



Investigation of Psychological Resilience in Gifted Adolescents

Özel Yetenekli Ergenlerde Psikolojik Sağlamlığın İncelenmesi

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Abstract

The current study aims to determine the level of psychological resilience in gifted adolescents and to examine whether their psychological resilience varies significantly depending on gender, grade level, mother's education level, father's education level, family type and perceived personality traits. The study employed the descriptive survey model. The purposive sampling method was used in the selection of the participants. The sample of the study consists of a total of 384 gifted students, including 24 fifth graders, 322 sixth graders and 38 seventh graders attending Science and Art Centres (BILSEM) located in four different provinces with varying levels of socioeconomic development (low, medium and high) in the 2022-2023 school year. The socioeconomic development level of the provinces was determined based on the 2017 provincial rankings in the socio-economic development research conducted by the Ministry of Industry and Technology of the Republic of Turkey. In the current study, the "Child and Adolescent Psychological Resilience Scale" determined the psychological resilience of gifted middle school students. A personal information form developed by the researchers was used to collect the demographic information of the sample group. The data set was analysed after normality tests (Kolmogorov-Smirnov and Shapiro-Wilk-W), and the SPSS 20 statistical program package was used to analyse the collected data. Frequency, percentage, arithmetic mean, and standard deviation were used to determine the level of

psychological resilience. While analysing whether psychological resilience varies significantly by gender and family type, a t-test was employed. In the analysis of psychological resilience concerning grade level, mother's education level and father's education level, One-Way Analysis of Variance (ANOVA) was employed. The chi-square test was used in the analyses conducted to determine the psychological resilience of gifted adolescents concerning their personality traits. As a result of the study, the gifted students' psychological resilience level was high and statistically significant differences were found based on grade level, mother's education level, father's education level, family type and perceived personality traits. According to the results of this study, carrying out studies that aim to determine the factors affecting the psychological resilience of gifted adolescents can significantly contribute to the literature. It is also recommended to investigate whether there are differences between the psychological resilience of gifted students and their typically developing peers.

Keywords: BİLSEM, giftedness, psychological resilience, adolescent

Öz

Bu çalışmanın amacı özel yetenekli ergenlerde psikolojik sağlamlık düzeyinin belirlenmesi ve psikolojik sağlamlıklarının cinsiyet, sınıf düzeyi, annenin eğitim düzeyi, babanın eğitim düzeyi, aile tipi ile algılanan kişilik özellikleri açısından incelenmesidir. Bu çalışmada nicel araştırma yöntemlerinden betimsel tarama ile yürütülen ve maksatlı örnekleme yöntemine göre belirlenen bu araştırmanın örneklemini, Türkiye Cumhuriyeti Sanayi ve Teknoloji Bakanlığı tarafından gerçekleştirilen sosyo-ekonomik gelişmişlik sıralaması araştırmaları kapsamında 2017 yılı il bazı sonuçlarına göre farklı sosyo-ekonomik düzeyde yer alan (düşük, orta ve yüksek) dört farklı ilde bulunan Bilim ve Sanat Merkezlerinde (BİLSEM) 2022-2023 eğitim-öğretim yılında öğrenim görmekte olan 24'ü beşinci, 322'si altıncı ve 38'i yedinci sınıf seviyesinde olmak üzere toplam 384 özel yetenekli öğrenci oluşturmaktadır. Bu çalışmada, özel yetenekli ortaokul öğrencilerinin psikolojik sağlamlıkları; ergenlerde psikolojik sağlamlığı belirlemeye yönelik bir ölçek olması sebebiyle "Çocuk ve Genç Psikolojik Sağlamlık Ölçeği" kullanılarak belirlenmiştir. Örneklem grubunun karakteristik bilgileri araştırmacılar tarafından geliştirilen kişisel bilgi formu kullanılarak toplanmıştır. Veri setinin analizleri normallik testleri (Kolmogorov-Smirnov ve Shapiro Wilk-W) sonrasında gerçekleştirilmiş olup elde edilen veriler SPSS 20 istatistik paket programı yardımıyla analiz edilmiştir. Psikolojik sağlamlık düzeyinin belirlenmesinde frekans, yüzde dağılım, aritmetik ortalama ve standart sapma gibi betimsel analiz yöntemlerinin yanı sıra, cinsiyet ve aile tipine göre psikolojik sağlamlık analizlerinde t testi ve sınıf düzeyi, anne-baba eğitim düzeyine göre yapılan analizlerde ise Tek Yönlü Varyans Analizi (One-Way ANOVA) kullanılmıştır. Özel yetenekli ergenlerin kişilik özelliklerine göre psikolojik sağlamlıklarının belirlenmesine yönelik gerçekleştirilen analizlerde ise ki-kare testi kullanılmıştır. Araştırma sonucunda özel yetenekli ergenlerinin psikolojik sağlamlık düzeyinin yüksek olduğu, cinsiyete, sınıf düzeyine, anne eğitim düzeyine, baba eğitim düzeyine, aile tipine ve özel yetenekli öğrencilerin algıladıkları kişilik özelliklerine göre istatistiki açıdan anlamlı farklılık gösterdiği tespit edilmiştir. Bu çalışma sonucuna göre özel yetenekli ergenlere yönelik olarak psikolojik sağlamlıklarını etkileyen faktörlerin belirlenmesini amaçlayan ve farklı demografik özelliklerin açısından irdelenmesini mümkün kılan çalışmaların farklı araştırmacılar tarafından gerçekleştirilmesinin literatüre katkı sağlayacağı düşünülmektedir. Ayrıca özel yetenekli öğrencilerde psikolojik sağlamlığın normal gelişim gösteren ve farklı tanı gruplarında yer alan öğrencilerden bağımsız olarak yüksek seviyede olmasının nedenlerinin de araştırılması önerilmektedir.

