



Perceptions Of Gifted And Non-Gifted Students Related To Their Levels Of Self-Actualization

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ABSTRACT

Purpose: Self-actualization is understood as an effort to develop a level to which one aspires. Gifted individuals are expected especially to be more likely to reach this level than normal individuals of the same age. **The Purpose of** this study is to determine the self-actualization perception levels of students at BİLSEM, which is within the Ministry of National Education, and those who did not attend BİLSEM, **Research Methods:** This study utilizes squantitative research methods in which descriptive methods were used to determine and compare self-actualization perceptions of gifted and non-gifted students.

Its sample was chosen by purposeful sampling and was composed of 253 students in total, 115 of which attended BİLSEM and 138 of which didnot attend BİLSEM. In the scope of this study, the "Self-Actualization Scale" developed by Battal and Şan (2010), was used. **Findings:** As a result of the study, the perception levels of the gifted students are higher than non-gifted students in terms of self-actualization, social relations, creativity, critical thinking, and emotional integrity. In addition, it was also observed that the students who attended pre-school have higher perceived levels of self-actualization. **Implications for Research and Practice:** According to the results, without overlooking the equality of opportunities in education, works that will increase the self-actualization perceptions of students who cannot go to BİLSEM should be included by means of education programs and concealed curricula. Future studies could investigate why perceived levels of self-actualization of gifted students were higher than those of non-gifted students.

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Introduction

The world presents development through a process of change. This process is provided through the pathfinders of economical, technological, and political matters. If a change is to be initiated in a field, it should be implemented devotedly by predicting the reflections of the past formations onto present-day social structures. Upon studying historical developments throughout society, it can be seen that the individuals who shaped such initiatives were "gifted people," possessing features such as leadership, productivity, and efficiency; the characteristics of gifted individuals foster their abilities to accept and solve situations around them (Uzun, 2004).

Gifted individuals are not necessarily different than normal people, but their characteristics, which are present in everybody, differ in terms of distribution, frequency, timing, and composition. Additionally, they are emphasized as individuals with a combination of superior abilities, different perspectives, creative thinking skills, and a responsibility of duty in comparison to their peers. (Akarsu, 2001; Renzulli & Reis, 1985) These individuals need comprehensive education opportunities and services that cannot be provided by normal programs (Renzulli and Reis, 1985; Cit: Gokdere & Cepni, 2004). It is a necessity to guide these individuals towards the specializations they express starting in childhood so that they could make use more of their potential (Davasligil, 2012). Gifted individuals need to be guided in accordance with the needs of society. They need a framework, such as Maslow's hierarchy of needs to integrate their relationships with experiences (Clarck, 2008). Maslow's hierarchy of needs focuses on five basic categories: physiological needs, safety needs, the need for love and belonging, the need for esteem, and the need for self-actualization. The needs are addressed hierarchically with the belief that individuals ascend to an upper category of needs after fulfilling their needs at the bottom. (Akbaba, 2006) The need for self-actualization, which is at the top, counts as the basic driving force of a healthy human, and was first documented in the writings of Carl Jung (Kuzgun, 1972). Self-actualization is realized through the following competences: the ability to clearly see the truth, to see oneself and others as they are, to accept, to be sufficient to oneself, to not be partisan, to be independent, to constantly search for developments, to show empathy and mercy towards others, to make friends, to act democratically, to distinguish the purpose from the means, to see the humorous side of events, to be creative, to not resist against acculturation, and to be determined to solve problems (Ruf, 1998; Cit: Boran & San, 2013). Self-actualization requires critical thinking to create innovative ideas, to be nice and friendly in social relations, and to have emotional integrity. Self-actualization is understood as an effort to develop, as a motive guiding human behaviors, as well as a level to which one aspires (Kuzgun, 1972). Gifted individuals are expected especially to be more likely to reach this level than normal individuals of the same age. In addition, the studies of Pufal-Struzik (1999) and Hebert and McBee (2007) stated that gifted individuals express higher levels of self-actualization than average learners (Cit: Boran & San, 2013).

