

Reference Number: 1701900392

Certificate of Attendance

To whom it may concern

This letter is to certify that the paper entitled "Relation between perfectionism and subjective well-being of gifted students" by Dr. Endang Widyorini has been presented as the Oral presentation at the 15th Asia-Pacific Conference on Giftedness (APCG2018), also Dr. Endang Widyorini has attended the conference during 20 – 24 August 2018 at, Queen Sirikit National Convention Center (QSNCC), Bangkok, Thailand.

On behalf of the organizers, we are delighted to have Dr. Endang Widyorini to join us at the conference.

Given on 23 August 2018.

Yours Sincerely,

Pawinee Jaruan

Ms. Pawinee Jaruan
Conference Secretariat
APCG2018

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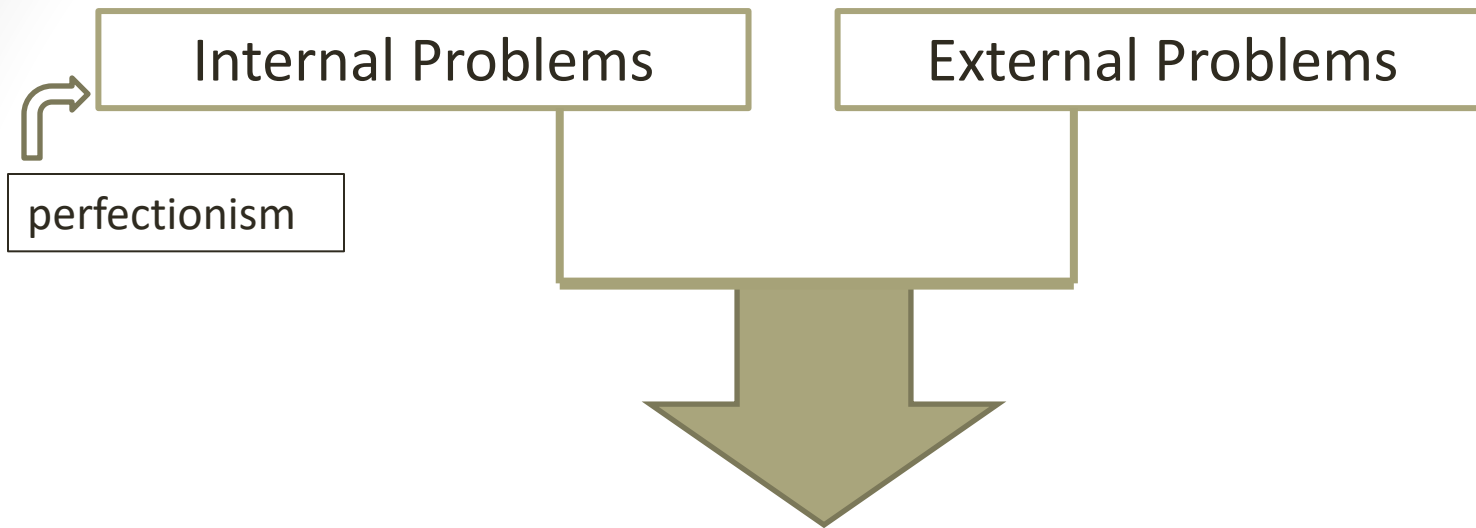
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Relation Between Perfectionism and Subjective Well-Being of Gifted Students

Endang Widyorini

Over the years, diverse attributes or traits have been suggested to characterize giftedness in children. These include the uneven or asynchronous development of intellectual and emotional areas, heightened sensitivity, feeling different, and emotional intensity. Invariably, perfectionism has been examined primarily from a pathological perspective as a negative characteristic that must be eliminated if gifted students are to function successfully



Gifted Children Problems

Perfectionism, in psychology, is a personality trait characterized by a person's striving for flawlessness and setting high performance standards, accompanied by critical self-evaluations and concerns regarding others' evaluations.



Perfectionism- feeling that nothing is ever “good enough” (so they may not hand it in).

Gifted children tend to have a higher level of perfectionism than non-gifted children, but perfectionism can produce positive and negative aspects.

