

Tendency to perfectionism and its relationship to academic burnout among gifted students at King Abdullah II Schools of Excellence

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Abstract

This study aimed to identify the tendency towards perfectionism and its relationship to academic burnout among gifted students at King Abdullah II Schools for Excellence. In the second semester 2021/2022, the study used the descriptive-relational approach. The researchers used a measure of perfectionism and a measure of Academic burnout, and their validity and reliability were verified after application to an experimental sample. The results of the study showed that the level of the tendency towards perfectionism among the study sample was moderate, and that the level of academic burnout was high. Significant differences were also found between the arithmetic means of Academic burnout, statistically, due to the variable of grade, in favor of the eleventh grade, as well as differences due to gender, in favor of male students.

Keywords: Tendency to perfectionism, academic burnout, gifted students, King Abdullah II Schools of Excellence.

Introduction

Caring for gifted individuals is a shared responsibility among all educational and educational sectors, as they are one of the most important sources of wealth and power in any society; in addition, caring for gifted students helps them overcome many of the problems they face.

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Gifted students are distinguished by their exceptional capabilities that distinguish them from other students in all fields. They have high mental, physical, social, and emotional capabilities compared to their peers in the same age group. They also show outstanding performance in various fields of knowledge that are reflected in the benefit of the individual himself on the one hand. Ali and his community on the other hand (Farrall & Henderson, 2015).

It was previously believed that the academically gifted do not need help, that they are happy, popular, and adapt well in school, but on the contrary, recent studies have shown such as the study of Kennedy, & Farley, (2018) and the study of (Mammadov, S., Cross, , & Ward, 2018)

The gifted are characterized by a number of emotional and social characteristics represented in introversion, perfectionism, excessive sensitivity, self-criticism, and an increased need for success and academic excellence (Mofield & Chakraborti-Ghosh, 2010).

Perfectionism has been associated with talent significantly, as Mofield & Chakraborti-Ghosh(2010) indicated that many gifted students have more perfectionism than ordinary students. Perfection is the misunderstood aspect of the gifted personality. As explained by Bevan-Brown & Taylor(2008) that many gifted students have a tendency towards perfection, and they have sufficient mental maturity to be able to visualize an ideal mind and the strength to strive for it, and this leads to behaviors that can lead them to high achievements, or lead them to Failure that leads to despair.

Fleet& Hewitt (2002) defined perfectionism as a personal tendency to strive for impeccability, to set very high standards of performance, accompanied by extremely intense evaluations and control. Gifted students who have a tendency to be perfect are accustomed to success, and this contributes to the fear of failure, and this fear can have negative effects on perfection. When students who are perfectionists fear failure, it may lead them to procrastinate or avoid acquiring new experiences, as well as their tendency to impose Putting pressure on themselves, which leads to feelings of fatigue and fatigue.

Perfectionism is a multifaceted construct that has been studied extensively in psychology. It is characterized by a rigid and uncompromising approach to tasks, with a focus on achieving flawlessness and excellence. People who tend towards perfectionism often have high standards for themselves and are driven to meet or exceed these standards. They may also be highly self-critical and have a fear of making mistakes or being judged negatively by others (Owens, 2015).

While perfectionism can be a positive trait that can lead to success, it can also have negative consequences. For example, perfectionists may struggle with completing tasks and projects, as they may get stuck in the details and struggle to make progress towards completion. They may also experience a great deal of stress and anxiety when their high standards are not met, leading to negative consequences such as burnout, depression, and anxiety disorders (Margot, Kelly and Anne, 2016).

Perfectionism is also a complex construct that can be further differentiated into various subtypes. For example, some individuals may exhibit a "positive" form of perfectionism, in which they are highly motivated and driven to achieve their goals, while others may exhibit a "negative" form of perfectionism, in which they are overly self-critical and focus on avoiding failure rather than achieving success. Research has shown that different forms of perfectionism may have different effects on mental health and well-being (Tsai, Min-Ying, 2023).

Hence, it can be seen that perfectionism has positive and negative aspects, depending on how it is directed and employed. Positive perfectionism is "the pursuit of excellence and realism in performance." Students with positive perfectionism set high goals, seek rewards associated with achievement, while maintaining a high degree of satisfaction with their performance without compromising their self-esteem (Chan, 2007).

As for negative perfectionism, it is "found within the individual who seeks to achieve very high unrealistic standards and has a tendency to severely criticize his behavior, in order to achieve the expectations of others." The motive lies in the fear of failure and the concern of not achieving the standards that he sets for himself (Basirion, Abd Majid & Jelas, 2104).