In studies that compare students who have been deemed as gifted to normal students (Kaya, Kanik & Alkin, 2016; Arseven & Yesiltas, 2016; Bahar, Kaya & Bahar, 2016; Tascilar, 2016; Tortop, 2015; Kaya, Erdogan & Caglayan, 2014; Kanli & Emir, 2013; Yildiz, Baltaci, Kurak & Guven, 2012; Kanli, 2011), it is seen that the students were compared in terms of emotional intelligence levels, communicative abilities, learning styles, approaches and preferences towards reading, self-regulating abilities for learning science, school life qualities and friendships, levels of success and creative thinking, the capacity to use problem-solving strategies, perfectionism, their levels of depression and anxiety, and planning abilities. However, no such study related to their level of self-actualization has been encountered.

The aim of this study is to determine the perceived levels of self-actualization of students at BİLSEM, which is within the Ministry of National Education, and those who do not attend BİLSEM, as well as to compare the self-actualization perception levels of these students in accordance with specific demographic features.

Method

Research Design

This study utilized quantitative research methods in which descriptive methods were used to determine and compare the self-actualization perceptions of gifted and non-gifted students. They were prepared in accordance with the survey model. The aim of survey research is generally to create a description by photographing a present case relevant to the subject of the research (Buyukozturk, Kilic-Cakmak, Akgun, Karadeniz & Demirel, 2008).

Research Sample

The students who attended BİLSEM, located in the Sakarya city center, and those who did not attend BİLSEM in the 2015-2016 school year compose the population of this study. Its sample was chosen by purposeful sampling and composed of 253 students in total of which 115 were BİLSEM students and 138 were not. Purposeful sampling study enables the ability to choose cases that are rich in information to investigate in depth (Buyukozturk, Kilic-Cakmak, Akgun, Karadeniz & Demirel, 2008). However, upon acquiring the normality distribution of the data, the information showed extreme values that were filtered. Therefore, the analysis utilized data from 244 participants, of which 107 attended BİLSEM and 137 did not. Demographic features of the students participating in the study are provided in Table 1.

Table 1.*Demographic Features of Gifted and Non-Gifted Students*

		<i>Participants' Status of Attending BİLSEM</i>		
		<i>Those not attending BİLSEM</i>	<i>Those attending BİLSEM</i>	<i>Total</i>
Gender	Female	101	44	145
	Male	36	63	99
Status of Preschool Education	Yes	76	98	174
	No	61	9	70
Attitudes of Parents	Overprotective	20	17	37
	Overly Oppressive and Authoritative	7	4	11
	Perfectionist	22	12	34
	Inconsistent	12	4	16
	Fully Liberal	9	6	15
	Democratic	65	63	128
Number of Siblings	Only Child	7	27	34
	2 Siblings	37	44	81
	3 Siblings	58	22	80
	More than 3	34	14	48
Educational Level of Mother	Primary School	117	29	146
	High School	17	38	55
	University	3	40	43
Educational Level of Father	Primary School	78	5	83
	High School	50	37	87
	University	9	65	74
Income level of Family	Less than 2000 TL	88	11	99
	2001-3000 TL	20	19	39
	3001-4000 TL	18	26	44
	4001-5000 TL	4	26	30
	5000 and More	7	22	29

Research Instrument and Procedure

In the scope of this study, the "Self-Actualization Scale" developed by Battal and Şan (2010) was used. The Self-Actualization Scale is composed of four sub-dimensions: emotional integrity, critical thinking, social relations, and creativity, as well as 30 articles. All the dimensions of Emotional Integrity (4,14,18,19,21,22,24,25,27,28,29), Critical Thinking (9,13,17,20,23,26), Social Relations (1,2,3,5,6,7,10), and Creativity (8,11,12,15,16,30) contain different numbers of articles.

The scale was formed as a 4-point Likert scale. The articles forming the scale were graded from 1 to 4 as "Always," "Mostly," "Sometimes," and "Never." While Cronbach Alpha reliability value was determined as 0.0818 for the reliability validity of the scale, Cronbach Alpha was determined as 0.695 for the "self-actualization levels" of the gifted student's devised by Boran and Şan (2013), and Cronbach Alpha for the scale for this study was calculated as 0.749.

