



How To Effectiveness Pennsylvania Resilience Training On The Symptoms Of Procrastination In Gifted Adolescents With Perfectionism?

Razieh Khavasi^{*1}, Mohsen Saeed Manesh², Mahdiyeh Azizi³

1. M.A. of Clinical Psychology, Iran.

2. Assistant Professor, Department of Psychology, Science and Arts University, Yazd, Iran.

3. Ph.D. Student in Psychology, Department of Psychology, Science and Arts University, Yazd, Iran.

A B S T R A C T

This study investigated the effectiveness of the Pennsylvania resilience treatment program on procrastination in perfectionist adolescents with perfectionism in Iran. The research method was experimental and a pretest post-test research design with a control group. The statistical population of this study consisted of adolescent girls aged 12 to 16 years who responded positively to the call. They were invited to the clinic and filled out the perfectionism questionnaire. The experimental and control groups were divided. Pretest was performed on both groups, and after the treatment sessions, took a post-test was taken from both groups. Data collection tools were Solomon and Ratblom (1984) Academic Procrastination Scale questionnaires. Univariate analysis of covariance and analysis of covariance analysis defaults were used to analyze the data. The analysis results showed that the Pennsylvania Resilience Program has led to a reduction in the academic procrastination of perfectionist intelligent adolescents.

Keywords: Pennsylvania Resilience, Procrastination, Intelligent Adolescents, Perfectionism.

INTRODUCTION

Advances in science and technology on the increasing spread of information in the new age have facilitated living conditions on the one hand. On the other hand, rapid social changes, lifestyle changes, and complexities of today's life threaten health, health, and tranquility. Life problems increase human vulnerability (Cooper & Dewe, 2008). Since students, as an essential element of the country's educational system, have a special role and position in achieving the goals of the educational system, paying attention to this section of society in terms of education and training will lead to more fertility and prosperity of the educational system (Rinn & Majority, 2018; Sampson, 2013).

A gifted student refers to a learner who, when compared to their peers in terms of age, experience, and environment, potentially exhibits higher levels of developmental expertise. As a result, they are more successful in their education and show more progress (Moradzadeh, Veiskarami, Mirdrikvand, Gadampour, & Ghazanfari, 2020). A gifted person does things significantly beyond his or her peers and has abilities and characteristics that require social and emotional preparation and support from family, community, and the learning environment (Sampson, 2013).

* . Corresponding Author: raziehKhavasi92@gmail.com

DOI: [In pressing](#)

To cite this article: Khavasi, R., Saeed Manesh, M., Azizi, M. (2021). How To Effectiveness Pennsylvania Resilience Training On The Symptoms Of Procrastination In Gifted Adolescents With Perfectionism?. *Iranian Journal of Positive Psychology*, 7 (3 and 4), 48-57.

Haghshenas, Chamani, and Firoozabadi (2006), believe that gifted people have more emotional and psychological problems than ordinary people, especially in adolescence and adulthood, and experience more stress. In addition, the results of Michael-Chadwell (2011), research on the issues of gifted students from the perspective of students and parents showed that perfectionism is one of the most important problems of these students.

Therefore, one of the problems among gifted school students is perfectionism. Man has an innate desire for growth and self-fulfillment, and this need compels him to elevate his potential to the highest point. The perfectionist only wants to be perfect, but he makes no effort to investigate this desire. The notion of being perfect and having no weaknesses in him cultivates the roots of superiority over others (Beitel et al., 2015). Based on the available evidence, perfectionism is associated with psychosocial difficulties, distortions in interpersonal relationships, inversely related to academic achievement, and academic misconduct (Gilman, Rice, & Carboni, 2014; Ruiz-Esteban, Méndez, Fernández-Sogorb, & Álvarez Teruel, 2021).