On the other hand, there are many reasons and factors that lead to the development of perfectionism among gifted students. Hewitt & Flett (2004) referred to two main factors in the development of perfectionism, which are parental patterns through imitation and observation in the child's social development. The child may learn perfectionism from by modeling the need for discrimination, the characteristics and practices of parents strongly affect the emergence of perfectionism in children, especially if the father or mother is characterized by perfectionism, which pushes his children to focus on achievement, organization, and perfect work that is free from deficiency (Dunkley, Blankstein, Zuroff, Lecce, & Hui, D, & Hui, 2006; Pirani, Faghihi, & Moradizad, 2016).

The lack of awareness of giftedness among parents of gifted students and external stimulation are among the reasons that constitute perfectionism among gifted students (Parker & Mills, 1996). Gifted students may be exposed to it as a result of the many academic requirements that they are assigned to, which may lead to gifted students feeling a kind of academic burnout that leads students to fatigue and emotional exhaustion resulting from the many academic demands, a sense of pessimism, a lack of interest in academic tasks, and a sense of ineffectiveness (Silverman, 2007).

Where academic burnout as Schaufeli, Martinez, Pinto, Salanova, & Bakker(2002) refers to the student's feeling of exhaustion emotionally, cognitively, and physically due to the requirements of the study and thus not participating in the academic activities, as well as the student's feeling of exhaustion as a result of the requirements of the study, and his feeling of anxiety and tension from his academic duties and low Ability to perform in academic situations.

Academic burnout is one of the widespread phenomena in educational circles among students, and it is expressed by a feeling of unwillingness to participate in learning activities and cognitive and emotional physical exhaustion that occurs as a result of exaggerated educational demands imposed on students such as academic load, semester exams, and attendance of lessons, which results in absenteeism from school and a high percentage of students, Educational dropout and academic procrastination (Cakir, ar al., 2014; Palay, 2021).

Academic burnout is a state of physical, emotional, and mental exhaustion that can result from prolonged exposure to chronic stressors, such as academic demands. Gifted students, who possess exceptional intellectual abilities and are often expected to perform at high levels academically, are at a heightened risk for experiencing academic burnout. Gifted students may face unique challenges, such as the pressure to meet high expectations, a lack of challenge or stimulation in the classroom, and difficulty finding peers who share their interests and abilities. Additionally, gifted students may feel isolated and misunderstood by their peers and teachers, which can contribute to feelings of burnout. Research has shown that interventions aimed at reducing academic stress, such as cognitive-behavioral therapy and mindfulness-based stress reduction, can be effective in preventing and treating burnout among gifted students(Naugle, Behar-Horenstein, Dodd, Tillman & Borsa,2013).

Academic burnout is a serious issue that can have long-lasting negative consequences on the well-being and academic performance of gifted students. Burnout can lead to feelings of exhaustion, cynicism, and reduced efficacy, which can negatively impact the motivation, engagement, and achievement of gifted students. It is important to

note that gifted students are not immune to the effects of academic stress and burnout, despite their exceptional abilities. In fact, gifted students may be more vulnerable to experiencing burnout due to the high expectations placed upon them, as well as the lack of understanding and support they may receive from others who do not share their exceptional abilities (Belozerova, Zakharova, Silakova & Semikashcheva, 2018).

To prevent and treat academic burnout among gifted students, it is important to implement strategies that focus on both academic and socioemotional support. This can include providing challenging and stimulating academic opportunities that align with the interests and abilities of gifted students, as well as opportunities for them to connect with like-minded peers and mentors who understand their unique experiences. Additionally, it is important to teach gifted students effective coping strategies to manage stress and promote well-being, such as mindfulness-based stress reduction, cognitive-behavioral therapy, and relaxation techniques.

Jacobs & Dodd (2003) indicate that academic burnout is a major problem for students, especially if it is associated with academic performance, low self-efficacy, negative perceptions of the learning environment, high levels of academic task burden, concern about errors, and low effective cooperation between students. Academic burnout leads to high school absence, low motivation to do the job, and high school dropout rate.

Wickramasinghe et al. (2018) concluded that the prevalence of academic burnout among secondary school students amounted to (29%), as indicated. Belozerova et al. (2018) that educational studies indicate the presence of (40%) of secondary and university students. They suffer from academic burnout, which reflects the seriousness and development of this phenomenon among students. As Azimi, Shans, Sohrabi & Malih (2016) concluded that academic burnout increases with the progression of the academic level.

