



Gifted and talented youth leadership, perfectionism, and lifelong learning

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Abstract

The aim of this study is to determine to what extent perfectionist traits, lifelong learning skills and demographic characteristics that are believed to affect youth leadership qualities, predict youth leadership qualities. The study group consisted of 115 gifted and talented students who attended the “project production and management” program in the Central Science and Arts Center in Turkey. A personal information form, the Youth Leadership Qualities Scale, the Child and Adolescent Perfectionism Scale and the Lifelong Learning Scale were used as data collection tools. The results of the study are as follows: It was determined that youth leadership qualities and lifelong learning skills of gifted and talented students were high and that their perfectionism traits were at medium level. It was determined that the leadership characteristics of young people differed according to gender, type of school, and chairmanship in a team/club. When the demographic characteristics and self-oriented perfectionism were controlled, the lifelong learning variables explained 42.4% of the variance of the youth leadership qualities variable. As a result, it can be said that leadership is important in the growth of adolescents. Increased lifelong learning skills during adolescence can strengthen leadership qualities and skills and be a catalyst for advancing adulthood. It can be suggested that students who want to gain leadership qualities are supported to access different opportunities in the school environment, are provided with the opportunity to chair a group, and are encouraged to have lifelong learning skills.

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1. Introduction

Youth leadership is defined as an area of youth development that focuses on certain competencies and is essential for effective leadership, including responsibility, teamwork, and vision (Edelman, Gill, Comerford, Larson, & Hare, 2004). In these areas of youth development, young people can exhibit leadership behaviors towards themselves, other

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people, and a group (McCauley, Velsor, & Ruderman, 2010). Self-leadership emphasizes the ability of young people to “analyze their strengths and weaknesses, set personal and professional goals, and have the self-esteem to achieve them” (Wehmeyer, Agran, & Hughes, 1998). Leadership behavior towards other people covers the ability of young people to work for a common goal or vision, to guide others during a course of action, and to influence the opinion and behavior of other people and direct them (Edelman et al., 2004; Wehmeyer et al., 1998). Leadership behavior towards a group refers to the ability of young people to identify and use community resources, to build support networks for achieving positive social change, and to identify group dynamics and consult them (McCauley et al., 2010; Wehmeyer et al., 1998).

Seven dimensions of youth leadership (to struggle and goal setting, ability to communicate, group skills, trusting and being trustworthy, decision-making skills, problem solving skills, and responsibility) can be mentioned. According to the first dimension, individuals with high willingness “to struggle and set goals” know what they want and do more than pursue their goals (Northouse, 2010; Yukl, 2005). They have a high tendency to achieve their goals, follow their ideals and look to the future with confidence (Cansoy, 2015). “The ability to communicate” is expressed by young leaders' ability to speak comfortably, listen to, and understand others carefully, write properly, and participate in meetings (Adair, 2011). Adair (2011) defines the concept of “group skills” as young leaders' characteristics that can steer a group or individual, start an activity, organize, and plan, take responsibility, coordinate, encourage others, and set goals. Integrity in the personal behavior and actions of young reliable leaders strengthens their moral character (Northouse, 2010; Yukl, 2005). They take care to help their friends when they need it (Cansoy, 2015). “Trust” is among the important features required to interact with those around (Derks, Lee, & Krabbendam, 2014). Young individuals with high “decision-making skills” review the options they have when they decide and collect all the necessary information before deciding (Cansoy, 2015). Another feature found in young leaders is their “problem-solving skills”. Accordingly, it is extremely important to define the problem in real terms, to determine the appropriate information or limitations, to present possible options or solutions, to solve the problem, to check the solution, and to share the results (OECD, 2013). Finally, with “the responsibility dimension”, expressed as the responsibility of individuals and groups for their welfare, it is emphasized that young leaders take care of social problems, do their best to develop their countries, comply with social rules and strive for socially beneficial work (Cansoy, 2015).

When the dimensions of youth leadership are examined, the knowledge, skills and abilities covering youth leadership traits can be classified as follows: Conflict resolution (Jit, Sharma, & Kawatra, 2016), critical thinking (Kim & Hwang, 2016; Kim & Choi, 2018, Conner & Strobel, 2007), goal setting (Northouse, 2010; Yukl, 2005; Xu, Wang, & Wen, 2019), communication (Johnson & Hackman, 2018), decision making (Redmond &

Dolan, 2016), problem solving (Seemiller, 2018; Friedel, Cletzer, Bush, & Barber, 2017) and team building (Naseem, 2020, Conner & Strobel, 2007) skills; being reliable (Derks et al., 2014) and having responsibility (Curran & Wexler, 2017; Dugan & Komives, 2007); and having leadership and management knowledge (Garst, Weston, Bowers, & Quinn, 2019).

The youth leadership qualities are also in line with the perfectionist personality traits of young people (Frost, Marten, Lahart & Rosenblate, 1990; Leana-Tascilar, Özyaprak, Gücyeter, Kanli & Camci-Erdogan, 2014). Although the concept of perfectionism is defined differently with an emphasis on the pros and cons of the concept for the individual as positive and negative (Owens & Slade, 2008); healthy and unhealthy (Schuler, 2000), and adaptive and maladaptive (Lo & Abbott, 2019), in general it is defined as the ability of the student to take an intense critical attitude while doing self-assessment (Frost, Marten, Lahart, & Rosenblate, 1990).

Students should make great efforts and keep their motivation high for their behavior to be perfect, but it is emphasized that while their perfectionistic strivings are high, they should keep perfectionistic concerns low. It is stated that such perfectionist students have high self-esteem, compliance, social interest, and social skills (Stoeber & Otto, 2006). According to Schuler (2000), who portrays the positive aspect of perfectionism with various nomenclature in the literature (positive, healthy, or adaptive perfectionism), one of the most important features of individuals with healthy perfectionist features is their good organizing skills. Thus, healthy perfectionist personality traits support leadership structures such as the ability to cope, perform a task, and maintain a positive impact in stressful situations (Cheung, 2019).

Negative, unhealthy, and maladaptive perfectionism, which expresses the negative aspect of perfectionism, may decrease the effectiveness of leadership. Since individuals with maladaptive perfectionism focus excessively on errors, their levels of perception of perceived errors are also high. Consequently, if individuals in the position of leaders show excessive reaction to error situations, their perfectionist characteristics will be harmful for leadership (Flett & Hewitt, 2006). In this kind of perfectionism, depression and anxiety symptoms are also high (Grzegorek, Slaney, Franze, & Rice, 2004; Kottman & Ashby, 2000). It creates pressure to achieve a positive reputation at school. Students criticize themselves very much because they think that they do not meet their high standards (Schuler, 2000).

As in youth leadership, willingness of young people to work together for common goals and ideals, being human oriented and trustworthy, and focusing on issues like self-awareness, self-regulation, and self-motivation (Day, 2000; Redmond & Dolan, 2016) show similarity with healthy youth perfectionism traits. Perfectionists strive for more skills and knowledge. According to Flett and Hewitt (2006), perfectionists need high control while setting high standards for themselves. As a result, they must turn to

leadership roles to meet this need. Jaworski, Panczyk, Leńczuk-Gruba, Nowacka, and Gotlib (2020) have found that there is a mediating role of perfectionism in the relationship between leadership and self-efficacy. In addition, students who demonstrate the positive characteristics of perfectionism have a high desire to help and be beneficial to their environment and a desire to work in a team (LoCicero & Ashby, 2000). They set high academic, athletic, and social standards for themselves and strive to fulfill these wishes and desires (Kottman & Ashby, 2000).

Healthy youth perfectionist traits and youth leadership qualities coincide with lifelong learning skills as well. All three concepts focus on students' individual and social self-development (Adler, 2001; Jang & Pak, 2017). According to Bryce and Withers (2003), lifelong learning, the basic principle of which is to continue learning consciously and purposefully throughout life, is a learning habit and a form of behavior. Believing that education for children and young people is only provided in schools prevents lifelong learning. In today's education systems, the importance of lifelong learning is emphasized in the context of the developments in science and technology, developing economic reality, globalization, professional mobility, and self-directed learning, and it is considered essential that 21st century societies consist of individuals with lifelong learning skills (Budak, 2009).

Lifelong learning skills are described as skills that emerge especially when individuals have a need and curiosity to learn, plan and organize their own learning process, search for, access, use, produce, transfer, analyze, synthesize and evaluate information, know how to learn, have high-order thinking skills, can do in-depth self-assessment, use self-regulation strategies, motivate themselves to learn, and can solve real-life problems (Kozikoglu & Onur, 2019).

Gifted and talented students are defined as individuals who have advanced leadership qualities, know how to learn, and have a higher level of perfectionism than their peers, and who are socially superior, keen to learn, able to learn fast and are more advanced in their cognitive, affective, social, and physical development than their peers (Johnsen, 2018). In a study on the characteristics of gifted students, Sternberg (2005) describes the characteristics of gifted students with creativity, intelligence, and wisdom whereas Manning (2005) argues that gifted students have the leadership skills to be able to guide their peers. Karnes and Bean (1990) explain the characteristics of gifted and talented young people in terms of leadership as the desire to be challenged, creative problem solving, critical reasoning, tolerance of ambiguity, ability to see the establishment of new interpersonal relationships, facility of verbal expression, flexibility in thought and action, and the ability to motivate others. In their study, LoCicero and Ashby (2000) maintain that gifted secondary school students are more perfectionist than untalented students and they are not maladaptive at all due to their high level of perfectionism.

Science and Arts Centers (SACs) are the institutions where individuals are trained to develop their skills in science and art in Turkey. The training given in the centers is completed in five stages (orientation program, supportive education program, individual ability identification program, special ability development program, and project production and management program). The first stage is the orientation program period during which students are familiarized with the physical environment of the SAC, and information is given about the institution and the education model applied in the institution. During the supportive education program, which is the second stage, it is aimed to make the student an individual who can solve the problems encountered, conduct scientific research, and apply scientific research methods to produce projects. In the third stage, the individual ability identification program, students are expected to discover their abilities by performing activities in different fields. The special ability development program, which is the fourth stage, enables students to acquire advanced knowledge, skills, and behaviors in a discipline in which they have a talent by considering the interdisciplinary relationships. In the project production and management program, which is the last stage, necessary counselling is provided to help students gain knowledge and experience about the project preparation and development processes (MoNE, 2016, 2018).

In the literature, youth leadership research is carried out within the framework of the leadership of gifted and talented young people (Ogurlu and Sevim, 2017; Kosutic, 2010). An examination of the studies on the youth perfectionist traits of gifted students (Grugan, Hill, Madigan, Donachie, Olsson, and Etherson, 2021; Olton-Weber, Hess, and Ritchotte, 2020) reveals that there are studies investigating the relationship between students' perfectionism levels and intelligence (Kanli, 2013); self-esteem (Leana-Taşçılar and Kanli, 2014); attitudes of parents to their children (Ogurlu, Sevgi Yalin and Yavuz Birben, 2015); life satisfaction (Chan, 2007) or researching positive and negative perfectionism levels of gifted students based on gender, class level, birth order and socio-economic status (Leana Tascilar et al., 2014; Siegle and Schuler, 2000; Schuler, 2000). In the literature, it is determined that lifelong learning skills of gifted students such as problem-solving skills (Van der Stel and Veenman, 2008); critical thinking skills (Bozca, Emir and Taşçılar, 2017); self-regulatory learning skills (Tortop and Topal, 2017); and learning how to learn (Bildiren, Korkmaz and Demiral, 2017) are investigated.

In the present study, the three variables which are found to be theoretically related to each other are brought together, and it is aimed to determine to what extent perfectionist traits, lifelong learning skills and demographic characteristics predict their youth leadership qualities of the gifted and talented students.

1.1. Importance of the study

There are various leadership features in children of all ages. However, research on leadership development has focused almost exclusively on adult leadership (Dempster & Lizzio, 2007). Therefore, there is a gap in the literature regarding the training of young leaders and the characteristics of youth leadership (Karagianni & Montgomery, 2018). When the leadership roles and the leadership of youths and students are examined in the literature, youth leadership is a controversial and new topic (Cansoy, 2015; Eranil, Ericok, & Ozcan, 2017). It is useful to examine leadership in childhood and adolescence, because what happens during the years of development can affect leadership behaviors that are displayed later in the workplace as adults. Therefore, examining leadership indicators during adolescence will further improve understanding about adult leaders. Increased leadership qualities and skills during adolescence can strengthen self-esteem and be a catalyst for advancing adulthood. This reveals the need for further research in the field of youth leadership in the literature. In this context, it can be put forward that identifying the leadership qualities of young people both at school and out of school and organizing trainings can help solve many problems and negativities experienced by youths due to lack of qualities and skills to fulfil the requirements of society (Karnes & Stephens, 1999).

Leadership in youth is described as the ability to envision a goal or a necessary change, take initiative or action to achieve the goal, take responsibility for the consequences, and build a relationship and communicate well with others (Edelman et al., 2004). In Foundation for Political, Economic and Social Research (SETA) (2015)'s report on Turkish youth profile, young people maintain that they would like to participate in both career development programs and cultural programs for personal development. Although they would like to participate in language and vocational courses and cultural and social activities that directly contribute to their careers, they also want to benefit from the leadership seminars. For this reason, it is clear that having leadership qualities is considered important for youth today. In addition, it is stated that leadership qualities bring along perfectionism traits, but it is essential that this trait be healthy, otherwise it suppresses the individual as a negative trait (Schuler, 2000). Furthermore, the 21st century human profile is expected to have leadership qualities, have developed a healthy sense of perfectionism, possess higher order thinking skills, know how to learn, manage their own learning process, have information literacy, and use technology effectively and have lifelong learning skills (Barron and Harackiewicz, 2000). In the literature, it is emphasized that gifted students must have the stated characteristics because of their superiority over their peers (Johnsen, 2018; Marland, 1972; Matthews, 2004). In this regard, it is considered essential to reveal the variables that may affect the stated youth leadership qualities and leadership traits of the gifted students who are educated in Science and Art Centres (SACs) which were established to support the education of gifted students in Turkey.

