Investigating The Personality Traits of Gifted Adolescents

**Zohreh Dadkhah KALASHI¹,
Shohreh SHOKRZADEH²,
Kambize KAMKARI³**

¹M.A Student of Psychology and education of exceptional children, Faculty of Humanities and Social - Department of Psychology, Science and Research Branch, Islamic Azad University, Tehran, Iran.

²PhD, Faculty of Humanities and Social, Science and Research Branch, Islamic Azad University, Tehran, Iran.

³PhD, Faculty of Education and Consultation, Eslamshahr Branch, Islamic Azad University, Tehran, Iran.

Abstract: *Gifted issues are among cases that throughout history have been considered by different scholars. The statistical population of this study includes all adolescents of gifted girls of 14 to 18 year's old who study in gifted schools in the academic year 2016-2017 in Tehran. According to the type of research and the statistical population, a convenience targeted sampling method was used for this research. The sample consisted of 120 people. In this research, for the evaluation of personality traits, the Minnesota Multiphasic Personality Inventory-Adolescent (MMPI-ARF) which has been validated and standardized by Kamkari and Shokrzadeh was used. In order to analyze the data, one-sample t-test was used with SPSS software. The results showed that according to the results and with emphasis on the amount of t obtained, there was a significant difference at the level of $\alpha = 0.01$ between the theoretical mean with the empirical mean in scales; thought deficit and behavioral deficit, "clinical" scales, "Physical / cognitive and internalization" scales, with the exception of illness scales, gastrointestinal complaints, headache complaints, helplessness, disappointment and body image disturbance, "extraversion, interpersonal and interests" scales, and the scale of irresponsibility of gifted adolescents.*

Keywords: *personality traits; gifted; girl adolescents.*

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Introduction

There is a lot of ambiguity in recognizing gifted people and their personality traits. Some scholars consider gifted people who have higher intelligence quotient than average and have the ability of self-leadership in solving complex problems. The personality traits of gifted individuals can be stated comparing with their peers including high energy, high focus, focused active memory and high processing speed of information. (Fakoor et al., 2015)

Personality traits are continuous traits that individual coordinates his interaction and compatibility with others and the social environment through them (Albert, et al., 2006) Hence, knowing about personality traits of gifted adolescents is important and can be effective in boosting gifted capabilities. The significance of this issue is that in all countries demanding development, sensitive responsibilities and businesses are usually given to intelligent people with appropriate personality traits that have different mental flows from other people. What factors contribute to this difference in the different personality trait is very important and requires attention. (Boreiri, 2016)

Gifted and genius people are capital of a society and can be the originator of science and thought. Invent inventions and innovations. Unfortunately, in most societies, they remain unknown, and even parents and coaches cannot recognize them. There are a lot of gifted people living in a society and because of the impossibility of recognizing them on the one hand, and their growth on the other hand are doing simple things like labor, agriculture, supermarket and photography, and if they were developed, it was possible as Abu Ali Sina, Zakaria Razi, to express themselves. (Rastegari, 2014)

Recognizing gifted adolescents with regard to personality traits and recognizing social motives of gifted people in their capabilities is a very important issue that needs discussion.

On the other hand, in the studies conducted, the surveyed statistical population does not include the examination of gifted and normal girls and boys at the same time and the tool used in many organizations is the NEO questionnaire, which is a non-native tool and may not be able to accurately obtain the expected results. Using the revised form of the Minnesota Multiphasic Personality Inventory MMPI-ARF can be effective in identifying and treating psychiatric problems with normal, neurosis and psychosis ranges. The lack of proper recognition of various organizations and organs from the personality traits of gifted adolescents, as well as the lack of facilities in the family or community in providing opportunities for the development of gifted

capabilities and lack of special assistances in this regard are all factors that prevent the manifestation of capabilities of gifted people.

Proper understanding of problems and abilities of gifted people is a debate that provides useful information to all organs, including schools, education, the ministry of science, exceptional- psychological associations, and all communities, including medical science, and governmental and private centers which employed gifted people and it is effective in growing gifted people in education, family and job situations and can provide useful information for teachers, administrators, parents, psychologists, especially for exceptional groups and psychoanalysts in order to promote gifted people.

