

# Perfectionism and Burnout as Predictors of Distress among Gifted Students: Implications for Counseling Practice

Ajeng Intan Nur Rahmawati<sup>1</sup>, Nur Hidayah\*<sup>2</sup>, Muslihati Muslihati<sup>2</sup>, Diniy Hidayatur Rahman<sup>2</sup>,  
Imam Ariffudin<sup>1</sup>, M. Sayyidul Abrori<sup>3</sup>, Jarosław Horowski<sup>4</sup>, Afolasade Airat Sulaiman<sup>5</sup>

<sup>1</sup>Universitas PGRI Kanjuruhan Malang, Indonesia

<sup>2</sup>Universitas Negeri Malang, Indonesia

<sup>3</sup>Universitas Ma'arif Lampung, Indonesia

<sup>4</sup>Nicolaus Copernicus University, Poland

<sup>5</sup>Islamic University in Uganda, Uganda

Corresponding Author: [nur.hidayah.fip@um.ac.id](mailto:nur.hidayah.fip@um.ac.id)\*

|                                                                                                                                                                                                                                                          | ABSTRACT                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>ARTICLE INFO:</b><br/>Received<br/>June 15, 2025</p> <p>Revised<br/>July 22, 2025</p> <p>Accepted<br/>August 24, 2025</p> <p><b>KEYWORDS:</b><br/>Burnout, Counseling Practice,<br/>Gifted Students, Perfectionism,<br/>Psychological Distress</p> | <p>Gifted students may experience psychological challenges alongside their high academic potential and performance demands. This study aimed to examine perfectionism and burnout as predictors of psychological distress among gifted students in Malang, Indonesia. A quantitative correlational study with a cross-sectional design was conducted involving 69 gifted students aged 13–15 years who were enrolled in secondary education and had IQ scores above 130. Data were collected using the Maslach Burnout Inventory (MBI), Child-Adolescent Perfectionism Scale (CAPS), and Depression Anxiety Stress Scales (DASS-21). The data were analyzed using multiple linear regression after testing the assumptions of normality, linearity, and multicollinearity. The results showed that perfectionism and burnout significantly predicted psychological distress simultaneously (<math>F = 69.218</math>, <math>p &lt; .001</math>), with the regression model explaining 70.8% of the variance in distress (<math>R^2 = .708</math>). Partial analysis indicated that burnout was a significant positive predictor of distress (<math>\beta = .558</math>, <math>p &lt; .001</math>), whereas perfectionism was a significant negative predictor (<math>\beta = -.398</math>, <math>p &lt; .001</math>). These findings indicate that burnout and perfectionism have distinct relationships with psychological distress among gifted students. The findings highlight the importance of counseling practices that address burnout while considering the specific dimensions and characteristics of perfectionism among gifted students.</p> |

## INTRODUCTION

The development of academic potential and creativity among gifted students is often accompanied by high performance demands, intense competition, and strong social expectations. Although gifted students are generally recognized for their advanced cognitive abilities and academic potential, these characteristics do not necessarily protect them from psychological difficulties. Continuous pressure to maintain high levels of achievement, meet personal standards, and respond to expectations from educational and social environments may create psychological challenges that affect students' emotional well-being. Therefore, understanding the psychological factors associated with distress among gifted students is important for supporting their academic development while maintaining their mental health.

One psychological factor that may be relevant to the mental health of gifted students is perfectionism. Perfectionism involves the tendency to establish high standards and evaluate oneself critically in relation to those standards. Among gifted students, high standards may encourage achievement and persistence; however, perfectionistic tendencies may also become problematic when students experience excessive concern about mistakes, fear of failure, or a strong need to meet demanding expectations. Previous research has indicated that perfectionism is associated with