The results of research by Agajani, Narimani, and Ariapooran (2011), showed that the degree of perfectionism of gifted students is higher than normal students. Perfectionism is the extreme dependence of self-esteem on the pursuit of strict personal and self-imposed criteria in at least one prominent area, despite its negative consequences. From a theoretical point of view, perfectionism in two dimensions, including compromised and uncompromising perfectionism (Lamarre & Marcotte, 2021; Seeliger & Harendza, 2017; Suddarth & Slaney, 2001), positive and negative (Abbasi, Pirani, & Salehi, 2017; Kirdök, 2018), active and passive (Moore, 2010), perfection Normal and abnormal orientation (Yu-lan, 2004), are considered. Stoeber and Yang (2015), argue that a distinction must be made between perfectionism's positive and negative dimensions, the positive dimension is striving for excellence and organization, and the negative dimension is worrying about mistakes. Normal perfectionists enjoy striving and competing for excellence and perfection and recognize personal limitations. In contrast, abnormal perfectionists do not look good and are satisfied even when they have the best performance. In other words, these people will never be satisfied with their performance due to unrealistic expectations (Lombardi, Florentino, & Lombardi, 1998; Soares et al., 2009).

Based on the available evidence, perfectionism is associated with psychosocial difficulties, distortions in interpersonal relationships, inversely related to academic achievement, and academic misconduct (Gilman et al., 2014). Prospective learners are exposed to a wide range of negative consequences such as academic stress and avoidance coping strategies (Mofield, Parker Peters, & Chakraborti-Ghosh, 2016), due to their perfectionist tendencies to respond to the demands of academic life. The relationship between ingenuity and perfectionism is widely used in the teacher grading scale to identify outstanding students (Reeves, 2006). Lavrijsen, Soenens, Vansteenkiste, and Verschueren (2020), showed that perfectionism is a characteristic of some intelligent people, and 87.5% of gifted adolescents have perfectionist tendencies. Fletcher and Speirs Neumeister (2012), Fong and Yuen (2014), and Speirs Neumeister (2007), showed that gifted students are more prone to perfectionism and related under-learning.

Many variables affect the academic performance of adolescents that these variables can appear both in the role of reducing and increasing academic performance. The main point here for teachers, administrators, parents, and researchers is the careful scientific study of these

variables rather than in the shadows. Scientific research can identify the various motivating factors in adolescents' academic performance to identify the motivating and disturbing factors of adolescents' optimal performance. For example, academic procrastination is one of the variables that significantly impact academic performance and adolescent development.

Many intervention programs so far in the field of treatment of mental illness. Also, the field of prevention has been considered by researchers who have left favorable effects and has attracted the attention of researchers and researchers in the field of education to use these interventions in solving the educational problems of students and their academic advancement. One of these effective interventions is the "Pennsylvania Resilience Program," taken from a positive psychological approach. The Pennsylvania Resilience Program - as a documentary retraining program - is one of the most widely used intervention programs to equip people with negative cognitive experiences in the face of negative life experiences, both academic and non-academic (Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). Based on a positive psychology approach, the Pennsylvania Resilience Program can play an important role in providing students with the right environmental conditions. The program emphasizes teaching problem-solving skills and explanatory techniques to help teens and young adults cope with everyday stressors (Gillham et al., 2007). The concept of optimism and explanatory practices form the theoretical basis of the Pennsylvania Resilience Program. Examination of empirical evidence shows that the Pennsylvania Resilience Program is one of the most widely used intervention programs based on the cognitive-behavioral model used to equip individuals psychologically.

Dealing with the negative experiences and emotions of life, whether academic or otherwise, is of undeniable importance. A 15-year study by the research team of Seligman et al. (2009), using the Pennsylvania Resilience Program found that students' well-being is enhanced and their ability to manage anxiety, depression, and everyday problems is enhanced.

Given the importance of high school, an important period in the life of students to enter educational centers, adulthood, labor market and accept new responsibilities and due to the lack of research in this area, the present study aims to address this the question will be whether Pennsylvania-style resilience training has an effect on the symptoms of perfectionism in gifted adolescents.

METHODOLOGY

The present study is quantitative in terms of the nature of the collected data and applied study in terms of purpose. The research method was quasi-experimental with a pretest-posttest design with two groups of control and experimental.

