a good level. "How well you are to pass any exam?" The answers given are quite remarkable. It can be said that gifted students do not have any problems in terms of self-confidence and they think that they are sufficient in fulfilling a job or homework.

Table 5. Gifted Students' Child and Adolescence Perfectionism Scale Results for Gender Variable

Gender	n	X	Sd	t	p
Female	235	3.65	0.804	1.893	0.059
Male	272	3.52			

*p>0.05

Gifted students' Child and Adolescence Perfectionism Scale showed no statistically significant results for gender variable (p>0.05). However, when the score averages were considered, it is possible to state that gifted female students had higher perfectionism level than gifted male students.

Table 6. Gifted Students' Child and Adolescence Perfectionism Scale Results for School Type Variable

Gender	n	X	Sd	t	p
Public School	338	3.51	0.716	-3.096	0.002
Private School	169	3.73			

*p<0.05

Gifted students' Child and Adolescence Perfectionism Scale showed statistically significant results in favour of students in private sectors for school types variable (p<0.05). This difference might be due to higher school, family and environmental pressure on gifted students in private schools. This might be affected by the race of private schools to advertise successful students to get new successful students.

Table 7. Comparison of Gifted Students' Child and Adolescence Perfectionism Scale Mean Scores for Class Level

Classes	n	$\bar{X}$	Sd	Variance Source	Sum of Squares	Sd	Mean Square	F	p
3. Grade	44	3.46	1.111	Intergroup	6.824	5	1.365	2.301	0.044
4. Grade	86	3.59	0.658	In-Group	297.134	501	0.593		
5. Grade	155	3.50	0.693	Total	303.958	506	1.958		
6. Grade	96	3.79	0.787						
7. Grade	55	3.66	0.850						
8. Grade	71	3.49	0.713						
Total	507	3.58	0.775						

p<0.05

When the data in Table 6 were investigated, a statistically significant result was obtained from gifted students' Child and Adolescence Perfectionism Scale for class levels (p<0.05). According to the BonferroniPost Hoc Test result which is one of the multivariate comparisons tests to identify this difference, there was only a significant difference between the 6th grades and 3rd, 5th and 8th grades. It can be seen that the 6th-grade gifted students had a higher perfectionism level than students in other grades. It was seen that gifted students' Child and Adolescence Perfectionism Scale level average was 3.58 for class levels.

Table 8. Comparison of Gifted Students' Child and Adolescence Perfectionism Scale Mean Scores for SAC Term

Classes	n	$\bar{X}$	Sd	Variance Source	Sum of Squares	Sd	Mean Square	F	p
Support	110	3.56	0.875	Intergroup	1.146	3	0.382	0.634	0.593
ISD	269	3.60	0.726	In-Group	302.812	503	0.602		

SSD	78	3.63	0.797	Total	303.958	506	0.984
Project	50	3.46	0.770				
Total	507	3.58	0.775				

p>0.05

Gifted students' perfectionism levels showed no statistically significant results for their SAC terms ($p>0.05$). However, when the terms were considered, the lowest perfectionism level was for the project and support term and the highest perfectionism level was for the SSD term. The reason for gifted students' low perfectionism level in the project period might be due to creating various projects, joining contests, being educated in SACs with their schools despite being educated for their talents for long years. When it is considered that the support term covered the first years of primary school and students with gifted student diagnosis just started to get new education, this result might be normal.

Table 9. Comparison of Gifted Students' Child and Adolescence Perfectionism Scale Mean Scores for Number of Siblings

Classes	n	$\bar{X}$	Sd	Variance Source	Sum of Squares	Sd	Mean Square	F	p
Only Child	85	3.84	0.975	Inter-group	14.298	4	3.574	6.195	0.00
2 Siblings	263	3.49	0.679	In-Group	289.660	502	0.577		
3 Siblings	114	3.64	0.673	Total	303.958	506	4.151		
4 Siblings	29	3.74	0.821						
5 or Higher	16	3.01	1.118						
Total	507	3.58	0.775						

p<0.05

Gifted students' perfectionism levels showed no statistically significant results for their number of siblings ($p>0.05$). Only child gifted students' perfectionism levels were considerably higher than students with siblings. This result is possible since the family shows the entire interest in one child and support more in academic, social and cultural terms. Because the lowest perfectionism level was found for gifted students with 5 or more siblings. Since the interest and academic support per child decreases as the number of siblings increase in the family, this difference might be considered normal. According to One-Way Variance Analysis (ANOVA) to determine which sub-groups differentiated for the number of siblings' variable and Post-Hoc Bonferroni Test results, there was a statistically significant difference for gifted students with 5 or more siblings and gifted students with 2 siblings.