|              |                                                                                                                                                                                                                                                                                                                                                                                        |
|--------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| How to cite  | Nur Rahmawati, A. I., Hidayah, N., Muslihati, M., Rahman, D. H., Ariffudin, I., Abrori, M. S., Horowski, J., & Sulaiman, A. A. (2025). Perfectionism and Burnout as Predictors of Distress among Gifted Students: Implications for Counseling Practice. <i>Grief and Trauma</i> , 3(2), 74–82. <a href="https://doi.org/10.59388/gt.v3i2.822">https://doi.org/10.59388/gt.v3i2.822</a> |
| Homepage     | <a href="https://journal.scidacplus.com/index.php/gt/">https://journal.scidacplus.com/index.php/gt/</a>                                                                                                                                                                                                                                                                                |
| Published by | ScidacPlus<br><a href="https://creativecommons.org/licenses/by-sa/4.0/">https://creativecommons.org/licenses/by-sa/4.0/</a>                                                                                                                                                                                                                                                            |

students' psychological well-being and may have different implications depending on its characteristics and dimensions (Bento et al., 2020; Chen et al., 2022; Kuusi et al., 2024). Thus, perfectionism should not be viewed as a uniformly negative characteristic, particularly among students with high academic potential.

Another psychological factor that may influence the well-being of gifted students is burnout. Burnout refers to a condition characterized by emotional exhaustion, disengagement or cynicism, and reduced feelings of competence resulting from prolonged exposure to demanding conditions. In educational settings, sustained academic demands, intensive learning activities, and competitive environments may contribute to academic burnout (Pouratashi, 2018). For gifted students, who may frequently encounter high expectations and pressure to maintain their performance, prolonged demands may increase vulnerability to exhaustion and psychological difficulties. Previous research has also demonstrated a relationship between perfectionism, excessive commitment to tasks, and burnout, suggesting that students' patterns of self-regulation and achievement-related expectations may be relevant to their psychological well-being (Philp et al., 2012).

Psychological distress is another important aspect of gifted students' mental health. Distress can be understood as a state of psychological strain reflected in symptoms of depression, anxiety, and stress that may interfere with daily functioning and well-being. The relationship between perfectionism, burnout, and distress may be understood through the interaction between individual standards and prolonged demands. Perfectionistic tendencies may increase psychological pressure when students perceive that their performance does not meet their own or others' expectations, whereas burnout may reduce their capacity to cope with continuing demands. Consequently, both factors may be relevant to understanding variations in psychological distress among gifted students.

Although previous studies have examined perfectionism, burnout, and psychological well-being separately, research examining perfectionism and burnout simultaneously as predictors of psychological distress among gifted students remains limited, particularly in the Indonesian context. Existing literature also suggests that perfectionism is a multidimensional construct, meaning that its relationship with psychological outcomes may differ according to the particular characteristics of perfectionism experienced by students (Bento et al., 2020; Kuusi et al., 2024). Examining perfectionism and burnout within a single predictive model may therefore provide a more comprehensive understanding of the factors associated with psychological distress among gifted students. Such an examination is particularly relevant in the Indonesian educational context, where academic achievement and social expectations may shape students' experiences of high performance demands.

Understanding the relationship between these psychological factors also has implications for counseling practice. Counselors and school-based mental health professionals need to recognize that gifted students' high achievement does not necessarily indicate an absence of psychological difficulties. Identifying the contribution of perfectionism and burnout to distress may provide a basis for developing preventive and developmental counseling strategies that support adaptive achievement, psychological flexibility, emotional regulation, and healthier responses to academic demands. Accordingly, examining these variables may contribute not only to a better understanding of gifted students' psychological well-being but also to the development of more responsive counseling practices.

### **Study Aim and Hypothesis**

This study aimed to examine perfectionism and burnout as predictors of psychological distress among gifted students in Malang, Indonesia. Specifically, the study examined whether perfectionism and burnout simultaneously predicted psychological distress and whether each predictor made a significant contribution to distress when considered within the same regression model. Based on the theoretical framework and previous research, the following hypothesis was proposed:

H1: Perfectionism and burnout significantly predict psychological distress among gifted students.  
H0: Perfectionism and burnout do not significantly predict psychological distress among gifted students.