Evidence indicates that students who suffer from academic burnout may suffer from signs such as: lack of interest in academic issues, inability to attend consistently in academic classes, non-participation in class activities, feeling the futility of educational activities, lack of interest in educational issues, and the appearance of health symptoms. Inconsistent psychological as well as social pressures and academic competition with students (Palay, 2021).

There are many possible reasons that lead to academic burnout, some of which are internal reasons represented in the tendency to perfectionism and the gifted view of himself, whether in cases of failure or success, in addition to bad study habits Alodat et al. (2020),

and Rahmati(2015) indicates that self-efficacy is one of the reasons The important internal gifted sense of academic burnout, as gifted people who do not have self-efficacy are more vulnerable to academic burnout.

As for the external causes of academic burnout, they are represented in the school environment, family pressures, time pressure, competition with peers, poor relations with teachers, the prevailing cultural and social pattern in society, low levels of adaptation, high study requirements, negative attitudes towards study, and lack of job opportunities after study (Gadbois & Sturgeon, 2011).

There are two main duties for faculty members to reduce the phenomenon of academic burnout. The first is to create structured training programs and mentoring programs to help students. The second is to provide psychological and moral support to students and to communicate positively, and for teachers to be sensitive to the feelings of their students and their self-concept and to sympathize with them. Talented people can also be helped to get rid of academic burnout by encouraging them to achieve their ambitions that they seek, and not paying attention to what others say. In addition to allowing the gifted to learn about their own world, giving them opportunities to explore society, and encouraging them to seek support and assistance from specialists to face the pressures they suffer from (Palay, 2021).

Previous studies:

First: Studies related to perfectionism:

Mofield & Peters(2018) aimed to find out the relationship between mental and perfectionist beliefs among outstanding and ordinary students from American schools in the state of Texas, and the two measures of perfectionism were applied and mental beliefs. The study sample consisted of (416) male and female students from grades (6-8) who were chosen randomly. The results showed that there is a positive relationship between mental beliefs and the pursuit of positive perfectionism between ordinary students and distinguished students in favor of distinguished students.

Altun & Yazici(2014) also conducted a study aimed at identifying some predictive factors such as the tendency to perfectionism, education and motivation for school, learning patterns and academic achievement that can distinguish gifted students from ordinary students. The study sample consisted of (387) gifted students and (410) non-gifted students from middle school students from Trabzon schools in Turkey. The results showed that the levels of perfectionism,

motivation and academic achievement were higher among the gifted students compared to their non-gifted peers.

As for Chan(2011), a study was conducted in China aimed at classifying gifted students on the basis of their grades on the perfectionism scale, and classifying them into perfect students and non-perfect students. The study was applied to a sample of (125) gifted students in secondary school and the results showed the students with perfectionism were happier and more satisfied with their lives. The results also indicated that the perfectionists recorded a percentage of non-risk taking and they are more responsive to attempts to change their mindset. The results also showed that the level of perfectionism among females is higher than among males.

In a study conducted by Sondergeld, Schultz & Glover(2007), a study aimed at finding the difference in perfectionism among gifted students according to grade level, gender, and birth order. The study sample consisted of (402) gifted male and female students from the sixth, seventh and eighth grades.

Perfectionism scale, the results of the study showed the presence of perfectionism among gifted male and female students, and the results also showed that the first child has higher perfectionism than his younger siblings, and that perfectionism increases with the increase in the academic grade.

Second: Academic burnout studies

Park Jung(2019) study aimed to find out the effect of stress on academic burnout by supporting the creative personal factors and academic flexibility of gifted students. This study was applied to a sample of (212) male and female gifted students in South Korea. The results related to the one-way analysis of variance and the analysis of the multiple regression indicates that there is an effect of stress on the academic burnout of gifted students. The results also indicated that gifted students who are highly flexible suffer less from academic burnout. The results concluded that females with creative personality suffer less from stress and academic burnout than females with Low creative personality

In the study conducted by Veiskarmi & Khalili(2018), it aimed to examine the relationship between academic burnout and cognitive regulation strategies for emotions. To achieve the objectives of the study, the academic burnout scale and the cognitive regulation of emotions scale were used. The study sample consisted of (389) students in Iran. The results of the study showed that there is a statistically significant negative correlation between positive strategies of emotional regulation and academic burnout, and the existence of a positive correlation between negative strategies.