The relationship between youth leadership and youth perfectionism has been discussed together in a few studies in the literature (Birol, 2005; LoCicero and Ashby, 2000). In addition, it can be suggested that the inclusion of lifelong learning skills in the relationship researched makes the study unique in the literature. In this respect, the research is expected to contribute to the field because gifted young people identify their own leadership qualities and the relationship between youth leadership qualities, youth perfectionism traits, lifelong learning skills and various demographic characteristics provide preliminary data.

In addition, it is envisaged that demographic characteristics may have an impact on youth leadership (Cansoy, 2015). It can be claimed that sexist roles attributed to men and women in society may have an effect on leadership. According to the report "Women in statistics, 2017", published by the Turkish Statistical Institute and the most recent report as of 2019, 50.2% of the population is male while 49.8% is female, and according to the household labour force survey results, the ratio of women in senior and mid-level management positions in companies was 14.4% in 2012 and 16.7% in 2016 (TSI, 2017). In this case, it may be regarded as important to examine the leadership qualities of women, especially in the early years before getting a start in business. Besides the gender variable, it can be considered essential to reveal whether there is a difference between the first transition to adolescence and the stages approaching adulthood among the youth in terms of class level. Leadership among adolescents (Kosutic, 2010; Rosch and Anthony, 2012; Zacharatos, Barling and Kelloway, 2000) is among the important issues studied in this field. As a result of their research on the leadership qualities of young people between the ages of 13-18, Cansoy, Turkoglu and Parlar (2016) have found that older youth have higher levels of leadership qualities. In support of this finding, the belief that being the first-born child in the family affects the personality of the person, that the first children are born as natural leaders and that birth order affects the characteristics of people (Leman, 2009) has found a place in every society. In this respect, it is considered important to examine the effect of being the first born or later born child in the family on the leadership qualities of gifted students.

It is also believed that the educational level of parents may have an impact on youth leadership qualities. The attitude of parents to the child is of great importance in shaping the personality of the individual (Aslan, Yalcin, Sarp and Ulutas, 2017). As the educational level of the parents increases, their attitude to the child democratizes and the pressure on the child decreases, which positively affects the child's social development and personality traits (Kirman & Dogan, 2017). Therefore, it can be put forward that if the educational level of the parents is high, their attitude to the child democratizes, and the democratic parent attitude positively affects many characteristics of the youth including the leadership qualities. However, there are studies indicating that families in the 21st century have lifelong learning skills, that they can improve themselves even if their educational level is not high, and that there is no relationship

between their educational level and the leadership qualities of their children (Cansoy, 2015). In this regard, it is considered essential to investigate the impact of the educational level of parents on youth leadership qualities of their children in the study.

It can also be suggested that whether the school where children study is a public or private school may have an impact on student leadership. In their study investigating the effectiveness of public and private primary schools, Arslan, Satici and Kuru (2007) have found that private schools are more effective than public schools in terms of school inputs, school climate, opportunities provided, and the teaching-learning process. In addition, it is asserted that private schools support students more than public schools in terms of the social opportunities provided (Arslan et al., 2007). It can be claimed that if young people who are members of a team, club, or community where they can improve their social skills have the opportunity to be a manager or be in charge or to represent a class and the school, their leadership qualities can improve (Cansoy, 2015). In addition, determining the effect of students' period of study at the SAC on leadership qualities is considered vital to see whether the SACs, which provide educational support to gifted students in order to help them use their capacities optimally by improving their abilities (MONE, 2018), directly contribute to the leader student profile.

2. Method

2.1. Research model

The descriptive relational model was used in the present study conducted to determine to what extent demographic characteristics, perfectionism traits and lifelong learning skills predict the youth leadership qualities of gifted and talented young people together. The descriptive correlational model is one of the quantitative research method designs, which aims to determine the degree of change between two or more variables (Karasar, 2020).

2.2. Study group

Intelligence tests are measurement tools that have been standardized and are applied by experts who have received training to apply these tests (Ataman, Daglioglu, & Sahin, 2014). The intelligence tests of the participants within the scope of this research were applied by the experts of guidance and research centers affiliated to the Ministry of National Education in Turkey. Individuals who are diagnosed with special talent through a three-stage diagnostic process receive training in Science and Art Centers in Turkey (Kilic & Bagriacik, 2017). Within the scope of the research, all the participants are students who continue their education in this center after being diagnosed as gifted. In the first stage of the three-stage diagnostic process, students who are talented are nominated by their class teacher by filling out the "Primary Education-Age Teacher

Demographic characteristics	Two-level dummy	Frequency	Percentage
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Observation Form" over the e-school system. In the second stage, the Basic Abilities Test (TKT 7-11) is applied to the students nominated as a group screening examination. Candidates who show high performance in group screening practice are taken into individual evaluation at the third stage. Individual assessment can be made with WISC-R and Wechsler Nonverbal Ability (WNV) tests determined by the Ministry of Education (Kilic & Bagriacik, 2017). Those who score 130 and above in the WNV test are entitled to enroll in Science and Art Centers (SAC) (Karaman, 2017). The students within the scope of this study are individuals who have passed all three stages and received high scores from these tests and have been diagnosed with special talents by showing high performance.

The study group consisted of 115 gifted and talented students who volunteered to take part in the survey among 185 gifted and talented students who attended the "project production and management" program in the Antalya Central Science and Arts Center (SAC) in the 2018-2019 academic year. The study was approved by the Akdeniz University Social and Human Sciences Scientific Research and Publication Ethics Board's approval document number 117 and protocol number 2020G010.

Even if the gifted students who attend the Science and Art Center are in different age groups and class levels, the level of the program they continue in this institution can be the same. Because in the SAC, special talent development is taken into consideration in the transition between programs. After the students are diagnosed as gifted at the 1st, 2nd, and 3rd grade levels, they progress in a five-stage program according to their ability development. Gifted and talented people included in this study are middle school and high school students (between 12 and 18 years old) according to the normal school level. The program level they continue at the SAC is Special Skills Development and Project Production and Management Programs. These programs are the fourth and last stage of the five-stage education process. Gifted and talented people within the scope of the research are the children of families living in the city center with medium to good income levels. The distribution of the youths according to the demographic characteristics discussed in the study is demonstrated in Table 1.

Table 1. Frequency and percentage distribution of the study group by demographic characteristics

		variables (0 excluded)		
Gender	Female	Female (1)	41	35.7
	Male	Male (0)	74	64.3
	Total		115	100
School type	State	State (1)	64	55.7
	Private	Private (0)	51	44.3
	Total		115	100
Class level	7 th grade	First grades (1)	19	16.5
	8 th grade		5	4.3
	9 th grade		49	42.6
	10 th grade	Second grades (0)	25	21.7
	11 th grade		9	7.8
	12 th grade		8	7.0
	Total		115	100
Birth order	First child	First child (1)	78	67.8
	Second child	Later children (0)	31	27.0
	Third and later children		6	5.2
	Total		115	100
Mother's Educational Level	Primary/Secondary school	Pre-higher education (0)	4	3.4
	High school		31	27.0
	University	Higher education (1)	64	55.7
	Postgraduate		16	13.9
	Total		115	100
Father's Educational Level	Primary/Secondary school	Pre-higher education (0)	4	3.5
	High school		14	12.2
	University	Higher education (1)	77	67.0
	Postgraduate		20	17.4
	Total		115	100
Team/Club chairmanship	Yes	Yes (1)	73	63.5
	No	No (0)	42	36.5
	Total		115	100
Class presidency	Yes	Yes (1)	91	79.1
	No	No (0)	24	20.9
	Total		115	100
Period of study at the SAC	3-4 Years	New term (0)	29	25.2
	5-6 Years		29	25.2
	7-8 Years	Old term (1)	47	40.9
	9-10 Years		10	8.7
	Total		115	100

2.3. Data collection process

Volunteer students were administered the scales in two stages over a two-week period by one of the researchers who worked as a teacher at the SAC. The Youth Leadership Scale took 30 minutes, and the Lifelong Learning and Child Adolescent Excellence Scales took 30 minutes. It was stated that data collection tools to be applied to gifted students

would only be used for scientific research purposes, participation in the study was voluntary, and necessary explanations were made by the teacher about the incomprehensible items. Since the Science and Art Center is a private educational institution, it is a center where educational activities are carried out in small groups. For this reason, data collection tools were applied simultaneously to students who attended the lesson at the same time, that is, students in the same group.

2.4. Data collection tool

A personal information form and three scales were used as data collection tools in the study. The first scale was the “Youth Leadership Qualities Scale” developed by Cansoy and Turan (2016), while the others were the “Child and Adolescent Perfectionism Scale” (Uz Bas & Siyez, 2010) and the “Lifelong Learning Scale” (Boztepe & Demirtas, 2016).

2.4.1. Personal information form

The questions included in the personal information form to collect demographic information about the gifted and talented young people comprised: (1) Your gender; (2) The type of school where you study (public school - private school); (3) Your class level in the school; (4) Your birth order in the family; (5) The school level from which your mother last graduated; (6) The school level from which your father last graduated; (6) Have you ever been the chairperson of any club, community or team?; (7) Have you ever been a class representative or president?; and (8) How long have you been attending the SAC on average?. Expert opinion was sought from the field of Educational Sciences (in divisions of Psychological Counselling and Guidance, Curriculum and Instruction, and Measurement and Evaluation in Education) to ensure the face validity of the personal information form.

2.4.2. Youth leadership qualities scale

The Youth Leadership Qualities scale was developed with 1123 students included in the sample to determine the youth leadership qualities of secondary school students (Cansoy & Turan, 2016). As a result of the validity and reliability analyses of the scale, it was determined that it consisted of 40 items and 7 factors. The sub-scales of the scale were labelled by the researchers as desire to struggle and goal setting, ability to communicate, group skills, trusting and being trustworthy, decision-making skills, problem solving skills, and responsibility. The scale is a 5-point Likert-type scale rated as never (1), rarely (2), sometimes (3), often (4), and always (5). The Cronbach's alpha coefficient was calculated as .92 for the whole scale; and as .79; .80; .81; .73 .76; .72 and .70 for the sub-dimensions, respectively. The confirmatory factor analysis revealed that the scale was a reliable and valid tool to measure youth leadership qualities ($\chi^2 = 2558.78$; $p < .05$; $df = 719$; $\chi^2/df = 3.55$; $RMSEA = .045$; $CFI = .87$; $GFI = .89$; $AGFI = .88$).

The validity and reliability tests of the youth leadership scale were also conducted for this study. Structural equation modelling was used to test the construct validity of the scale. A 40-item model was developed (desire to struggle and goal setting: 7 items; ability to communicate: 7 items; group skills: 7 items; trusting and being trustworthy: 6 items; decision-making skills: 4 items; problem solving skills: 4 items and responsibility: 5 items). As a result of the confirmatory factor analysis conducted to determine the fit indices of the model, the fit indices [$\chi^2 = 1306.66$, $df = 719$, $p = .000$, $\chi^2 / df = 1.81$], GFI = 0.84, NFI = 0.85, CFI = 0.92, AGFI = 0.58 and RMSEA = 0.08 indicated that the scale had a valid structure. Cronbach's Alpha coefficients were calculated to determine the reliability of the whole scale and its sub-scales separately, and the results were found to be highly reliable. The Cronbach's alpha coefficient for internal consistency of the scale was calculated as .95 for all the items. The reliability coefficients of the sub-scales were .80; .84; .83; .78; .81; .79 and .78, respectively.

2.4.3. Child and adolescent perfectionism scale

The Child and Adolescent Perfectionism Scale was developed by Flett, Hewitt, Boucher, Davidson, and Munro in 2001 (Uz-Bas & Siyez, 2010). It was adapted to Turkish by Uz-Bas and Siyez (2010) and the validity-reliability studies were also conducted with a sample of 459 students aged 9-16 by the researchers. As a result of the analyses, it was determined that the scale consisted of 18 items and 2 sub-scales. The sub-scales were labelled as self-oriented perfectionism and socially prescribed perfectionism. The statements were rated on a five-point Likert type scale as (1) not true at all, (2) mostly not true, (3) neither true nor false, (4) mostly true and (5) very true. As a result of the analyses conducted for the reliability of the scale, test-retest correlations were found to be .63 for self-oriented perfectionism and .72 for socially prescribed perfectionism; and the internal consistency coefficients were calculated to be .64 for self-oriented perfectionism and .82 for socially prescribed perfectionism. The confirmatory factor analysis revealed that the two-dimensional scale was a reliable and valid tool to measure youth perfectionism qualities of young people in Turkey ($\chi^2=314.40$, $df=129$, $p>.001$; $\chi^2/df=2.43$; RMSEA=.055, SRMR=.051; GFI=.93; CFI=.90).

The validity and reliability tests of the youth perfectionism scale were also performed for this study. An 18-item model was developed including the sub-scales of self-oriented perfectionism (9 items) and socially prescribed perfectionism (9 items), and structural equation modelling was used to test the construct validity. The fit indices of the model [$\chi^2=266.42$, $df=134$, $p=.000$, $\chi^2/df=1.98$], GFI=.81, NFI=.87, CFI=.93, AGFI=.80 and RMSEA=.093 revealed that the scale had a valid structure.

According to the Cronbach's alpha coefficients calculated for the whole scale and its two sub-scales, the scale was determined to be a reliable tool. The reliability coefficient was calculated to be .95 for the whole scale, .82 for self-oriented perfectionism and .89 for socially prescribed perfectionism.

2.4.4. Lifelong learning scale

The lifelong learning scale was developed by Wielkiewicz and Meuwissen in 2014 (Boztepe & Demirtas, 2016). It was adapted to Turkish by Boztepe and Demirtas (2016). In addition, validity-reliability studies were also conducted by the researchers. The scale was developed with 13 items and the items were gathered under one factor. The scale is a 5-point Likert-type scale that is rated as never (1), rarely (2), sometimes (3), often (4) and always or every day (5). While performing the validity and reliability tests, the students of the English language department were first administered the English version of the scale and then the Turkish version, and the correlation between the two applications was calculated as .81. The exploratory factor analysis of the scale was conducted with 399 undergraduate students. The reliability coefficient (Cronbach's alpha) of the scale was determined to be .78. According to confirmatory factor analysis, the one-dimensional scale was found to be valid and reliable to assess the lifelong learning tendencies of young people living in Turkey ($X^2 = 277.09$, $DF = 64$, $RMSEA = .091$, $NFI = .92$, $NNFI = .93$, $CFI = .94$, $IFI = .94$, $SRMR = 0,061$).

The validity and reliability tests of the lifelong learning scale were also performed for this study. Structural validity modelling was used to test the construct validity of the scale consisting of one dimension and 18 items. The fit indices of the model [$\chi^2=303.35$, $df=65$, $p=.000$, $\chi^2/df=4.66$], $GFI=0.81$, $NFI=0.80$, $CFI=0.82$ and $RMSEA=0.09$ revealed that the scale had a valid structure.

Since the scale was one-dimensional, the reliability coefficient was calculated for the whole scale and found to be .70. Accordingly, it can be argued that the scale was reliable (Buyukozturk, 2020).

2.5. Data analysis

In the study, hierarchical regression analysis was made from multiple linear regression analysis. The SPSS 23.0 statistical software program was used for the hierarchical regression analysis and the analysis of the reliability coefficients of the scales was used as data collection tools. In addition, the confirmatory factor analyses of the scales were performed through the LISREL 8.7 analysis program.

3. Results

3.1. The descriptive statistics of the variables

The mean and standard deviation values were calculated for the Youth Leadership Qualities Scale, Child and Adolescent Perfectionism Scale and Lifelong Learning Scale

and the subscales of all three scales. In addition, the correlations between the variables were determined by calculating Pearson correlation coefficients.

According to the descriptive statistics of the variables and the correlation values between the variables, it can be argued that the youth leadership qualities, perfectionism traits and lifelong learning skills of the gifted and talented young people included in the study were above average because the median in the 5-point Likert-type scales that were used to collect data was 3. According to the findings, it can be put forward that youth leadership qualities ($M = 4.112$) and lifelong learning skills ($M = 4.124$) of the gifted and talented students were high, while perfectionism qualities were moderate.

3.2. The correlation values between the variables

When the correlations between the variables were analyzed according to the correlation coefficients, a low-level, positive, and significant relationship was revealed between the leadership qualities of the gifted and talented young people and their self-oriented perfectionism, the subscale of perfectionism traits ($r=.270$, $p<.01$). Moderate and low-level positive correlations were determined between self-oriented perfectionism and the sub-scales of the youth leadership scale, which were the desire to struggle and goal setting ($r=.270$, $p<.01$), group skills ($r=.260$, $p<.01$), decision-making skills ($r=.355$, $p<.01$) and problem-solving skills ($r=.276$, $p<.01$). When the relationship between leadership qualities and lifelong learning skills of young people is examined ($r = .547$, $p <.01$), it is seen that there was a positive and moderately significant relationship. It was found that there were positive and moderately significant correlations ranging from .522 to .312 between the sub-scales of youth leadership qualities and lifelong learning skills. In addition, a moderate correlation was revealed between the perfectionism traits and lifelong learning skills of young people ($r = .385$, $p <.01$).

In the data collection process, demographic information regarding the gifted and talented students such as gender, the type of school where they studied, their class levels in the schools, their birth order in the family, the educational level of their parents, whether they are or were a chairperson in a club or team, whether they are or were a class representative or president, and the number of years they have been in the SAC, was obtained. To examine the effect of these demographic variables on the dependent variable, categorical variables were transformed into two-level dummy variables (Table 1). In regression analyses, classified variables can be included in the analysis by excluding one of the levels and transforming the rest into dummy variables (Buyukozturk, 2020).

According to the findings of correlations between the demographic variables and the scales' variables, low-level, positive, and significant correlations were revealed between gender and youth leadership qualities ($r = .226$, $p <.01$) and self-oriented perfectionism traits ($r = .289$, $p <.01$) of gifted and talented students, and a positive, moderately

significant relationship was found between gender and their lifelong learning skills ($r = .316$, $p < .01$). According to these findings, it can be suggested that females had higher levels of youth leadership, self-oriented perfectionism, and lifelong learning skills than males among the gifted and talented young people included in the study group. While there was a low-level, negative, and significant correlation between school type and youth leadership qualities ($r = -.260$, $p < .01$), a low-level, positive correlation was determined between school type and socially prescribed perfectionism traits ($r = .186$, $p < .05$). Accordingly, it was found that gifted and talented students who were educated in public schools had lower youth leadership qualities but higher socially prescribed perfectionism than those who were educated in private schools. There was a low-level, negative, and significant correlation between the educational level of mothers and socially prescribed qualities of the youths ($r = -.249$, $p < .01$). Based on this finding, it can be argued that the socially prescribed perfectionism of the young people whose mothers had university education was lower than those whose mothers did not have university education. In addition, there were moderate correlations between whether the youths had any chairmanship experience in a team or club and youth leadership qualities ($r = .301$, $p < .01$) and low-level, positive, and significant relationships between their chairmanship or presidency and their lifelong learning skills ($r = .289$, $p < .01$). According to this finding, it can be put forward that young people who had chairmanship experience in a team or club had higher youth leadership qualities and lifelong learning skills than those who did not.

3.3. Hierarchical regression analysis process steps

In multiple regression analysis, which predictors will be included in the created model and how they will be included will vary according to the preferred method. One of these methods is the hierarchical regression method (Buyukozturk, 2020). In the hierarchical method, predictive variables are added to the model in blocks in the order determined by the researcher. Blocks can have one or more predictive variables. Each block included in the analysis is the control variable for the next block included. Accordingly, the researchers can control the effects of the variables that they want by removing the effects of other variables that they want (Can, 2019).

In the research, the youth leadership quality was determined as the predicted variable and the other variables were predictive variables, so that they were the control variables of each other according to the priority order in the model. In regression analysis, it is aimed to explain the relationship between predicted and predictive variables with a model with the best fit with the least variance (Senel & Alatli, 2014). For this reason, the predictive variables that have a significant relationship with the youth leadership qualities are included in the study. The variables of gender, school type and team/club chairmanship, which have a significant correlation with youth leadership, were assigned to the model as the first block. In hierarchical regression analysis, the choice of

demographic characteristics is generally preferred as the first block (Can, 2019). In addition, the most important predictive variable according to the literature should be added to the model first (Field, 2013). The importance of demographic characteristics on youth leadership is also emphasized in the literature (Cansoy, 2015; Rosch & Anthony, 2012).

In the study, after the contribution of demographic characteristics was removed, the effect of other predictive variables on youth leadership quality was also aimed to be determined. In the second block, the self-oriented perfectionism variable, which has a significant correlation with youth leadership quality, was chosen as the control variable. In the literature, there are studies stating that there is a relationship between youth perfectionism traits and youth leadership qualities (Birol, 2005; LoCicero & Ashby, 2000). In the third block, when the contribution of the mentioned control variables was removed, the effect of the variable of lifelong learning on youth leadership was revealed.

To meet the assumptions of hierarchical regression analysis, firstly extreme value and missing value analysis was performed. Four data items outside the -3, + 3 range calculated on z-scores with missing data and extreme value analysis in the data set were eliminated and as a result, the model was tested on 111 items of data. In multiple regression analysis, it is considered sufficient that the number of samples is 10 times larger than the number of independent variables (Buyukozturk, 2020). In addition, to obtain meaningful results in regression analysis, there should be at least 20 groups in each independent variable and categories should be independent from each other (Cokluk, 2010). In the study, dummy variables were set up in two categories to regulate the number of individuals falling into the analysis cells. It can be said that the sample size of the study conducted in this regard was appropriate. All variables in the hierarchical regression analysis must be continuous variables. For this purpose, the categorical predictor variables of the study were made continuous by making them dummy variables (Buyukozturk, 2020). Moreover, the relationship between the relevant variables was linear and that scores were normally distributed.

According to the values obtained, it can be accepted that there is no multiple connection problem between the variables of the study. The indicators for this are that the tolerance value for each variable is greater than .2 (between .716 and .954), the VIF values are less than 10 (between 1.048 and 1.396), and the CI values are less than 30 (between 2.687 and 17.988) (Buyukozturk, 2020). In addition, correlation values between independent variables were examined, and high correlation values ($r < .90$) were not found, as an indication of the absence of multiple connection problems (Cokluk, 2010).

After the assumptions of the hierarchical regression analysis were met, when the demographic characteristics, youth perfectionism traits and lifelong learning skills were included in the analysis in a certain order based on logical bases, the literature and the correlation values between the variables, the impact of each variable group on the youth

leadership qualities of the gifted and talented young people was investigated. Coefficient values obtained because of the hierarchical regression analysis made in accordance with the problem created are shown in Table 2.

Table 2. Hierarchical regression analysis concerning predicting youth leadership qualities

		Unstandartiz ed coefficients		Std. coefficients		95% Confidence Interval for		Correlations				
		B	Std. Error	Beta	t	p	Lower	Upper	Zero order	Partial	Part	
1	Constant	4.015	.088		45.433	.000	3.840	4.191				
	Gender	.155	.083	.159	1.862	.065	-.010	.320	.186	.177	.158	
	Team chairmans hip	.348	.082	.358	4.233	.000	.185	.512	.354	.379	.358	
	School type	-.251	.081	-.265	-3.102	.002	-.411	-.090	-.290	-.290	-.262	
2	Constant	3.691	.178		20.708	.000	3.337	4.044				
	Gender	.105	.085	.108	1.233	.222	-.064	.274	.186	.119	.103	
	Team chairmans hip	.332	.081	.341	4.072	.000	.170	.493	.354	.368	.339	
	School type	-.232	.080	-.245	-2.894	.005	-.391	-.073	-.290	-.271	.241	
	Self-oriented perfectionism	.102	.049	.184	2.087	.039	.005	.198	.281	.199	.174	
3	Constant	2.861	.221		12.970	.000	2.423	3.298				
	Gender	-.001	.078	-.001	-.007	.995	-.156	.155	.186	-.001	.000	
	Team chairmans hip	.207	.076	.213	2.725	.008	.056	.358	.354	.257	.202	
	School type	-.189	.072	-.200	-2.632	.010	-.331	.047	-.290	-.249	-.195	
	Self-oriented perfectionism	.026	.045	.046	.562	.575	-.065	.116	.281	.055	.042	
	Life-long learning	.286	.053	.473	5.406	.000	.181	.391	.588	.467	.400	
		ANOVA					Change Statistics					
Model	R	R ²	Adjusted R ²	Std. Error	F	p	R ² change	F change	df1	df2	Sig	F change
1	.483	.234	.212	.418	10.874	.000	.234	10.874	3	107	.000	
2	.514	.264	.236	.411	9.501	.000	.030	4.357	1	106	.039	
3	.651	.424	.397	.366	15.471	.000	.160	29.230	1	105	.000	

The dependent variables in the models are youth leadership qualities, and the predictive variables are gender, team/club chairmanship, school type, self-oriented perfectionism, and lifelong learning skills. The first model shows the effect of

demographic characteristics (gender, team/club chairmanship, school type) on the youth leadership quality variable. The second model reveals the effect of self-oriented perfectionism on youth leadership quality when the effect of demographic characteristics is controlled. The third model shows the effect of the variable of lifelong learning skills on youth leadership qualities when the effect of the demographic characteristics and self-oriented perfectionism variables is controlled. B values show the relationship between the youth leadership variable and each forecast variable. In addition, when the effect of all other forecast variables is kept constant, it shows how much each forecast variable affects the dependent variable. According to the findings, gender did not have a significant effect on youth leadership qualities. It can be said that on youth leadership qualities, team/club chairmanship had a positive effect and school type had a negative effect.

It can be said that gifted and talented young people who studied in public schools had lower leadership qualities than young people who studied in private schools. In addition, a young person who had chaired a team or a club were found to have a higher level of youth leadership qualities than young people who had not chaired a team or club. While self-oriented perfectionism did not have a significant effect on youth leadership qualities, lifelong learning skills had a positive effect. Accordingly, it is concluded that gifted and talented young people with high lifelong learning skills had high leadership qualities.

Standardized values of b (Beta) show how much change of 1 standard deviation in the forecast variable will create the dependent variable. When the other leading variables are held constant, the team leadership variable increases by 1 Sd (.484 units), and youth leadership increases by .213 Sd. Since the standard deviation of youth leadership is .471 units, the increase is calculated as .100. When this calculation is made for the other variables whose effect level is significant, when the school type increases by .498 units, youth leadership decreases by .094 units. When the lifelong learning skill variable increases by .780 units, the youth leadership variable can be said to increase by .222 units. Also, a 95% confidence interval of a good model is expected to be small (Field, 2013).

The first model explains 23.4% of the variance of youth leadership qualities. When self-oriented perfectionism is added to the model, 26.4% of the variance is explained; 42.4% is explained when lifelong learning skills are added. When the demographic characteristics and self-oriented perfectionism have been controlled, the lifelong learning variables explain 42.4% of the variance of the youth leadership qualities variable. The corrected R² model shows the generalizability of the model (Field, 2013). Accordingly, it could be said that if the model were produced from the universe instead of the sample, it would explain 39.7% of the total variance. When the ANOVA test results are analyzed, it is seen that all three models are statistically significant. For model 1, $F(3, 107) = 10.874$, $p < .001$; for model 2, $F(4, 106) = 9.501$, $p < .001$; for model 3, $F(5, 105) = 15.471$, $p < .001$. Accordingly,

it can be said that the models are better rather than using averages as the best estimate (Field, 2013).

4. Discussion

It has been determined that youth leadership qualities and lifelong learning skills of gifted and talented students are high and that their perfectionism traits are at medium level. Leshnower (2008) associates leadership qualities of gifted and talented students with the concepts of creating a vision, leader communication, leadership and followership, creative thinking, trust, and teamwork. In the study conducted by Emir and Acar (2012), it is concluded that there are statistically significant relationships between intelligence and leadership skills, and that there are statistically significant differences in leadership skills in favor of gifted and talented students. These findings are in line with the high leadership qualities obtained from the study. In their study using the Youth Leadership Traits Scale, Ertas and Kirac (2019) investigated the relationship between the leadership traits and emotional intelligence levels of university students and concluded that as the emotional intelligence of the students increased, their leadership characteristics also increased. Tokmak (2020), in his study examining the relationship between youth leadership characteristics and self-confidence levels of university students, revealed that there are moderate, positive relationships between youth leadership traits and self-confidence levels. In addition, Kanli (2013) investigates the relationship between perfectionism, depression, and anxiety levels of adolescent school students with and without special talents. The results of the research indicated that students' intelligence levels did not affect their depression, perfectionism, and trait anxiety levels. Accordingly, in the study by Kanli (2013), the lack of a relationship between intelligence levels and perfectionism traits of young people might explain the moderate perfectionism of gifted and talented students. In fact, in the literature, it is stated that high perception of perfectionism among youths will adversely affect them if it cannot be established in a healthy way (Stoeber & Otto, 2006). In their study, Eksi, Arican and Yaman (2016) investigated the power of young people studying in a high school to predict the risk behaviors of social appearance anxiety and perfectionist personality traits. In the study, it was concluded that the variables of social appearance anxiety, perfectionism towards self-oriented and socially originated perfectionism significantly predicted risky behaviors. In a study, it was stated that there was a positive relationship between adolescent self-oriented perfectionism and socially originated perfectionism traits and depressive symptoms (Asseraf & Vaillancourt, 2015). On the other hand, Flett, Hewitt, Besser, Su, Vaillancourt, Boucher, and Gale (2016) revealed that the academic behavior of perfectionist students is related to both self-oriented and socially originated perfectionism.

Based on the findings and the literature, it can be said that the intelligence levels of the youth contribute to the development of both leadership qualities and lifelong learning skills. Intelligent individuals are aware of their own learning advantages and can focus on improving themselves. The high self-confidence of the self-improving individuals can support their entrepreneurial characteristics, and this can increase their leadership roles in the society. Individuals with high self-esteem are also expected to have high perfectionism. However, as emphasized in the literature, putting a healthy individual into an expectation beyond his or her capacity by himself or his environment may adversely affect the development of individuals. For this reason, it is expected that the perfectionist perceptions of young people who are aware of themselves and their learning capacity are not very high.

In the study, according to the findings obtained from the analyses related to demographic characteristics, it is concluded that the youth leadership qualities, self-oriented perfectionism traits and lifelong learning skills of gifted and talented women are higher than those of men. In a study conducted by Celik and Sunbul (2008) to investigate the differences in the leadership perceptions of high school and university students, the leadership perceptions of females were found to be higher. In the study by Leana-Tascilar and Kanli (2014), perfectionism and self-esteem levels of students with and without special talents were examined. The results of the study indicated that perfectionism did not change depending on intelligence, and that girls' positive perfectionism scores were higher than those of boys. In a study, it was determined that the scores of female students in self-oriented perfectionism were significantly higher than that of male students, and in socially originated perfectionism, the scores of male students were significantly higher (Aydin, 2019). In their study, Sula-Atas and Kumcagiz (2019) concluded that the social-originated perfectionism levels of males are higher than females.

As for lifelong learning, because women cannot benefit from the education system as much as men, it is emphasized that women need lifelong learning and that they have higher lifelong learning skills or tendencies (Jenkins, 2004; Coskun & Demirel, 2012). One of the factors affecting equality of opportunity in education is gender. The distinction between men and women, which can be seen in societies, can be an obstacle to women's education (Tezcan, 2017). These findings can be explained by the fact that women, whether they are gifted or not, are to keep themselves superior to men and to be more perfectionist because of the patriarchal gender perception in the society in which they live. Contrary to the natural leadership role given to men in society, if women think that they can only take leadership from men by effort, this can create perfectionism pressure on them.

It was found that the gifted and talented students in public schools had lower youth leadership qualities but higher socially prescribed perfectionism than those in private

schools. In a similar finding obtained from the study, socially prescribed perfectionism of the youths whose parents had university education was found to be lower than those whose mothers had no university education. For students and young people, the fear of disappointing their families leads to socially prescribed perfectionism (Neumeister, 2004). Celik, Eksi, and Gulsu (2017) investigated the relationship between the safe attachment styles of secondary school children to their parents and their perfectionist traits. As a result of the study, it was determined that if the safe attachment level is high, the socially originated perfectionism trait is low. On the other hand, Aydin (2019), who investigated the relationship of adolescents' safe attachment style with perfectionist traits, found that there was no relationship between safe attachment and self-oriented perfectionism and safe attachment and social-originated perfectionism.

In this respect, it can be thought that in public schools, students who are educated with state support rather than the financial support of the family try to prove themselves to their families more and have higher fear of disappointing their parents. Fear of failure is likely to be greater in these students as they may hope to provide a better life for their families in the future than families with a good income. In the study, it is concluded that the educational level of the mother, who takes the biggest responsibility in bringing up the child in the typical family structure, also affects the socially prescribed perfectionism of the child. It can be suggested that mothers with university degrees may cause children to have less unhealthy perfectionism, and that children's fear of frustrating their parents could be lower, considering that it will contribute to the better upbringing of their children in terms of conscious guidance. From a different perspective, Birol (2005) examined the differences between perfectionism, self-esteem and leadership qualities of students attending science and social sciences high schools in terms of school type. According to the findings of the study, no significant difference was revealed between the students in science high schools and social sciences high schools in terms of leadership qualities. However, a significant difference was detected in the sub-scales of perfectionism traits including extreme interest in error and familial criticism in favor of social science high school students. The study by Birol (2005) indicates that gifted and talented students are generally educated in the fields of science from the traditional point of view. Therefore, the perfectionism perceptions of students studying in social sciences high school can be explained by the fact that the desire to prove themselves to their parents is more dominant. It can be put forward that the leadership qualities of youths studying at a private school may be higher when it is predicted that they may benefit more from the facilities such as special courses, education, sports, or art compared to those attending public school.

In addition, youth leadership qualities and lifelong learning skills of youths who served as chair in a team or club were found to be higher than those who did not. This result was obtained from the hierarchical regression analysis in which the variable of perfectionism was controlled. It can be suggested that if lifelong learning skills comprise

skills that support the individual socially (Adler, 2001), and the individual is the chairperson in a team or club, this can directly relate to leadership qualities. It is essential that a person with the ability to guide others has leadership qualities and uses many lifelong learning skills such as problem solving, self-development, and using high order thinking skills. Boztepe and Demirtaş (2018) found a positive and significant relationship between the lifelong learning skills of young people and their satisfaction levels in communicating, in their study using the Lifelong Learning scale. As a result of their study, Asgari, Shokouhi Fard, and Tirgoo (2019) stated that if university students' lifelong learning skills are high, their entrepreneurship competencies are also high.

Besides demographic characteristics, correlations between youth perfectionism traits and lifelong learning skills and the youth leadership qualities variable were also examined. According to the results of the correlation analysis, as the leadership qualities of the gifted and talented young people increase, their perfectionism traits and lifelong learning skills increase. Inci (2014) stated in her study that gifted and talented students investigated the characteristics of leadership, creativity, and perfectionism, and that there was a high level of positive and meaningful relationships between these variables. Jaworski, Panczyk, Binkowska, Leszczyński, Gałazkowski, and Gotlib (2019) concluded that university students with positive perfectionism have high leadership qualities. Oner (2017), a dimension of the study was conducted to examine the predictive status of university students' lifelong learning tendencies on authentic leadership behaviors, it was stated that lifelong learning tendencies of university students predict leadership behavior in a meaningful and positive way.

In the study, hierarchical regression analysis was performed by considering the results of the correlation analysis. Demographic characteristics were included in the analysis first. The variables of gender, team/club chairmanship and school type, which have a significant correlation with youth leadership qualities, explain 23.4% of the variance related to the youth leadership qualities variable. It was determined that the variables of team/club chairmanship and school type, which are among the demographic characteristics, have a significant effect on youth leadership. When the other variables are controlled, self-oriented perfectionism traits explain 3% of the variance and lifelong learning skills explain 16% of the variance. The impact of self-oriented perfectionism on the youth leadership qualities has been determined as low and positive. According to this finding, it can be said that young people with high youth leadership qualities have high self-oriented perfectionism traits. Also, the effect of the variable of lifelong learning on the level of youth leadership qualities is low, meaningful, and positive. It can be said that gifted and talented young people with a high level of lifelong learning skills also have high leadership qualities.

The perception of self-oriented perfectionism can contribute to leadership skills by increasing the intrinsic motivation of young people by making them aware of their own

capacities, setting goals for themselves to increase their capacities, and making efforts to reach the goal. On the other hand, social-based perfectionism perception in gifted and talented students may turn into environmental pressure rather than intrinsic motivation in young people whose capacities are high, and they are suppressed to be higher. In a study that examines self-oriented and socially prescribed perfectionism in gifted and talented students (Neumeister (2004), it is concluded that perfectionism of parents, academic achievements obtained without effort and lack of academic failure develop self-oriented perfectionism. It is foreseen that gifted and talented students achieve academic success in their schools by taking advantage of their superior intelligence without much effort compared to their peers, and that their parents have great expectations of their children in this way. In this respect, the special talents of the youths and the expectations of their parents also support their leadership qualities. Their high level of youth leadership qualities can be explained by their high self-oriented perfectionism.

At the same time, a gifted and talented student who is aware of his / her learning capacity is expected to have lifelong learning skills in order to improve himself / herself. Lifelong learning skill also supports leadership qualities in terms of providing the opportunity for self-improvement. In addition, according to the correlation results of the study, the lifelong learning skills of gifted and talented young people increase as their leadership and perfectionism qualities increase. When the characteristics of the gifted and talented young people are considered, the importance of having leadership qualities, healthy perfectionism traits and lifelong learning skills for young people is emphasized (Ozbay, 2013; Heward, 2003). It can be said that 42.4% of the leadership qualities of the gifted and talented youths were explained by the variables included in the study. According to this result, gifted and talented young people's possession of healthy self-oriented perfectionism and lifelong learning skills affects their leadership qualities positively.

5. Conclusions and suggestions

According to the results of the study, compared to the perfectionism traits, lifelong learning skill has a higher effect level on youth leadership. In this respect, it is important that students who want to gain leadership qualities are supported to access different opportunities in the school environment, are provided with the opportunity to chair a group, and are encouraged to have lifelong learning skills.

Young people need opportunities to take leadership roles and responsibilities to develop leadership skills. Karnes and Stephens (1999) argue that schools are the places where leadership development programs can be delivered to as many people as possible. Leadership qualities of youths can be supported by the widespread implementation of programs that support the leadership development of students in schools in the education curriculum. To support the leadership qualities of youths, it should be ensured that they

develop healthy perceptions of perfectionism, and for this purpose, it is suggested that especially mothers, fathers and teachers are trained. Programs that ensure the leadership development of students should be supported with lifelong learning skills. Social opportunities available to students in public schools should be increased, and the environments that can provide students with leadership qualities should be extended to all schools. It can be suggested that students whose leadership qualities are intended to be developed should be directed to lead a team or club, and supported by their family, circle of friends, and teachers.

The research may also offer the following recommendations for policymakers, teachers, and further research: A national youth leadership model can be created by synthesizing leadership theories with a national youth perspective to educate young people as individuals who can manage themselves, have a sense of the future, know, and perceive the world, believe in themselves, have a sense of responsibility and struggle. Leadership training modules can be prepared from kindergarten to university, which aim to develop leadership qualities, by taking into consideration the age, developmental characteristics, and leadership needs, from a holistic perspective, to provide leadership skills in all dimensions. Community service units can be established for leadership development in schools. Each class can be asked to produce and implement a social responsibility project once a year. Students can actively participate in these studies. A support platform consisting of parents and non-governmental organizations that can support community services can be established in schools. Units can be created to support the leadership development of students in schools. Youth leadership training can be offered to students or graduates of faculties of education. Individuals who receive youth leadership training can collaborate with the guidance counsellor and other teachers in schools to work on the development of leadership qualities in students. In the research, it is seen that lifelong learning causes important differences in the development of youth leadership characteristics. Lifelong learning should be encouraged at all educational levels by approaching this issue from a holistic perspective. The leadership qualities of youths can be analyzed in an in-depth manner by considering the qualitative research paradigm. In addition, longitudinal studies and the factors affecting youth leadership characteristics and their effects on youth leadership can also be examined. Finally, it is also possible to address youth leadership and its consequences. However, more research is recommended to identify variables that may adversely affect youth leadership characteristics.

5.1. Limitations and implications

In this study, it was concluded that the relationships between gifted and talented students' youth leadership qualities, perfectionist traits and lifelong learning skills were positive. Therefore, future studies based on experimental designs are also needed to discuss the interpretations of causal relationships between these three variables.

In addition, perfectionism, lifelong learning skills and demographic characteristic are found to be important predictors in determining youth leadership characteristics of gifted and talented students. This emphasizes the importance of increasing students' perfectionism and lifelong learning skills in developing youth leadership characteristics. In addition, the demographic characteristic effect should not be ignored. Therefore, this study provides evidence to determine the impact of the expressed variables on youth leadership.

The group of students in the study was selected from Turkey. Future research is needed to expand the generalizability of the existing findings and to examine research findings from other cultures. In the light of all these research findings, it is believed that this study, which deals with the relationship between youth leadership, perfectionism, and lifelong learning, will contribute to the relevant literature. Also, considering the national and international literature in general, correlation studies for youth leadership are limited. For this reason, it is considered important that the generalizability of the findings is examined on youth leadership in schools with different learning units and that re-correlation studies are conducted. Since the study is conducted on gifted and talented students, it is expected to provide an understanding of social dynamics specific to this field and it is thought to make an important contribution to the literature.

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