## **METHODS**

### **Design**

This study employed a quantitative correlational design using a cross-sectional survey. The study examined the extent to which perfectionism and burnout predicted psychological distress among gifted students. Data on perfectionism, burnout, and psychological distress were collected at a single time point and analyzed using multiple linear regression.

### **Participants**

The participants were gifted students in Malang, Indonesia. Participants were recruited using purposive sampling based on predetermined characteristics. The final sample consisted of 69 students aged 13–15 years who were enrolled in secondary education and had an IQ score above 130. These criteria were used to identify participants who met the characteristics of the gifted student population targeted in this study.

### **Instruments**

Three instruments were used to measure the variables examined in this study: the Maslach Burnout Inventory (MBI), the Child-Adolescent Perfectionism Scale (CAPS), and the Depression Anxiety Stress Scales (DASS-21). Before the instruments were used for data collection, their reliability was assessed using Cronbach's alpha.

The Maslach Burnout Inventory (MBI) was used to measure burnout. The MBI was developed by Christina Maslach and Susan E. Jackson and consists of 22 items assessing dimensions related to emotional exhaustion, depersonalization or cynicism, and personal accomplishment or professional efficacy (Maslach, 1979; Maslach et al., 2001). An example of an MBI item is, "In recent times, I have felt my emotional energy draining quickly when carrying out tasks." The reliability coefficient reported in this study was .916, indicating high internal consistency.

The Child-Adolescent Perfectionism Scale (CAPS) was used to assess perfectionism. The scale includes dimensions of self-oriented perfectionism (SOP) and socially prescribed perfectionism (SPP) and consists of 22 items (Bento et al., 2020). An example of a CAPS item is, "I try to be perfect in everything I do." The reliability coefficient reported in this study was .810, indicating acceptable internal consistency.

The Depression Anxiety Stress Scales (DASS-21) was used to assess psychological distress through symptoms of depression, anxiety, and stress. The scale consists of 21 items, with an example item being, "I found it hard to wind down." The reliability coefficient reported in this study was .90, indicating high internal consistency. An Indonesian version of the DASS-21 has previously been examined for validity and reliability (Ifdil et al., 2022).

### **Data Analysis**

The data were analyzed using multiple linear regression to examine whether perfectionism and burnout significantly predicted psychological distress. Before conducting the regression analysis, assumption tests were performed, including tests of normality, linearity, and multicollinearity. The normality test was conducted on the regression residuals, while linearity and multicollinearity were examined to determine whether the data met the assumptions required for multiple linear regression. Statistical analyses were performed using IBM SPSS Statistics 25 for Windows.

## RESULT AND DISCUSSION

### Result

#### *Assumption Testing*

Before conducting the multiple linear regression analysis, the assumptions of normality, linearity, and multicollinearity were examined. The normality test of the regression residuals produced a Kolmogorov–Smirnov statistic of 0.072 with a significance value of 0.200 ( $p > .05$ ), indicating that the regression residuals were normally distributed. The linearity test showed a deviation from linearity of  $F = 0.516$  with  $p = .934$  ( $p > .05$ ), indicating that the relationships between the predictors and psychological distress were linear. The multicollinearity test showed tolerance values above 0.10 and variance inflation factor (VIF) values below 10.00, indicating that multicollinearity was not present among the predictors. Overall, the results indicated that the data met the assumptions required for multiple linear regression analysis.

#### *Multiple Linear Regression Analysis*

Multiple linear regression analysis was conducted to examine whether perfectionism and burnout simultaneously predicted psychological distress among gifted students. The regression model was statistically significant,  $F(2, 57) = 69.218$ ,  $p < .001$ . The model summary is presented in Table 1.

Table 1. Model Summary of Multiple Linear Regression

| Model | R    | R <sup>2</sup> | Adjusted R <sup>2</sup> | Std. Error of the Estimate |
|-------|------|----------------|-------------------------|----------------------------|
| 1     | .842 | .708           | .698                    | 3.22                       |

Note. Predictors: Perfectionism and Burnout; Dependent variable: Psychological Distress

As shown in Table 1, the regression model produced a multiple correlation coefficient of  $R = .842$ , with  $R^2 = .708$  and adjusted  $R^2 = .698$ . Thus, perfectionism and burnout jointly explained 70.8% of the variance in psychological distress. The remaining 29.2% of the variance was associated with other factors not included in the present model.