In this research, the personality traits of high school gifted adolescents in Tehran have been studied that is according to its objectives and application used in organizations and institutions related to exceptional children, education of exceptional children and other related organizations.

Empirical background of research

Hagh Shenaz et al (2016) in a study entitled "Comparison of personality traits and mental health of gifted high school students and ordinary high schools" concluded that gifted high school students in comparison with ordinary students have relatively higher scores in the index of openness to experiences and lower scores in the index of agreement. In addition, girls have achieved higher scores in the index of agreement than boys. They also showed that gifted high school students have better mental health than normal school students.

In a study, Narimani et al. (2013), entitled "Comparing five great personality factors and self-efficacy in gifted and normal students", they concluded that from the dimensions of personality, two components of neuroticism and conscientiousness among gifted and normal students has a significant difference.

Lee & Siegle (2008) in a study titled multilevel analysis of talented Korean American students shows that gifted individuals have interests, choice and personality traits compared to ordinary human beings (intelligently). He quotes from Freud that education in the early stages of life is the cornerstone of personality traits. Eriksson considers the contrast between different personality features at each stage of life and superiority at each stage as a factor of personality traits, but which personality traits are always desirable. There is no consensus in this regard. However, there are many approaches related to personality traits and their application in different theorists.

Ramzi et al. (2011) in a study by investigating the academic achievement of gifted and normal students based on personality traits concluded that gifted students had higher scores in the feature of neuroticism and less scores in the feature of openness to experience than normal students. Triple deficit including Emotional deficit, Through deficit, and Behavioral deficit are studied in previous researches (Ramzi et al., 2011; Rastegari, 2014). Behavioral studies showed that ADHD children have deficits in emotional face recognition, especially negative (fear, anger, sadness) ones compared to healthy children (Rastegari, 2014)

Zeidner & Shani-Zinovich (2011) concluded in a study entitled Comparison of Normal and Gifted Students in Five Personality Traits that gifted students have a more specific rational understanding, curiosity, imagination, creativity, and cognitive aesthetics than ordinary students. Gifted students also have more anxiety than ordinary students.

Kamkari and Shokrzadeh (2013) in their research entitled Standardization of the Reformed Form of the Minnesota Multiphasic Personality Inventory-Adolescent (MMPI0ARF) have concluded that, despite existing different models, one of the most important and most balanced models in personality drawing of individuals that contains many personality factors and is very valid, is ARF-MMPI personality trait questionnaire. The questionnaire was presented as MMPI in the 40's of the twentieth century by two researchers from the University of Minnesota, Dr. Stark Hattie and Dr. McKinley. In this research, the revised form of multiphasic personality inventory-adolescent MMPI ARF, validated and standardized by Kamkari and Shokrzadeh, has been used.

Mustafa (2013) in a study titled Comparison of Learning Patterns of Gifted and Normal Students says "Peer adolescents have different abilities and IQ, with many personality needs and differences." The differences of personality traits and needs of many adolescents are essential in the type of education. Difference in personality traits of gifted students can have variety of reasons with ordinary people.

In a paper by the aim of examining the performance of gifted and ordinary students, Ayoub and Al-Joughayman (2016) concluded that students are in higher and more proper levels in many academic performances, as well as psychological and personality aspects than ordinary students.

Research questions

The main question

What are the personality traits of gifted adolescents?

Sub-Questions

1. What are the triple deficits in gifted adolescents?
2. What are the clinical scales in gifted adolescents?
3. What are the internalization scales in gifted adolescents?
4. What are the extraversion scales in gifted adolescents?
5. What are the personality pathology scales in gifted adolescents?

Research method

This study is applied objectively, in terms of nature is descriptive in terms of method is a survey study. The statistical population of this study includes all adolescents of gifted girls of 14 to 18 year's old who study in gifted schools in the academic year 2016-2017 in Tehran, with the grate thank and acknowledgment for their kind participant in the research. According to the type of research and the statistical population, a convenience targeted sampling method was used for this research. The sample consisted of 120 people. The distribution of the statistical sample consists of 120 gifted girls, which was sampled at Farzanegan School. In order to analyze the data, one-sample t-test was used with SPSS software.