The statistical population of this study included gifted Iranian adolescent girls in the 2019-2020 academic year who were in the age range of 15-12 years, using the available sampling method from a gifted school. After announcing the call for participation in the study, among the gifted teenage girls aged 12 to 15, those volunteer teenage girls who responded positively to the call were invited for an initial interview at a counseling and psychology center in Iran, and from among them, 30 people who received a higher perfectionism score were selected and then

randomly assigned to the experimental and control groups and also signed the ethical consent to participate in the research.

The sampling method of this study was available and voluntary sampling. 300 volunteers were selected after reviewing the inclusion and exclusion criteria and were replaced in two experimental and control groups.

The intervention group received the Pennsylvania Resilience Training in 10 sessions and the control group did not receive any intervention. In order to fill in the questionnaires, students are first provided with information such as explaining the objectives of the research, the right to leave the study, obtaining informed consent from the units under study, given. Members were pretested before the intervention. In this study, 2 sessions of absence were allowed and 3 sessions of absence were determined as the criterion of decline. Finally, after the intervention, all tests were performed again in the post-test stage in both research groups.

Academic Procrastination Scale: The Academic Procrastination Scale was first developed by Solomon and Rothblum (1984). This scale has 27 statements that examine three components. These components are: 1- Preparation for the exam (8 questions, which are 2 questions for feeling uncomfortable about procrastination and tendency to change the habit of procrastination), 2- Readiness for homework (11 questions, 2 questions for feeling The discomfort of procrastination and the tendency to change the habit of procrastination) and 3 - readiness to write an article (8 questions, 2 questions to feel discomfort of procrastination and the desire to change the habit of procrastination). How to answer is that respondents agree with any choice by choosing one of the options (score 1), rarely (score 2), occasionally (score 3), often (Score 4) and always (score 5). In this scale, items 2, 4, 6, 11, 15, 16, 21, 23, and 25 are scored in reverse. In a study by Solomon and Rothblum (1984), the validity of this scale was reported to be 0.84 using internal consistency, and its reliability was reported to be 0.64 using Cronbach's alpha coefficient.

The Perfectionism Scale: The Frost Multidimensional Perfectionism Scale was developed by Frost, Marten, Lahart, and Rosenblate (1990), based on the multidimensional model of perfectionism and includes six subscales. These six subscales are measured using 35 questions on a five-point Likert scale from Strongly Agree to Strongly Disagree, and include six components: Concern about Mistakes, Doubt about Action, Parental Expectations, Parental Criticism, Standards Personal is organization. These six dimensions are highly correlated with each other, but the organization has the least correlation with other dimensions and the overall score of perfectionism. For this reason, in calculating the overall perfectionism score, the score of this dimension is not considered. From the 4 subscales of worry about mistakes, doubts about actions, parental expectations, and parental criticism, negative perfectionism scores are obtained. From the 2 subscales of personal standards and organization, the score of positive perfectionism is obtained. Cronbach's alpha value for errors was reported to be 0.88, individual criteria 0.83, parental expectations 0.84, parental criticism 0.84, skepticism about tasks 0.77, tendency to order and organization 0.93 (Frost et al., 1990). The coefficients of the subscales of this scale in a community of Iranian students are equal to 0.83, 0.72, 0.77, 0.63, 0.77 and 0.81, respectively, and the validity of the test-retest of scale is equal to 0.86. 0 and internal consistency was equal to 0.75.

Pennsylvania Resuscitation Program: It is a preventative treatment program based on the cognitive-behavioral model developed by Gilham, Jikax, Review, Seligman, and Silver (1990) at the University of Pennsylvania. The program emphasizes teaching problem-solving skills as well as explanatory techniques to help teens and young adults cope with everyday stressors. The program is run in groups and can be used in schools, universities, clinics, and other social organizations.