The significance of the overall regression model was further examined using an analysis of variance (ANOVA). The results are presented in Table 2.

Table 2. ANOVA of the Regression Model

| Model      | Sum of Squares | df | Mean Square | F      | p      |
|------------|----------------|----|-------------|--------|--------|
| Regression | 1436.051       | 2  | 718.026     | 69.218 | < .001 |
| Residual   | 591.282        | 57 | 10.373      |        |        |
| Total      | 2027.333       | 59 |             |        |        |

Note. Dependent variable: Psychological Distress

As shown in Table 2, the regression model was statistically significant,  $F(2, 57) = 69.218$ ,  $p < .001$ . This finding indicates that perfectionism and burnout jointly made a significant contribution to the prediction of psychological distress.

The individual contributions of perfectionism and burnout were examined through the regression coefficients. The results are presented in Table 3.

Table 3. Regression Coefficients for Predicting Psychological Distress

| Predictor     | B      | SE    | $\beta$ | t      | p      |
|---------------|--------|-------|---------|--------|--------|
| Constant      | 18.612 | 3.337 | —       | 5.578  | < .001 |
| Burnout       | 0.402  | 0.061 | .558    | 6.600  | < .001 |
| Perfectionism | -0.176 | 0.037 | -.398   | -4.708 | < .001 |

Note. Dependent variable: Psychological Distress

As presented in Table 3, burnout was a significant positive predictor of psychological distress ( $\beta = .558$ ,  $t = 6.600$ ,  $p < .001$ ). This indicates that higher levels of burnout were associated with higher levels of psychological distress. In contrast, perfectionism was a significant negative predictor of psychological distress ( $\beta = -.398$ ,  $t = -4.708$ ,  $p < .001$ ), indicating an inverse association between perfectionism and psychological distress when burnout was simultaneously included in the regression model.

Overall, the findings indicate that perfectionism and burnout significantly predicted psychological distress simultaneously, supporting the proposed hypothesis. However, the two predictors showed different directions of association with distress: burnout was positively associated with distress, whereas perfectionism showed a negative association within the regression model.

## Discussion

The present study examined perfectionism and burnout as predictors of psychological distress among gifted students. The findings showed that the two variables jointly predicted psychological distress significantly, accounting for 70.8% of its variance. However, the individual predictors showed different directions of association. Burnout was positively associated with psychological distress, whereas perfectionism showed a significant negative association when both predictors were entered simultaneously into the regression model. These findings suggest that psychological distress among gifted students may be related to different psychological processes associated with academic demands and achievement-related characteristics.

The finding that burnout was a significant positive predictor of psychological distress is consistent with the view that prolonged exposure to demanding academic conditions may undermine students' psychological well-being. Burnout is characterized by experiences such as emotional exhaustion, disengagement, and reduced feelings of competence. When academic demands are sustained over time without adequate opportunities for recovery and effective coping, students may experience increasing psychological strain. For gifted students, high academic expectations may create additional pressure to maintain achievement and demonstrate their abilities. The present finding therefore suggests that burnout is an important factor to consider when understanding psychological distress among gifted students.

The strength of the burnout coefficient in the present model also indicates that burnout was a more substantial predictor of distress than perfectionism. This finding highlights the importance of distinguishing achievement-related personality characteristics from the psychological consequences of prolonged academic demands. Although gifted students may possess strong motivation and high achievement orientation, persistent exhaustion and disengagement may become more directly associated with psychological distress. From this perspective, the identification of burnout may be particularly important for early counseling and psychological support.