Measuring tool

In this research, to assess the personality traits, the revised form of Minnesota Multiphasic Personality Inventory-Adolescent (MMPI -ARF) validated and standardized by Kamkari and Shokrzadeh is used. (Kamkari and Shokrzade, 2013)

MMPI test, or Minnesota multiphasic personality test, which actually MMPI-2RF is the new version of ARF-MMPI the version of MMPI test, was first published in 1943. Test makers Hatavi and McKey Lee hoped to be able to solve the problem of personality evaluation of psychologists through this test. Considering that in 1930s and 1940s, one of the main tasks of clinical psychology and psychiatry was the preliminary diagnosis of the illness; interview of psychiatric mode and psychiatric tests were usually performed for all clients. Various experiences suggest that if the test is written and performed in a group, it will be very effective in psychological assessment. The researchers tried to recruit titles and sentences that

differentiated between the two groups, and the method of selecting sentences and titles was more empirically based, while previous tests were based on a theoretical framework. In fact, MMPI test was based on apparent validity. Over time, the researches and efficient experiences confirmed this personality assessment method. But gradually it became clear that sometimes people distorted the answers or, contrary to what was real, and changes the answers in a direction they wanted.

Since in the implementation of outbreak of mental problems research as well as mental health indexation, it should be investigated more detailed and confirmed quantitative norms. A research with a sample size of 1514 people in the field of validation and normalization of MMPI 71-question questionnaire in Imam Sadegh University was conducted on students. After psychometrics calculations, it was determined that the above questionnaire has an external validity from prediction criterion type. In addition, the coefficient of validity of the questionnaires was 0.71. The resulting figure reflects the validity of the 71- question short- form questionnaire that has been structured and normalized by Baraheni and Ekhrvat. (Kamkari and Shokrzade, 2013) The next research led to the fact that the person's mentality varied with what was real, and in the newer methods that were later formed, answers titled I don't know were considered and, with the help of empirical analysis, titles to distinguish between reference groups was used and this method solved many problems associated with the implementation of test.

MMPI-ARF test is among the tests that are widely used as one of the valid tools of measurement for diagnosis of psychological pathologies. Many articles and researches that published annually about various aspects of this test around the world indicate the applied importance and high validity and credibility and its admirable acceptance among clinical professionals. The revised MMPI-ARF is a standard questionnaire for calling a wide range of self-descriptive characteristics and scoring, which provides a quantitative index of individual's emotional adaptability and his attitude toward participation in the test.

Since the development of MMPI-ARF by Hatvi and Mackey Lee in 1940, this test has become one of the most utilized clinical personality questionnaires, with over 8,000 research sources published. (Rastegari, 2014; Khodayari et al., 2017; Fakoor et al., 2015) Thus, MMPI-ARF has been used in research literature in addition to useful clinical application. In the 1930s and 1940s, MMPI-ARF was designed as a complex psychological measurement tool for the diagnosis of psychiatric patients as a diverse range of people with neuroticism and psychosis. Since then, its application was

extended to a variety of situations, including recruitment organizations, counseling centers, universities, mental health clinics, schools, clubs and industry. It has also been used for research and training. (Kamkari and Shokrzadeh, 2013)

Since MMPI-ARF test is not fully consistent with our country's cultural characteristics, it was tried to standardize the main form, accreditation, and validation in order to be used not only in medical fields, but also in research fields. Therefore, after psychological calculations, which lasted for one year, MMPI-ARF questionnaire in Iran was introduced as a reliable tool and substitute of the MMPI test. This test has a profile for validity and four profiles for clinical scale, including the coefficients of validity of the questionnaire in all clinical scales. Finally, in the content areas, the questionnaire of the present study was proposed that included 12 clinical scale of emotional deficit/ internalization, thought deficit, behavioral deficit / extraversion, mental weakness, physical complaints, low positive emotions, pessimism, anti-social behaviors, harassment (suspicion), negative emotions disturbing, unconventional experiences, very high activity. The content and face validity of the questionnaire was verified. The Cronbach's Alpha coefficient was more than 0.7 in questionnaire, which indicated the internal coordination of the items and confirmation of the reliability of questionnaire.