Cadime, Pinto, Lima, Rego, Pereira & Ribeiro(2016) conducted a study aimed at examining the correlation between academic burnout and academic inclusion, psychological well-being and academic performance. The study sample consisted of (489) male and female secondary school students in Portugal. The results showed that a high level of academic burnout is associated with a low level of academic performance, academic inclusion, and psychological well-being.

The study Yang & Chen(2015) examined the relationship between perfectionism, academic burnout, and stress. The sample consisted of (552) male and female students from primary grades (3-6) in New York State schools. The perfectionism scale, the academic burnout scale, and the stress scale were used. The results showed that there is a moderate relationship between perfectionism, academic burnout, and psychological stress.

Through previous studies, it was found that there is a diversity between these two variables in terms of the nature of the goal and the roles used as well as the results. Social or academic, and some studies showed the relationship between the tendency to perfectionism and academic burnout and other variables as well. Such as the study of Palos, Maricutoiu & Costea(2019) and the study of Yang & Chen(2015). The results of some studies, such as the study of Yang & Chen(2015), also supported the existence of a relationship between perfectionism and academic burnout, and that most of the studies, whether related to perfectionism or academic burnout, were applied to secondary school students or students gifted students such as the study of Cadime, Pinto, Lima, Rego, Pereira & Ribeiro,2016) and the study of (Park Jung, 2019), and the study of (Chan, 2011).

As for the current study, it differs from previous studies in that it included the two variables: the tendency towards perfectionism and academic burnout by clarifying the relationship between them. At the secondary level, hence this study can be considered to have a good degree of originality.

Perfectionism is a personality trait characterized by setting high standards for oneself and striving for flawlessness. While this can be a positive trait that leads to achievement and success, it can also be a risk factor for academic burnout. Academic burnout is a state of physical, emotional, and mental exhaustion that can result from prolonged exposure to chronic stressors, such as academic demands. Perfectionism can contribute to burnout by increasing the pressure and expectations placed on individuals, leading to feelings of failure and frustration when these high standards are not met. Additionally, perfectionists may struggle with self-care and prioritizing their own well-being, which can exacerbate the effects of burnout. Research has shown that interventions aimed at reducing perfectionistic

tendencies, such as cognitive-behavioral therapy and mindfulness-based stress reduction, can be effective in preventing and treating academic burnout.

The statement of the study Problem

Perfectionism is one of the distinctive personal characteristics that characterize gifted students, which leads them to set high standards for success, as it challenges their abilities and helps them achieve a high level of achievement and mastery, as many gifted people try to achieve perfection and set high standards for their behavior. In light of the contradiction in the results of studies regarding the effect of perfectionism on students' academic performance, this could be due to the characteristics and attributes of the gifted student, which is an important factor in the positive and negative impact of the dimensions of perfectionism, specifically academic burnout. Through observing the gifted students, the researchers found the extent of fatigue and physical and psychological stress due to educational tasks, and that they were under pressure in all its forms, which in one way or another affects their awareness of their competence and ability to deal with these pressures. Through this, it becomes clear that academic burnout among gifted students is one of the variables that has not been adequately studied in the Arab environment in general and the Jordanian environment in particular, and it has not been studied with the variable of perfectionism - within the limits of the researchers' knowledge - and in light of that, the problem of the study is determined.

By answering the following questions:

1. What is the level of tendency towards perfectionism among gifted students in King Abdullah II School for Excellence?
2. What is the level of academic burnout among gifted students at the King Abdullah II School for Excellence?
3. Are there statistically significant differences at the level ($\alpha = 0.05$) between the mean scores of gifted students on the scale of the tendency to perfectionism due to the variables (gender, grade)?
4. Are there statistically significant differences at the level ($\alpha = 0.05$) between the mean scores of gifted students on the academic burnout scale due to the variables (gender, grade)?
5. Is there a statistically significant correlation at the level ($\alpha = 0.05$) between the level of the tendency to perfectionism and the level of academic adaptation of gifted students in King Abdullah II Schools for Excellence?

Objectives of the study:

- Identifying the level of perfectionism among a sample of gifted students in King Abdullah II Schools for Excellence
- Identifying the level of academic burnout among a sample of gifted students at the Abdullah II School for Excellence
- Identifying the relationship between the tendency to perfectionism and academic burnout among gifted students in King Abdullah II Schools of Excellence
- Identifying the differences between the members of the study sample in the tendency to perfectionism and academic burnout, according to the variable (sex and grade).