Table 1. Pennsylvania Resuscitation Program

Session	Title	Content of meetings	homework
1 - 2	Introduce group members together and explain the resilience program	After introducing the people and explaining the meeting goals, and performing the pretests, confidentiality, restrictions, roles, rules, and related responsibilities are discussed and the importance of completing homework. will describe relationships between positive and negative thoughts and feelings and their relationship to behaviors to individuals using the experience cycle and cognitive model. Finally, to help people better understand the ABC pattern after designing several scenarios that involve a disturbing event (A), the consequences of dealing with these events (C) and the underlying beliefs of these consequences are considered. In this section, the pivotal and determining role of the belief element (B) in predicting distinct patterns of emotional and behavioral experiences of individuals in the face of adverse events is discussed.	People use an event log to record events in which a negative and dysfunctional belief has led to destructive behaviors and emotions.
3 -4	Teach optimistic and pessimistic documentary style	Evaluate the documentary pattern of people in the face of unpleasant events. In this session, people find that the visible difference in the pattern of their emotional reactions to unpleasant events, through the feature can explain most of the professors' use People are taught to define the concept of documents and their characteristics. Documents indicate the preferred method of individuals in explaining the causes of various events. The idea of attribution style and the three defining dimensions of stable/unstable, specific, and internal-external and its relationship with the ABC model are taught to individuals.	Individuals should use the table of attributional styles to record cases in which they adopted a pessimistic style and to record the adverse consequences according to the ABC model. Then evaluate the same pessimistic styles using the lively style and document the behavioral and emotional consequences.
5 - 6	Controversy and confrontation with catastrophic attitudes and beliefs	In this section, in order to teach effective confrontation with catastrophic beliefs, two factors of controversy (D) and energizing (E) are added to the ABC model. D represents the controversy with misconceptions (B) and indicates the amount of energy provided by the change in consequences. In this section, people learn that the realization of an effective debate is based on four principles. The first principle is to gather evidence. The second principle is to propose alternative interpretations. The third principle is to avoid catastrophe. The fourth principle is to draw up an attack plan.	Using ABCDE analysis in the face of unpleasant events in real life, people provide a good platform for effective debate with events. For this purpose, people are advised to pay attention to the conversations they go through in their minds in the face of any unpleasant event, and then try to use countermeasures in dealing with them.

7 - 8	Teach the five steps of problem solving skills	In this section, people learn that successful and efficient problem solving requires five steps. Step # 1- Discovering Your Purpose Step # 2- Discovering Your Purpose Step 3: Set goals; Step 4: Choose a method of action after determining the positive and negative cases; Step 5: Test the effectiveness of the selected solution	People practice this skill using the five steps of problem solving in real life situations and record its behavioral and emotional consequences in relation to themselves and others.
9 - 10	Social skills Decisive behavior with assertiveness (boldness) and negotiation	In this section, the activities required to teach social skills of assertiveness and negotiation are briefly described. Learning the skill of assertiveness requires that people communicate their views to others in a non-aggressive, assertive manner. In fact, people learn that assertiveness - as an effective strategy - is a useful point between passivity and aggression. In the section on courage training, the emphasis was on non-invasive transmission of one's views to others. However, sometimes interacting with others causes the correctness of people's thoughts and ideas to be challenged. Or people find that others pursue different goals. In such situations, people are trained to be able to reach a solution through negotiation skills, which is pleasant and acceptable to both parties.	People practice assertiveness in relation to other people in their real life by creating different scenarios. They also practice conversation and negotiation skills.
11	Teach self-confidence and self-esteem skills	This skill is one of the basic skills in social skills training. In this session, people learn four types of self-confidence (real high, real low, false high, and false low) in the dimension of ability and belief, understand their differences, and examine the obstacles to not believing in inabilities. In self-confidence-building skills, people learn the four steps. Step # 1- Discovering Your Purpose Step 2: Understand the difference between performance and capacity. Step 3: Gain awareness of capacities. Step # 4- Discovering Your Purpose Summarize topics and perform post-test	Individuals practice self-confidence techniques in the real world and record their association with the ABC pattern, optimistic attributional style, and behavioral and emotional consequences.
12	final	Summarize and run the post-test	-

RESULTS

Table 2. Age status of participants in the experimental group and the control group

Group	Mean	Std. Deviation
Test age	15.53	4.64
Control	15.06	4.79

In the table of mean age of participants in the experimental group (15.53) and standard deviation (4.64) and the control group (15.06) and standard deviation (4.79 ±) can be seen.