Findings

Table 1: T Single Group to Review "Triple Intelligence quotient"

Intelligence quotient	Theoretical Mean	Empirical mean	t level	Degree of freedom	Significant level
Non-verbal	100	123.52	51.03	119	0.001
Verbal	100	127.30	45.60	119	0.001
Total	100	125.75	30.11	119	0.001

According to Table 1, the significance level of single-sample t test for investigating triple intelligence quotient, which measures significant difference between the true and assumed means of non-verbal and verbal and total variables, is less than 0.05, Therefore, the null hypothesis is not confirmed that the mean value of the variables is equal to 100. In sum, the results of the mean analysis of data show that the t-value for all variables is larger than the critical value of 1.96 and is in the critical area of the test. In

other words, the mean difference of all variables is significant from 100. Therefore, the mean of all components of the variable of high intelligence quotient is higher than the assumed mean (100). Therefore, it can be said that the level of triple intelligence quotient in the studied population has a desired position.

Table 2: t single group to review "five factors"

Five factors	Theoretical Mean	Empirical mean	t level	Degree of freedom	Significant level
Fluid argument	100	125.76	31.35	119	0.001
Knowledge	100	121.30	20.49	119	0.001
Quantitative argument	100	125	40.59	119	0.001
Visual-spatial processing	100	126.20	42.50	119	0.001
active memory	100	125.60	78.58	119	0.001

According to Table 2, the significance level of single-sample t test for investigating five factors, which measures significant difference between the true and assumed means of fluid argument, knowledge, quantitative argument, visual-spatial processing and active memory is less than 0.05, Therefore, the null hypothesis is not confirmed that the mean value of the variables is equal to 100. In sum, the results of the mean analysis of data show that the t-value for all variables is larger than the critical value of 1.96 and is in the critical area of the test. In other words, the mean difference of all variables is significant from 100. Therefore, the mean of all components of the variable of five factors is higher than the assumed mean (100). Therefore, it can be said that the level of five factors in the studied population has a desired position.

Table 3: t single-group to review the "triple deficit" scales

Scale	Theoretical Mean	Empirical mean	t level	Degree of freedom	Significant level
Emotional deficit	65	63.22	-1.79	119	0.075
Though deficit	65	58.82	-4.54	119	0.001
Behavioral deficit	65	53.78	-13.50	119	0.001

According to Table 3, the significance level of single-sample t test for investigating emotional deficit is greater than 0.05. Therefore, the null hypothesis is confirmed that the mean value of the variables is equal to 65. In other words, mean difference of variable is not significant from number 65.

The significance level of single-sample t test for investigating five factors, which measures significant difference between the true and assumed means of thought deficit and behavioral deficit is less than 0.05, therefore, the null hypothesis is not confirmed that the mean value of the variables is equal to 65. In sum, the results of the mean analysis of data show that the t-value for two variables is larger than the critical value of 1.96 and is in the critical area of the test. In other words, the mean difference of all variables is significant from 65. Therefore, the mean of all components of the variable of deficit is less than the assumed mean (65). Therefore, it can be said that the level of thought deficit and behavioral deficit in the studied population has a desired position and is lower than the expected limit.

Table 4: t single group to review "clinical" scales

Scale	Theoretical Mean	Empirical mean	t level	Degree of freedom	Significant level
Mental Weakness	65	67.10	3.03	119	0.003
Physical complaints	65	62.42	-2.70	119	0.008
Low positive emotions	65	67.11	4.21	119	0.001
Antisocial behavior	65	50.21	-24.66	119	0.001
Humorous thoughts	65	60.55	-4.13	119	0.001
Disturbing negative emotions	65	51.25	-17.60	119	0.001
Strange experiences	65	60.66	-3.58	119	0.001
Hypomaniac activity	65	44.78	-29.37	119	0.001

According to Table 4, the significance level of single-sample t test for investigating clinical scales, which measures significant difference between the true and assumed means of mental weakness, physical complaints, low positive emotions, antisocial behavior, humorous thoughts,

disturbing negative emotions, strange experiences, hypomanic activity is less than 0.05, therefore, the null hypothesis is not confirmed that the mean value of the variables is equal to 65. In sum, the results of the mean analysis of data show that the t-value for all variables is larger than the critical value of 1.96 and is in the critical area of the test. In other words, the mean difference of all variables is significant from 65. Therefore, the mean of all components of the variable of clinical scales is less than the assumed mean (65). Therefore, it can be said that the level of clinical scales in the studied population has a desired position and is lower than the expected limit. Except the case of mental weakness and low positive emotions that are higher than expected and not has a desired position.

Table 5: t single group to review "physical / cognitive and internalization" scales

Scale	Theoretical Mean	Empirical mean	t level	Degree of freedom	Significant level
Illness	65	63.15	-1.47	119	0.143
Gastrointestinal complaints	65	62.65	-1.85	119	0.067
Headache complaints	65	65.10	0.14	119	0.888
Neurological complaints	65	67.65	5.39	119	0.001
Beliefs about death-suicide	65	62.76	-2.98	119	0.003
Helplessness - frustration	65	63.89	-1.21	119	0.228
Self-esteem	65	58.56	-6.11	119	0.001
Stress - Concern	65	51.46	-11.07	119	0.001
Anxiety	65	60.23	-2.99	119	0.003
Anger talent	65	58.13	-7.36	119	0.001
Body image disturbance	65	64.86	-0.20	119	0.839

According to Table 5, the significance level of single-sample t test for investigating variables of illness, gastrointestinal complaints, headache complaints, helplessness- disappointment and body image disturbance is greater than 0.05. Therefore, the null hypothesis is confirmed that the mean

value of the variables is equal to 65. In other words, mean difference of variable is not significant from number 65.

The significance level of single-sample t test for investigating neurological complaints, beliefs about death- suicide, self-esteem, stress-concern, anxiety and anger talent, which measures significant difference between the true and assumed means of variables is less than 0.05, therefore, the null hypothesis is not confirmed that the mean value of the variables is equal to 65. In sum, the results of the mean analysis of data show that the t-value for two variables is larger than the critical value of 1.96 and is in the critical area of the test. In other words, the mean difference of all variables is significant from 65. Therefore, the mean of variables of beliefs about death-suicide, self-esteem, stress- concern, anxiety and anger talent is less than the assumed mean (65). Therefore, it can be said that the level of these variables in the studied population has a desired position and is lower than the expected limit. Except for the case of neurological complaints that is higher than expected and not has a desired position.

Table 6: t single group to review the "extraversion, interpersonal, and interests" scales

Scale	Theoretical Mean	Empirical mean	t level	Degree of freedom	Significant level
Adolescent behavioral problems	65	55.88	-8.55	119	0.001
Social violence	65	54.84	-9.95	119	0.001
Drug abuse	65	63.83	-1.27	119	0.001
School Incompatibility	65	52.56	-10.66	119	0.001
aggression	65	55.08	-10.45	119	0.001
Excitement	65	69.33	3.27	119	0.001
Interpersonal passivity	65	64.69	-0.35	119	0.001
Social avoidance	65	46.76	-13.53	119	0.001
Literary Interests / Aesthetics	65	67.86	3.65	119	0.001
Mechanical / physical interest	65	68.05	3.37	119	0.001

According to Table 6, the significance level of single-sample t test for investigating scales of extraversion, interpersonal, and interests, which measures significant difference between the true and assumed means is less than 0.05, therefore, the null hypothesis is not confirmed that the mean value of the variables is equal to 65. In sum, the results of the mean analysis of data show that the t-value for all variables is larger than the critical value of 1.96 and is in the critical area of the test. In other words, the mean difference of all variables is significant from 65. Therefore, the mean of scales of adolescent behavioral problems, social violence, drug abuse, school incompatibility, aggression, interpersonal passivity and social avoidance is less than the assumed mean (65). Therefore, it can be said that the level of these scales in the studied population has a desired position and is lower than the expected limit. Except the cases of excitement, literary interests / aesthetics, and mechanical / physical interests that are higher than expected and hence, in terms of these variables, it has a desired position.