An important finding of this study was the significant negative association between perfectionism and psychological distress. This finding differs from interpretations that treat perfectionism as a uniformly maladaptive characteristic. Perfectionism is a multidimensional construct, and high personal standards may sometimes be accompanied by achievement motivation, persistence, and goal-directed behavior. Therefore, the negative coefficient observed in the present regression model may indicate that certain characteristics of perfectionism among the participating gifted students were associated with lower levels of distress after burnout was statistically controlled. However, this finding should be interpreted cautiously because the present study did not separately examine adaptive and maladaptive dimensions of perfectionism in the regression model.

The different directions of the two predictors provide an important perspective on the psychological experiences of gifted students. Perfectionism may represent achievement-related

standards that can function differently depending on how students regulate and interpret those standards, whereas burnout reflects a state of psychological exhaustion associated with prolonged demands. The findings therefore suggest that high standards alone should not automatically be interpreted as a psychological risk. Instead, counselors and educators should consider whether students' achievement orientation is accompanied by excessive exhaustion, disengagement, or difficulty coping with academic demands.

The findings have practical implications for counseling practice. Counseling interventions for gifted students should not focus exclusively on reducing high achievement standards, because high standards may also be associated with positive academic motivation. Greater attention should be given to identifying signs of burnout and psychological distress, including emotional exhaustion, reduced engagement, and difficulties in managing sustained academic demands. Preventive counseling may help gifted students develop adaptive coping strategies, emotional regulation, realistic goal setting, and healthy approaches to academic achievement. Counselors may also work with teachers and parents to create supportive environments in which gifted students can maintain high academic engagement without experiencing excessive psychological pressure.

Overall, the findings contribute to a more nuanced understanding of mental health among gifted students. Rather than assuming that giftedness or high achievement characteristics automatically place students at greater psychological risk, the results suggest that different psychological factors may have distinct relationships with distress. Burnout emerged as a positive predictor of distress, while perfectionism showed a negative association within the regression model. These findings support the importance of assessing gifted students' individual psychological experiences when designing counseling services and avoiding assumptions that high achievement characteristics have uniformly positive or negative consequences for mental health.

## **Implications**

The findings have important implications for counseling practice with gifted students. The significant positive association between burnout and psychological distress suggests that counselors should pay particular attention to signs of emotional exhaustion, disengagement, and difficulties in coping with sustained academic demands. At the same time, the negative association between perfectionism and distress indicates that high achievement standards should not automatically be considered psychologically maladaptive. Counselors should therefore assess how gifted students experience and regulate their perfectionistic tendencies rather than assuming that perfectionism is inherently problematic. Preventive and developmental counseling may focus on adaptive coping, emotional regulation, realistic goal setting, and flexible self-evaluation. Collaboration among counselors, teachers, and parents may also help create supportive educational environments that enable gifted students to maintain academic achievement while protecting their psychological well-being.

## **Limitations**

This study has several limitations that should be considered when interpreting the findings. The cross-sectional correlational design does not allow causal relationships among perfectionism, burnout, and psychological distress to be established. In addition, the use of purposive sampling and participants from a specific geographical context limits the generalizability of the findings to gifted students in other regions and educational settings. The study also relied on self-report instruments, which may be influenced by participants' subjective perceptions and response tendencies. Furthermore, perfectionism was examined as a general predictor rather than through its specific dimensions, making the negative association between perfectionism and distress particularly important to interpret with caution. Future research should involve larger and more diverse samples,

longitudinal designs, and more detailed examination of the dimensions of perfectionism and other factors that may contribute to psychological distress among gifted students.

## CONCLUSION

This study concludes that perfectionism and burnout are significant predictors of psychological distress among gifted students. The findings indicate that burnout is positively associated with psychological distress, whereas perfectionism shows a negative association when both variables are considered simultaneously. These findings highlight that gifted students' psychological well-being cannot be understood solely from their academic abilities or achievement orientation. Particular attention should be given to students' experiences of burnout and the ways in which perfectionistic tendencies are experienced and managed. From a counseling perspective, the findings emphasize the importance of preventive and developmental support that promotes adaptive coping, emotional regulation, healthy achievement patterns, and psychological well-being among gifted students.