Anahtar Kelimeler: BİLSEM, özel yetenek, psikolojik sağlamlık, ergen

Introduction

The concept of giftedness is generally defined as the innate characteristics of individuals who have high levels of intellectual skills, excel in artistic and academic fields, utilise creative thinking abilities, demonstrate leadership qualities and exhibit high performance in one or more psychomotor skills (Passow and Rudnitski, 1993). Unique abilities include general intellectual abilities, special academic abilities, language, mathematics, science, social sciences, leadership, creativity, visual and auditory arts and psychomotor skills (Ministry of Education [MoNE], 2013). Giftedness is a trait that exists within individuals due to genetic inheritance and develops through environmental stimuli. Being gifted, on the other hand, is a condition characterised by physiological development, psychomotor development, a high level of focus and perceptual capacity, the ability to understand any event differently using advanced cognitive skills, being at a more advanced level in terms of language and communication skills compared to peers and having a high potential in emotional intelligence. Field experts can measure this condition using measurement tools (Baykoç-Dönmez, 2014). Children who consistently outperform most of their peers in fine arts, mathematics, and science and consistently have IQ levels at or above 110-120 are considered gifted (Özsoy et al., 1998). Those with an IQ level of 130 and above, recommended by the World Health Organisation and accepted by many researchers working in this field, are defined as gifted individuals (Uzun, 2004). It can be said that gifted children, when compared to their peers, tend to exhibit characteristics such as speaking at an earlier age, demonstrating leadership qualities within a group, having a wide range of interests, learning any subject matter at an early stage, and generally showing development above the norm (Metin, 1999).

Gifted children may experience problems in many areas. These can be related to various aspects of gifted individuals, such as their level of socialisation, emotions, coping strategies for stress and adaptation issues, and developmental stages. These can be expressed as the dynamics of young talents. According to Buescher (1985), there are six dynamics faced by young people in giftedness:

1- Belonging: Gifted young individuals need to be aware of their abilities, take ownership of them, get to know themselves, and be accepted mainly by those around them.

2- Tension: During adolescence, there is a discrepancy between what gifted individuals do and what they aspire to do. If society imposes certain norms, this situation can create tension in gifted individuals, creating an unfavourable situation.

3- Risk-Taking: Gifted individuals approach risk-taking differently than those with standard intelligence. They consider a situation from various perspectives, both positively and negatively. They do not hesitate to take risks if they do not perceive a negative outcome according to their assessment.

4- Others' Expectations: If an individual is gifted, society expects a lot from him/her. This is because gifted individuals are expected to excel socially and in leadership, which gives them the right to guide society or critique a situation. What society expects and desires from a gifted individual is proportional to his/her intelligence.

5- Impatience: Gifted individuals are prone to be impatient. They tend to complete a task immediately. If they carry this impatience into their social relationships, they may face problems, leading to their isolation from society and experiencing some adjustment problems. Developing empathetic relationships with friends or family members can benefit gifted individuals.

6- Self: The incomplete development of identity in gifted young individuals due to social pressure can lead to adverse outcomes in later years, such as making early decisions by increasing their tendency to act in line with society's expectations. These individuals getting stuck in monotonous or uninteresting jobs that hinder them from fully exploiting their potential can also have adverse psychological effects on them in adulthood.

The adolescent period becomes particularly challenging for gifted individuals when the problems of adolescence are combined with the issues associated with giftedness. During this period, gifted young people often face more significant difficulties than their peers, and their social isolation can be exacerbated. Their inability to establish good relationships with peers of the same age group and their failure to communicate with like-minded individuals can have a negative impact on their relationships. Participating in activities with heterogeneous age groups will help gifted adolescents. Gifted adolescents may not live their lives according to social norms. Everyone should accept that the gifted individual is different, and he/she should be allowed to be himself/herself. Focusing only on the achievements of gifted adolescents can make them feel worthless as a person and lead to depression and inadequacy. It is also vital for gifted students to know how to cope with this period, which is more difficult for them than their peers (Jackson & Moyle, 2008).

Psychological resilience semantically means being in a positive state of adjustment when faced with trauma or adverse life conditions. Psychological resilience, an active process, is directly proportional to superior intelligence. In other words, the more intelligent a person is, the more psychological resilience he/she has (Masten, 2001). According to Block and Kremen (1996), psychological resilience means a person's ability to adapt and endure difficult situations. According to Gürgan (2006), there is no universally accepted single definition of psychological resilience; however, he specifies the aspects with which it is particularly associated as follows:

- Psychological resilience is not an innate trait. It is acquired later in life.
- Development and change are essential for psychological resilience.

- Psychologically resilient individuals successfully cope with challenging situations.
- The ability to confront distressing events is directly proportional to an individual's psychological resilience.
- Individuals who have developed problem-solving skills, possess high self-esteem, engage in adaptive social relationships, are trusted and determined and exhibit strong self-control are generally individuals with high psychological resilience.

The condition of being gifted can become a disadvantage, especially during adolescence, as gifted young individuals tend to be sensitive in their interpersonal relationships. For this reason, advanced cognitive thinking abilities can alienate and set apart gifted individuals from their peers (Yörük, 2019). In the literature, some studies have explored why gifted individuals experience social differentiation from their peers. King (2009) noted that gifted children may be more fragile than typical children but stronger regarding psychological resilience. Furthermore, he conducted a comparative study between two groups that saw giftedness as an advantage and a disadvantage. The group that viewed giftedness as an advantage perceived it as an asset for achieving satisfying careers, maintaining good interpersonal relationships, succeeding in various areas and having advanced cognitive thinking abilities. On the contrary, the group that viewed giftedness as a disadvantage expressed that their exceptional intelligence makes it difficult for them to fit into society, that they are frustrated with the slower pace of learning of individuals with typical intelligence and that they experience bullying at school or in other environments. According to Neihart (1999), psychological resilience is more related to the character traits gifted young individuals are born with, the quality of education they receive and how they live their lives than their level of intelligence. Gifted young individuals may feel excluded among their peers with typical intelligence. Suppose a gifted young individual experiences stress or anxiety in his/her life, and this leads to a behavioural disorder. In that case, it may be because the people with whom he/she shares the same environment do not understand these difficulties.

Due to their increased sensitivity to interpersonal conflicts and cognitive abilities, gifted individuals experience more alienation and stress than their peers (Lopez & Sotilla, 2009). Many families find it challenging to support the development of their gifted children. These children's needs differ from their peers, and parents must provide them with appropriate opportunities to meet these needs. However, research has shown that conflicts between parents, separation or divorce, uncertainty about how to handle the child, neglect or harsh treatment from one or both parents, one parent making all the decisions within the family, communication breakdowns, insufficient affection, low levels of attention, a lack of trust and inadequate democratic attitudes within the family can negatively affect the psychological resilience of gifted children (Bonanno, 2004; Cappella & Weinstein, 2001; Davydov et al., 2010).

Upon conducting a literature review, it becomes apparent that there has been a noticeable growth in recent research studies focusing on the psychological resilience of gifted students. The research findings obtained in the study conducted by Yörük (2019) have revealed that the acceptance/interest dimension of parental attitudes is the strongest indicator of the psychological resilience of gifted students. It was concluded that the psychological autonomy dimension of parental attitudes is an essential indicator of the psychological resilience of gifted students in terms of their self-esteem and peer relationships. A boy (2020) indicated that social capital positively correlates with psychological resilience, meaning gifted children have higher psychological resilience than their peers.