Table 7: t single group to review the scales of (personality disorders)

Scale	Theoretical Mean	Empirical mean	t level	Degree of freedom	Significant level
Adolescent behavioural problems	65	55.88	-8.55	119	0.001
Internal aggression	65	64.79	-0.11	119	0.911
Psychosis	65	63.83	-1.13	119	0.258
Irresponsibility	65	49.88	-16.01	119	0.001
Neurosis	65	63.76	-0.83	119	0.404
Internalization	65	66.07	0.95	119	0.340

According to Table 7, the significance level of single-sample t test for investigating scales of internal aggression, psychosis, neurosis and internalization is larger than 0.05, therefore, the null hypothesis is not confirmed that the mean value of the variables is equal to 65. In other words, mean difference of variable is not significant from 65.

The significance level of single-sample t test for investigating the variable of irresponsibility which measures significant difference between the true and assumed means is less than 0.05; therefore, the null hypothesis is not confirmed that the mean value of the variables is equal to 65. In sum, the results of the mean analysis of data show that the t-value for all variables is larger than the critical value of 1.96 and is in the critical area of the test. In

other words, the mean difference of all variables is significant from 65. Therefore, the mean is less than the assumed mean (65). Therefore, it can be said that the level of irresponsibility has a desired position and lower than the expected limit.

Discussion and conclusion

- According to the results and with emphasis on the amount of t obtained, there is a significant difference at the level of $\alpha = 0.01$ between the theoretical mean and empirical mean in the scales of thought deficit and behavioral deficit.

Considering that in both scales of thought deficit and behavioral deficit, the empirical means are lower than the theoretical means, so thought deficit and behavioral deficit in gifted adolescents is lower than norm of community (expected rate).

It should be noted that there is no significant difference at the level of $\alpha = 0.05$ between the theoretical mean and empirical mean in emotional deficit scale. Hence, emotional deficit in gifted adolescents are at serious risk and harm and should be prevented.

In the explanation of the research findings, it can be said that according to the previous research (theoretical mean) and the results of the research (empirical mean), it can be said that in the previous research, three emotional and thought and behavior deficits were higher than the norm of community. While in the present study, considering the significance level, only emotional deficit is exposed to harm, which means that the gifted high school students have a lower level of behavior and thought deficit than the norm of community, and they are normal, which is the result of culture and tissue of their family. The lack of significant difference in emotional deficit and vulnerabilities suggests that gifted adolescents in these high schools in the realistic perspective are seriously exposed to harm to the excitements and should be prevented.

- According to the results and with emphasis on the amount of t obtained, there is a significant difference in the level of $\alpha = 0.01$ between the theoretical mean and empirical mean in all the "clinical" scales of the gifted adolescents.

Considering that in the scales of mental weakness and low positive emotions, the empirical means are higher than the theoretical mean. Hence, it is suggested that the mental weakness and low positive emotions in gifted adolescents is higher than norm of community (the expected rate), and the difference is more severe, which indicates that in the mental weakness, gifted

student has a lower level of confidence, and in low positive emotions, for example, gifted student cannot control his happiness and to be happy. While in the scale of physical complaints, antisocial behavior, beliefs of harassment, negative emotions disturbing, unconventional experiences and hypomanic activity, empirical means are lower than theoretical mean, therefore, physical complaints, antisocial behavior, beliefs of harassment, negative emotions disturbing, unconventional experiences and hypomanic activity in gifted adolescents are lower than norm of community (expected rate).

In the explanation of the research findings, it can be said that in previous studies, all of the clinical scales were higher than norm of community and were severe, while in the present study, two scales of mental weakness and low positive emotions are higher than the norm of community and there is a strong difference that this change is as a result and absence of parents information about the conditions of the community, in the area where these adolescents live and their low economic status that providing the necessary facilities for development of gifted adolescents is not possible that causes lack of familiarity of gifted adolescents with the facilities and the external world and is one of the factors due to the type of gender and society's view to gifted girls.

- According to the results and with emphasis on the amount of t obtained, there is a significant difference at the level of $\alpha = 0.01$ between the theoretical mean and empirical mean in all the "physical / cognitive and internalization" scales, except for the scales of illness, gastrointestinal complaints, headache complaints, helplessness, disappointment, and body image disturbance.