## REFERENCES

- Agbarya, A., & John, N. A. (2023). Making a complex story simple: The exclusion of social media from life stories. *New Media & Society*, 26, 7395–7411. <https://doi.org/10.1177/14614448231170605>
- Alkhazaleh, Z. M. (2020). The effectiveness of a cognitive behavioral counseling program in improving school adjustment for gifted teenage students at King Abdullah Schools for Excellence. *Universal Journal of Educational Research*. <https://doi.org/10.13189/ujer.2020.082272>
- Alrawahneh, F. (2025). The effectiveness of a group counseling program in positive psychology in reducing anxiety and depression and improving the quality of life among high school students. *Journal of King Abdulaziz University: Educational and Psychological Sciences*. <https://doi.org/10.4197/edu.4-1.16>
- Avola, P., Soini-Ikonen, T., Jyrkiäinen, A., & Pentikäinen, V. (2025). Interventions to teacher well-being and burnout: A scoping review. *Educational Psychology Review*, 37(1). <https://doi.org/10.1007/s10648-025-09986-2>
- Ayaydin, Y., Şeşen, B. A., Erdoğan, S. C., Ün, D., & Özçiriş, H. (2023). The effect of out-of-school learning activities on gifted students' affective and behavioral tendencies towards the environment. *Journal of Science Learning*, 6(1), 48–58. <https://doi.org/10.17509/jsl.v6i1.48614>
- Azwar, S. (2005). Signifikan atau sangat signifikan? *Buletin Psikologi UGM*, 13(1), 38–44. <https://doi.org/10.22146/bpsi.13410>
- Banat, S., Al-Taj, H., Alshoubaki, N., & Younes, W. (2020). The effectiveness of a group counseling program in enhancing the ability to form friendship among academically talented students. *Journal for the Education of Gifted Young Scientists*. <https://doi.org/10.17478/jegys.679131>
- Bento, C., Pereira, A. T., Azevedo, J., Saraiva, J., Flett, G. L., Hewitt, P. L., & Macedo, A. (2020). Development and validation of a short form of the Child–Adolescent Perfectionism Scale. *Journal of Psychoeducational Assessment*, 38(1), 26–36. <https://doi.org/10.1177/0734282919879834>
- Biber, M., Kose Biber, S., Ozyaprak Fossa, M., Kartal, E., Can, T., & Simsek, I. (2021). Teacher nomination in identifying gifted and talented students: Evidence from Turkey. *Thinking Skills and Creativity*, 39, 100751. <https://doi.org/10.1016/j.tsc.2020.100751>
- Birch, H. A., Riby, L., & McGann, D. (2019). Perfectionism and PERMA: The benefits of other-oriented perfectionism. *International Journal of Wellbeing*, 9(1). <https://doi.org/10.5502/IJW.V9I1.749>
- Chen, H., Pang, L., Liu, F., Fang, T., & Wen, Y. (2022). “Be perfect in every respect”: The mediating role of career adaptability in the relationship between perfectionism and career decision-making difficulties of college students. *BMC Psychology*, 10. <https://doi.org/10.1186/s40359-022-00845-1>

