



Reducing Perfectionism and Enhancing Self-Worth: The Role of Self-Efficacy Training in Gifted Adolescents


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1. Round 1

1.1. Reviewer 1

Reviewer:

The paragraph states that "Research indicates that gifted students are particularly susceptible to negative perfectionism." Please provide specific studies or references to support this claim to strengthen the argument.

The statement "High self-efficacy can mitigate the negative impacts of perfectionism by fostering resilience and adaptive coping strategies" could benefit from additional citations or examples to illustrate how self-efficacy has been shown to mitigate these impacts in previous studies.

The pre-intervention assessment mentioned should be described in more detail. What specific assessments were conducted, and how were they used to set baseline measures?

The cognitive-behavioral strategies to challenge perfectionistic thoughts are briefly mentioned. Provide more detail on these strategies and how they were specifically applied during the sessions.

The role-playing activities should be described more comprehensively. What scenarios were used, and how were they selected to ensure relevance to the students' experiences?

Explain the exercises used to build self-compassion and self-acceptance. How were these exercises tailored to the needs of gifted students?

While the assumptions for ANOVA with repeated measures are discussed, consider including the specific test statistics and p-values for the Shapiro-Wilk test and Levene's Test to enhance transparency.

The table presents means and standard deviations for perfectionism and self-worth. It would be helpful to include effect sizes to provide a clearer understanding of the magnitude of the intervention's impact.

The partial η^2 values indicate effect sizes. Consider providing a brief interpretation of these values to help readers understand their practical significance.

Authors revised the manuscript and uploaded the document.

1.2. Reviewer 2

Reviewer:

The description of how participants were identified as gifted is somewhat vague. Please specify the standardized academic assessments and the criteria used for teacher recommendations.

The section on the Frost Multidimensional Perfectionism Scale (FMPS) lacks detail on how the scale was administered. Include information on the administration process and any training provided to those administering the scale.

For the Rosenberg Self-Esteem Scale (RSES), it would be beneficial to explain how the scores were interpreted and any cut-off points used to determine levels of self-worth.

The post-hoc results are significant, but the practical implications of these changes should be discussed. How do these changes translate into real-world improvements for the students?

The discussion states that "the intervention group showed a substantial decrease in perfectionism scores." Quantify what is meant by "substantial" to provide clarity.

The claim that the intervention likely provided participants with tools to challenge irrational beliefs is not directly supported by the data presented. Consider adding qualitative data or examples from the intervention sessions to substantiate this claim.

Authors revised the manuscript and uploaded the document.

2. Revised

Editor's decision: Accepted.

Editor in Chief's decision: Accepted.