Table 10. Comparison of Gifted Students' Child and Adolescence Perfectionism Scale Mean Scores for Sibling Rank

Classes	n	$\bar{X}$	Sd	Variance Source	Sum of Squares	Sd	Mean Square	F	p
1. Rank	321	3.62	0.777	Inter-group	7.537	5	1.507	2.548	0.027
2. Rank	112	3.60	0.688	In-Group	296.421	501	0.593		
3. Rank	48	3.47	0.805	Total	303.958	506	2.100		
4. Rank	13	3.63	0.700						
5 and Above	5	2.61	1.252						
Twins	8	3.13	1.050						
Total	507	3.58	0.775						

p<0.05

Gifted students' perfectionism levels showed statistically significant results for their sibling rank ($p>0.05$). Other than gifted students that rank 5 or higher among the siblings or twins, all other gifted students showed similar perfectionism level. However, it can be said that the gifted students who had 5 or higher rank among the siblings had lower perfectionism levels than other students. According to One-Way Variance Analysis (ANOVA) to determine which sub-groups differentiated for the sibling rank variable and Post-Hoc Bonferroni Test results, there was a statistically significant difference for gifted students with 5 or

higher ranks among the siblings and all other gifted student groups. The low perfectionism level in students with twins might be due to the comparison between the siblings in every task.

Table 11. Gifted Children's Answers to Self-Efficacy Scale for Children for Gender Variable

Gender	n	X	Sd	t	p
Female	235	3.57	0.645	-0.930	0.353
Male	272	3.62			

*p>0.05

Gifted students' Self-Efficacy Scale for Children showed no statistically significant results for gender variable (p>0.05). However, when the score averages were considered, it is possible to state that gifted female students had lower self-efficacy level than gifted male students.

Table 12. Gifted Children's Answers to Self-Efficacy Scale for Children for School Type Variable

Gender	n	X	Sd	t	p
Public School	338	3.57	0.609	-1.115	0.265
Private School	169	3.64			

*p>0.05

Gifted students' Self-Efficacy Scale for Children showed no statistically significant results for the school type variable (p>0.05). It is possible to state that gifted students' self-efficacy scores in both private school and public school were similar. The reason for that could be the same curriculum in both institutions.

Table 13. Comparison of Gifted Self-Efficacy Scale for Children Mean Scores for Class Level

Classes	n	$\bar{X}$	Sd	Variance Source	Sum of Squares	Sd	Mean Square	F	p
3. Grade	44	3.71	0.804	Intergroup	7.417	5	1.483	3.502	0.004
4. Grade	86	3.80	0.629	In-Group	212.208	501	0.424		
5. Grade	155	3.62	0.637	Total	219.625	506	1.907		
6. Grade	96	3.52	0.612						
7. Grade	55	3.48	0.727						
8. Grade	71	3.43	0.587						
Total	507	3.60	0.659						

p<0.05

Gifted students' self-efficacy levels showed statistically significant results for their class levels (p>0.05). According to the BonferroniPost Hoc Test result which is one of the multivariate comparisons tests to identify this difference, there was an only a significant difference between the 4th grades and 8th grades. When the gifted students' average scores for these two grades were considered, the highest self-efficacy score was for the 4th grade (3.80) and the lowest self-efficacy score was for the 8th grade (3.43). It was seen that gifted students' Self-Efficacy Scale for Children level average was 3.60 for class levels.