The importance of study:

Theoretical importance: The importance of the study lies in the importance of the target group, which is the talented category, which is considered one of the important groups in society. Studies that dealt with the variables of perfectionism and academic burnout for gifted students together.

Applied importance: The importance of the study lies in directing the attention of educators to the necessity of building educational extension programs to reduce the phenomenon of academic burnout among gifted students.

Terminology of study:

Perfectionism: Defined by Stoeber(2015) as a trait and a personal characteristic found in the gifted, characterized by the individual's continuous pursuit to do the work required of him in the fullest way and at a high level of performance by tracking all the minute details of the situation. It is defined procedurally by the degree obtained by the respondent on the scale of the tendency to perfectionism used in the current study.

Academic burnout: (Ries, Xanthopoulou & Tsaousis, 2015) defined it as a phenomenon characterized by feelings of emotional, cognitive and physical exhaustion due to the many requirements of study, and the individual's desire not to participate and withdraw from educational activities. It is defined procedurally by the degree obtained by the respondent on the academic burnout scale used in the current study. Gifted students: Jarwan (2015) defines them as students who are distinguished from their ordinary peers with higher abilities and skills, inclinations, attitudes, and high achievement in academic subjects. Procedurally, it is defined as students enrolled in

King Abdullah II Schools for Excellence during the first semester of the academic year 2022/2023.

The limits of the study:

Objective Boundaries: The Tendency to Perfectionism and Academic Burnout

Human Borders: Talented male and female students in the tenth, eleventh, and

Twelve grade.

Spatial Boundaries: King Abdullah II Schools of Excellence in Zarqa City

Temporal limits: the first semester of the academic year 2022/2023

The study population and its sample

The members of the current study consisted of all (314) gifted students from the tenth, eleventh and twelfth grades who are studying in King Abdullah II Schools for Excellence in Zarqa Governorate, in the second semester 2021/2022.

The study sample

The study sample was selected from King Abdullah II Schools for Excellence in Zarqa Governorate, of both sexes, according to the available method. The study sample consisted of (125) gifted students, with (72) male students and (53) female students. (155) female students were distributed to the study sample, and after checking the returned questionnaires, (30) questionnaires that did not meet the requirements of scientific research were excluded. Table (1) shows the distribution of the study sample according to its variables.

Table No. (1) Distribution of the study sample according to its variables Gifted students Variable Levels of the variable Total number

variable	Categories variable	number	Total
gender	male	72	125
	female	53	
class	Tenth Grade	42	125
	Elven Grade	45	
	Twelve Grade	38	

Study tools

First: the measure of perfectionism

The researchers developed the perfectionism scale by referring to the theoretical literature and previous studies. The multidimensional perfectionism scale prepared by Slaney, Rice, Mobley, Trippi, and

Ashpy (2001), which was translated and modified on the Jordanian environment, was reviewed. Before Zaghailil (2008). The scale of (Michael, Kibler, Barcara, Christopher, Rocert, Timothy, 2004), which was translated and modified by Al-Shehri (2015), and the scale of (Frost et al, 1990) was referred to, where the scale in its final form consisted of (30) items distributed over Five dimensions, namely: after organization, which consists of (6) items, after attention to mistakes, which consists of (9) items, after personal standards, which consists of (6) items, after parental expectations, which consists of (5) items, and after doubts about behaviour, which consists of (4) items.

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The validity of the measure of perfectionism

The indications of the validity of the content of the scale were verified by presenting it in its initial form to (10) arbitrators with expertise and specialization from faculty members in Jordanian universities, with the aim of identifying the indications of the apparent validity of the study tool. Clarity of the meaning from the linguistic point of view, and the amendments, observations and proposals were taken into account, which got an agreement rate of (80%) from the arbitrators, then work was done to prepare the scale for application.

Scale stability:

First: The (test and re-test) method: The study tool was applied to a survey sample consisting of (30) male and female students from outside the study sample, and two weeks after the first application, the application was re-applied again on the same sample, and the correlation coefficient was calculated using the correlation coefficient Pearson, and the correlation coefficient values ranged between (0.83) and (0.89), and they are acceptable for the purposes of this study.

Second: The internal consistency method: (Cernbach-alpha equation) was used to calculate the stability. The values of the internal consistency coefficient for the dimensions of the questionnaire ranged

between (0.83) for the "teaching process" dimension and (0.87) for the "assessment and diagnosis" dimension.