Data Analysis

Demographic features such as gender, family income, familial attitudes and educational background, number of siblings and preschool education were included in the personal information form. Students' levels of self-actualization were studied in terms of these features. The Mann-Whitney U and Kruskal Wallis H non-parametric tests were used, since the data was not distributed normally.

Results

The results of the Mann-Whitney U and Kruskal Wallis H non-parametric tests, which were used to determine the significance according to the demographic features of the self-actualization levels of both sets of students, are displayed in the following tables.

Table 2
 Mann-Whitney U Scores Related to Participants' Perceived Levels of Self-Actualization and Sub-Dimensions According to Gender of Participants.

	Gender	N	Arithmetic Average	Z Value	P
Perceived Level of Self- Actualization	Female	145	113.05	-2.532	0.011*
	Male	99	136.34		
Social Relations	Female	145	118.56	-1.064	0.287
	Male	99	128.28		
Critical Thinking	Female	145	110.38	-3.272	0.001*
	Male	99	140.26		
Creativity	Female	145	112.40	-2.719	0,007*
	Male	99	137.30		
Emotional Integrity	Female	145	120.75	-.471	0.638
	Male	99	125.07		

*p<0.05

According to Table 2, the self-actualization perception levels of the participants as well as the critical thinking and creativity levels differ significantly according to their genders (p<0.05), whereas no such difference was observed according to their genders in terms of social relations and emotional integrity (p>0.05). While the average of the male students' perceived self-actualization levels is 136.34, the average

of the female students' perceived levels is 113.05. Furthermore, the average of critical thinking skills of the male students is 140.26, and the average of the female students is 110.38. The creativity score average of the male students is 137.30, and the average of the female students is 1124.0. In conclusion, the perception levels of self-actualization, creativity, and critical thinking of the male students were found to be higher than those of the female students.

Table 3.

Mann-Whitney U Scores Related to Participants' Perceived Levels of Self-Actualization and Sub-Dimensions According to Their Preschool Education

	<i>Preschool Education</i>	<i>N</i>	<i>Arithmetic Average</i>	<i>Z Value</i>	<i>p</i>
Perceived Level of Self-Actualization	Yes	174	134.71	-4.263	0.000*
	No	70	92.15		
Social Relations	Yes	174	131.62	-3.204	0.001*
	No	70	99.84		
Critical Thinking	Yes	174	123.63	1	2
	No	70	119.69	-.397	0.691
Creativity	Yes	174	134.61	3	4
	No	70	92.39	-4.246	0.000*
Emotional Integrity	Yes	174	130.48	5	6
	No	70	102.66	-2.796	0.005*

* $p \leq 0.05$

According to Table 3, the students' perceived levels of self-actualization and social relations as well as creativity and emotional integrity differ significantly according to their preschool background ($p \leq 0.05$), whereas no such difference was observed according to their preschool background in terms of critical thinking ($p > 0.05$). According to these findings, the average of the perceived levels of self-actualization perception levels for students with a preschool background is 134.71, while the average of the students with no preschool background is 92.15. In addition, the average perceived level of the students with a preschool background related to social relations is 131.62, whereas the average perception level of the students with no preschool background is 99.84. The average creativity score of the students with a preschool background is 134.61, whereas the average creativity score of the students with no preschool background is 92.39. The average score of the students with a preschool background related to the perception of emotional integrity is 130.48, whereas the average of those with no preschool background is 102.66.

Table 4

Kruskal Wallis H Scores Related to Participants' Perceived Levels of Self-Actualization and Sub-Dimensions According to the Attitudes of Their Parents

Attitudes of the Parents	N	Average Rank	χ^2	df	p
Overprotective	37	116.05	8.800	5	0.117
Overly Oppressive and Authoritative	11	74.77			
Perfectionist	34	122.35			
Inconsistent	16	102.94			
Fully Liberal	15	107.23			
Democratic	128	129.91			

*p≤0.05

As seen from Table 4, there is no statistically significant difference in self-actualization perception levels of the students participating in the study and its sub-dimensions according to the perceived attitudes of their parents ($P = .118 > 0.05$). In this respect, it can be said that the attitudes of the parents play no role in the perception related to individuals' self-actualization levels.

Table 5.

Kruskal Wallis H Scores Related to Participants' Perceived Levels of Self-Actualization According to Number of Siblings

Number of Siblings	N	Average Rank	χ^2	df	p
Only Child	34	144.34	13.146	3	0.004*
2 Siblings	81	136.84			
3 Siblings	80	106.58			
More than 3	48	106.84			

*p≤0.05

As seen in Table 5, there is a significant difference in the students' perceived levels of self-actualization according to the number of siblings ($P < .005$). It is seen that the average of the perceived levels of the students (144.34) who are only children is higher than those with siblings. However, no significant difference was found according to the number of siblings in the analysis related to the sub-dimensions of the scale.

Table 6

Kruskal Wallis H Scores Related to Participants' Perceived Levels of Self-Actualization and Sub-Dimensions According to the Educational Background of Their Mothers

	<i>Educational Level of Mother</i>	<i>N</i>	<i>Average Rank</i>	χ^2	<i>df</i>	<i>p</i>
Perceived Level of Self-Actualization	Primary School	147	101.86	33.562	2	0.000*
	High School	54	145.00			
	University	43	164.81			
Social Relations	Primary School	147	112.33	8.806	2	0.012
	High School	54	131.51			
	University	43	145.95			
Critical Thinking	Primary School	147	110.55	11.142	2	0.004*
	High School	54	136.73			
	University	43	145.49			
Creativity	Primary School	147	100.74	36.199	2	0.000*
	High School	54	150.02			
	University	43	162.31			
Emotional Integrity	Primary School	147	109.57	13.671	2	0.001*
	High School	54	135.19			
	University	43	150.76			

* $p \leq 0.05$

As seen in Table 6, the scores from the sub-dimensions of critical thinking, creativity, and emotional integrity excluding the self-actualization levels scale and the sub-dimension of social relations differ significantly according to the educational background of the mother. It is seen that the average of the perceived levels of self-actualization for students with university-educated mothers is higher: 164.81. Furthermore, the average of their critical thinking scores is 145.49, their creativity average is 162.32, and their emotional integrity average is 150.76, all of which are higher compared to students whose mothers were primary or high school graduates.

Table 7

Kruskal Wallis H Scores Related to Participants' Perceived Levels of Self-Actualization and Sub-Dimensions According to the Educational Background of their Fathers

	<i>Educational Level of the Father</i>	<i>N</i>	<i>Average Rank</i>	χ^2	<i>df</i>	<i>p</i>
Perceived Level of Self-Actualization	Primary School	83	83.16	44.111	2	0.000*
	High School	87	131.35			
	University	74	156.22			
Social Relations	Primary School	83	93.66	22.019	2	0.000*
	High School	87	133.09			
	University	74	142.41			
Critical Thinking	Primary School	83	95.86	20.410	2	0.000*
	High School	87	128.66			
	University	74	145.14			
Creativity	Primary School	83	91.73	28.976	2	0.000*
	High School	87	127.13			
	University	74	151.57			
Emotional Integrity	Primary School	83	97.73	18.630	2	0,000*
	High School	87	126.39			
	University	74	145.72			

*p≤0.05

As seen in Table 7, the scores from the self-actualization perception scale and all its sub-dimensions differ significantly according to the educational background of the father (P<.005). It is seen that the average of the perceived levels of self-actualization of the students with university-educated fathers is higher: 156.22. Furthermore, their social relations average is 142.41, their critical thinking average is 145.14, their average creativity score is 151.57 and their average emotional integrity score is 145.72, all of which are higher compared to students whose fathers were primary or high school graduates.