- Cropley, A. J. (1993). Giftedness and school: New issues and challenges. *International Journal of Educational Research*, 19(1), 1–98. [https://doi.org/10.1016/0883-0355\(93\)90018-F](https://doi.org/10.1016/0883-0355(93)90018-F)
- Demir, S. (2022). Effectiveness of the leadership skills development program for gifted children. *International Journal of Curriculum and Instruction*, 14(1), 693–718.
- Fahroedin, D., & Morris, E. (2025). Perfectionism and allied health professional training: The role of psychological flexibility in burnout and depression. *Clinical Psychologist*. <https://doi.org/10.1080/13284207.2025.2533125>
- Ifdil, I., Syahputra, Y., Fadli, R. P., Zola, N., Putri, Y. E., Amalianita, B., Rangka, I. B., Suranta, K., Zatrachadi, M. F., Sugara, G. S., Situmorang, D. D. B., & Fitria, L. (2022). The Depression Anxiety Stress Scales (DASS-21): An Indonesian validation measure of depression, anxiety, and stress. *COUNS-EDU: The International Journal of Counseling and Education*, 5(4), 205–215. <https://doi.org/10.23916/0020200536840>
- Ip, V. (2025). Cognitive behavioural therapy outcomes on clinical perfectionism: A scoping review. *University of Toronto Medical Journal*. <https://doi.org/10.33137/utmj.v102i1.42426>
- Joseph, S. A. (2025). The humanistic psychology of Carl Rogers: Understanding the person-centered approach. *Oxford University Press*. <https://doi.org/10.1093/9780197790632.001.0001>
- Kothgassner, O., Macura, S., Goreis, A., Klinger, D., Pfeffer, B., Oehlke, S.-M., Prillinger, K., Kafka, J., Zesch, H., Felnhöfer, A., & Plener, P. (2025). Stress reactivity during short trauma narratives in adolescents with post-traumatic stress disorder (PTSD) and complex PTSD. *European Journal of Psychotraumatology*, 16. <https://doi.org/10.1080/20008066.2025.2532273>
- Kuusi, A., Tuominen, H., Widlund, A., Korhonen, J., & Niemivirta, M. (2024). Lower secondary students' perfectionistic profiles: Stability, transitions, and connections with well-being. *Learning and Individual Differences*, 110, 102419. <https://doi.org/10.1016/j.lindif.2024.102419>
- Maree, J. (2022). Using integrative career construction counselling to promote autobiographicity and transform tension into intention and action. *Education Sciences*. <https://doi.org/10.3390/educsci12020072>
- Maslach, C. (1979). Burned-out. *The Canadian Journal of Psychiatric Nursing*, 20(6), 5–9. <https://doi.org/10.2307/j.ctv161f3nc.6>
- Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual Review of Psychology*, 52, 397–422.
- Papandreou, A. (2023). Conforming and condescending attitude of gifted children in response to their social anxiety and asynchronous cognitive and emotional development. *Biomedical Journal of Scientific & Technical Research*, 50(2). <https://doi.org/10.26717/bjstr.2023.50.007934>
- Philp, M., Egan, S., & Kane, R. (2012). Perfectionism, over commitment to work, and burnout in employees seeking workplace counselling. *Australian Journal of Psychology*, 64, 68–74. <https://doi.org/10.1111/j.1742-9536.2011.00028.x>
- Pouratashi, M. (2018). Academic burnout and academic performance of agricultural students. *The Online Journal of New Horizons in Education*, 8(2), 1–5.
- Sak, U. (2023). Identification and education of students with gifts and talents based on the fuzzy conception of giftedness. *Education Sciences*, 13(6). <https://doi.org/10.3390/educsci13060562>
- Soedjito Taathadi, M. (2014). Application of Solution-Focused Brief Therapy (SFBT) to enhance high school students' self-esteem: An embedded experimental design. *International Journal of Psychological Studies*, 6(3), 96–105. <https://doi.org/10.5539/ijps.v6n3p96>
- Widhianingtanti, L. T., & van Luijelaar, G. (2022). The Maslach-Trisni Burnout Inventory: Adaptation for Indonesia. *Jurnal Pengukuran Psikologi dan Pendidikan Indonesia*, 11(1), 1–21. <https://doi.org/10.15408/jp3i.v11i1.24400>
- Zhang, L., Liu, L., Wang, P., Wu, X., & Wang, W. (2025). Parents' behavioural control affects Chinese college students' school burnout and perceived employment stress: Different effects via self-

oriented, other-oriented, and socially prescribed perfectionism. *Emerging Adulthood*, 13, 395–409. <https://doi.org/10.1177/21676968241312263>

Zisopoulou, T., & Varvogli, L. (2022). Stress management methods in children and adolescents: Past, present, and future. *Hormone Research in Paediatrics*, 96, 97–107. <https://doi.org/10.1159/000526946>

---

Copyright Holder:

© Authors. (2025)

First Publication Right:

© Grief and Trauma

This article is under:

