

The Moderating Role of Resilience and Emotion Regulation in the Relationship Between Parenting and Academic Burnout Among Gifted Students in Iraq

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ABSTRACT

Helping gifted students overcome pressures and stressors throughout their educational trajectory is among the essential responsibilities of educational systems worldwide. This study aimed to determine the moderating role of resilience and emotion regulation in the relationship between parenting and academic burnout among gifted upper-secondary school students in Iraq. The study employed a correlational design, and the statistical population consisted of outstanding upper-secondary school students in Iraq in summer 2024. From this population, 200 students were selected through convenience sampling and subsequently completed four questionnaires: the Brief Resilience Scale (Smith et al., 2008), the Cognitive Emotion Regulation Questionnaire (Garnefski & Kraaij, 2006), the Academic Burnout Questionnaire (Rostami et al., 2011), and the Parenting Styles Questionnaire (Baumrind, 1971). The data were analyzed using Pearson's correlation coefficient and hierarchical regression analysis in SPSS version 26. The results showed that resilience moderated the relationship between permissive parenting and academic burnout; adaptive emotion regulation moderated the relationship between authoritarian parenting and academic burnout; and maladaptive emotion regulation moderated the relationships of authoritarian and authoritative parenting with academic burnout. The moderating roles of resilience and adaptive and maladaptive emotion regulation in the relationship between parenting styles and academic burnout have important implications for the educational system in Iraq and should be considered in programs designed to support gifted students.

Keywords: parenting, academic burnout, resilience, emotion regulation, gifted students

1. Introduction

Academic burnout has emerged as an important educational and psychological concern because sustained exposure to academic demands can gradually undermine students' motivation, emotional resources, engagement, and academic functioning. Although academic environments are intended to foster cognitive growth and achievement, prolonged academic pressure, repeated evaluative demands, perceived failure, lack of control, and insufficient psychological resources may lead students to experience emotional exhaustion, detachment from school-related activities, and a declining sense of academic efficacy. Contemporary reviews indicate that academic burnout is not the result of a single risk factor; rather, it develops through the interaction of individual, interpersonal, family, and educational variables, including stress, perfectionistic concerns, low social support, maladaptive coping, unfavorable school experiences, and ineffective self-regulation (Chong et al., 2025; Lin & Yang, 2021; Sukamto et al., 2026). Academic burnout is also consequential rather than merely experiential, because it is associated with reduced academic achievement, impaired motivation, disengagement, and broader threats to students' psychological adjustment. Meta-analytic evidence involving more than 100,000 students has demonstrated a meaningful association between burnout and poorer academic achievement, indicating that burnout may interfere directly with the educational outcomes that schools seek to promote (Madigan & Curran, 2021). Accordingly, identifying both the contextual factors that contribute to burnout and the psychological resources that may attenuate its development is an important priority in educational psychology.

The problem of academic burnout is particularly relevant during upper secondary education, when students are simultaneously exposed to intensified coursework, high-stakes examinations, future-oriented educational decisions, and expectations regarding entry into higher education. Upper secondary education requires students to manage increasingly complex academic information and to develop effective self-regulatory and information-processing competencies (Ghanbaripourtalemi et al., 2019). At the same time, students' academic adjustment during this stage is influenced by multiple internal and external factors, including personality characteristics, family expectations, school climate, academic demands, social relationships, and emotion-related processes (Lin & Yang, 2021). Recent evidence among high school students further suggests that

positive psychological processes, including mindfulness, future time perspective, and positive academic emotions, may protect against learning burnout, emphasizing that students' emotional and motivational resources are central to understanding the burnout process (Sun et al., 2026). Thus, academic burnout among adolescents should be understood within a broader developmental system in which family relationships and individual regulatory capacities continuously interact.

These issues may be especially salient for gifted students. Giftedness is commonly associated with high intellectual potential and elevated academic capability, but high ability does not render students immune to psychological distress or educational maladjustment. Research on the social and emotional experiences of gifted individuals increasingly emphasizes the heterogeneity of this population and cautions against simplistic assumptions that gifted students are either universally resilient or universally vulnerable (Rinn, 2024). Gifted students may encounter distinctive educational and psychosocial challenges, including exceptionally high expectations, pressure to maintain achievement, mismatch between educational environments and individual needs, heightened sensitivity to evaluation, peer difficulties, and the burden of being perceived as consistently capable (Karakaş Mısırlı & Thomas, 2026). When educational systems and adults focus primarily on exceptional performance while overlooking socio-emotional needs, giftedness may coexist with stress, frustration, emotional strain, and diminished engagement. Therefore, the psychological well-being of gifted students requires attention not only to their cognitive strengths but also to the relational and self-regulatory conditions that support sustainable academic functioning.

One of the most frequently discussed psychological characteristics in gifted populations is perfectionism. Meta-analytic and systematic-review evidence suggests that perfectionistic tendencies are relevant to the experiences of many gifted students, although the form and consequences of perfectionism vary substantially across individuals (Grugan et al., 2021; Ogurlu, 2020). Adaptive striving may support effort and achievement, whereas perfectionistic concerns characterized by fear of failure, excessive self-criticism, rigid performance standards, and perceived discrepancy between expectations and performance may generate substantial stress. Recent longitudinal and qualitative work has highlighted the potentially enduring psychological consequences of maladaptive perfectionism among gifted students, particularly when achievement standards become intertwined with self-worth or social

expectations (Rahmawati et al., 2026). During disruptive or demanding educational conditions, perfectionism may also interact with stress, perceived mattering, and self-regulation in ways that shape students' capacity to manage learning requirements (Hill & Madigan, 2022). These findings are directly relevant to academic burnout because recent evidence indicates that stress plays an important role in the association of perfectionism with school burnout and school engagement among gifted students (Grugan et al., 2025). More broadly, perfectionism has also been linked to academic burnout through mechanisms involving procrastination and academic engagement (Fathi et al., 2025), and among upper secondary school students, perfectionism and perceived academic support have been identified as predictors of both academic engagement and burnout (Mohammadi et al., 2024).

Because gifted students remain embedded within family systems, parenting constitutes an important contextual factor that may influence whether high academic demands are experienced as manageable challenges or as chronic sources of pressure. Parenting styles provide a relatively stable pattern of parental attitudes, expectations, emotional responses, behavioral control, and support. Authoritative parenting is generally characterized by responsiveness, warmth, appropriate structure, rational guidance, and expectations combined with support; authoritarian parenting emphasizes strict control, obedience, and relatively limited emotional responsiveness; and permissive parenting is typically associated with warmth combined with low behavioral control and limited demands. These parenting patterns may affect adolescents' autonomy, self-regulation, emotional security, achievement motivation, and responses to academic stress. Recent findings indicate that positive parenting styles are associated with lower academic burnout and that this association may operate through behavioral and existential pathways such as physical activity and meaning in life (Ma et al., 2026). Similarly, parental autonomy support has been linked to lower academic burnout among adolescents, suggesting that parenting practices that acknowledge adolescents' perspectives and support volitional functioning may protect against academic exhaustion and disengagement (Wang et al., 2026). In contrast, problematic parental behaviors may intensify burnout risk. For example, parental phubbing has been associated with adolescents' academic burnout through complex psychological mechanisms, demonstrating that even subtle forms of parental unavailability may have academic and emotional consequences (Huang & Fu, 2026).

The importance of parenting may be even greater among gifted students because parental expectations and interpretations of exceptional ability can shape students' achievement beliefs, emotional responses, and perceived obligations. Qualitative evidence from underachieving gifted adolescents has shown that adolescents' perceptions of parenting practices are closely intertwined with their academic experiences, suggesting that family interactions may either support or undermine the constructive expression of giftedness (Ranjbar Noushari et al., 2022). Recent research on gifted students has likewise shown that perceived parental relationships contribute to academic buoyancy through mechanisms involving academic pressure and socio-emotional competence (Ershadi Manesh, 2026). Parental expectations may also interact with emotional and cognitive processes in academically stressful contexts; for example, parental expectations have been shown to moderate the relationship between academic stress and test anxiety, while regulatory emotional self-efficacy mediates the effects of stress on anxiety (Zheng et al., 2023). Furthermore, studies directly examining academic burnout have found that parenting styles, alongside school belongingness and academic resilience, contribute to the prediction of students' burnout levels (Bazaz Abkenar & Farhadian, 2025). Collectively, these findings support the view that parenting is an important correlate of academic burnout, but they also imply that the strength and direction of this relationship may depend on students' psychological resources.

Resilience is one such resource. In educational and developmental contexts, resilience refers to the capacity to adapt successfully, recover from adversity, and maintain or regain effective functioning when confronted with stress, challenge, or disruption. Resilience does not imply the absence of stress; rather, it reflects an individual's capacity to respond to adverse circumstances in a way that prevents stress from producing persistent maladjustment. Among adolescents and students, resilience may reduce the impact of academic pressure by promoting persistence, flexible coping, adaptive appraisal, and recovery after setbacks. Research has demonstrated that resilience is closely related to broader indicators of psychological well-being and may function together with cognitive emotion regulation in explaining how perceived stress affects mental health (Hassanzadeh Namin et al., 2019). Resilience has also been associated with self-regulation, self-determination, and conflict-management processes in culturally diverse student populations, supporting its relevance as a general adaptive

resource (Ashraf et al., 2023). More specifically, resilience has been positioned as an important mechanism linking parenting experiences with adolescent behavioral outcomes, alongside emotion regulation (Kohansal Nalkiashari et al., 2022). These findings suggest that resilience may not merely predict lower academic burnout directly; it may also change how strongly parenting experiences translate into burnout.

A moderation perspective is particularly important because the same parenting environment may not affect all students equally. A gifted student with high resilience may be better able to tolerate inconsistent support, demanding expectations, or relatively limited parental structure without developing substantial academic exhaustion. Conversely, a student with low resilience may experience the same parenting pattern as more stressful and may have greater difficulty recovering from academic setbacks or perceived parental pressure. The relevance of psychological resources to parenting-related outcomes is also supported by research on parental burnout, which demonstrates that patterns of psychological resources and parenting styles are meaningfully interconnected (Bogdán et al., 2026). Although parental burnout and student academic burnout are distinct constructs, this body of work reinforces the broader systemic proposition that the consequences of parenting styles are inseparable from the psychological resources available within family and individual functioning. Therefore, resilience may serve as a protective moderator that reduces the association between less adaptive parenting patterns and academic burnout, or strengthens the beneficial effects of supportive parenting.

Emotion regulation represents another central psychological process that may influence students' vulnerability to academic burnout. Emotion regulation refers to the processes through which individuals monitor, evaluate, modify, or sustain emotional responses in accordance with situational demands and personal goals. Cognitive emotion regulation specifically involves the thoughts and cognitive strategies individuals use after stressful or negative experiences, including adaptive strategies such as positive reappraisal, acceptance, putting events into perspective, positive refocusing, and planning, as well as maladaptive strategies such as self-blame, other-blame, rumination, and catastrophizing. Emotion regulation is fundamental to psychological adjustment because emotions influence attention, motivation, decision-making, interpersonal functioning, and persistence under stress. From a self-determination perspective, effective emotion regulation is closely linked to autonomy and the capacity to

experience and manage emotions without excessive suppression, coercion, or internal conflict (Benita, 2020). Meta-analytic evidence also indicates that emotion regulation is systematically associated with social affective and cognitive functioning, highlighting its broad relevance to adaptive interpersonal and psychological processes (Salazar Kämpf et al., 2023).

The distinction between adaptive and maladaptive emotion regulation is especially important in the context of academic stress. Adaptive cognitive strategies may enable students to reinterpret setbacks, focus on solvable aspects of academic problems, and prevent transient stress from becoming persistent emotional exhaustion. In contrast, maladaptive strategies such as rumination, catastrophizing, and self-blame may amplify negative affect, prolong physiological and cognitive stress responses, and contribute to a cycle of perceived overload and reduced efficacy. Research across different populations supports the close relationship between emotion regulation and mental health. For example, emotion regulation has been shown to interact with self-compassion in relation to psychological well-being and distress, illustrating how regulatory capacities may shape the emotional impact of challenging experiences (Cai et al., 2023). In academic settings, interpersonal emotion regulation has also been identified as an important mechanism linking social support with academic burnout, suggesting that the ways students regulate emotion through and within relationships can function as either a risk or protective factor (Messina et al., 2025). These findings indicate that emotion regulation may be particularly relevant when examining family influences on burnout because parenting itself is an emotionally charged relational context.

There is also theoretical and empirical justification for considering resilience and emotion regulation jointly. Resilience requires the ability to recover from stress, whereas emotion regulation provides some of the cognitive and affective mechanisms through which such recovery can occur. Adolescents who can reappraise academic setbacks, reduce catastrophizing, limit repetitive negative thinking, and redirect attention toward constructive planning may be more capable of sustaining resilience in the face of demanding educational conditions. Conversely, students who rely predominantly on maladaptive regulatory strategies may experience prolonged emotional activation and may be less able to benefit from supportive family experiences. Empirical research has identified both resilience and cognitive emotion regulation as predictors of psychological well-being, with perceived stress functioning

as an important explanatory pathway (Hassanzadeh Namin et al., 2019). Similarly, structural research has shown that resilience and emotion regulation mediate relationships between perceived parenting styles and adolescent behavioral outcomes (Kohansal Nalkiashari et al., 2022). This evidence suggests that these constructs may operate not only as mediators but also as moderators, determining the conditions under which parenting is more or less strongly associated with academic burnout.

The protective role of emotion regulation and resilience is particularly plausible among gifted students because high academic ability may coexist with high emotional investment in performance. Gifted students who strongly identify with academic success may experience disappointing outcomes, criticism, or parental pressure as threats to self-evaluation. In such circumstances, adaptive emotion regulation may allow them to reinterpret setbacks and maintain engagement, whereas maladaptive emotion regulation may intensify distress. Similarly, resilient gifted students may recover more effectively from academic disappointments and preserve a stable sense of competence. Recent work on gifted education emphasizes the need to move beyond cognitive achievement and incorporate social and emotional experiences into research and intervention frameworks (Karakaş Mısıır & Thomas, 2026; Rinn, 2024). The importance of socio-emotional competence has also been demonstrated in models of academic buoyancy among gifted students, in which parental relationships and academic pressure contribute to adjustment through emotional and relational mechanisms (Ershadi Manesh, 2026). Thus, examining gifted students' burnout without considering their regulatory and resilience-related capacities would provide an incomplete account of their academic adaptation.

Despite growing research on academic burnout, parenting, resilience, and emotion regulation, several gaps remain. First, much of the literature has examined direct associations between parenting and burnout rather than asking whether students' internal resources change the magnitude of this association. Second, resilience and emotion regulation are often investigated separately, despite evidence that both are central to adaptive functioning under stress. Third, gifted students remain underrepresented in burnout research compared with general student populations, even though they may face distinctive forms of pressure related to perfectionism, expectations, and sustained high achievement (Grugan et al., 2021; Grugan et al., 2025; Rahmawati et al., 2026). Fourth, much of the available empirical literature has been produced in Western

or East Asian educational contexts, and comparatively less is known about these processes among gifted students in Middle Eastern educational systems. Cultural norms surrounding parental authority, family involvement, achievement expectations, emotional expression, and educational success may influence the meaning and consequences of parenting styles. Accordingly, investigating these relationships among gifted students in Iraq can extend the cross-cultural applicability of existing models and generate contextually relevant evidence for educational and family interventions.

From an applied perspective, determining whether resilience and emotion regulation moderate the relationship between parenting styles and academic burnout may help identify why some gifted students remain psychologically engaged despite demanding or suboptimal family conditions while others become vulnerable to exhaustion and disengagement. Such evidence may inform interventions that operate at more than one level. Parenting-focused programs can promote autonomy support, responsiveness, realistic expectations, and constructive communication, while student-focused interventions can strengthen resilience and adaptive cognitive emotion regulation. This integrative approach is consistent with contemporary evidence showing that academic burnout reflects the interaction of multiple risk and protective factors rather than a single causal pathway (Chong et al., 2025; Sukamto et al., 2026). It is also consistent with findings that social support, school belongingness, adaptive emotional processes, and positive parental relationships may reduce students' vulnerability to burnout (Bazaz Abkenar & Farhadian, 2025; Messina et al., 2025; Wang et al., 2026). Examining moderation can therefore contribute to a more precise understanding of the conditions under which parenting styles become academically protective or harmful.

Accordingly, the present study aimed to determine the moderating roles of resilience and adaptive and maladaptive emotion regulation in the relationship between parenting styles and academic burnout among gifted upper-secondary school students in Iraq.

2. Methods and Materials

2.1. Study Design and Participants

This study employed a correlational design using hierarchical regression analysis. The statistical population of the present study consisted of all 400 gifted upper-secondary school students in Iraq in winter 2026. Based on the Krejcie

and Morgan (1970) table, and considering the possibility that some questionnaires might be invalid or incomplete, 216 students were selected through convenience sampling. After the questionnaires were returned, 16 questionnaires were found to be invalid; therefore, the final study sample was reduced to 200 participants. The inclusion criteria were willingness to participate in the study, enrollment at the upper-secondary school level, and being classified as an outstanding student according to the educational regulations of Iraq. The following instruments were used in the study.

2.2. Measures

The 30-item Parenting Styles Questionnaire developed by Baumrind (1971) was used to assess parenting styles. This questionnaire measures three parenting styles: authoritative, authoritarian, and permissive. Responses are rated on a five-point Likert scale ranging from strongly disagree = 0 to strongly agree = 4. Given that each parenting style is assessed by 10 items, scores for each parenting style range from 0 to 40, with higher scores indicating a stronger tendency toward the respective parenting style. The questionnaire has been examined in different languages, and satisfactory validity and reliability have been reported. For example, Oliveira et al. (2018) examined the questionnaire in a Brazilian population and, in addition to establishing its content validity based on a Content Validity Index (CVI) of .97 and confirming its factorial construct validity through confirmatory factor analysis, reported positive and significant correlations between scores on this questionnaire and scores obtained from a Brazilian parenting styles questionnaire as evidence of convergent validity. Omega coefficients as indicators of internal consistency reliability for the questionnaire and its dimensions ranged from .60 to .77, while test-retest reliability based on intraclass correlation coefficients ranged from .60 to .75 ($p < .01$) (Oliveira et al., 2018). In Iran, this questionnaire has also demonstrated satisfactory reliability and validity in various studies. For example, Minaei and Nikzad (2017) validated this questionnaire in two samples totaling 576 participants in Iran and showed that its factorial construct validity was satisfactory based on exploratory and confirmatory factor analyses. Furthermore, Guttman reliability coefficients were reported as .62 for permissive parenting, .75 for authoritative parenting, and .74 for authoritarian parenting (Minaei & Nikzad, 2017). For use in the present study, the questionnaire was translated into Arabic, and its validity was confirmed by five university faculty members. In the present

study, Cronbach's alpha coefficients for authoritative, authoritarian, and permissive parenting were .78, .75, and .72, respectively.

The academic version of the burnout questionnaire, based on the Maslach Burnout Inventory, was developed by Rostami et al. (2011) and consists of 15 items. Responses are scored on a seven-point scale as follows: never = 0, very rarely = 1, relatively rarely = 2, sometimes = 3, relatively often = 4, often = 5, and always = 6. Therefore, total scores range from 0 to 90, with higher scores indicating higher levels of academic burnout. Scoring is reversed for Items 10–15. The questionnaire covers three dimensions: emotional exhaustion, cynicism, and academic efficacy, and a total academic burnout score is obtained by summing the item scores. In the study by Rostami et al. (2011), the convergent and divergent validity of the Academic Burnout Questionnaire was assessed using the Student Depression Questionnaire and a measure of interest in the field of study, and acceptable results were obtained. For example, emotional exhaustion demonstrated a divergent validity correlation of $-.21$ with interest in the field of study and a convergent validity correlation of $.74$ with depression; cynicism demonstrated a divergent validity correlation of $-.53$ with interest in the field of study and a convergent validity correlation of $.50$ with depression; and academic self-efficacy demonstrated a divergent validity correlation of $-.32$ with interest in the field of study and a convergent validity correlation of $.50$ with depression. Cronbach's alpha coefficients ranging from .67 to .89 were also reported for the questionnaire (Rostami et al., 2011). For use in the present study, this questionnaire was translated into Arabic, and its validity was confirmed by five university faculty members. Its reliability was also evaluated using Cronbach's alpha in Iraq. Cronbach's alpha for the questionnaire in the present study was .85.

Resilience was assessed using the six-item Brief Resilience Scale developed by Smith et al. (2008). This questionnaire assesses individuals' ability and capacity to recover, adapt, and cope with adversity (Smith et al., 2008). In the present study, responses were rated on a five-point scale ranging from strongly disagree = 1 to strongly agree = 5. Total scores range from 6 to 30, with higher scores indicating greater resilience. Smith et al. (2008) examined and confirmed the factorial construct validity of this short-form scale through confirmatory factor analysis. As evidence of convergent and divergent validity, they reported significant relationships between scores on this questionnaire and scores on other resilience measures, as

well as with variables such as coping skills, anxiety, depression, fatigue, negative affect, pain, perceived stress, physical symptoms, positive affect, social support, and negative social interactions. Cronbach's alpha coefficients for the questionnaire ranged from .80 to .91, and one-month test–retest reliability, assessed in a sample of 48 participants, was .69 ($p < .01$) (Smith et al., 2008). For use in the present study, this questionnaire was translated into Arabic, and its validity was confirmed by five university faculty members. Cronbach's alpha for this questionnaire in the present study was .96.

Cognitive emotion regulation was assessed using the 36-item Cognitive Emotion Regulation Questionnaire (CERQ) developed by Garnefski and Kraaij (2006). The questionnaire assesses self-blame, other-blame, rumination/focus on thought, catastrophizing, putting into perspective, positive refocusing, positive reappraisal, acceptance, refocus on planning, and, more broadly, cognitive emotion regulation strategies in response to threatening and stressful life events. Sixteen of the 36 items used in this questionnaire assess adaptive emotion regulation, including the subscales of putting into perspective, positive refocusing, positive reappraisal, acceptance, and refocus on planning, whereas the remaining 20 items assess maladaptive emotion regulation, including self-blame, other-blame, rumination/focus on thought, and catastrophizing. Responses are rated on a five-point scale ranging from never = 1 to always = 5. The minimum and maximum scores for adaptive and maladaptive emotion regulation are 10–50 and 8–40, respectively, and higher scores indicate higher levels of adaptive and maladaptive emotion regulation. Garnefski and Kraaij (2006) confirmed the factorial construct validity of the questionnaire through exploratory and confirmatory factor analyses. As evidence of convergent construct validity, they reported significant

positive relationships between maladaptive emotion regulation and anxiety and depression, whereas adaptive emotion regulation was significantly and negatively associated with anxiety and depression. Cronbach's alpha coefficients ranged from .75 to .87, and test–retest reliability across a one-year follow-up interval ranged from .48 to .65 ($p < .01$) (Garnefski & Kraaij, 2006). A version of this questionnaire was validated in Iran by Besharat and Bazzazian (2014). The convergent and divergent validity of the questionnaire was examined and confirmed by investigating correlations between questionnaire scores and anxiety, depression, stress, and mental health indices. In the Iranian version, Cronbach's alpha coefficients ranged from .76 to .89, and test–retest reliability over intervals of two to four weeks in a sample of 108 participants ranged from .70 to .81 ($p < .01$) (Besharat & Bazzazian, 2014). For use in the present study, this questionnaire was translated into Arabic, and its validity was confirmed by five university faculty members. In the present study, Cronbach's alpha coefficients for adaptive and maladaptive emotion regulation were .84 and .79, respectively.

2.3. Data Analysis

The data were analyzed using Pearson's correlation coefficient, along with means and standard deviations. Subsequently, after examining the statistical assumptions, including normality using the Shapiro–Wilk test, linearity of relationships between variables using scatterplots, and the other assumptions of regression analysis, hierarchical regression analysis was performed using SPSS version 26.

3. Findings and Results

Table 1 presents the means, standard deviations, and correlations among the study variables.

Table 1
Means, Standard Deviations, and Correlations Among the Study Variables

Variables	1	2	3	4	5	6	7
1. Permissive parenting	—						
2. Authoritarian parenting	.55**	—					
3. Authoritative parenting	-.69**	-.62**	—				
4. Academic burnout	-.24*	.08	.06	—			
5. Resilience	-.11	-.12	-.01	-.23**	—		
6. Adaptive emotion regulation	-.29**	-.34**	.20*	-.21**	.26**	—	
7. Maladaptive emotion regulation	.14*	.12	.12	.21**	-.30**	-.24**	—
Mean	40.08	41.06	40.58	60.55	12.16	54.79	66.88
SD	2.93	5.14	5.13	14.82	3.11	9.30	9.62

As shown in Table 1, among the three parenting styles, only permissive parenting had a significant negative relationship with academic burnout ($p < .05$ or $p < .01$). In addition, academic burnout was significantly associated with resilience and adaptive emotion regulation, whereas a significant negative relationship was obtained between academic burnout and maladaptive emotion regulation ($p < .01$). Subsequently, the moderating roles of resilience and

adaptive and maladaptive emotion regulation in the relationships between the three parenting styles and academic burnout were examined using hierarchical regression analysis. The results of the hierarchical regression analysis concerning the moderating role of resilience in the relationships between the three parenting styles and academic burnout are presented in Table 2.

Table 2

Results of Hierarchical Regression Analysis Predicting Academic Burnout From Parenting Styles and Resilience

Step	Predictor Variables	Model 1 β	Model 2 β	Model 3 β
1	Permissive parenting	.38**	.42**	.49**
	Authoritarian parenting	.01	.03	.08
	Authoritative parenting	-.20	-.25*	-.33**
2	Resilience	—	-.28**	-.31**
3	Permissive Parenting $\times$ Resilience	—	—	-.36**
	Authoritarian Parenting $\times$ Resilience	—	—	-.02
	Authoritative Parenting $\times$ Resilience	—	—	.19
4	R^2 or ΔR^2	.078	.077	.058
5	F or ΔF	5.54**	17.88**	4.74**

As shown in Table 2, at the first step, among the three parenting styles, only permissive parenting had a significant coefficient for predicting academic burnout and accounted for 7.8% of the variance in this variable. At the second step, resilience accounted for an additional significant 7.7% of the variance in academic burnout. At the third step, the interaction between permissive parenting and resilience accounted for an additional significant 5.8% of the variance in academic burnout. The results of the simple slope analysis

are presented in Figure 1. At low levels of resilience, there was no significant relationship between permissive parenting and academic burnout; however, at high levels of resilience, permissive parenting was significantly and negatively associated with academic burnout. Table 3 presents the results concerning the moderating roles of adaptive and maladaptive emotion regulation in the relationships between parenting styles and academic burnout.

Table 3

Results of Hierarchical Regression Analysis Predicting Academic Burnout From Parenting Styles and Emotion Regulation

Step	Predictor Variables	Model 1 β	Model 2 β	Model 3 β
1	Permissive parenting	.38**	.36**	.30**
2	Authoritarian parenting	.01	.06	.06
3	Authoritative parenting	-.20	-.16	-.19
4	Adaptive emotion regulation	—	-.23**	-.27**
5	Maladaptive emotion regulation	—	.29**	.38**
6	Permissive Parenting $\times$ Adaptive Emotion Regulation	—	—	.08
7	Authoritarian Parenting $\times$ Adaptive Emotion Regulation	—	—	-.21*
8	Authoritative Parenting $\times$ Adaptive Emotion Regulation	—	—	-.11
9	Permissive Parenting $\times$ Maladaptive Emotion Regulation	—	—	.37**
10	Authoritarian Parenting $\times$ Maladaptive Emotion Regulation	—	—	.31**
11	Authoritative Parenting $\times$ Maladaptive Emotion Regulation	—	—	-.07
12	R^2 or ΔR^2	.078	.103	.143
13	F or ΔF	5.54**	12.17**	6.65**

As shown in Table 3, at the first step, among the three parenting styles, only permissive parenting had a significant

coefficient for predicting academic burnout and accounted for 7.8% of its variance. At the second step, adaptive

emotion regulation and maladaptive emotion regulation together accounted for an additional significant 10.3% of the variance in academic burnout. At the third step, the interactions between authoritarian parenting and adaptive emotion regulation, permissive parenting and maladaptive emotion regulation, and authoritarian parenting and maladaptive emotion regulation accounted for an additional significant 14.3% of the variance in academic burnout. At low levels of adaptive emotion regulation, there was no significant relationship between authoritarian parenting and academic burnout; however, at high levels of adaptive emotion regulation, authoritarian parenting was significantly and negatively associated with academic burnout. At low levels of maladaptive emotion regulation, there was no significant relationship between permissive parenting and academic burnout; however, at high levels of maladaptive emotion regulation, permissive parenting was significantly and positively associated with academic burnout.

At low levels of maladaptive emotion regulation, there was no significant relationship between authoritarian parenting and academic burnout; however, at high levels of maladaptive emotion regulation, authoritarian parenting was significantly and positively associated with academic burnout.

4. Discussion

The present study investigated the moderating roles of resilience and adaptive and maladaptive emotion regulation in the relationship between parenting styles and academic burnout among gifted upper-secondary school students in Iraq. The findings showed that among the three parenting styles, permissive parenting was significantly associated with academic burnout, while resilience and adaptive emotion regulation were negatively associated with academic burnout and maladaptive emotion regulation was positively associated with it. More importantly, the hierarchical regression analyses demonstrated several significant interaction effects. Resilience moderated the relationship between permissive parenting and academic burnout; adaptive emotion regulation moderated the relationship between authoritarian parenting and academic burnout; and maladaptive emotion regulation moderated the relationships of permissive and authoritarian parenting with academic burnout. These results support the assumption that the effects of parenting on gifted students' academic functioning cannot be fully understood without considering

students' psychological resources and emotion-regulation patterns.

The significant association between parenting and academic burnout is consistent with the broader literature indicating that the family environment is an important contextual determinant of students' adjustment to academic demands. Parenting styles influence autonomy, perceived support, emotional security, self-regulation, and students' interpretations of academic pressure. Previous studies have shown that positive parenting practices are associated with lower levels of academic burnout, whereas problematic patterns of parental interaction may increase vulnerability to exhaustion and disengagement (Ma et al., 2026; Wang et al., 2026). Similarly, parenting styles, together with school belongingness and academic resilience, have been shown to contribute to the prediction of academic burnout among adolescents (Bazaz Abkenar & Farhadian, 2025). The present findings therefore reinforce the view that academic burnout is not merely a consequence of school workload or individual characteristics but is partly embedded in the relational environment in which students pursue academic achievement.

The observed role of permissive parenting deserves particular attention. In the present study, permissive parenting significantly predicted academic burnout, and its relationship with burnout changed as a function of resilience and maladaptive emotion regulation. Permissive parenting is generally characterized by relatively low behavioral control and limited demands, even when emotional warmth is present. For gifted adolescents who are expected to manage complex academic demands, insufficient structure and monitoring may create ambiguity regarding expectations, reduce opportunities for the development of disciplined study habits, and increase dependence on personal regulatory resources. Prior research has emphasized that the effects of parenting on academic functioning depend not only on warmth but also on the extent to which parents provide structure, autonomy support, and consistent guidance (Ma et al., 2026; Wang et al., 2026). Research on underachieving gifted adolescents has likewise shown that students' perceptions of parenting practices are closely related to their academic experiences and motivational functioning (Ranjbar Noushari et al., 2022). Therefore, permissiveness may not necessarily be protective for gifted students, particularly when it is accompanied by insufficient academic guidance or when students lack adequate internal coping resources.

One of the central findings of the study was that resilience moderated the relationship between permissive parenting and academic burnout. Specifically, at low levels of resilience, the relationship between permissive parenting and academic burnout was not significant, whereas at high levels of resilience, permissive parenting was significantly and negatively associated with academic burnout. This finding suggests that resilience changes the meaning and functional consequences of a permissive family environment. Gifted students with high resilience may be able to use the greater freedom associated with permissive parenting more constructively, interpreting limited parental control as autonomy rather than neglect or lack of guidance. Such students may possess greater capacity to recover from setbacks, organize their own responses to academic demands, and maintain engagement despite less external structure. In contrast, students with lower resilience may be unable to convert parental permissiveness into productive autonomy because they have fewer internal resources for coping with pressure and recovering from academic adversity.

This interpretation is consistent with research that conceptualizes resilience as a major protective factor in psychological and academic adaptation. Resilience has been associated with self-regulation, self-determination, conflict management, and adaptive coping in student populations (Ashraf et al., 2023). It has also been shown to be closely related to psychological well-being and to operate together with cognitive emotion regulation in reducing the impact of perceived stress (Hassanzadeh Namin et al., 2019). Furthermore, previous structural research has demonstrated that resilience is one of the mechanisms through which perceived parenting styles are associated with adolescent behavioral outcomes (Kohansal Nalkiashari et al., 2022). The present study extends this literature by suggesting that resilience may not only mediate the effects of family experiences but may also function as a moderator that alters the association between parenting and academic burnout. In gifted students, whose educational experiences can involve high expectations and sustained performance pressure, this buffering function may be particularly important.

The negative relationship between resilience and academic burnout observed in the present study is also consistent with contemporary models of burnout that distinguish between risk factors and protective psychological resources. Systematic reviews of academic burnout emphasize that individual coping resources, perceived competence, positive self-regulation, social

support, and adaptive psychological functioning can protect students from the cumulative effects of academic stress (Chong et al., 2025; Sukamto et al., 2026). Resilience is especially relevant in gifted populations because exceptional academic ability does not necessarily protect students against psychological strain. Gifted students may experience high achievement expectations, perfectionistic concerns, fear of failure, and stress associated with maintaining superior performance (Grugan et al., 2021; Ogurlu, 2020). Recent evidence has further shown that stress plays an important role in the relationship between perfectionism and school burnout among gifted students (Grugan et al., 2025). Resilience may therefore help gifted students maintain adaptive functioning even when academic demands and expectations are intense.