Becoming a perfectionist, can be a good thing if it means having high standards, but some cases can be negative things. Because perfectionism has a set high standards for themselves, and experience great pain if they fail to meet those standards. There are many performances that exist throughout the spectrum from normal to neurotic.

Normal perfectionists find a very real sense of pleasure from laborious work, and neurotic perfectionists cannot help because they also never do things that are good enough to guarantee that feeling, because perfectionism is related to depression, eating disorders, insomnia (Chan , 2007).

Objectives

This study examined perfectionism as a predictor for the the subjective well being gifted high school students.

And to evaluated the mediating role of self-efficacy in the relationships between perfectionism and subjective wellbeing

Why Gifted Children become Perfectionists:

- Inability to experience failure in the classroom (easy elementary curriculum; no effort for perfect grades)
- Inability to handle potential failure (more challenging secondary curriculum; inability to view failure as constructive)
- Perceived high demands and expectations from parents
- Feeling that love and acceptance is based upon achievement

- “Gifted” label causes student to feel he/she must be “perfect” in all situations
- Gifted children often have older friends and set their goals accordingly
- When work is unchallenging, students may strive for perfect performance instead of mastery. Grades become artificial rewards
- Perfectionistic parents, teachers, and competitive peers

Relationship between Perfectionism – Subjective well being

It is noted that perfectionism tendencies could cause emotional upheaval, feelings of worthlessness, and depression when gifted students fail to live up to unrealistic expectations, and they might also make some gifted students more vulnerable to underachievement because they do not submit work unless it is perfect (see Schuler, 2000).

The conceptualization of perfectionism as negative or pathological has its basis in research studies with adults (see Flett & Hewitt, 2002; Shafran & Mansell, 2001). Perfectionistic strivings are suggested to be associated with depression

Subjective well-being (SWB) is defined as 'a person's cognitive and affective evaluations of his or her life' (Diener, Lucas, & Oishi, 2002, p. 63).

SWB



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graph LR; SWB[SWB] --> Cognitive[The cognitive element refers to what one thinks about his or her life satisfaction in global terms (life as a whole) and in domain terms (in specific areas of life such as work, relationships, etc.)]; SWB --> Affective[The affective element refers to emotions, moods and feelings. Affect is considered positive when the emotions, moods and feelings experienced are pleasant (e.g. joy, elation, affection etc.) Affect is deemed negative, though, when the emotions, moods and feelings experienced are unpleasant (e.g. guilt, anger, shame etc.)];
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Self Efficacy

- Although it was generally assumed that personality such as perfectionism could impact on subjective well-being, some researchers have maintained that individual differences factors more directly related to “agency” rather than to personality or temperament could be important determinants of subjective well-being.

Self efficacy

- Self -efficacy that refers to a broad and stable sense of personal competence to deal efficiently with a variety of stressful situations. In this connection, Self-efficacy is particularly instrumental in understanding subjective well-being, as it has been found to mediate coping responses and to directly relate to depression.
- Thus, it was of great interest to explore the relationships among perfectionism, self-efficacy, and subjective well-being and examine whether self-efficacy could mediate the impact of perfectionism on subjective well-being.

Method

Participants :

Participants were 32 students who were recruited from two classes for gifted students at two schools in Semarang, Central Jawa, Indonesia.

These students (17 boys and 15 girls), aged 14 to 17 ($M = 15.62$, $SD = 2.42$). After receiving permission from the classes' instructors, students were asked to participate in a research study and complete survey packets during class time. Participants were informed that their participation was voluntary and their responses would be kept confidential.

Instruments

Two scales were administered:

(a) Perfectionism scale (28 items)

Five dimensions were identified, including

- high personal standards,
- the perception of high parental expectations,
- the perception of high parental criticism,
- the doubting of the quality of one's actions,

(b) Subjective Well-being (21 items)

The three components of SWB are:

- happiness
- life satisfaction
- positive affect

Both of the previous measures are examples of self-report measures.

Data collection was carried out during March to April 2017

Results

- The findings indicated that perfectionism dan subjective well-being were associated, $r_{xy} = -0,493$ dengan $p < 0,03$. It means that gifted students who have high score in perfectionism (included four dimensions: high personal standards, the perception of high parental expectations, the perception of high parental criticism, the doubting of the quality of one's actions,) tends to have lower in subjective well-being (happiness, life satisfaction and positive affect) .

Results

	perfectionist	Subjective well-being	Self-efficacy
Perfectionis	1 0.030 32	-0.256 0.030 32	-0.421 0.000 32
Subjective Well-Being	-0.259 0.030 32	1 0.032 32	-0,384 0.032 32
Self efficacy	-0.421 0.000 32	-0,384 0.032 32	1 0.032 32

Discussion

Perfectionism is considered primarily from a pathological perspective as negative characteristics must be eliminated so that gifted children can develop optimally and have a good life. It can cause emotional upheaval, feelings of worthlessness, and depression, when gifted children fail to meet unrealistic expectations, and they are more vulnerable to low achievement, because they feel they are not doing work if they do not produce perfect work. And this perfectionism ultimately has an impact on self-efficacy and self-concept of gifted children, which in turn disrupts subjective well-being

Öngen (2009) found that two components of perfectionism, high standards and organizational skills, were positively related to increased subjective well-being, and the discrepancy between standards and performance was related to decreased subjective well-being

Relation Between Perfectionism and Subjective Well-Being of Gifted Students

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Introduction

Among educator of the gifted, the link between giftedness is clearly established. The tendency toward perfectionist commonly appears as an item on rating scales and checklist used by parents and teachers to nominate potentially gifted students. An article on counselling needs of the gifted routinely mention perfectionism as a risk factor for gifted students. There are two major concerns about perfectionism for gifted students: underachieving and emotional turmoil. Perfectionism tendencies make some gifted students vulnerable for underachievement because they do not submit work unless it is perfect. As a results, they may receive poor or failing marks. In term of emotional stress, perfectionism is seen to cause feelings of worthlessness and depression when gifted individual fail to live up to unrealistic expectations. Perfectionism. It is a word repeatedly, especially when working with gifted students. According to the National Association of Gifted Children, ~20% of gifted children suffer from perfectionism to the degree it causes problems. While striving to do our best is not bad, when it overtakes the why and enjoyment of activities, it can cause a problem.

Recent research suggests that the relationship between perfectionism and giftedness may not be as strong as the gifted education community believes. Few differences were found between academic talent search participants and average ability comparison groups. Talent search participants tended to exhibit healthy perfectionism marked by high personal standards and organizations. There is enough evidence from case study research, however, to suggest that some gifted students may be prone to perfectionism. Gifted people may hold high standards for themselves and strive to excel, but this may come from a realistic assessment of their actual potential. They realize what they can accomplish if they put in the effort. And if they are fortunate, anxiety and perfectionism will not block their path.

Indeed, there is supporting evidence from several studies that the presence of pathological perfectionism may be more prevalent in gifted individuals (LoCicero & Ashby, 2000; Peterson et.al., 2009; Wood, 2010). Moreover, many researchers now believe that perfectionism exists on a continuum of behavior and thoughts and has both positive, or healthy, and negative, or unhealthy, aspects (Shuler, 2000; Silverman, 1999). Schuler (2000). distinguished normal from neurotic perfectionism by suggesting that perfectionism could be viewed as a positive personality trait that enables a student to strive for excellence or as a negative personality trait characterized by neurotic and obsessive-compulsive behaviors. Apart from behaviors, thinking about behavior also distinguishes normal from neurotic perfectionists. Normal perfectionists

view order and organization as important in achieving excellence and allow themselves to fail and to be imperfect, whereas neurotic perfectionists are preoccupied with avoiding mistakes and never feel that their efforts are good enough (Shuler, 2000).