One of the presuppositions of using parametric tests is the assumption that the distribution of dependent variable scores is normal. In this study, Shapiro-Wilk test was used to test this hypothesis ($p = 0.47$, $F = 0.96$), so we did not violate the assumption of regression slope homogeneity. To investigate the default homogeneity of variance of academic procrastination in case groups ($p = 0.68$, $F = 0.16$).

Due to the normality of the research variables, homogeneity of regression slope, and

uniformity of variance, the univariate analysis of covariance test assumptions have been observed, and this test can be used to analyze the data.

Table 3. Mean and standard deviation of academic procrastination scores in experimental and control groups in pretest and post-test

Variables	group	Number	Pretest		Post-test	
			Mean	Std. Deviation	Mean	Std. Deviation
Academic procrastination	experiment	150	27.53	3.06	12.20	1.26
	Control	150	20.33	3.47	17.33	4.71

Comparison of the means in Table 4 shows that the scores of academic procrastinations in the experimental group decreased in the post-test phase and the score of decline indicates low academic procrastination.

In order to evaluate the effectiveness of the Pennsylvania resilience approach on academic procrastination, univariate analysis of covariance was used, the results of which are presented in Table 4.

Table 4. Results of univariate analysis of covariance related to the general scores of academic procrastinations

Sources of changes	Sum of squares	DF	Mean squares	F	P	Squared
pre-exam	53.348	1	348.53	5.145	32/0	160/0
group	065/240	1	065/240	150/23	001/0	462/0
total	985/279	297	370/10	-	-	
error	000/7238	300	-	-	-	

The results of UNIVARIATE analysis of covariance in Table 4 show that pretest scores are significant ($p = 0.32$, $F = 5.145$), meaning that between pretest scores academic procrastination and grades test of this variable has a significant relationship.

CONCLUSION

Pennsylvania resilience training significantly improves the academic procrastination of gifted students with perfectionism in the experimental group compared to the control group. The results of statistical analysis showed that the hypothesis of the present study was confirmed. In other words, it was observed that resilience training by Pennsylvania method was more effective in significant improvement of the experimental group than the control group.

In general, it can be said that developing competencies such as resilience can play an effective role in improving students' academic procrastination. In explaining this finding, it can be said that one of the factors affecting the academic achievement or lack of academic achievement of students can be academic procrastination. Academic procrastination is one of the major factors that can be a serious obstacle to students' achievement and academic achievement. In fact, academic procrastination is the act of delaying or deliberately postponing the tasks that must be done, especially knowledge High-intelligence students who are more procrastinating due to high perfectionism not only do not feel tired and frustrated when they

learn to do a task spontaneously with increased resilience, but also feel an increase in energy and strength, which in education Increasing effort and perseverance increases students' interest in education, but also increases their academic strength, ability and motivation, their academic resilience and academic performance, and provides the necessary mobility to complete a task or goal successfully. . Because gifted students have low procrastination because they have more energy in addition to learning, they are looking for why they learn and use it. And this training improves resilience of specialized procrastination.

In other words, one of the most important resilience skills in the Pennsylvania style is problem-solving skills. If a student learns problem-solving skills, he will be successful in facing the problems and challenges of education and will reduce academic procrastination. And if the student does not learn problem-solving skills, he will not be successful in facing the problems and challenges of education and will suffer from academic failure. In other words, some intelligent students are successful in the face of academic obstacles and challenges and some are unsuccessful. . Generally, the reason for failure is students' lack of motivation, not participating in the class, not enjoying school, not communicating with teachers, irrational teacher responses, negative teacher feedback, not attending on time, holding extracurricular activities at inappropriate times, not having an effective curriculum .

