

## The Impact of Parenting Practices on Academically Gifted Students' Perfectionism: Role of Personality Traits

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### Abstract

It is assumed that academically gifted students have high intelligence and emotional abilities, but research said otherwise (Williams & Cross, 2009). Despite the fact that numerous studies have been conducted to determine the effects of personality and parenting practices in the growth of perfectionism, they have been conducted independently (Kakavand et al., 2017; Basirion et al., 2014). As a result, it is evident that more study into particular mediating and moderating factors is required (Walton et al., 2018). This study was conducted to investigate the mediating role of personality traits in the relationship between parenting practices (emotional warmth, rejection, & over-protection) and perfectionism in academically gifted students. For this reason, a quantitative, correlational study using cross-sectional research design was conducted. Data was obtained from respondents through survey method. EMBU Parenting Scale (Arrindell et al., 1999), Big Three Perfectionism Scale (Feher et al., 2019) and Big Five Personality Inventory (John & Srivastava, 1999) were used. The sample of this study was academically gifted students ( $N = 300$ ). Results showed that parenting practices were associated with perfectionism. Results also showed that personality traits mediated the relationship between parenting practices and perfectionism. This study has implications in the education sector i.e. how parents should focus on the development of academically gifted students.

### Introduction

High achieving and talented students excel in academic domains, specialised academic disciplines, or both intellectual areas and particular educational fields. Myths such as gifted and talented children don't need support since they will do great on their own and academically gifted students are joyful, attractive, and well-adjusted in school have been refuted (SpeirsNeumeister et al., 2009; Tam & Phillipson, 2013). Academically talented individuals vary from typical pupils not just in terms of intellectual advancement, but also in

terms of psychological and social functioning (Chan, 2010; Tam & Phillipson, 2013). They are connected with an emotional level that did not rationally correspond to their academic talents, hypersensitivity, and perfectionism (Silverman, 2007).

Nevertheless, regarding interpersonal and psychological growth of academically brilliant adolescents, perfection is more frequently mentioned (Chan, 2010; Maksic & Iwasaki, 2009; Portesova & Urbanek, 2013). Perfectionism has been found as a prominent feature connected with talented kids and young adults (Kornblum & Ainley, 2005; Wang et al., 2012). Because perfectionism is associated with the production of better and implausible goals, which can be dangerous and obsessive, as well as associated with procrastination and fear of rejection, it is comprehensible that gifted educational scholars view perfectionism as a deleterious attribute that must be removed if talented children are to effectively function.

According to Silverman (2007), the most notable character trait related with intellectual ability is perfectionism. She gave valid reasons why brilliant children are perfectionists. For starters, perfection is a nebulous idea. It requires an intellectual mind to understand and love a dream that does not exist in the physical reality. Second, perfectionism is a result of asynchronous or unequal growth. Kids that are gifted required standard based on their maturity level instead of their actual age. Third, because many brilliant youngsters have older companions, they prefer to put higher demands for their more grown up peers. Fourth, exceptional individuals have enough foresight to succeed in their first effort at the proficiency of any ability. Fifth, the talented want competition and excitement, and if homework is too simple, they will do anything it takes to finish the assignment, even striving for perfection. Finally, perfectionism arises as a misinterpretation of the beneficial biological desire for self-perfection.

Many individuals define perfectionism as a set of dysfunctional attitudes and actions that are concerned with achieving extraordinarily high and unattainable objectives, especially in areas where good performance is unimportant. However, Schuler (1999) emphasised Maslow's (1970); Adler's (1973) ideas of perfectionism, which advocate perfectionism as a desirable factor. Maslow (1970) proposed striving for perfecting attitude via self-realization, which makes use of one's capacity, abilities, and skills. He also felt that it was associated with the lack of neurosis. According to Dabrowski (1972), perfection is a motivating factor that promotes greater levels of growth inside individuals. It is a self-development tool, not a device for adjustment problems.