Given that in scales of neurological complaints, empirical mean is higher than the theoretical mean, so neurological complaints in gifted adolescents are higher than the norm of community (expected rate), and the difference is more severe and needs to be investigated. While in scales of beliefs about death-suicide, self-esteem, stress-concern, anxiety and anger talent, experiential means is lower than the theoretical mean; therefore, the beliefs of death-suicide, self-esteem, stress-concern and anger talent in gifted adolescents is lower than the norm of community (expected rate).

It should be noted that there is no significant difference at the level of $\alpha = 0.05$ between the theoretical mean and experimental mean in the scales of illness, gastrointestinal complaints, headache complaints, helplessness, disappointment and body image disturbance. Hence, scales of illness, gastrointestinal complaints, headache complaints, helplessness, disappointment, and body image disturbance are seriously exposed to harm in adolescents and should be prevented.

In explaining the findings of the research, it can be said that according to the previous research and the results of this study, the gifted adolescents of these high schools have a good physical and mental status, and only the scale of neurological complaints has a higher status than the norm of community and is severe. That shows gifted high school adolescents have been unable to cope with the problems due to the problems of cultural poverty and lack of adequate information in this regard, and the lack of appropriate financial facilities to identify and treat and not pursuing medical treatment.

- According to the results and with emphasis on the amount of t obtained, there is a significant difference in the level of $\alpha = 0.01$ between the theoretical mean and the empirical means in the "extraversion, interpersonal, and interest" scales of the gifted adolescents.

Considering that in the scales of excitement, literary interests / aesthetics and mechanical / physical interests, empirical means are higher than the theoretical mean, it is suggested that the excitement, literary interests / aesthetics and mechanical / physical interests in the gifted adolescents is higher than norm of community (the expected rate). For example, in excitement, when gifted adolescent has excitement, it is accompanied by anxiety and tension, and there is a lot of difference in literary, mechanical and technical interests, and while in the other scales, the empirical means are lower than the theoretical mean, so it is proposed adolescent behavioral problems, social violence, drug abuse, school incompatibility, aggression, interpersonal passivity, and social avoidance in gifted adolescents are lower than norm of community (expected rate).

In explaining the findings of the research, it can be said that, given the significant difference between previous studies and present research, it can be stated that gifted high school students have higher literary, mechanical, and excitement than norm of community, that is because of various personal aspirations and dissatisfaction from the current situation that is due to the lack of leadership of their talents and the economic and environmental problems that encourage children to learn a skill or profession for livelihood of their future live.

- According to the results table and with emphasis on the amount of t obtained, there is a significant difference at the level of $\alpha = 0.01$ between the theoretical mean and empirical mean in the irresponsibility scale of the gifted adolescents.

Given that in the irresponsibility scale, the empirical mean is lower than the theoretical average, irresponsibility in gifted adolescents is lower than that norm of community (expected rate).

It should be noted that there is no significant difference at the level of $\alpha = 0.05$ between the theoretical mean and empirical means in the internal aggression scales, psychosis, neurosis and internalization. Hence, at the scales mentioned, adolescents are at serious risk and should be prevented.

In explaining the findings of the research, the low level of irresponsibility and normality in the gifted high school students towards the norm of the community is due to the cultural context and the traditional and disciplined view of the families about training children that for the responsibility of children and learning of required skills of life are very important.

Applied proposals of research

- According to the higher level of mental weakness in gifted adolescents than norm of community, trainings and facilities required to promote self-esteem should be provided. Also, a calm and healthy environment is effective in reducing their mental weakness.

- According to higher level of neurological complaints than norm of community, they should be under the supervision of medical specialists and acted to apply appropriate tools for predicting and early treatment of these complaints.

- According to the higher excitement of gifted adolescents than norm of community, which causes mistake in their decision, applied trainings for encountering with exciting situations should be used for them.

- The higher literary, mechanical and aesthetic interests of gifted adolescents than norm of community, which reflects the variety of interests in them and the confusion in choosing the right way, which should be organized with the necessary trainings, orientation of talents and providing solutions for their prosperity.

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