Second: Academic Burnout Scale:

The academic burnout scale was used, which was translated by Al-Jarrah and Al-Rabee (2020) from the scale (Wang Chin, & Rice, 2012). and physical, and it consists of (8) paragraphs, where the scale has two degrees of acceptable reliability and validity.

Statistical Procedures:

The researcher used the statistical methods of arithmetic means, standard deviations, two way Anova, and Pearson coefficient.

Findings and Discussions

First: The results related to the answer to the first question, which state: What is the level of tendency towards perfectionism among gifted students in the King Abdullah II School for Excellence?

To answer this question, the arithmetic means, standard deviations, and ranks were extracted for the level of tendency towards perfectionism among gifted students in King Abdullah II Schools for Excellence, and Table (9) shows this.

Table No (2) Ranks, arithmetic means, and standard deviations of the level of tendency to perfectionism among gifted students in King Abdullah II Schools for Excellence

No	Dimension	Mean	Std. Deviation	Level	Rank
5	Doubts about actions	3.46	0.38	High	1
3	Personal criteria	3.42	0.376	High	2
4	Parental expectations	3.40	0.367	High	3
2	Attention to errors	3.19	0.321	High	4
1	Organization	3.11	0.436	High	5
	Total Degree	3.30	0.30	High	

The results in Table (2) indicate that the majority of the dimensions of the study obtained a high level of perfectionism, as it came after "doubts about behavior" in the first rank, with an arithmetic mean (3.46), and a standard deviation (0.38), and at a high level, followed by the personal criteria dimension with an arithmetic mean. It reached (3.42), with a standard deviation of (0.38), and with a high level of

appreciation, and it came in last place after the organization, with an arithmetic mean of (3.1080), with a standard deviation of (.44), and with a high level of appreciation. The tool as a whole obtained an arithmetic mean (3.30), a standard deviation (0.30), and a high level.

This can be explained by the nature of the psychological aspects of gifted students in their quest to excel and compete with others, to set high standards for their behavior and relationships, and to try to reach the level of perfection and mastery of subjects, especially academic ones. This can also be explained in the light of what the gifted receive from the feedback from parents and teachers that enhance their perfectionism. The gifted feeling of intense pressure towards reaching the degree expected by others leads to an increase in their perfectionism. This result is consistent with the results of the study Altun & Yazici(2014), Where the results indicated that the levels of the tendency to perfectionism, motivation and academic achievement were higher among students.

Second: The results related to the answer to the second question, which reads: What is the level of academic burnout among gifted students at the King Abdullah II School for Excellence?

To answer this question, the ranks, arithmetic mean, standard deviations, and level of dimensions of academic burnout for gifted students at King Abdullah II School for Excellence were found, as shown in Table (3).

Table (3) Arithmetic means, standard deviations, and level of academic burnout dimensions for gifted students at King Abdullah II School for Excellence

No	Dimension	Mean	Std. Deviation	Level	Rank
2	Emotional, psychological and physical exhaustion	3.22	0.38	High	1
1	Not participating	3.12	0.37	High	2
	Total Degree	3.17	0.31	High	

The academic as a whole and all dimensions of gifted students in King Abdullah II Schools for Excellence were high. This may be attributed to the result of the educational pressures that students are exposed to at this educational stage, as educational burdens play an important role in increasing academic burnout. Which determines the academic fate of the student and the choice of academic specialization at the university? These results are consistent with the study Park Jung(2019), where the results related to the analysis of invariance and the analysis of multiple regression indicated that there is an effect of stress on the academic burnout of gifted students.

Third: The results related to the answer to the third question, which reads: Are there statistically significant differences at the level ($\alpha = 0.05$) between the mean scores of gifted students on the scale of the tendency towards perfectionism due to the variables (sex, grade)? To answer this question, the arithmetic means and standard deviations were extracted for the level of perfectionism among gifted students according to the variables of gender and class level. The table below shows that.

Table (4) Arithmetic means and standard deviations of the level of tendency towards perfectionism according to the variables of gender and grade level

Variable	Variable level	Mean	Standard deviation	No
Gender	Male	3.17	0.027	72
	Female	3.46	0.032	53
Class	Tenth	3.22	0.037	42
	Elven	3.27	0.038	45
	Twelve	3.46	0.034	38

It is clear from the previous table that there is an apparent discrepancy in the arithmetic means and standard deviations of the level of the tendency to perfectionism, depending on the differences in the variables of gender and class level, and to show the significance of the statistical differences between the arithmetic means, the binary analysis of variance was used and Table (5).