Table 14. Comparison of Gifted Self-Efficacy Scale for Children Mean Scores for SAC Term

Classes	n	$\bar{X}$	Sd	Variance Source	Sum of Squares	Sd	Mean Square	F	p
Support	110	3.72	0.741	Intergroup	3.921	3	1.307	3.048	0.028
ISD	269	3.58	0.640	In-Group	215.704	503	0.429		
SSD	78	3.60	0.628	Total	219.625	506	1.736		
Project	50	3.39	0.566						
Total	507	3.60	0.659						

p<0.05

Gifted students' self-efficacy levels showed no statistically significant results for their SAC terms (p>0.05). According to BonferroniPost Hoc Test results, this difference was only significant between students in support term and students in project term. The reason for gifted students' low self-efficacy level in project

term than other groups might be due to application to various project contests in this period which led to high self-efficacy.

Table 15. Comparison of Gifted Students' Self-Efficacy Scale Mean Scores for Number of Siblings

Classes	n	$\bar{X}$	Sd	Variance Source	Sum of Squares	Sd	Mean Square	F	p
Only Child	85	3.73	0.732	Intergroup	4.327	4	1.082		
2 Siblings	263	3.59	0.638	In-Group	215.298	502	0.429	2.522	0.040
3 Siblings	114	3.50	0.602	Total	219.625	506	1.511		
4 Siblings	29	3.48	0.600						
5 or Higher	16	3.77	0.910						
Total	507	3.60	0.659						

p<0.05

Gifted students' perfectionism levels showed no statistically significant results for their number of siblings ($p>0.05$). It was found that gifted students with 5 or more siblings and only child gifted students had higher self-efficacy levels than gifted students in other groups. According to One-Way Variance Analysis (ANOVA) to determine which sub-groups differentiated for the number of siblings variable and Post-Hoc Bonferroni Test results, there was a statistically significant difference for only child gifted students and all other gifted student groups.

Table 16. Comparison of Gifted Students' Self-Efficacy Scale Mean Scores for Sibling Rank

Classes	n	$\bar{X}$	Sd	Variance Source	Sum of Squares	Sd	Mean Square	F	p
First place	321	3.64	0.674	Intergroup	5.715	5	1.143		
Second	112	3.47	0.577	In-Group	213.910	501	0.427	2.677	0.021
Third	48	3.63	0.650	Total	219.625	506	1.570		
Fourth	13	3.47	0.556						
5 and Above	5	4.10	0.773						
Twins	8	3.14	0.899						
Total	507	3.60	0.659						

p<0.05

Gifted students' perfectionism levels showed statistically significant results for their sibling rank ($p>0.05$). It was seen that the self-efficacy level of gifted students that rank 5 or higher among the siblings or twins was similar and considerably lower than the gifted students in other groups. According to One-Way Variance Analysis (ANOVA) to determine which sub-groups differentiated for the sibling rank variable and Post-Hoc Bonferroni Test results, there was a statistically significant difference between gifted students with the 1st rank and gifted students with the 5th or higher rank and twins. The lower self-efficacy level of gifted students with the 5th or higher rank and twins compared to gifted students in other groups might be due to comparing everything they do.

The Pearson Correlation analysis results between gifted students' Child and Adolescence Perfectionism Scale and Self-Efficacy Scale for Children are given in Table 17.

Table 17. The Pearson Correlation analysis results between gifted students' Child and Adolescence Perfectionism Scale and Self-Efficacy Scale for Children

Scales	n	$\bar{X}$	Sd	1	2	p
Child and Adolescence Perfectionism Scale	507	3.58	0.775	-	0.024	
Self-Efficacy Scale for Children	507	3.60	0.659	0.024	-	0.585**

*. Correlation is significant at 0.01 level (2-tailed).

**p>0.05

According to Pearson Correlation Analysis results, it was found that there was no significant and positive relationship between gifted students' answers to Child and Adolescence Perfectionism Scale and Self-Efficacy Scale for Children ($r=0,024$; $p>0.001$).

Although the scores of gifted students on the Child and Adolescent Perfectionism Scale and the scores they got from the answers to the Self-Efficacy Scale for Children are at moderate and good levels, there may not be a significant and positive relationship between these two situations. This can be explained as not every self-confident student is a perfectionist. In some cases, especially gifted students may not want to do a job perfectly even though they have self-confidence. This can be seen as a matter of preference or individual differences for such children.

Conclusion, Discussion and Suggestions

While the child and adolescent perfectionism levels of gifted students did not differ significantly according to gender and the period they studied at SAC, they differed significantly according to the type of school they studied, grade level, number of siblings and rank among siblings. While the child and adolescent perfectionism self-efficacy levels of gifted students did not differ significantly according to gender, the type of school they studied, they differed significantly according to the period they studied at SAC, grade level, number of siblings and rank among siblings. As a result of the correlation analysis, it was concluded that there was no significant and positive relationship between the answers given by gifted students to the child and adolescent perfectionism scale and the answers given to the self-efficacy scale for children. When the perfectionism levels of gifted students were examined by gender variable, it was found that the perfectionism levels of gifted female students were higher than gifted male students. In the studies in which Kahraman (2013) and Tamul (2019) examined the perfectionism levels of gifted students according to the gender variable, the fact that female students' perfectionism levels were higher than male students supports the result of the research. In the study conducted by Yilmaz Celik (2013), it was determined that female students' perfectionism scores in the order sub-dimension were higher than the perfectionism scores of the order sub-dimension of male students, which supports the result of the study. The reason behind the girls' level of perfectionism being higher may result from the social roles attributed to girls, such as being tidy, being self-sacrificing for their family when necessary, and constantly maintaining balance at home (Aslan & Cansever, 2007). Different results have been obtained in some studies on this subject. In the studies conducted by Ogurlu et al., (2015), Kacmaz, (2019), no significant difference was found in the perfectionism levels of the gifted according to the gender variable. According to the results of the research conducted by MisirliTasdemir (2003), the perfectionism attitudes of gifted male students were found to be higher than the perfectionism attitudes of female students. In the study conducted by Leana-Tascilar et al., (2014), the scores of the social-induced perfectionism sub-dimension of the male students were higher than the social-induced perfectionism sub-dimension scores of the female students.

When the perfectionism levels of gifted students were examined according to the variable of the type of school the students attended, it was found that the perfectionism levels of the students studying in private schools were higher than the perfectionism levels of the students studying in the public school. In the research of Inci (2014), which examined the general scores of gifted students according to the school type variable, the fact that the general scores of gifted students studying at private school were higher than the general scores of gifted students studying at public school supports the result of the study. In the study where (Yenikaynak & Anafarta Sendag, 2014) examined the positive perfectionism scores according to the school type, the positive perfectionism scores of the students studying at private school were higher than the positive perfectionism scores of the students studying at the public school supports the result of the study. The reason behind the high perfectionism level of the students studying in private school is because the parents send their children to private schools with a special purpose due to the physical, social, academic,

and foreign language opportunities provided in the school and the society believes that students studying at private schools are more successful in exams and their academic success is higher (Bozyigit, 2017; Unsal & Cetin, 2019). It has been observed that some of the researches in the field have reached different results. Leana-Tascilar et al. (2014) examined the social-induced perfectionism sub-dimension scores of gifted students according to the school type variable, and the social-induced perfectionism scores of the students attending public school were found to be higher than the social-induced perfectionism scores of the students attending private school. In the study of Yildiz (2020), which examined the positive and negative perfectionism levels of students according to the school type variable, no differentiation was found in the positive and negative perfectionism levels of the students according to the school type.

When the perfectionism levels of the gifted students were examined according to the grade level variable of the students, it was found that the perfectionism levels of the gifted students in the 6th grade were higher than the perfectionism levels of the gifted students in the 3rd, 5th and 8th grade. In the research conducted by Parker & Mills (1996) in which they examined the perfectionism levels of 600 gifted students with similar socio-economic levels and 418 6th grade students with normal development, they found that gifted 6th-grade students displayed a higher level of perfectionism, supports the result. The fact that Altun (2010) found that 6th-grade students showed more tendencies in both positive perfectionism and negative perfectionism characteristics compared to 8th grade students in her research, which examined the positive and negative perfectionism characteristics according to the class level, parallel to the result of the study. In her study, Kahraman (2013) examined both positive perfectionism and negative perfectionism levels according to the class level variable, and found that the positive perfectionism level increased as the class level decreased, and the negative perfectionism level increased as the class level increased. In the research of Bencik (2006), which examined the general perfectionism levels of gifted students according to the class level variable, no significant difference was found in the perfectionism levels of gifted students according to the grade level. In the study of Yaoar (2008), which examined the age and grade levels of university students according to the perfectionism variable, it was concluded that age and grade level did not affect the perfectionism levels of the students.