According to Adler (1973), perfectionism is a striving ability to transcend beyond feelings of sadness and helplessness. In contrast, Hamachek (1978); Silverman (2007) claimed that perfectionism has several dimensions. Perfectionism, according to Hamachek (1978), is a set of attitudes and actions connected with overly high criteria or aspirations for one's own achievement and others. There are three types of overachievers: healthy or normal perfectionists, psychotic or problematic perfectionists, and non-perfectionists. Normal or healthy perfectionists gain a genuine feeling of satisfaction from the labours of a thorough endeavour and feel free to be less exact when the occasion allows. Psychotic or deteriorated perfectionists are not able to feel satisfied as they never have seemed to accomplish things well enough to merit it. Perfectionism, according to Silverman (2007), is a force that may be employed productively or badly. It all comes down to one's level of consciousness. When an

individual believes they are incapacitated of fulfilling the high expectations established by themselves or others, it can lead to paralysis and underperformance. However, when an individual encounters a high level, it can result in great success.

Parenting practices and the children's personality, according to Flett and Hewitt (2002) are two important elements that lead to the formation of perfectionism. McCrae and Costa (1987) recognised the Big Five personality traits, whereas Baumrind (1971) described three parenting methods (authoritative, permissive and authoritarian). Because academically brilliant kids have a tendency to be perfectionists (Silverman, 2007) there is a need for research on the personality types and reported parenting practices that lead to the formation of adaptive and maladaptive perfectionism.

### **Literature Review**

When the relevant material is studied, it is obvious that parenting approaches have a significant role in the development of perfectionism (Burns, 1980; Grusec & Davidov, 2007; Pacht, 1984). Humans' urge to adjust to their surroundings arises initially inside the family. Despite the fact that a person interacts with others, the familial impact has a strong impact on the formation and development of personality (Bilal, 1984; zturk, 2015; Yavuzer, 2014). Because parenting practices influence the formation of children's personalities and those views serve as models for kids, it is widely accepted that comparable actions arise in children (Erdoan & Ucukolu, 2011; Katchbas, 1988; Turner et al., 2009; Yavuzer, 1995).

Likewise, it is said that people's attitudes in their surrounding context influence how they assess themselves, whether positively or negatively (Rogers, 1961). It is stated that the family serves an essential roles in the growth of the kid, that the family creates the environmental quality offered to the kid in the appearance of the kid's capability, and that the family provides attitudes that will impact the children's later phases of life (Baumrind, 1980; Habke & Flynn, 2002).

Literature reported several parenting practices (Ainsworth et al., 1971; Baumrind, 1995; Maccoby & Martin, 1983). Parents' acceptance of their kids, controlling behaviors, defensive actions, and so on are useful in the categorization of parenting practices (Baumrind, 1995). Authoritarian parents are attentive to their child's needs, appear interested in them, and exhibit appropriate controlling behaviours. Children participate in decision-making and, as a result, acquire an autonomous personality (nan-Kzltepe et al., 2013). Authoritarian parents, on the other side, tolerate their kid's behaviour less than authoritative parents and make their own choices (Donmezer, 2001; Ylmaz, 2009).

Permissive parenting looks to be multi-dimensional since it is both inattentive and excessive. The kid's attention and expectations are relatively low with the negligent parenting style. The attentive parenting style has a great interest in the kid but lowered expectations of the youngster. In other aspects, the parents' influence over the kid is exceedingly limited, the youngster is left completely free, and the kid is free to make any choice (Aksoy et al., 2009; Baumrind, 1966, 1971; Schaefer & Bell, 1959). Because the kid's perception of independence is not reinforced by the cautious parenting practice, the youngster may develop dependency and psychological difficulties. The sentiments expressed by parents in this parenting style generate difficulties such as addiction, difficulty to trust people, and socially deficient growth

in the kid (Yavuzer, 2014). Because they are used to doing whatever they want, these people tend to avoid accountability, be externally controlled, and face adaptation issues (Alisinanolu, 2003; zguven, 2001).