Table No. (5) Binary variance analysis of the effect of gender and class level on the level of perfectionism among gifted students at King Abdullah II Schools for Excellence

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
gender	2.421	1	2.421	48.855	0.000
class	1.365	2	0.683	13.774	0.000
Error	5.897	119	0.050		
Total	1373.939	125			

Table (5) shows that there are statistically significant differences ($\alpha = 0.05$) due to the effect of gender, as the value of $F = 48.855$ and a statistical significance of (000), in favor of females with an arithmetic mean of (3.461).

The results also indicated that there were statistically significant differences ($\alpha = 0.05$) due to the effect of the grade level, as the value of ($F = 13.774$) and a statistical significance amounted to (.000). To

show the statistically significant differences between the arithmetic means, the dimensional comparisons were used using Scheffe's method as shown in Table(6).

Table (6) Dimensional comparisons using Scheffer's method of the effect of gender and class level on the level of perfectionism among gifted students.

	Mean	Tenth Grade	Elven Grade	Twelve Grade
Tenth Grade	3.215	-	-.0609	-.3176*
Elven Grade	3.268	-	-	-.2568*
Twelve Grade	3.461	-	-	-

Table (6) shows that there are statistically significant differences ($\alpha = 0.05$) between the twelfth grade level on the one hand, and the tenth grade level and the eleventh grade level on the other hand, and the differences came in favor of the twelfth grade level. The explanation for this is that females are more affected by social attitudes, as perfectionism is related to the expectations of others and their demands from the individual, and what they provide in promoting the person to reach the pinnacle of success, and therefore it is expected that females will be more perfectionists than males. The rise of perfectionism among females may be explained by Arab cultural and social factors, as the nature of education in Arab culture, especially with regard to socialization, favors the female model, which is more sensitive to the behaviors of females, as some behaviors can be accepted by males and not accepted by females. Thus, the desire to reach perfection is higher in females than in males, given the societal reinforcement that females receive for perfectionist behaviors. These results agree with the study (Chan, 2011), where the results showed that the level of perfectionism among females is higher than among males.

The results also indicated that there were statistically significant differences ($\alpha = 0.05$) between the twelfth grade level on the one hand, and each of the tenth grade level and the eleventh grade level on the other hand, and the differences were in favor of the twelfth grade level, and this may be attributed to the fact that the twelfth grade students They are more worried and afraid than the rest of the students in the other classes, because this stage is crucial for these students, and these students at this stage have developmental, psychological and emotional needs and requirements that push them to appear at their best and high standards are achieved, and that a high level of anxiety may lead to a high level of perfectionism, and that The pressures that the twelfth grade students are exposed to, especially the academic pressures, are high compared to the rest of the classes, especially since this stage requires more effort in order to

achieve the best results. This result is consistent with the study Malih, Azimi, Shans, Sohrabi(2016), and the study (Schultz, Glover, Sondergeld, 2007), which indicated that academic burnout increases with the advancement of the educational level.

Fourth: The results related to the answer to the fourth question, which state: Are there statistically significant differences at the level ($\alpha = 0.05$) between the average scores of gifted students on the academic burnout scale due to the variables (sex, grade)? To answer this question, the arithmetic averages were extracted And the standard deviations of academic burnout among gifted students according to the variables of gender and class level, and Table (7) Shows this.

Table (7) Arithmetic means and standard deviations for the level of academic burnout according to the variables gender and grade level

Variable	Categories	Arithmetic mean	Standard error	no
Gender	male	3.241	0.026	72
	female	3.077	0.030	53
Class	tenth	3.047	0.042	42
	elven	3.022	0.043	45
	twelve	3.407	0.038	38

It is clear from the previous table that there is an apparent discrepancy in the arithmetic means and standard deviations of the level of academic burn-out due to the differences in the variables of gender and class level, and to show the significance of the statistical differences between the arithmetic means, the two-way Anova was used as Table (8) display.

Table No. (8) Binary variance analysis of the effect of gender and class level on the level of academic burnout for gifted students at King Abdullah II Schools for Excellence

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
gender	0.766	1	0.766	12.056	0.001
class	3.768	2	1.884	29.662	0.000
Error	7.557	119	0.064		
Total	1268.418	125			

It can be seen from Table (8) that there are statistically significant differences ($\alpha = 0.05$) due to the effect of gender, as the value ($F = 12.056$) and a statistical significance amounted to (0.001) in favor of males with an arithmetic mean of (3.241).