Chen et al. (2017) revealed that the relationship between the academic characteristics of gifted students and their level of psychological resilience was positive and that students' characteristics (hope, creativity and curiosity) were related to their psychological resilience. Yılmaz (2021) found a negative and significant relationship between the attitude of parents who expect high success from their children and are constantly around them and their level of psychological resilience. It was concluded that young people whose parents are together have higher psychological resilience compared to young people whose parents live apart. Şahin (2022) stated that high self-esteem affects the psychological resilience of gifted students. Wu et al. (2020) examined university students' psychological resilience and coping styles in different fields concerning gender, grade level and significance. They found that female and medical students had higher psychological resilience and exhibited more positive behaviours in coping with stressful and adverse situations than male and non-medical students.

Mohseni et al. (2019) examined the relationship between a sense of purpose in life and psychological resilience in adults regarding gender and education level. Their findings concluded that psychological resilience positively and significantly correlates with a sense of purpose in life.

Özer and Yıldırım (2023) investigated the correlation between parental acceptance/rejection, emotional expression and psychological resilience during adolescence. The results showed a negative correlation between the degree of emotional expression and psychological resilience. De Caroli et al. (2016) examined the relationship between psychological resilience and self-efficacy in adolescents and concluded that adolescents have high self-efficacy in problem-solving and empathy. They also found that adolescents with high self-efficacy in terms of psychological resilience tend to be more flexible compared to those with low self-efficacy. Başar (2023) examined the relationship between self-efficacy and psychological resilience in middle school students with a professional interest in sports and found that psychological resilience is positively and significantly correlated with self-efficacy. The study also found that if one desires high psychological resilience, his/her self-efficacy should also be high.

Gifted adolescents, like their typically developing peers, can face many risks. Despite these risks, adolescents need to be able to undergo normal developmental processes. Given that children who do not have good psychological resilience often tend to internalise or externalise behaviours when faced with adversity, it is essential to look at the characteristics of children who can see things from the positive side when faced with a negative situation (Arslan, 2015). Moreover, when the literature is examined, it can be seen that there is limited research on psychological resilience specifically conducted on gifted students. The current study, which addresses the effect of different demographic variables such as family type and personality traits, makes it unique compared to other studies.

Purpose of the research

Thus, the current study aims to determine the level of psychological resilience in adolescents diagnosed as gifted and to examine the relationship between their psychological resilience and gender, grade level, mother's education level, father's education level, family type and perceived personality traits. In this regard, the main problem of the study is "How is the psychological resilience of gifted adolescents?" The sub-problems are worded in line with the main problem as follows:

1. What is the psychological resilience level of gifted students?
2. Does the psychological resilience of gifted students vary significantly by
 - a. gender,
 - b. grade level,
 - c. mother's education level,
 - d. father's education level,
 - e. family type,
 - f. perceived personality traits?

It is assumed that the participants in this study responded to the data collection tools under standardised conditions, that the data collection process was conducted with sincerity and voluntariness, that the responses given to the data collection tools directly reflected the participants' opinions, that the data collection tools used in the study met the validity and reliability criteria and that the statements in the data collection tools were indicative of the psychological resilience of gifted adolescents.

This study is limited to 5th, 6th and 7th-grade middle school students attending Science and Art Centres located in Tokat, Muğla, Antalya and Konya provinces during the second term of the 2022-2023 school year; the data obtained are limited to the data collection tools used in the study and the findings are limited to the data collected from 384 gifted students.

Method

The study employed the general survey model. Quantitative research uses specific measurement tools to collect participant data in a study and then uses various statistical analyses to make generalisations (Crabtree & Miller, 1999). The main goal of the survey model is to describe a past or current situation exactly as it was/is. The general survey model, on the other hand, involves surveying a sample drawn from a large population with diverse elements to reach a general judgment about the entire population (Karasar, 2011).

Population and Sample

The study population consists of gifted middle school students attending BİLSEM's in Turkey. The participants of the study were selected by using the purposive sampling method. The sample of the study consists of a total of 384 gifted students, including 24 fifth graders, 322 sixth graders and 38 seventh graders attending Science and Art Centres (BİLSEM) located in four different provinces with varying levels of socioeconomic development (low, medium and high) in the 2022-2023 school year. The socioeconomic development level of the provinces was determined based on the socioeconomic development report issued by the Ministry of Industry and Technology of the Republic of Turkey (SEGE, 2017). The purposive sampling method is applied when some groups are similar or have similar characteristics (Cooper & Schindler, 2003). The sample's demographic characteristics are given in Table 1 as frequencies and percentages.

Table 1. *Characteristics of the participating students.*

Variable	Group	N	%
Gender	Female	148	38.5
	Male	236	61.5
Grade Level	5th grade	24	6.3
	6th grade	322	83.9
	7th grade	38	9.9
Family Type	Nucleus family	331	86.2
	Extended family	53	13.8
Mother's	Primary school	0	.0
Education Level	Middle school	13	3.4
	High school	63	16.6
	Associate's degree	218	56.8
	Bachelor's degree	38	9.9
	Master's degree	32	8.3
	Doctoral Degree	20	5.2
Father's	Primary school	0	.0
Education Level	Middle school	0	.0
	High school	29	7.6
	Associate's degree	240	62.5

	Bachelor's degree	31	8.1
	Master's degree	25	6.5
	Doctoral Degree	59	15.4
Personality Traits	Curious	185	48.2
	Emotional	29	7.6
	Patient	52	13.5
	Determined	94	24.5

Table 1 shows that 384 students, 148 girls and 256 boys, were included in the study. Of these students, 24 are 5th graders, 322 are 6th graders, and 38 are 7th graders. With the variable of family type, 331 students have a nuclear family, and 53 have an extended family. In terms of mother's education level, 13 of the students have mothers who have a middle school education, 63 have mothers who are high school graduates, 218 have mothers who have an associate's degree, 38 have mothers who have a bachelor's degree, 32 have mothers who have a master's degree, and 20 have mothers who have a doctoral degree. On the other hand, 29 of the participating students have fathers who are high school graduates, 240 have fathers who have an associate's degree, 31 have fathers who have a bachelor's degree, 25 have fathers who have a master's degree, and 59 have fathers who have a doctoral degree. Regarding the students' personality traits, 185 are curious, 29 are emotional, 52 are patient, 94 are determined, and 24 are outspoken. However, the number of gifted students who consider themselves respectful of others' ideas, eco-friendly and witty is zero.

Data Collection Tools

A Personal Information Form developed by researchers and the "Child and Adolescent Psychological Resilience Scale" initially developed by Liebenberg, Ungar and Van de Vijver (2012) and adapted into a short form by Liebenberg, Ungar and LeBlanc (2013) to consist of 12 items collected under a single factor and to be rated on a five-point Likert scale were the data collection tools of the study. The scale's reliability was found to be .84 in the original study and .87 for the current study.

Data Collection

Before the study, the necessary ethical permission to collect data was taken from Tokat Gaziosmanpaşa University Social Sciences and Humanities Research Ethics Committee. Administration dates were planned by contacting the principals and deputy principals of the Science and Art Centres in the provinces determined as the sample. Before the administration, detailed information about the measurement tools was given to the students. Then, the measurement tools were administered to the gifted students who wanted to respond on a volunteer basis face-to-face or via Google Forms. After administering the measurement tools, the responses given to the data collection tools were checked before being transferred to the digital environment. The responses thought to be given carelessly, insincere, incomplete or incorrect were

removed from the data set. The data found to be suitable were transferred to the digital environment and analysed in the SPSS 20.00 statistical program.

Data Analysis

Analyses of the data set were carried out after normality tests (Kolmogorov-Smirnov and Shapiro-Wilk-W), and the data were analysed using the SPSS 20.00 statistical program package. Descriptive analysis methods, such as frequency, percentage calculations, arithmetic mean, and standard deviation, were applied to assess psychological resilience. In the analysis of psychological resilience about gender and family type, a t-test was used. ANOVA was employed to analyse psychological resilience about grade level, as well as mother's and father's education levels. The chi-square test was used in the analyses performed to determine the psychological resilience of gifted adolescents in their personality traits. A score between 12 and 60 can be taken from the scale. In other words, the "Psychological Resilience Scale" range administered to gifted students is 12-60. In this scale, participants are categorised as having a low level of psychological resilience if they score between 12 and 27 points, a medium level between 28 and 44 points, and a high level if they score between 45 and 60 points (Tekin, 1996).

Research Ethics

Ethical principles were carefully observed throughout this study's stages, and compliance with ethical standards was ensured. Ethical approval for the study was obtained through the decision of the Ethics Committee of Tokat Gaziosmapaşa University on May 16, 2023, during the eighth session with decision number 01-54.

Findings

The results of the analyses conducted for the first sub-problem of the study, "What is the psychological resilience level of gifted students?" are given in Table 2.

Table 2. Gifted students' psychological resilience level.

Low		Medium		High		X̄	S
N	%	N	%	N	%		
0	0	50	13.0	334	87.0	50.43	6.97

Table 2 shows that the arithmetic mean for the psychological resilience of gifted students is 50.43, and the standard deviation is 6.97. Moreover, the data reveals that 50 individuals (13.0%) exhibit a medium level of psychological resilience among the students. In contrast, a high level of psychological resilience is evident in 334 students (87.0%), with no students displaying a low level of psychological resilience.

The results of the independent samples' t-test run to find an answer to the second sub-problem, "Does the psychological resilience of gifted students vary significantly by gender?" are presented in Table 3.

Table 3. *The independent samples t-test results were run to determine whether the students' psychological resilience varies significantly by gender*

Gender	N	\bar{X}	Ss	Sd	t	p
Female	148	51.1	7.07	382	1.57	.11
Male	236	46.9	6.89			

As seen in Table 3, the gifted students' psychological resilience does not vary significantly by gender [$t_{(382)} = 1.57, p > .05$]. While the mean psychological resilience score of the female students is $X = 51.1$, that of the male students is $X = 46.9$. The results of the ANOVA conducted to answer the third sub-problem, "Does the psychological resilience of gifted students vary significantly by grade level?" are shown in Tables 4 and 5.

Table 4. *Gifted students' arithmetic means and standard deviations for their psychological resilience about grade level*

Whole Scale	Grade Level	N	\bar{X}	S
	5 th grade	24	47.5	8.7
	6 th grade	322	51.4	5.6
	7 th grade	38	43.2	10.4
	Total	384	50.4	6.9

Table 4 shows that 24 are 5th graders, 322 are 6th graders, and 38 are 7th graders. The results of the analysis of variance performed to investigate whether the difference between the arithmetic means is statistically significant are given in Table 5.

Table 5. *Results of the ANOVA were performed to determine whether the students' psychological resilience varies significantly depending on grade level*

Source of the Variance	Sum of Squares	Sd	Mean Square	F	p
Between-Groups	2524.3	2	1262.1		
Within-Groups	16121.8	381	42.3	29.8	.00
Total	18646.2	383			

Table 5 shows that the gifted students' psychological resilience varies significantly depending on grade level [$F_{(2-381)} = 29.8, p < .05$]. The Scheffe test was conducted to determine the source of this difference, which was found to favour the 6th-grade gifted students. The results of the ANOVA to answer the fourth sub-problem, "Does the psychological resilience of gifted students vary significantly by mother's education level?" are shown in Tables 6 and 7.

Table 6. Gifted students' arithmetic means and standard deviations for their psychological resilience about their mother's education level.

	Education Level	N	\bar{X}	S
Whole Scale	Primary school	0	.0	.00
	Middle school	13	51.0	.00
	High school	63	47.9	8.81
	Associate's degree	218	51.1	6.12
	Bachelor's degree	38	46.5	8.65
	Master's degree	32	54.1	3.47
	Doctoral Degree	20	51.3	7.15
	Total	384	50.4	6.97

Before the analysis, the homogeneity of variances was determined using the Levene Test, and it was decided to perform the ANOVA Test as the significance value was seen to be greater than .05. The results of the ANOVA performed to investigate the significance of the difference between the arithmetic means are given in Table 7.

Table 7. Results of the ANOVA run to investigate whether the students' psychological resilience varies significantly by the mother's education level

Source of the Variance	Sum of Squares	Sd	Mean Square	F	p
Between-Groups	1558.08	5	311.6		
Within-Groups	17088.15	378	45.2	6.89	.00
Total	18646.24	383			

Table 7 shows that the gifted students' psychological resilience varies significantly depending on the mother's education level [$F_{(5-378)} = 6.89, p < .05$]. The Scheffe test was used to find the source of this difference. The results indicated a significant difference in favour of the students whose mothers have a master's degree compared to those whose mothers have a high school education. The results of the One-Way ANOVA to answer the fifth sub-problem, "Does the psychological resilience of gifted students vary significantly by father's education level?" are presented in Tables 8 and 9.

Table 8. Gifted students' arithmetic means and standard deviations for their psychological resilience about their father's education level

	Education Level	N	\bar{X}	S
Whole Scale	Primary school	0	.00	.00
	Middle school	0	.00	.00
	High school	29	51.27	4.25
	Associate's degree	240	51.17	7.60
	Bachelor's degree	31	42.83	5.08
	Master's degree	25	52.88	3.91
	Doctoral Degree	59	49.94	4.30
	Total	384	50.43	6.97

As seen in Table 8, 29 of the students have fathers who are high school graduates, 240 have fathers who have an associate's degree, 31 have fathers who have a bachelor's degree, 25 have fathers who have a master's degree, and 59 have fathers who have a doctoral degree. Before the analysis, the homogeneity of

variances was determined using the Levene Test, and it was decided to perform the ANOVA Test as the significance value was seen to be greater than .05. The results of the ANOVA performed to determine the significance of the difference between the arithmetic means are shown in Table 9.

Table 9. Results of the ANOVA were performed to investigate whether the students' psychological resilience varies significantly by their father's education level.

Source of the Variance	Sum of Squares	Sd	Mean Square	F	p
Between-Groups	2104.11	4	526.02		
Within-Groups	16542.12	379	43.64	12.05	.00
Total	18646.24	383			

Table 9 shows that the gifted students' psychological resilience varies significantly by father's education level [$F_{(4-379)} = 12.05, p < .05$]. The Scheffe test was conducted to determine the source of this difference. The difference was found between the students whose fathers have a bachelor's degree and those whose fathers have a master's degree in favour of those whose fathers have a master's degree. The results of the independent samples' t-test run to find an answer to the sixth sub-problem, "Does the psychological resilience of gifted students vary significantly by family type?" are shown in Table 10.

Table 10. The independent samples t-test results were run to investigate whether the students' psychological resilience varies significantly depending on family type.

Family Type	N	\bar{X}	Ss	Sd	t	p
Nucleus Family	331	51.06	6.27	382	3.39	.00
Extended Family	53	46.49	9.48			

As seen in Table 10, the students' psychological resilience varies significantly depending on family type [$t_{(382)} = 3.39, p < .05$]. The results of the Chi-square analysis to answer the seventh sub-problem, "Does the psychological resilience of gifted students vary significantly by perceived personality traits?" are shown in Table 11.

Table 11. Percentage and Chi-square values related to the relationship between the students' psychological resilience and personality traits.

	Personality Traits	Level		
		Medium	High	Total
Whole Scale	Curious N (%)	0 (.0)	185 (100.0)	185 (100.0)
	Emotional N (%)	19 (65.5)	10 (34.5)	29 (100.0)
	Patient N (%)	2 (3.8)	50 (96.2)	52 (100.0)
	Determined N (%)	29 (30.9)	65 (69.1)	94 (100.0)
	Outspoken N (%)	0 (.0)	24 (100.0)	24 (100.0)
	Total N (%)	50 (13.0)	334 (87.0)	384 (100.0)

$\chi^2 = 132.11, sd = 4; p = .00; p < .05$

As seen in Table 11, the gifted students' psychological resilience varies significantly depending on personality traits ($\chi^2_{(4)} = 132.11, p = .00; p < .05$). When the data about the personality traits of the students are analysed, it can be seen that all the students who consider themselves curious have a high level of psychological resilience (100%), that the majority of the students who consider themselves emotional have a medium level of psychological

resilience (65.5%), that the great majority of the students who consider themselves patient have a high level of psychological resilience (96.2%), and the majority of the students who consider themselves determined have a high level of psychological resilience (69.1%) and that all the students who consider themselves outspoken have a high level of psychological resilience (100%).

Discussion, Results and Suggestions

The study's first finding concluded that gifted students possess a high level of psychological resilience. The second result of the study is that gender does not significantly affect the psychological resilience of gifted students. Teker-Ataş (2015) found that individuals who exhibited gender-specific behaviours associated with women had noticeably lower psychological resilience scores. Bulut (2016) found that the psychological resilience level of adolescents was significantly higher in favour of the male participants.

Güngörmüş et al. (2015) found that the psychological resilience level of the female participants was significantly higher than that of the male participants. Saka and Ceylan (2018) determined that female adolescents had significantly higher psychological resilience than male adolescents. Turgut (2015) concluded that boys have significantly lower psychological resilience than girls. In another study, Önder and Gülay (2007) examined psychological resilience in terms of several variables and found that the female students had higher psychological resilience than the male students. In another study, Chen et al. (2021) concluded that boys have significantly lower psychological resilience than girls. The results of this study are not in parallel with the research results.

The third result is that the psychological resilience of gifted students varies significantly by grade level in favour of gifted students in the 6th grade. Özkebabcı (2019) found that university students' emotional abuse perception scores and psychological resilience scores did not vary significantly by the variable of grade level. However, Cavga (2019) concluded that the psychological resilience level of the 9th grade students was significantly higher than that of the 10th and 11th grade students. Ergün (2016) concluded that children's psychological resilience scores vary significantly by grade level.

The fourth result is that the gifted students' psychological resilience varies significantly by their mothers' education level. In this regard, it can be said that the gifted students whose mothers have a master's degree are statistically better in terms of psychological resilience than the gifted students whose mothers are high school graduates. This may be because mothers frequently use methods of coping with stress when they feel academically stressed during and after their graduate education, and children in the family learn these methods at a young age in the family environment and make it a habit to use them in their daily lives. Many studies on coping methods for academic stress are also available in the literature (Kaba, 2019; Zijlstra et al., 1999;

Yıldırım, 1991). Gün et al. (2022) concluded that the mother's education level did not affect psychological resilience. Yıldırım et al. (2015) concluded that the education level of the mothers of adolescents between the ages of 14 and 18 (each studying at a different high school) is related to their psychological resilience. Studies also indicate that a mother's education level does not significantly affect her level of psychological resilience (Erdem, 2017; Uslu, 2019).