Given that perfectionism is a psychological trait, and that personality is influenced by parenting practices, understanding the relationship between perfectionism and parenting practices is critical (Eldeklolu, 1996). Requirements explain the development of perfectionism: (i) High requirements and critique of parents, (ii) Indirect condemnation of families, yet expectations and requirements persist, (iii) The requirements are not explicitly mentioned, and (iv) Parents with meticulous behaviors become the kid's hero and idol (Barrow & Moore, 1983; Hamacheck, 1978; Soenens et al., 2006). When the circumstances that allow perfectionism to arise are studied, it appears that family demands, critiques, and actions are successful.

In the development of perfectionism, four models were identified (Atasoy, 2014). The first paradigm is the social learning method, in which kids notice their mothers and mimic their actions (Flett & Hewitt, 2002). Kids under the societal expectation model understand that they are acknowledged to the degree that they satisfy their parents' demands and alter their conduct appropriately. According to the social response model, kids who are humiliated, reprimanded, and subjected to numerous negative responses by their parents acquire perfectionism as a coping technique to deal with all of this negativity (Flett & Hewitt, 2002). Families who are very attentive to their child's needs and believe that they would not be capable of overcoming this difficulty on their own place an undue emphasis on their child's faults, and kids are supposed not to make errors in such cases.

This paradigm may be described as a model of nervous rearing (Flett & Hewitt, 2002). The influence of parents on a person's personal growth appears as a critical topic that must be addressed. As can be observed, relationships with parents and the values they instill in their children are beneficial in the growth and construction of perfectionism (Kulakszolu, 2011; Yazgan-nanc & Yerlikaya, 2014).

Many researches have been conducted to investigate the association between perfectionism and parenting practices (Kakavand et al., 2017; Miller & Neumeister, 2017; Wright et al., 2019). Several studies have found a link between parenting approaches and perfectionist characteristics in kids (Besharat et al., 2011; SpeirsNeumeister, 2004). Positive perfectionist features have been linked to severe and dictatorial parenting techniques (Kawamura et al., 2002), and parents' authoritarian parenting styles were found to be strongly related to aspects of perfectionism in their kids (Besharat et al., 2011). Both authoritarian and authoritative parenting practices are strong in demandingness, according to SpeirsNeumeister (2004), and both have been connected to distinct forms of perfectionism, positive perfectionism with authoritative parents and negative perfectionism with authoritarian parents.

McCrae and Costa (1987) discovered the Big Five personality variables using various evaluation methodologies. Conscientiousness, neuroticism, openness to experience, agreeableness, and extraversion are the Big Five personality traits. Openness to experience relates to a desire for diversity, innovation, and transition; conscientiousness leads to strong

sense of meaning and elevated amounts of ambition; and extraversion alludes to a desire for friendship and interpersonal engagement. The readiness to yield toward others during an interpersonal disagreement is referred to as agreeableness, whereas neuroticism is the propensity to feel dysphonic emotion such as despair, pessimism, and remorse (McCrae & Costa, 2008). Many studies have found that perfectionism is linked to the Big Five personality traits (Dunkley et al., 2006; Navarez & Cayubit, 2011; Ulu & Tezer, 2010).

Positive or healthy perfectionism was shown to be correlated with openness to new situations and conscientiousness, but not with neuroticism (Dunkley et al., 2006). Negative perfectionism was connected with neuroticism but not with extraversion or agreeableness (Dunkley et al., 2006; Ulu & Tezer, 2010). Khodarihimi (2010) discovered strong negative relationship between agreeableness, neuroticism, and perfectionism, but not with conscientiousness, openness to experience, extraversion, and perfectionism. Navarez and Cayubit (2011) discovered a link between concerns about behavior and neuroticism, as well as a link between conscientiousness and extraversion and positive perfectionism. These results offer stability in the favourable relationships between conscientiousness and positive perfectionism as well as between neuroticism and negative perfectionism across research.