The results also indicated that there were statistically significant differences ($\alpha = 0.05$) due to the effect of the grade level, as the value

(F = 29.662) and a statistical significance amounted to (000). Schedule (9)

Table No. (9) Post-Hoc comparisons using Scheffe's method of the effect of gender and class level on the level of academic burnout among gifted students

	Mean	Tenth Grade	Elven Grade	Twelve Grade
Tenth Grade	3.047	-	.0176	-.3266*
Elven Grade	3.022	-	-	-.3442*
Twelve Grade	3.407	-	-	-

Table (9) shows that there are statistically significant differences at ($\alpha = 0.05$) between the twelfth grade level on the one hand, and the tenth grade level and the eleventh grade level on the other hand, and the differences came in favor of the twelfth grade level

This may be due to the fact that males are affected by multiple factors. Male students, especially in advanced grades, may have other tasks and life activities outside the academic scope, such as taking responsibility for their family, unlike females who devote themselves entirely to study. Fear of exam results and academic requirements constitutes great pressure. They often make a double effort in completing academic tasks in order to prove themselves and achieve a high level of success. Some families also consider the male student as the family's future and academic ambition, which puts more pressure on male students academically than females

The results also indicated that there were statistically significant differences $\alpha = 0.05$ between the twelfth grade level on the one hand, and the tenth grade level and the eleventh grade level on the other hand, and the differences were in favor of the twelfth grade level. This can be explained by the fact that the students of the twelfth grade, and as a result of the educational stage in which they are present, will be exposed to great academic pressures as a result of the educational requirements at this stage and the various educational tasks that it includes, not to mention that this stage is a sensitive stage in determining the educational fate of the student, just as parental expectations and teachers' expectations that Students are exposed to it at this crucial class stage in order to achieve a high level of achievement

Great pressures are imposed on them, which always makes them feel anxious and afraid of failure, in addition to the nature of competition between students at this stage in order to obtain the highest rates,

which makes twelfth grade students with a high level of academic burnout.

Fifth: The results related to the answer to the fifth question, which state: Is there a statistically significant correlation at the level ($\alpha = 0.05$) between the level of the tendency to perfectionism and the level of academic burnout among gifted students in King Abdullah II Schools for Excellence.

To answer this question, Pearson's correlation coefficient was extracted between the tendency to perfectionism and academic burnout among gifted students at King Abdullah II Schools for Excellence, and a statistically significant positive relationship between the tendency to perfectionism and academic burnout among gifted students. Pearson's correlation coefficient between the tendency to perfectionism and academic burnout reached (0.752), which is a statistically significant value at ($\alpha=0.01$), meaning that there is a positive correlation between the tendency to perfectionism and academic burnout among gifted students, and the positive correlation indicates that an increase in the tendency to perfectionism leads to an increase in academic burnout. This may be due to the fact that gifted students who have a tendency to be perfect are accustomed to succeeding and fulfilling the expectations of parents and teachers through their pursuit of success and excellence in all fields, which leads to a great deal of stress and fatigue that can harm gifted students Owens (2015), and the high level of academic burnout as a result of the academic pressures imposed on them in terms of educational duties, competition between students, and the pressures of teachers and parents to achieve success and excellence, which makes them feel unwilling to participate in classroom activities, a sense of the futility of educational activities, a lack of interest in educational issues, and the emergence of non-mental health symptoms. Compatibility in addition to social pressures and academic competition with students Palay (2021), and this confirms that academic burnout expresses emotional exhaustion, poor personal achievement, and depersonalization resulting from the student's pursuit of perfectionism claimed on the personal, social, and educational levels Yang & Farn(2005).

This can also be explained in the light of looking at perfectionism as a sensitive factor that increases the possibility of feeling academic burnout. Perfectionist students may fall victim to external expectations and social and academic standards by forcing themselves to perform in an overly competitive manner, which ultimately leads to burnout and academic burnout. Gifted students' pursuit of perfectionism drives them to strictly adhere to standards, doubt their ability to perform and act, care excessively about others' criticism and their reactions, and fear of making mistakes in front of others, which

results in the student's feeling of guilt and results in a state of tension, frustration, and pessimism. This result did not agree with the results of the study Yang & Chen (2015), which indicated that there is a moderate relationship between perfectionism, academic burnout, and psychological stress.

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