The fifth result is that the psychological resilience of gifted students varies significantly by father's education level. In this regard, it was determined that the psychological resilience of the gifted students whose fathers have a master's degree is higher than that of the gifted children whose fathers have a bachelor's degree. This may be because the father's master's degree may have led to a more balanced response to his child in daily life through education, more precise decisions when solving problems and a more competent parent, thus causing the child to have stronger psychological resilience. Ak's 2016 study on middle school students determined that students with fathers who had received a secondary school education or higher attained significantly higher scores in psychological resilience compared to those whose fathers had only completed primary school or had lower levels of education. However, a study by Altan (2023) concluded that the father's education level did not significantly affect psychological resilience. Turgut (2015) and Toprak (2014) found that psychological resilience in adolescents did not vary significantly by the educational level of the mother and father. Based on all these research results, we can say the following: It is thought that there is no unity in the literature about the effect of a father's education level on children's psychological resilience. However, in this study with gifted children, it is thought that the father's education level creates a significant difference because the sample group consists of children who do not show typical development, children diagnosed as gifted. The sixth result is that the psychological resilience of gifted students varies significantly by family type. Bahadır (2009) found no significant relationship between family structure and psychological resilience. Tanrikulu et al. (2015) examined the relationship between family structure and psychological resilience in adolescents aged 13-16 and concluded that no significant correlation exists. Ergün (2016) conducted a study on adolescents aged between 14 and 18 and found no significant correlation between family structure and psychological resilience. While these results differ from this finding of the study, there are also results in the literature that support the study. In his thesis study, Bindal (2018) found that the psychological resilience of students who live with their parents is higher than the psychological resilience of students who live with others (separated from their parents or living with others), while Özcan (2005) concluded that the psychological resilience of high school students whose parents are together is higher than those whose parents are divorced. The reason for this may be that the coexistence of parents may have a positive effect on psychological resilience due to the fact that it increases the sense of living security in the child.

The seventh result is that the psychological resilience of gifted students varies significantly by personality traits. As a result of this study, it was determined that the gifted students who considered themselves patient have higher psychological resilience than the gifted students who considered themselves curious, emotional and determined. In the study where Özer and Deniz (2014) examined university students' psychological resilience in terms of emotional intelligence and personality traits, a positive significant correlation was found between the psychological resilience scores and emotional intelligence subscale scores. Çetin et al. (2015), in their study aiming to determine the personality traits that affect the psychological resilience of university students, found that five personality traits significantly affect psychological resilience. Polatçı and Tınaz (2021) found that psychological resilience varies significantly depending on gender. Women are more likely than men to be open to development, have self-discipline, and be extroverted and adaptable, which positively affects psychological resilience.

Suggestions

The results of the current study can lead to the following recommendations:

1. Psychological resilience, the subject of many studies, is a positive result of personality traits. Psychological counselling studies can be conducted through counselling services in schools and universities to support this.
2. Psychological resilience can be examined regarding its relationship with various variables such as social learning skills and life satisfaction.
3. Parents' educational level can also affect their children's social and emotional well-being and psychological resilience so that they can be provided counselling services

Uzun Özet

Özel Yetenekli Ergenlerde Psikolojik Sağlamlığın İncelenmesi

Güliz KAYMAKCI, Bahar GÜREL TONBUL

Giriş

Özel yeteneklilik kavramı, genel olarak zihinsel beceri düzeyi yüksek, sanat ve akademik anlamda başarılı, yaratıcı düşünme becerisini kullanabilen, liderlik özelliği gösteren ve psiko-motor becerilerden bir veya daha fazlasında yüksek performans gösterebilen bireylerin doğuştan getirdiği özellik olarak tanımlanmaktadır (Passow ve Rudnitski, 1993). Özel yetenekli çocukları yaşlılarıyla kıyasladığımızda çok daha erken konuştukları, bir grup içerisinde liderlik özelliği gösterdikleri, çok çeşitli ilgi alanlarına sahip olduğu, herhangi bir konuyu çok erken öğrendikleri ve genel olarak standartların üstünde gelişim gösterdikleri söylenebilir (Metin, 1999). Ergenlik dönemi hem ergenliğin getirdiği problemler hem de özel

yetenekliliğin vermiş olduğu sorunlar birleşince özel yetenekliler için akranlarına göre daha zorlu bir hale gelir ve bu dönemde özel yetenekli gençlerin toplumdan ayrışmaları özellikle kendi yaş gruplarıyla iyi ilişkiler kuramamaları, kendilerine uygun kişilerle iletişim halinde olmamaları onların ilişkilerini olumsuz etkilemektedir. Özel yetenekli gençlerin heterojen yaş gruplarının olduğu etkinliklerde bulunmaları onlara katkı sağlar, özel yetenekli birey toplumsal normlara göre hayatını sürdürmemelidir. Özel yetenekli bireyin farklı olduğu herkes tarafından kabul görmelidir ve kendi olmasına izin verilmelidir, özel yetenekli ergenlerin sadece başarılarına odaklanmak onlarda kişilik olarak değersizlik hissi uyandırarak depresyona ve yetersizliğe yol açabilir. Özel yetenekli öğrencilerin akranlarına kıyasla daha zorlu geçirdiği bu dönemle baş edebilme yollarını bilmeleri bir o kadar önemlidir (Jackson and Moyle, 2008).

Psikolojik sağlamlık; anlamsal olarak travma veya zorlu yaşam koşulları ile karşılaşma halinde olumlu uyum halinde olmayı ifade eder. Çocuklarla yapılan çalışmalardan çıkan en şaşırtıcı sonuç, dayanıklılığın sıradanlığıdır. Aktif bir süreç olan psikolojik sağlamlık aslında olağanüstü süreçlerden ziyade üstün zekâ ile doğru orantılıdır. Yani başka bir deyişle bir insan ne kadar zekiye o kadar psikolojik sağlamlığa sahiptir (Masten, 2001). Özel yetenekli ergenler normal gelişim gösteren akranları gibi birçok riskle yüz yüze gelebilmektedirler. Bu risklere karşın ergenlerin normal gelişim sürecini sağlayabilmeleri önemlidir. Psikolojik sağlamlık açısından iyi durumda olmayan çocukların sıklıkla içe ya da dışa yönelme eğilimleri olduğu düşünüldüğünde olumsuz bir durumla karşılaştığında olumlu yönden bakmayı başarabilen çocukların özelliklerinin incelenmesi önemlidir (Arslan, 2015). Ayrıca literatür incelendiğinde psikolojik sağlamlık konusu ile ilgili yapılan çalışmaların özel yetenekli öğrenciler üzerinde sınırlı sayıda gerçekleştirilmiş olması, bu çalışmada diğer çalışmalardan farklı olarak aile tipi ve kişilik özellikleri gibi farklı demografik değişkenlerin etkisinin de ele alınması çalışmayı özgün kılmaktadır.

Bu bağlamda çalışmanın amacı özel yetenekli olduğuna dair tanı almış ergenlerde psikolojik sağlamlık düzeyinin belirlenmesi ve psikolojik sağlamlıklarının cinsiyet, sınıf düzeyi, anne eğitim düzeyi, baba eğitim düzeyi, aile tipi ve algılanan kişilik özelliklerine göre incelenmesidir. Amaca yönelik olarak belirlenen ana problem cümlesi “özel yetenekli ergenlerin psikolojik sağlamlıkları nasıldır?” şeklindedir. Alt amaçlar ise aşağıda belirtilen alt problemler yoluyla irdelenmiştir:

1. Özel yetenekli öğrencilerin psikolojik sağlamlık düzeyi nedir?
2. Özel yetenekli öğrencilerin psikolojik sağlamlıkları
 - a. cinsiyete,
 - b. sınıf seviyesine,
 - c. anne eğitim seviyesine,

- d. baba eğitim seviyesine,
- e. aile tipine,
- f. kişilik özelliklerine göre istatistiki açıdan anlamlı farklılık yaratmakta mıdır?

Yöntem

Bu araştırmada nicel araştırma yöntemleri arasında yer alan genel tarama modeli kullanılmıştır. Nicel araştırma, araştırmaya katılanlardan belirli ölçme araçlarıyla elde edilmiş olan verilerin bazı istatistiksel analizlerini kullanarak genelleme sürecidir (Crabtree and Miller, 1999). Tarama modeli geçmiş ya da şu anda mevcut olan bir durumu tamda olduğu haliyle betimlemeyi amaç edinen bir modeldir, genel tarama modeli ise çok çeşitli eleman içeriğine sahip büyük bir evrende, evren hakkında genel bir yargıya ulaşabilmek amacıyla evrenden seçilen bir grup örneğin üzerine tarama çalışması gerçekleştirilmesidir (Karasar, 2011).

Bu araştırmanın evrenini Türkiye’de yer almakta olan BİLSEM’lerde eğitim almakta olan özel yetenekli ortaokul öğrencileri oluşturmaktadır. Bu araştırmanın örnekleme, 2022-2023 Eğitim- Öğretim yılının bahar yarısında Türkiye Sanayi ve Teknoloji Bakanlığı tarafından yayımlanan sosyo-ekonomik gelişmişlik raporuna göre (SEGE, 2017) maksatlı örnekleme yöntemi ile belirlenen sosyo-ekonomik düzey açısından dört farklı il merkezinde yer alan, Bilim ve Sanat Merkezlerinde (BİLSEM) öğrenim görmekte olan 24’ü beşinci, 322’si altıncı ve 38’i yedinci sınıf seviyesinde olmak üzere toplam 384 özel yetenekli öğrenci oluşturmaktadır. Maksatlı örnekleme yöntemi birtakım grupların benzer örnekler olduğu ya da bazılarının benzer özelliklere sahip olduğu durumlarda uygulanan bir yöntemdir (Goode and Hatt, 1973).

Araştırmada verilerin toplanması amacıyla araştırmacılar tarafından geliştirilen ve örnekleme yönelik karakteristik bilgilerin sorulduğu Kişisel Bilgi Formu ve orijinali Liebenberg, Ungar and Van de Vijver, (2012) tarafından geliştirilen ve kısa form çalışması Liebenberg, Ungar and LeBlanc (2013) tarafından yapılan, 12 ifadeli, tek faktörlü, beşli likert tipinde olan “Çocuk ve Genç Psikolojik Sağlamlık Ölçeği” kullanılmıştır. Ölçeğin güvenilirliği orijinal çalışmada Cronbach Alpha yöntemiyle hesaplanarak .84 bulunmuş olup bu çalışma için .87 olarak bulunmuştur.

Veri setinin analizleri normallik testleri (Kolmogorov-Smirnov ve Shapiro Wilk-W) sonrasında gerçekleştirilmiş olup elde edilen veriler SPSS 20.00 istatistik paket programı yardımıyla analiz edilmiştir. Psikolojik sağlamlık düzeyinin belirlenmesinde frekans, yüzde dağılım, aritmetik ortalama ve standart sapma gibi betimsel analiz yöntemlerinin yanı sıra cinsiyet ve aile tipine göre psikolojik sağlamlık analizlerinde t testi ve sınıf düzeyi, anne- baba eğitim düzeyine göre yapılan analizlerde ise Tek Yönlü Varyans Analizi (One-Way ANOVA) kullanılmıştır. Özel yetenekli ergenlerin kişilik özelliklerine göre psikolojik sağlamlıklarının belirlenmesine yönelik gerçekleştirilen analizlerde ise Chi-Square

testi kullanılmıştır. Çalışmanın 5'li likert tipteki yapısı dikkate alınarak öğrencilerin ölçekten alabileceği en düşük puan 12 iken, en yüksek puan 60'tır. Farklı bir deyişle özel yetenekli öğrencilere yönelik uygulanan "Psikolojik Sağlamlık Ölçeği" ranj aralığı 12-60 puandır. Bu ölçekten katılımcıların 12 ile 27 puan arasında almaları durumunda psikolojik sağlamlık düzeyi düşük, 28 ile 44 puan arasında orta ve 45 ile 60 puan almaları durumunda da psikolojik sağlamlık düzeyi yüksek olarak belirlenmiştir.

Tartışma, Sonuç ve Öneriler

Araştırmada; birincil olarak özel yetenekli öğrencilerin psikolojik sağlamlık düzeyinin yüksek olduğu sonucuna ulaşılmıştır. Araştırmanın ikinci sonucu ise özel yetenekli öğrencilerin psikolojik sağlamlıklarının cinsiyete göre anlamlı farklılık göstermediği şeklindedir. Chen ve ark., (2021) erkeklerin kızlardan önemli ölçüde daha düşük psikolojik sağlamlığa sahip olduğu sonucuna varmışlardır. Bu çalışma sonucu araştırmanın bu sonucuyla paralellik göstermemektedir. Araştırmanın üçüncü sonucu ise özel yetenekli öğrencilerin psikolojik sağlamlıklarının sınıf düzeyine göre anlamlı farklılık gösterdiği ve bu farklılığın 6. Sınıfların lehine olduğu şeklindedir. Bu durumun aslında ergenlik dönemine giriş yapan öğrencilerin 5. Sınıfta ön ergen, 7. ve 8. Sınıfta ise çoğunlukla ergenliğe adım atmış olmaları sebebi ile, 6. Sınıfta psikolojik açıdan daha dengeli ve daha az kırılabilir bir davranış sergiledikleri şeklinde yorumlanabilir. Literatür incelendiğinde; Özkebabçı (2019) üniversite öğrencilerinin duygusal istismar algı puanları ile psikolojik dayanıklılık puanlarının sınıf düzeyi değişkenine göre anlamlı düzeyde farklılaşmadığını bulmuştur. Araştırmanın dördüncü sonucu özel yetenekli öğrencilerin psikolojik sağlamlıklarının anne eğitim düzeyine göre anlamlı farklılık gösterdiği şeklindedir. Yıldırım ve ark., (2015) gerçekleştirdikleri çalışmada 14- 18 yaş arası ergenlerin (her biri farklı lisede okuyan) annelerinin eğitim düzeyinin ergenlerin psikolojik sağlamlığı ile ilişkili olduğu sonucuna ulaşılmıştır. Araştırmanın beşinci sonucu olarak özel yetenekli öğrencilerin psikolojik sağlamlıklarında baba eğitim düzeyine göre anlamlı farklılık olduğu belirlenmiştir. Bu farklılığın babası yüksek lisans mezunu olan çocukların lehine olacak şekilde ve babası lise mezunu olan çocuklara kıyasla görüldüğü belirlenmiştir. Literatür incelendiğinde; bu araştırma sonucuna paralel olarak, Ak (2016) ortaokula devam eden öğrencilerin psikolojik dayanıklılıklarını incelemiş ve babaları ortaokul ve üzeri eğitim düzeyine sahip olan öğrencilerin psikolojik dayanıklılık puanlarının, babaları ilköğretim ve altı eğitim düzeyine sahip olanlara göre anlamlı derecede yüksek olduğunu bulmuştur.