Another important finding was that adaptive emotion regulation moderated the relationship between authoritarian parenting and academic burnout. At low levels of adaptive emotion regulation, authoritarian parenting was not significantly related to academic burnout, whereas at high levels of adaptive emotion regulation, the relationship became significantly negative. Although this pattern may initially appear counterintuitive, it suggests that students with strong adaptive emotion-regulation capacities may be able to reinterpret and manage the emotional consequences of strict or controlling parenting more effectively. Strategies such as positive reappraisal, acceptance, putting stressful events into perspective, and refocusing on planning may allow students to perceive parental strictness as structure, discipline, or achievement-related guidance rather than solely as coercion. In this sense, adaptive emotion regulation may transform students' subjective experience of demanding parenting and reduce the likelihood that it contributes to academic exhaustion.

This interpretation is aligned with evidence indicating that emotion regulation plays a fundamental role in determining how individuals respond to stressful interpersonal and academic experiences. Adaptive emotion regulation enables individuals to modify the intensity or meaning of emotional reactions without necessarily avoiding the stressor itself (Benita, 2020). Meta-analytic evidence has also shown that emotion regulation is closely associated with social-affective and cognitive functioning, indicating that regulatory strategies influence both intrapersonal and interpersonal adaptation (Salazar Kämpf et al., 2023). Furthermore, research has demonstrated that emotion regulation is associated with mental health and interacts with related protective factors such as self-

compassion (Cai et al., 2023). The current results suggest that among gifted students, adaptive emotion regulation may provide a psychological framework through which potentially stressful parental control is cognitively processed in a less harmful manner.

The negative association between adaptive emotion regulation and academic burnout in the present study also corresponds with research showing that positive emotional processes reduce burnout risk. Among high school students, positive academic emotions have been identified as an important mechanism linking mindfulness and future time perspective with lower learning burnout (Sun et al., 2026). Similarly, interpersonal emotion regulation has been identified as a mechanism through which social support is related to academic burnout, suggesting that the capacity to regulate emotion both independently and relationally is central to students' responses to chronic academic demands (Messina et al., 2025). The present study extends these findings by demonstrating that emotion regulation may determine how family experiences are translated into academic outcomes. In other words, parenting practices may not exert uniform effects; rather, their consequences may depend partly on how adolescents cognitively interpret and regulate their emotional reactions to parental behavior.

The results concerning maladaptive emotion regulation further support this interpretation. Maladaptive emotion regulation significantly and positively predicted academic burnout and moderated the associations of both permissive and authoritarian parenting with burnout. At low levels of maladaptive emotion regulation, neither permissive nor authoritarian parenting was significantly associated with academic burnout. However, at high levels of maladaptive emotion regulation, both parenting styles were significantly and positively related to burnout. This pattern suggests that maladaptive regulatory strategies may amplify the adverse effects of very different parenting environments. When adolescents habitually engage in rumination, catastrophizing, self-blame, or other-blame, both insufficient parental structure and excessive parental control may become psychologically more difficult to manage. In a permissive environment, maladaptive regulation may lead students to experience uncertainty, lack of direction, or academic setbacks more intensely. Under authoritarian parenting, the same regulatory tendencies may magnify perceptions of criticism, control, failure, and interpersonal pressure.

This finding is consistent with theoretical and empirical work showing that maladaptive emotion-regulation

strategies prolong negative affect and intensify responses to stress. Research on cognitive emotion regulation has repeatedly linked maladaptive strategies to poorer psychological adjustment, while adaptive strategies tend to show the opposite pattern (Hassanzadeh Namin et al., 2019). The relationship between parenting, emotion regulation, and adolescent outcomes has also been supported by structural models in which emotion regulation constitutes a key mechanism linking perceived parenting styles with risky behaviors (Kohansal Nalkiashari et al., 2022). The current findings add to this literature by showing that maladaptive emotion regulation can function as a vulnerability factor that strengthens the relationship between parenting styles and academic burnout. This may be especially relevant among gifted students, for whom high personal standards and heightened concern about achievement can increase the emotional significance of parental expectations and school-related setbacks.

The findings can also be understood in light of research on perfectionism among gifted students. Meta-analytic and systematic-review evidence indicates that perfectionism is a salient characteristic in many gifted students, although its adaptive or maladaptive consequences depend on its specific form (Grugan et al., 2021; Ogurlu, 2020). Maladaptive perfectionism is associated with stress, fear of mistakes, self-criticism, and difficulty tolerating discrepancies between expected and actual performance. Recent qualitative work has suggested that perfectionistic tendencies among gifted students may have long-term psychological consequences when high standards become rigid and are linked to self-worth (Rahmawati et al., 2026). Perfectionism has also been associated with academic burnout through mechanisms involving procrastination and reduced engagement (Fathi et al., 2025), while among gifted students specifically, stress has been shown to help explain the connection between perfectionism and school burnout (Grugan et al., 2025). Students who combine high achievement standards with maladaptive emotion regulation may therefore be particularly vulnerable to burnout when parenting conditions are experienced as either overly controlling or insufficiently structured.

The findings also support a broader ecological and transactional interpretation of gifted students' academic adjustment. Giftedness should not be viewed solely as an individual cognitive characteristic. Rather, gifted students develop within families, schools, peer environments, and cultural systems that shape how ability is interpreted and how achievement expectations are experienced. Recent

scholarship has emphasized the need to pay greater attention to the social and emotional heterogeneity of gifted individuals rather than assuming uniformly positive adjustment (Rinn, 2024). Reviews of gifted education similarly indicate that gifted students may be misunderstood when educational practices emphasize performance while underrecognizing socio-emotional needs (Karakaş Mısırlı & Thomas, 2026). The present results are compatible with this perspective because they show that the consequences of parenting styles depend substantially on internal psychological characteristics such as resilience and emotion regulation.

The results are also consistent with evidence indicating that relationships with parents and other significant adults contribute to gifted students' academic buoyancy and socio-emotional competence. Perceived parental relationships and academic pressure have been found to influence academic buoyancy through socio-emotional mechanisms among gifted students (Ershadi Manesh, 2026). Similarly, parental expectations may alter the relationship between academic stress and anxiety, demonstrating that family influences interact with students' regulatory capacities rather than acting independently (Zheng et al., 2023). The present findings add academic burnout to this pattern of outcomes and indicate that students' capacity to recover from stress and regulate emotional responses may determine whether parenting styles become risk factors or relatively benign contextual conditions.

The findings also have implications for understanding the multidimensional nature of academic burnout itself. Academic burnout develops through interactions among individual vulnerabilities, relational experiences, motivational processes, and environmental demands. Reviews of student burnout consistently identify multiple contributing factors rather than a single causal pathway (Chong et al., 2025; Sukamto et al., 2026). Moreover, burnout is associated with important academic consequences, including poorer academic achievement (Madigan & Curran, 2021). Academic support and perfectionism have likewise been shown to contribute to engagement and burnout among upper-secondary school students (Mohammadi et al., 2024). The current findings therefore suggest that interventions directed solely at workload or study skills may be insufficient. Family interactions and students' regulatory capacities should also be considered when attempting to understand or prevent academic burnout among gifted adolescents.

The present results may additionally be viewed from the perspective of self-regulation. Upper-secondary school education requires increasing independence, planning, information management, and self-directed learning (Ghanbaripourtalemi et al., 2019). Gifted students may appear especially capable of meeting these demands because of their cognitive abilities, yet high cognitive potential does not guarantee effective emotional or behavioral self-regulation. Research conducted during periods of disrupted home learning has shown that perfectionism, perceived mattering, stress, and self-regulation are interconnected in gifted students' educational functioning (Hill & Madigan, 2022). Consequently, the combination of parenting style, resilience, and emotion regulation may be particularly important during late adolescence, when students are expected to assume greater responsibility for academic decisions while remaining strongly influenced by parental relationships.

Another noteworthy point is that the relationship between parenting and burnout appears to be conditional rather than universally positive or negative. The significant moderation effects show that the same parenting style may be associated with different outcomes depending on the student's psychological profile. Such conditionality may help explain inconsistencies across previous studies of parenting and academic outcomes. Parenting practices are interpreted through adolescents' emotional, cognitive, and developmental characteristics. A student with high resilience and strong adaptive emotion regulation may experience parental control or freedom very differently from a student characterized by low resilience and high maladaptive regulation. Research on parental autonomy support supports this individualized perspective by demonstrating variation in adolescents' patterns of response to family environments (Wang et al., 2026). Likewise, evidence linking parental phubbing to academic burnout through mediated and moderated pathways illustrates that the effects of parental behavior frequently operate through complex psychological mechanisms rather than simple direct relationships (Huang & Fu, 2026).

Overall, the present study contributes to the literature by demonstrating that resilience and emotion regulation are not merely correlates of academic burnout but also conditions that change the relationship between parenting and burnout among gifted students. Resilience appears to enable gifted students to benefit more effectively from autonomy associated with permissive parenting, adaptive emotion regulation may help students manage strict parenting

without developing greater burnout, and maladaptive emotion regulation may increase vulnerability to burnout under both permissive and authoritarian parenting. These findings are compatible with evidence that psychological resources interact with parenting patterns across family contexts (Bogdán et al., 2026) and reinforce the importance of simultaneously considering family environment, resilience, and emotion regulation when explaining gifted students' academic adjustment.

A limitation of the present study is its correlational and cross-sectional design, which does not permit causal conclusions regarding the relationships among parenting styles, resilience, emotion regulation, and academic burnout. The use of convenience sampling and restriction of the sample to gifted upper-secondary school students in Iraq may also limit the generalizability of the findings to other age groups, educational settings, or cultural contexts. In addition, all major variables were assessed through self-report questionnaires, making the findings potentially susceptible to common-method variance, social desirability, and students' subjective interpretations of parenting behavior. The study also did not directly assess potentially relevant variables such as perfectionism, academic stress, school climate, socioeconomic status, teacher support, parental expectations, or the severity and duration of academic demands, each of which may influence the observed relationships. Finally, the moderation effects should be interpreted in light of the specific instruments, scoring procedures, and sample characteristics employed in the present study.

Future research should replicate these findings using longitudinal designs to determine whether parenting styles predict subsequent changes in academic burnout and whether resilience and emotion regulation prospectively buffer or intensify these effects. Studies using probability sampling and larger samples from different regions of Iraq and other cultural contexts would strengthen the external validity of the findings. Future investigations could also incorporate multi-informant assessments by collecting data from students, parents, and teachers and could combine questionnaires with interviews or observational measures of family interaction. More complex models examining perfectionism, academic stress, school belongingness, academic engagement, teacher support, parental expectations, and socio-emotional competence as mediators or additional moderators would provide a more comprehensive account of burnout in gifted students. Experimental and intervention studies are also needed to

determine whether strengthening resilience and adaptive emotion regulation can reduce the adverse academic consequences associated with less optimal parenting environments.

In practice, schools serving gifted students should consider academic burnout prevention as both a family-related and student-focused priority. School psychologists, counselors, and teachers can screen gifted students for early signs of emotional exhaustion, maladaptive emotion regulation, and difficulties recovering from academic setbacks rather than relying solely on high grades as evidence of successful adjustment. Programs for students can include training in adaptive cognitive emotion-regulation strategies, stress management, flexible thinking, recovery from failure, and resilience-building skills. Parent education programs can emphasize the importance of combining warmth with appropriate structure, supporting adolescents' autonomy without withdrawing guidance, avoiding excessive psychological control, and responding constructively to mistakes and fluctuations in performance. Coordinated school-family interventions may be particularly beneficial for students who display both high academic pressure and maladaptive regulatory patterns, because strengthening internal psychological resources while improving the relational environment may offer the most effective approach to reducing academic burnout among gifted students.

Authors' Contributions

Authors equally contributed to this article.

Declaration

In order to correct and improve the academic writing of our paper, we have used the language model ChatGPT.

Transparency Statement

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