### **Rationale**

Perfectionism is a set of ideas and behaviors that are related with having overly high expectations or demands for individual's accomplishment and are regarded as a typical psychological feature of smartness (Chan, 2010; SpeirsNeumeister et al., 2009). Setting challenging and lofty objectives for oneself may be a beneficial or detrimental factor in one's life. As a result, it can result in both good and bad perfectionism (Maksic & Iwasaki, 2009). Negative perfectionism arises in those who aim for unreasonably high standards and are highly captious and judgmental of individual's actions (Chan, 2010; Silverman, 2007).

To satisfy the demands of others, the person tries towards impossible standards. The motivation is based on the dread of failing, and the anxiety continues even after the requirements are reached. Positive perfectionism, on the other hand, pertains to perfectionist conduct in which the person is eager to confront stimuli and seeks to attain high expectations. The individual set ambitious objectives and personal standards for him or herself, and works for the benefits that come with accomplishment while yet being able to be happy with one's accomplishment (SpeirsNeumeister et al., 2009). Even though there is consensus on the healthy and unhealthy features of perfectionism, there has been little research on the difference between healthy and unhealthy perfectionism experienced by intellectually brilliant kids.

Literature has found various elements that accord to the growth of perfectionism in this group. Personality and parenting practices were two key influences (Besharat, Azizi, & Poursharifi, 2011;; SpeirsNeumeister et al., 2009). Reportedly, just a few studies in the given context have used the Myers-Briggs Type Indicator (MBTI) to assess intellectually bright kids (CheMah & Mariani, 2001). As a result, there still is a scarcity of literature that uses the Big Five personality traits, especially when combined with perfectionism in educationally exceptional kids. Other research looked at the Big Five personality traits and how they link to perfectionism (Khodarahimi, 2010; Navarez & Cayubit, 2011; Zeidner & Shani-Zinovitch, 2011).

There is still a discrepancy in the usage of the five personality characteristics and their significance in identifying unhealthy perfectionisms among academically brilliant adolescents. Numerous researches have shown that parenting has a significant impact on child growth. Parenting practices and perfectionist inclinations in children have been linked by researchers worldwide (Besharat et al., 2011; Flett & Hewitt, 2002; Kenney-Benson & Pomerantz, 2005). According to research, there is a positive relationship between unhealthy perfectionism and authoritarian parenting, as well as a positive relationship between healthy perfectionism and authoritative parenting style (SpeirsNeumeister, 2004).

Because parenting practices in the Europe differ from parenting styles in Eastern countries (Besharat et al., 2011), it is most important to study the effects of parenting practices practised in predicting unhealthy perfectionism among academically brilliant adolescents. Despite the fact that numerous studies have been conducted to determine the roles of personality and parenting styles in the creation of unhealthy perfectionism, they have been conducted independently (Besharat et al., 2011; Khodarahimi, 2010; Navarez & Cayubit, 2011). This study will fill this void by combining the functions of personality and parenting styles to determine their attention to the advancement of unhealthy perfectionism in academically brilliant kids.

Despite the fact that numerous studies have been conducted to determine the effects of personality and parenting practices in the growth of healthy and unhealthy perfectionism, they have been conducted independently (Kakavand et al., 2017; Basirion et al., 2014). As a result, it is evident that more study into particular mediating and moderating factors is required (Walton et al., 2018). This research will address this bridge by examining the function of personality in mediating the link between parenting practices and perfectionism in order to determine its contributions to the advancement of healthy and unhealthy perfectionism among academically brilliant adolescents in Jordan.

Based on the gap in the literature mentioned above and as there has been no single study on the link between parenting practices, personality, and perfectionism among gifted students in Jordan, this study is worth conducting to fill the gap. Therefore, this study will investigate three variables: parenting styles, personality traits and perfectionism of academically gifted students; personality traits as a mediator.

### **Objectives**

Following were the objectives of the research:

1. To investigate the association of parenting practices, perfectionism, and personality traits in academically gifted students.
2. To investigate the mediating role of personality traits in the relationship between parenting practices (emotional warmth, rejection, & over-protection) and perfectionism in academically gifted students.

## Hypotheses

Following hypotheses were formulated to achieve the objectives of research:

1. Parental rejection and over-protection are positively associated with perfectionism in academically gifted students.
2. Parental emotional warmth is negatively associated with perfectionism in academically gifted students.
3. Personality traits will mediate in the relationship between parenting practices and perfectionism in academically gifted students.

## Method

### Instruments

*Following instruments were used in the study*

### Short Form of Egna Minnen Beträffande Uppfostran (EMBU)

Parenting practices were measured by EMBU. It was originally developed by (Arrindell et al., 1999). It is consisted of 23 items with four response categories from *Never* (1) to *Most of the time* (4). This scale has three subscales; Rejection, Emotional Warmth, and Over-Protection. Item no. 17 is a reversed scored item. High score on each subscale reflects upon respective rearing practices. Chronbach's alpha reliability of the measure was .72 (Arrindell et al., 1999).

### The Big Three Perfectionism Scale-Short Form (BTPS-SF)

The Big Three Perfectionism Scale- Short Form was developed by (Feher et al., 2020). It is consisted of 16 items. It has three subscales; Rigid Perfectionism, Self-critical Perfectionism, and Narcissistic Perfectionism. High score on scale shows high perfectionism. Chronbach's alpha reliability of the measure was .86 (Feher et al., 2020).

### The Big Five Inventory (BFI)

The Big Five Inventory was developed by (John, & Srivastava, 1999). It is consisted of 44 items. It has five subscales; Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness. High score on each subscale reflects upon respective personality trait. Chronbach's alpha reliability of the subscales were .83, .70, .79, .77 and .72 (Worrell & Cross, 2004).

### Demographic Sheet

A demographic sheet was used for gaining personal data about the sample. Data was taken regarding the gender, education, and family system.

### Sample

Convenience sampling was used to access sample. The sample consisted of 300 academically gifted students (boys = 150, girls = 150) taken from different universities of Jordan. Following table shows the sample characteristics.

Table 1

*Table Showing Characteristics of Sample (N = 300)*

Sample Characteristic	F	%
Gender	300	100
Male	150	50
Female	150	50
Family System	300	100
Joint Family	90	30
Nuclear Family	210	70
Education	300	100
Bachelors	244	81.4
Masters	56	18.6

### Research Design

The research was a quantitative, correlational study using cross-sectional research design. Data was obtained from respondents through survey method.

### Procedure

The data was taken from various universities of Jordan. Informed consent and demographic information were taken from participants. Ethical protocol was followed by giving the participants voluntary participation rights, anonymity, confidentiality and right to quit at any time. Data was collected through the questionnaires given to participants and asked them to fill the questionnaire booklet carefully that none of the questions remained unanswered.

### Results

The purpose of this study was to explore association of parenting practices (Over-protection, Emotional warmth and Rejection) on gifted students' perfectionism. It also explored the mediating role of personality traits (Extraversion, Agreeableness, Conscientiousness, Neuroticism, and Openness) between parenting practices (Over-protection, Emotional warmth and Rejection) and perfectionism of gifted students. For data analysis, appropriate statistical procedures were used through SPSS-21 software. The internal consistencies of the scales were determined by Cronbach's alpha reliability coefficients. Pearson Product Moment Correlations were calculated to determine the relationship among the study variables. Mediation analysis was conducted to see the mediating effect of personality traits between parenting practices and perfectionism.



Table 2

*Descriptive Statistics and Alpha Reliability Coefficients of Study Variables (N = 300)*

Variables	M	SD	$\alpha$	Range		Skew	Kurt
				Actual	Potential		
EMBU	-	-	-	-	-	-	-
REJ	10.97	4.12	.85	7-22	7-28	.96	-.23
EW	17.67	2.82	.66	11-23	7-28	-.44	-.24
OP	20.61	5.03	.75	13-33	9-36	.56	-.28
PER	52.48	11.25	.85	25-80	16-80	.10	.22
PT	-	-	-	-	-	-	-
EX	24.78	5.05	.69	13-33	8-40	-.34	-.66
AG	34.10	5.18	.70	14-42	9-45	-1.52	4.62
CON	27.73	5.62	.74	15-36	9-45	-.30	-.90
NEO	27.90	4.79	.61	15-37	8-40	-.31	.07
OPEN	35.87	4.42	.63	24-47	10-80	-.28	1.1

*Note.* M = Mean; SD = Standard Deviation; Skew = Skewness; Kurt = Kurtosis; EMBU = Egena Minnen Barndoms Uppfostran; REJ = Rejection; EW = Emotional Warmth; OP = Over-Protection; PER = Big Three Perfectionism; PT = The Big Five Personality Inventory; EX = Extraversion; AG = Agreeableness; CON = Conscientiousness; NEO = Neuroticism; OPEN = Openness.

Table 2 illustrates descriptive statistics, alpha-coefficient, range, kurtosis and skewness for all scales and their subscales. The reliability analysis indicates that the alpha coefficients of all scales and subscales are quite satisfactory. The value of mean referred to the average score a participant could achieve and the value of standard deviation being the value of how much the data deviated from the mean score. Furthermore, Values of Skewness and Kurtosis show normal distribution of the data.

Table 3

*Pearson Correlation Among Study Variables in Study (N = 300)*

Sr. No	Variables	1	2	3	4	5	6	7	8	9
1	REJ	-								
2	EW	-.45**								
3	OP	.61**	-.36**							
4	PER	.49**	-.45*	.56*						
5	EX	-.43*	.56**	-.39**	-.46*					
6	AG	-.27**	.56**	-.36**	-.66**	.34*				
7	CON	-.35**	.45*	-.56**	-.35*	.32**	.47**			
8	NEO	.45*	-.36*	.43*	.54*	-.38*	-.54*	-.50*		
9	OPEN	-.62*	.56*	.47*	.37*	.43**	.61**	.54**	-.64**	

Note. REJ = Rejection; EW = Emotional Warmth; OP = Over- Protection; PER = Big Three Perfectionism; EX = Extraversion; AG = Agreeableness; CON = Conscientiousness; NEO = Neuroticism; OPEN = Openness.

\*\* $p < .01$ . \* $p < .05$ .

Table 3 displays the correlation matrix among scales of study variables. Result shows that emotional warmth dimension of parenting practices is significantly positively correlated with extraversion, agreeableness, conscientiousness and openness while negatively correlated with perfectionism and neuroticism while rejection and over-protection is significantly negatively correlated with extraversion, agreeableness, conscientiousness and openness while positively correlated with perfectionism and neuroticism.

### Mediational Analysis

As proposed in the model, the mediational effect of personality traits is present between parenting practices and perfectionism.

Table 4

*Mediation Analysis for Extraversion in Relationship Between Parenting Practices and Perfectionism (N = 300)*

Predictors	Model I $\beta$	Perfectionism		
		Model II $\beta$	95% CI	
			LL	UL
Constant	44.7***	19.02*	3.00	35.03
Rejection	.70***	.62**	.32	.90
Extraversion		-.07*	-.18	-.32
Agreeableness		-.03*	-.31	-.23
Conscientiousness		-.14*	-.45	-.15
Neuroticism		.27*	.04	.58
Openness		-.63*	.31	.94
$R^2$	.06	.15		
$\Delta R^2$		.09		
$F$	21.17***	9.09***		
Constant	48.35***	18.31**	.65	35.09
Emotional Warmth	-.52***	-.41**	.20	1.10
Extraversion		.04*	-.30	-.20
Agreeableness		.10*	.42	.12
Conscientiousness		.05*	.58	.02
Neuroticism		-.07*	.13	.50
Openness		.87*	.54	1.20
$R^2$	.05	.14		
$\Delta R^2$		.09		
$F$	1.03***	7.66**		
Constant	44.23***	20.50***	3.39	37.60
Over-Protection	.40***	.34**	.09	.60
Extraversion		-.03*	-.22	-.27
Agreeableness		-.08*	-.36	-.19
Conscientiousness		-.17*	.48	.13
Neuroticism		.27*	-.04	-.59
Openness		-.67*	.36	.99
$R^2$	.03	.13		
$\Delta R^2$		.10		
$F$	9.84***	7.51***		