Araştırmada ulaşılan altıncı sonuç ise; özel yetenekli öğrencilerin psikolojik sağlamlıklarının aile tipine göre istatistiksel olarak anlamlı farklılık gösterdiği şeklindedir. Literatür incelendiğinde Bahadır (2009) tarafından yapılan çalışmada aile yapısı ile psikolojik sağlamlık arasında farklılık olmadığı, yine başka araştırmada da Tanrikulu ve ark., (2015) 13-16 yaş arası ergenlerde aile yapısı ve

psikolojik dayanıklılık arasındaki ilişkiyi incelemiş ve anlamlı ve farklılık olmadığı sonucuna varmışlardır. Ergün'ün (2016) yaşları 14 ile 18 arasında değişen ergenlerle yaptığı çalışmada, aile yapısı ile psikolojik sağlamlık arasında bir fark olmadığını bulmuştur. Bu sonuçlar bu araştırmanın sonucuyla paralellik göstermemektedir. Ancak çalışmanın sonucunu destekler nitelikte farklı çalışmalara da literatürde rastlanmaktadır. Bindal (2018) gerçekleştirdiği tez çalışmada anne babasıyla beraber yaşayan öğrencilerin psikolojik sağlamlıklarının diğerleriyle (anne veya babasından ayrı olan veya başkalarıyla yaşayan) yaşadığını söyleyen öğrencilerin psikolojik sağlamlıklarından yüksek olduğu bulgusuna ulaşırken, Özcan (2005) ise araştırmasında, anne babası birlikte olan lise öğrencilerinin sahip olduğu psikolojik dayanıklılığın anne babası boşanmış olanlara göre daha yüksek olduğu sonucuna ulaşmışlardır. Bunun nedeni olarak, anne ve babanın bir arada olmasının çocukta güvenli yaşama duygusunu artırmasına bağlı olarak psikolojik sağlamlığında olumlu etki yaratıyor olması olabilir. Araştırmada yedinci sonuç olarak ise; özel yetenekli öğrencilerin psikolojik sağlamlıklarının öğrencilerin algıladıkları kişilik özelliklerine göre istatistiksel olarak anlamlı farklılık görüldüğü şeklindedir. Alanyazın tarandığında Özer ve Deniz (2014) üniversite öğrencilerinin psikolojik sağlamlık düzeyinin duygusal zeka ve kişilik özellikleri açısından inceledikleri çalışmalarında, üniversite öğrencilerinin psikolojik sağlamlık puanları ile duygusal zeka alt boyut puanları arasında pozitif yönde anlamlı bir ilişki bulmuşlardır.

Araştırmanın bulguları doğrultusunda şu önerilere yer verilmiştir. Birçok araştırmanın konusu olan psikolojik sağlamlık, kişilik özelliklerinin olumlu bir sonucudur. Bunu desteklemek için okullarda, üniversitelerde rehberlik servisleri aracılığı ile psikolojik danışma çalışmaları yapılabilir. Psikolojik sağlamlık, sosyal öğrenme becerileri, yaşam doyumu gibi farklı değişkenlerle ilişkisi açısından incelenebilir. Ebeveynlerin eğitim durumunun çocuklarının sosyal ve duygusal refahını, psikolojik dayanıklılığını etkilediği için onlara da ayrıca danışmanlık hizmetleri de sağlanabilir.

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Yazar beyanları/Statements of the authors

Etik <ul style="list-style-type: none">✓ “Özel Yetenekli Ergenlerde Psikolojik Sağlamlığın İncelenmesi” başlıklı çalışmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş olup, toplanan veriler üzerinde herhangi bir tahrifat yapılmamış ve bu çalışma herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiştir.✓ Tokat Gaziosmanpaşa Üniversitesi Rektörlüğü-Bilimsel Araştırmalar ve Yayın Etik Kuruldan izin alınarak çalışmalara başlanmıştır. (2023.08.06)	Ethic <ul style="list-style-type: none">✓ Scientific, ethical and citation rules were followed during the writing process of the study titled “<i>Investigation of Psychological Resilience in Gifted Adolescents</i>”, no falsification was made on the collected data and this study was not sent to any other academic publication medium for evaluation.✓ The studies were started with permission from Tokat Gaziosmanpaşa University Rectorate - Scientific Research and Publication Ethics Committee. (2023.08.06)
Yazar Katkıları <ul style="list-style-type: none">✓ Bu çalışmaya yazarların katkı oranları eşittir	Contribution of Authors <ul style="list-style-type: none">✓ The contributions of the authors to this study are equivalent.
Çatışma Beyanı <ul style="list-style-type: none">✓ Makalemiz ile ilgili herhangi bir kurum, kuruluş, kişi ile mali çıkar çatışması yoktur ve yazarlar arasında çıkar çatışması bulunmamaktadır.	Conflict Statement <ul style="list-style-type: none">✓ There is no financial conflict of interest with any institution, organization, person related to our study and there is no conflict of interest between the authors.
Araştırma Desteği <ul style="list-style-type: none">✓ Bu çalışma herhangi bir kurum ya da kuruluş tarafından desteklenmemiştir.	Research Support <ul style="list-style-type: none">✓ This work was not supported by any institution or organization.