Here, one of the structures that has the most role in students' academic procrastination is the structure of hope and motivation. When the student has no hope and motivation, does not show effort and perseverance, feels tired and frustrated, is pessimistic, has low resilience and high academic procrastination; But the student who has hope and motivation, shows effort and perseverance, feels happiness and hope, is an optimistic person, has high resilience and low procrastination.

Pennsylvania resilience is an approach that works more on changing the style of documents and believes that the cause of apathy and frustration in the style of documents is pessimistic and should become optimistic and by changing the style of documents can be hope and motivation. Increased in the individual. In fact, changing the style of attributes helps gifted students to identify their false beliefs that lead to pessimistic interpretations and replace them with optimistic beliefs.

In this process, beliefs are corrected in three areas: changing the source of control from internal to external, which provides the ground for increasing self-confidence, changing the cause of unpleasant events from stable to unstable, and changing the general cause of events to specificity that increases effort and Provides perseverance to succeed. If one can shift one's attribution style from pessimistic to optimistic, it will increase one's academic resilience and minimize academic procrastination.

One of the limitations of this study was high school students and sampling method was available, so one should be careful in generalizing the findings. Conducting research on the volunteer sample that may have affected the effects of treatment on the motivation of the participating members to improve and the lack of sufficient opportunity to conduct diagnostic interviews before selecting the sample group to prove that the subjects did not have psychiatric disorders and diagnoses. Also, a small sample size of research that reduces the power of generalizability. As a suggestion, due to the special emphasis of Pennsylvania resilience training

on youth and family, this treatment can be used as one of the main approaches in youth and family counseling by colleagues and various training courses in the field. Pennsylvania resilience training should be conducted at the level of treatment clinics using the techniques of this perspective.

REFERENCES

- Abbasi, M., Pirani, Z., & Salehi, E. (2017). Investigate the relationship between positive and negative perfectionism with emotional well-being and academic engagement in nurse's students. *Education Strategies in Medical Sciences, 10*(6), 447-454.
- Agajani, S., Narimani, M., & Ariapooran, S. (2011). Comparing of Perfectionism and Tolerance of Ambiguity in Gifted and Non- gifted Students. *Journal of Exceptional Children, 11*(1), 83-90 [In Persian]. Retrieved from <http://joec.ir/article-1-254-fa.html>
- Beitel, M., Wald, L. M., Midgett, A., Green, D., Cecero, J. J., Kishon, R., & Barry, D. T. (2015). Humanistic experience and psychodynamic understanding: empirical associations among facets of self-actualization and psychological mindedness. *Person-Centered & Experiential Psychotherapies, 14*(2), 137-148.
- Cooper, C., & Dewe, P. J. (2008). *Stress: A brief history*: John Wiley & Sons.
- Fletcher, K. L., & Speirs Neumeister, K. L. (2012). Research on perfectionism and achievement motivation: Implications for gifted students. *Psychology in the Schools, 49*(7), 668-677.
- Fong, R. W., & Yuen, M. (2014). Perfectionism and Chinese gifted learners. *Roeper Review, 36*(2), 81-91.
- Frost, R. O., Marten, P., Lahart, C., & Rosenblate, R. (1990). The dimensions of perfectionism. *Cognitive therapy and research, 14*(5), 449-468.
- Gillham, J. E., Reivich, K. J., Freres, D. R., Chaplin, T. M., Shatté, A. J., Samuels, B., . . . Gallop, R. (2007). School-based prevention of depressive symptoms: A randomized controlled study of the effectiveness and specificity of the Penn Resiliency Program. *Journal of consulting and clinical psychology, 75*(1), 9.
- Gilman, R., Rice, K. G., & Carboni, I. (2014). Perfectionism, perspective taking, and social connection in adolescents. *Psychology in the Schools, 51*(9), 947-959.
- Haghshenas, H., Chamani, R., & Firoozabadi, A. (2006). Personality and mental health differences of gifted high schools students compared to ordinary high schools students. *Journal of Fundamentals of Mental Health, 8*(30), 57-66 [In Persian]. doi:10.22038/jfmh.2006.1841
- Kirdök, O. (2018). Secondary school students positive and negative perfectionism as a predictor of career development. *Educational Research and Reviews, 13*(20), 696-703.
- Lamarre, C., & Marcotte, D. (2021). Anxiety and dimensions of perfectionism in first year college students: The mediating role of mindfulness. *European Review of Applied Psychology, 71*(6), 100633.
- Lavrijsen, J., Soenens, B., Vansteenkiste, M., & Verschueren, K. (2020). Is intelligence related to perfectionism? Multidimensional perfectionism and parental antecedents among adolescents across varying levels of cognitive ability. *Journal of Personality, n/a*(n/a). doi:<https://doi.org/10.1111/jopy.12606>
- Lombardi, D. N., Florentino, M. C., & Lombardi, A. J. (1998). Perfectionism and abnormal behavior. *Individual Psychology, 54*(1), 61.
- Michael-Chadwell, S. (2011). Examining the underrepresentation of underserved students in gifted programs from a transformational leadership vantage point. *Journal for the Education of the Gifted, 34*(1), 99-130.
- Mofield, E., Parker Peters, M., & Chakraborti-Ghosh, S. (2016). Perfectionism, coping, and underachievement in gifted adolescents: Avoidance vs. approach orientations. *Education sciences, 6*(3), 21.
- Moore, K. A. (2010). Gender and the differential effects of active and passive perfectionism on mathematics anxiety and writing anxiety. *Cognition, Brain, Behavior, 14*(4), 333.