Note. CI = Confidence Interval; LL = Lower Limit; UL = Upper Limit.

\*\*\*  $p < .001$ . \*\*  $p < .01$ . \*  $p < .05$ .

Table 4 illustrates mediating effect of personality traits between parenting practices and perfectionism. Results indicate that total effect of parenting practices on perfectionism is significant as describes in model 1 and model 2. Furthermore, personality traits significantly mediate the relationship between parenting practices and perfectionism.

**Discussion**

The main objective of the study was to investigate the association of parenting practices and perfectionism. Research also explored the mediating role of personality traits between parenting practices and perfectionism.

The study was conducted on a sample of ( $N = 300$ ). To gain a better understanding of sample characteristics, the frequencies and percentages were checked for demographic variables of sample. The results of descriptive analysis showed that all the scales and subscales had alpha coefficient in acceptable range. According to the Field (2009) the acceptable range of skewness and kurtosis is -2.96 to +2.96. With respect to the study showing the values of skewness and kurtosis in acceptable range following the criteria.

The main objective of the study was to investigate the relationship among all study variables. The relationship among various study variables were analyzed by computing bivariate correlation. According to the hypothesis 1 of the study, 'parental rejection and over-protection will be positively associated with perfectionism in academically gifted students'. Results showed that parental rejection and over-protection was positively related with perfectionism in academically gifted students. Results of the study are supporting hypothesis no. 1 and are consistent with the literature that individuals experiencing poor parenting, parental rejection and parental over-protection have negative perfectionism (Besharat et al., 2011; SpeirsNeumeister, 2004).

The second hypothesis of the study was 'parental warmth will negatively associated with perfectionism in academically gifted students'. Results showed that parental warmth was negatively related with perfectionism in academically gifted students. Results of the study are supporting hypothesis no. 2 and are consistent with the literature that there is a relationship between parenting practices and perfectionist tendencies in kids (Besharat et al., 2011; SpeirsNeumeister, 2004).

The third hypothesis of the study was 'Personality traits will mediate in the association between parenting practices and perfectionism in academically gifted students'. Results showed that personality traits mediated in the relationship between parenting practices and perfectionism. There is no study which tested personality traits as mediator between parenting and perfectionism. This study filled the gap in the literature.

There are some limitations of this study. First, the questionnaires were self-reported so there is a chance of social desirability effect. There is possibility that students responded in social desirable ways. Future researchers should be taken data from parents as well. Secondly, the sample was only academically gifted students. This is why the results cannot be generalized on normal students. Future researches should be done on average students as well.

There are some implications of this research for parents and students. Parents should be known about their parenting practices that which parenting practice is best for their children. Interventions and psycho education can be given to parents about parenting practices. It will help them to choose positive parenting. Secondly, intervention and psycho education can be designed to educate children about healthy and unhealthy perfectionism and how these both can affect their personality and performance in school.

In summary, the study results showed that there is an effect of parenting practices on perfectionism of students which were academically gifted. Moreover, there is mediated relationship of personality traits between parenting practices and perfectionism. The results suggested that it is necessary that educationists and counsellors focus on educating parents about parenting practices and their impact on children's growth. Also psycho education can be given to children about healthy perfectionism.

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