When the perfectionism levels of the gifted students were examined according to the periods they studied at SAC, no differentiation was found in the perfectionism levels of the gifted students compared to the periods they studied at SAC. When the perfectionism levels of gifted students were examined in terms of the number of siblings of the students, it was found that the perfectionism levels of the gifted students, who were the only children in the family, were higher than the perfectionism levels of the gifted students who had siblings. In the study of Misirli Tasdemir (2003), which examined the variable of the number of siblings on the perfectionism levels of gifted children, it was found that the perfectionist tendencies of gifted children with four siblings were higher than the perfectionist tendencies of gifted children who were only one child. In the study of Koroglu (2008) examining the relationship between the perfectionism characteristics of high school students and the number of siblings, no differentiation was found between the perfectionism level and the number of siblings. In Bozdemir's (2011) research, which examines the perfectionist characteristics of adolescents in terms of various variables, no difference was found between order, excessive interest in mistakes, suspicion of behavior, family expectations, familial criticism, and personal standards subscale scores and perfectionism. In low-income families with a high number of children, the number of siblings the child has affects the effective and efficient study studies of the children. In low-income families with a high number of children, the number of siblings the child has affects the effective and efficient studies of the children. Because of the large number of children, there are fewer chances to spend on notebooks, pencils, books, crayons, dictionaries, and in short on the education of a single child (Calikoglu, 2009).

When the perfectionism levels of gifted students were examined according to the ranking variable of students between siblings, it was found that the perfectionism levels of gifted students who were twin children were lower than the perfectionism levels of the other rank students. Siegle & Schuler (2000) demonstrates the perfectionism characteristics of gifted students at the secondary school level; in his research, which he examined according to grade levels, gender, and order of birth, it was found that first-born adolescents were highly affected by parental criticism and expectations, and the youngest adolescents showed the least anxiety in these areas. In the study of Karayigit (2017) with university students, no significant difference was found between the positive perfectionism levels of university students according to their birth order. According to Hollender (1965), she mentions that sibling rivalry can breed or nurture the development of perfectionism. She states that the first children usually spend time with their families, take their families as role models and compare themselves with the achievements of adults. Not only do early children strive to perform perfectly, they can also be a harmonious child. As time passes, the need to please parents becomes internal and parental attitudes and needs become part of the ego ideal (Hollender, 1965). In the perfectionist children showing perfectionist features; sibling ranking, perfectionist parents, desire to be better than their peers, teachers are also effective (Orange, 1997).

When the self-efficacy levels of gifted students were examined by gender variable, no difference was found between the self-efficacy levels of gifted female students and the self-efficacy levels of gifted male students. In the study in which Kacmaz & Yildiz Demirtas (2020) examined the level of self-regulated learning and self-efficacy to predict harmonious perfectionism in gifted students, no difference was found between the self-efficacy levels of especially talented female and male students, and this situation supports the result of the study. In the study conducted by Cikrikci (2012) to determine the differences in self-efficacy perceptions of gifted students according to gender, no significant difference was found between male and female students' self-efficacy perceptions, and this situation supports the result of the study. In the study in which Yenice's (2012) science, social studies, and classroom teacher candidates' self-efficacy levels and problem-solving skills were examined in terms of various variables, the result that the self-efficacy levels of teacher candidates did not differ significantly according to the gender variable is in line with the result of the study. In the study of Ozturk & Kurtulus (2017), which examined students' perception of mathematics self-efficacy according to gender variable, students' perceptions of mathematics self-efficacy did not show a statistically significant difference according to gender. Self-efficacy, which is formed according to the past experiences of individuals and is a belief that motivates the individual for their future behaviors, the more success the individual's past experiences are, the more motivated they will be for their future behaviors. The higher the self-efficacy level of the individuals who successfully perform the tasks and responsibilities assigned to them, the lower the self-efficacy levels of the individuals who cannot successfully fulfill these duties and responsibilities (Altun, 2010).