- Moradzadeh, S., Veiskarami, H., Mirdrikvand, F., Gadampour, E., & Ghazanfari, F. (2020). Impacts of Positive Psychotherapy Compared to Cognitive Behavioral Therapy on Academic Rumination and Stress of Female Gifted Students. *Journal of Clinical Psychology, 11*(4), 87-98.
- Reeves, D. B. (2006). *The learning leader: How to focus school improvement for better results*: ASCD.
- Rinn, A. N., & Majority, K. L. (2018). The social and emotional world of the gifted. In *Handbook of giftedness in children* (pp. 49-63): Springer.
- Ruiz-Esteban, C., Méndez, I., Fernández-Sogorb, A., & Álvarez Teruel, J. D. (2021). Perfectionism classes and aggression in adolescents. *Frontiers in psychology, 12*, 1856.
- Sampson, C. (2013). Social and emotional issues of gifted young children. *APEX: The New Zealand Journal of Gifted Education, 18*(1), 1-10.
- Seeliger, H., & Harendza, S. (2017). Is perfect good?—dimensions of perfectionism in newly admitted medical students. *BMC medical education, 17*(1), 1-7.
- Seligman, M. E., Ernst, R. M., Gillham, J., Reivich, K., & Linkins, M. (2009). Positive education: Positive psychology and classroom interventions. *Oxford review of education, 35*(3), 293-311.
- Soares, M. J., Macedo, A., Bos, S. C., Marques, M., Maia, B., Pereira, A. T., . . . Azevedo, M. H. (2009). Perfectionism and eating attitudes in Portuguese students: A longitudinal study. *European Eating Disorders Review: The Professional Journal of the Eating Disorders Association, 17*(5), 390-398.
- Solomon, L. J., & Rothblum, E. D. (1984). Academic procrastination: frequency and cognitive-behavioral correlates. *Journal of counseling psychology, 31*(4), 503.
- Speirs Neumeister, K. (2007). Perfectionism in gifted students: An overview of current research. *Gifted Education International, 23*(3), 254-263.
- Stoeber, J., & Yang, H. (2015). Physical appearance perfectionism explains variance in eating disorder symptoms above general perfectionism. *Personality and Individual Differences, 86*, 303-307.
- Suddarth, B. H., & Slaney, R. B. (2001). An investigation of the dimensions of perfectionism in college students. *Measurement and Evaluation in Counseling and development, 34*(3), 157-165.
- Yu-lan, X. (2004). Research on Self-Oriented Perfectionism Tendencies of College Students and Their Relationships with Abnormal Psychology [J]. *Journal of Henan Normal University (Philosophy and Social Sciences Edition), 4*, --.