There is not a firm consensus about the dynamics of perfectionism, but one conceptualization describes two different types: normal or healthy perfectionism and neurotic, dysfunctional, or unhealthy perfectionism (Schuler, 2000). Unhealthy perfectionists are concerned with many things external to their work, including what they think the responses of others will be to their work, especially parents. Sadly, they are often disappointed in their results, focusing on where their work fell short of a potentially unrealistic goal rather than on whatever success, mastery, or accomplishment the work represents (e.g., Silverman, 1999; Wood, 2010). This type of perfectionism can make school very frustrating, as you can imagine continually falling short of your expectations for yourself would be emotionally exhausting, making it hard to engage fully with learning at all. Even if your teacher proclaims delight with your work and gives you excellent grades, that does not mitigate the problem, because while the teacher's comments are fleeting, the mental voice proclaiming dissatisfaction stays with you, following you from one class to another.

The conceptualization of perfectionism as negative or pathological has its basis in research studies with adults (Flett & Hewitt, 2012). Perfectionistic strivings are suggested to be associated with depression (Cox, Enns, & Clara, 2002), insomnia (Vincent & Walker, 2000), obsessive compulsive disorder (Frost & Steketee, 1997), and suicide (Hamilton & Schweitzer, 2000). Despite the evidence supporting the link, it could be argued that such associations do not lead to the conclusion that pathological conditions are directly caused by perfectionism or that perfectionism is inherently destructive among gifted students. Gifted children tend to have a higher level of perfectionism than non-gifted children, but perfectionism can produce positive and negative aspects. Becoming a perfectionist can be a good thing if it means having high standards, but some cases can be negative things. Because perfectionism has a set high standards for themselves, and experience great pain if they fail to meet those standards. There are many performances that exist throughout the spectrum from normal to neurotic. Normal perfectionists find a very real sense of pleasure from laborious work, and neurotic perfectionists cannot help because they also never do things that are good enough to guarantee that feeling, because perfectionism is related to depression, eating disorders, insomnia (Chan, 2007).

Schuler, (2000). in his classic review of the subjective well-being literature, has found considerable empirical evidence to support a tripartite model of subjective well-being, referring

to a cognitive aspect. This study examined perfectionism as a predictor for the subjective well-being of gifted high school students

Methods

Research Design A quantitative correlational method was used in this research to investigate the relation between perfectionism and Subjective Well-being. The data were taken directly from participants who fit with the criteria for this research using two scales were administered: (a) Perfectionism scale (28 items) Five dimensions were identified, including • high personal standards, • the perception of high parental expectations, • the perception of high parental criticism, • the doubting of the quality of one's actions, (b) Subjective Well-being (21 items) The three components of SWB are: • happiness • life satisfaction • positive affect. Both previous measures are examples of self-report measures.

Data collection was carried out during March to April 2015. Prior to the research, all participants were given a chance to give their consent in an Informed Consent. Participants were 32 students who were recruited from two classes for gifted students at two schools in Semarang, Central Java, Indonesia. These students (17 boys and 15 girls) aged 14 to 17 ($M = 15.62$, $SD = 2.42$). After receiving permission from the classes' instructors, students were asked to participate in a research study and complete survey packets during class time. Participants were informed that their participation was voluntary, and their responses would be kept confidential. The participants in this research were selected by non-probability sampling method, the sampling technique used by the researcher was purposive sampling because there were certain considerations for sampling.

In summary, it seems that perfectionism could be conceptualized to relate to high personal standards, and its positive or healthy form focuses on a realistic striving for excellence, whereas its negative or unhealthy form focuses on a rigid adherence to personal high demands, as well as a preoccupation with the avoidance of mistakes. Parallel to the biases in considering perfectionism from the pathological perspective, the assessment of perfectionism generally focuses on the negative aspect of perfectionism.

The study of subjective well-being emerged in part as a reaction to the overwhelming emphasis on psychopathology and negative states in psychology (Diener, Suh, Lucas, & Smith, 1999; Robbins & Kliewer, 2000). Subjective well-being could be broadly conceptualized to include people's emotional responses, domain satisfactions, and global judgments of life satisfaction. Rather than treating it as a single specific construct, researchers have

conceptualized subjective well-being as having separate and distinct constructs or components that need to be understood and studied.

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