When the self-efficacy levels of gifted students were examined according to the variable of the type of school the students attended, there was no difference between the self-efficacy levels of the students studying at the public school and the self-efficacy levels of the students studying at the private school. In Yenice's (2012) study, in which science, social studies and classroom teacher candidates' self-efficacy levels and problem solving skills were examined in terms of various variables, the result that pre-service teachers' self-efficacy levels do not differ significantly according to the variable of the department they study is in parallel with the result of the study. Ozkan et al. (2018) examined the conscious awareness-based self-efficacy levels of primary school students in terms of various variables, and the students' conscious awareness-based self-efficacy scores were examined according to the school type variable, and there was a statistically significant difference between the students studying at private school and those studying at public school. It was determined that there was no difference, which supports the result of the research. In the study of Cagatay (2020), which examined the problem-solving skills of elementary school students

according to various variables, the conclusion that the self-efficacy of students studying at private school and public school did not have any effect on problem-solving skills supports the result of the study.

When the self-efficacy levels of gifted students were examined according to the grade level variable of the students, it was found that 4th-grade students had the highest self-efficacy level and 8th-grade students had the lowest self-efficacy level. In the research of Kacmaz (2019) which examined the class levels in self-efficacy scores, a significant difference was found in self-efficacy scores according to grade levels, and this difference was found to be statistically significantly lower in the self-efficacy scores of the 6th-grade students than the 4th and 5th grade students. Lloyd et al. (2005) found a significant difference according to the grade level according to the results of the study in which they examined the relationship between mathematics achievements and gender according to various variables. Accordingly, 4th grade students have higher proficiency than 7th grade students. In other words, as the grade level increases, academic self-efficacy decreases. In the study in which Yenice's (2012) science, social studies, and classroom teacher candidates' self-efficacy levels and problem-solving skills were examined in terms of various variables, it was concluded that the self-efficacy levels of pre-service teachers did not differ significantly according to the grade level variable. In the study conducted by Ozturk & Kurtulus (2017) to determine whether students' perception of mathematics self-efficacy differs according to the class variable, the grade level variable of students' perceptions of mathematics self-efficacy showed a statistically significant difference, and this difference showed a difference in favor of the fifth and sixth graders.

When the self-efficacy levels of gifted students were examined according to the semesters they studied at SAC, it was found that the self-efficacy levels of gifted students in the project period were lower than the self-efficacy levels of gifted students in other groups. When the self-efficacy levels of gifted students are analyzed according to the number of siblings variable, the self-efficacy levels of gifted students who have 5 or more siblings in the family and gifted students who are only one child gifted students with other numbers of siblings were found to have higher self-efficacy levels Polat et al. (2015) examined the alienation from school and academic self-efficacy of teacher candidates, and it was determined that teacher candidates' level of alienation from school increased with the increase in the number of siblings they have in their families. In Yilmaz et al. (2012)'s study where the self-efficacy levels of primary school students were examined according to various variables, the self-efficacy scores of those with 2 siblings were higher than those with 4 or more siblings, and those with 3 siblings than those with 5 or more siblings. Demir & Borekci (2021) examined the verbal expression self-efficacy perception level of middle school eighth-grade students according to various variables, and the verbal expression self-efficacy levels of the students did not differ according to the variables of the number of siblings. In the study of Taner (2019), which examined the self-love and self-efficacy of adults according to their childhood experiences and some variables, the analysis conducted to determine whether the scores of the adults' self-love and self-efficacy sub-dimensions differ according to the number of siblings of the participants there was no difference in self-love and self-efficacy scores.

When the self-efficacy levels of gifted students were examined according to the order between siblings, it was found that the self-efficacy levels of gifted students who were 5th and above and twins in the sibling rank were lower than the other gifted students. In the study in which Cakmak (2020)'s secondary school students' self-efficacy of learning with technology and studying self-efficacy were examined according to various variables, it was found that middle school students' self-efficacy for learning with technology and studying self-efficacy did not differ according to the birth order variable.

When the answers given by gifted students to the child and adolescent perfectionism scale and the self-efficacy scale for children were examined, no significant and positive relationship was found between the answers given by gifted students to these two scales.

Relationships between gifted students' general self-efficacy as well as their academic and social self-efficacy and life satisfaction can be examined. In this direction, necessary arrangements can be made in the academic and social lives of students. Studies on the factors that are effective in the development of perfectionism and self-efficacy may be suggested. Whether there is a teacher effect on the development of perfectionism and academic self-efficacy can be investigated.

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