Table 8

Kruskal Wallis H Scores Related to Participants' Perceived Levels of Self-Actualization and Sub-Dimensions According to Family Income

	Average Income	N	Average Rank	χ^2	df	p
Perceived Level of Self-Actualization	Less than 2000 TL	99	99.53	16.701	4	0.002*
	2001-3000 TL	39	131.26			
	3001-4000 TL	44	138.75			
	4001-5000 TL	30	143.20			
	5000 and More	29	130.60			
Social Relations	Less than 2000 TL	99	103.29	14.078	4	0.007*
	2001-3000 TL	39	142.87			
	3001-4000 TL	44	141.06			
	4001-5000 TL	30	121.67			
	5000 and More	29	120.93			
Critical Thinking	Less than 2000 TL	99	111.34	4.194	4	0.380
	2001-3000 TL	39	124.06			
	3001-4000 TL	44	125.93			
	4001-5000 TL	30	138.37			
	5000 and More	29	124.41			
Creativity	Less than 2000 TL	99	103.98	12.849	4	0.012
	2001-3000 TL	39	122.87			
	3001-4000 TL	44	128.01			
	4001-5000 TL	30	148.93			
	5000 and More	29	137.05			
Emotional Integrity	Less than 2000 TL	99	105.95	9.742	4	0.045
	2001-3000 TL	39	124.40			
	3001-4000 TL	44	139.72			
	4001-5000 TL	30	138.03			
	5000 and More	29	121.79			

*p≤0.05

As seen in Table 8, the scores from the self-actualization perception scale and its social relations sub-dimension differ significantly according to the average income of the families (P<.005). It is seen that the average of the perceived levels of self-

actualization of the students stating their families' income as 4000-5000 TL is higher, at 143.20, and the social relations average of the students stating their families' income as 2000-3000 TL is also elevated, at 142.87, compared to students whose families had other income levels. However, no significant difference can be seen in terms of average critical thinking, creativity, and emotional integrity scores.

Table 9

Mann-Whitney U Scores Related to Participants' Perceived Levels of Self-Actualization and Sub-Dimensions in Accordance with Attending BİLSEM

	Attending BİLSEM	N	Arithmetic Average	Z Value	p
Perceived Level of Self- Actualization	Not Attending	137	95.38	-6.796	0.000*
	Attending	107	157.22		
Social Relations	Not Attending	137	107.68	-3.738	0.000*
	Attending	107	141.48		
Critical Thinking	Not Attending	137	108.33	-3.576	0.000*
	Attending	107	140.64		
Creativity	Not Attending	137	95.72	-6.739	0.000*
	Attending	107	156.79		
Emotional Integrity	Not Attending	137	103.61	-4.748	0.000*
	Attending	107	146.69		

*p≤0.05

As seen in Table 9, the perceived levels of self-actualization of the students differ significantly according to whether they were attending BİLSEM or not (p≤0.05). According to the findings, the average of the self-actualization perception levelsof the students who attended BİLSEM is 157.22, and the average of the students who did not attend BİLSEM is 95.38. Furthermore, the social relations average score of the students who attended BİLSEM is 141.48, the critical thinking average score is 140.64, the creativity average score is 156.79, and the emotional integrity average score is 146.69. The social relations average score of the students who did not attend BİLSEM is 107.68, the critical thinking average score is 108.33, the creativity average score is 95.72, and the emotional integrity average score is 103.61. In this respect, it is observed that the perception levels of the students determined as gifted are higher than the non-gifted individuals in terms of self-actualization, social relations, creativity, critical thinking, and emotional integrity.

Discussion and Conclusions

The perceived levels self-actualization of the 107 students in the age range of 12-16 years old who attended Sakarya Science and Art Center (BİLSEM) in the 2015-2016 school yearand the 137 students who did not attend BİLSEM were studied in accordance with specific demographic features in this study. According to the findings, it is seen that the perceived levels self-actualization, social relations, critical thinking, creativity, and emotional integrity of the students who attended BİLSEM

were significantly higher than the students who did not attend BİLSEM. In the study by Kaya, Kanik, & Alkin (2016), it was found that the intelligence levels of gifted individuals are significantly higher than individuals who are stated as non-gifted, while there was not any significant difference in concerning social relations. In the self-actualization levels determination study on BİLSEM students by Boran and San (2010), the individuals who attended BİLSEM and were deemed gifted could portray themselves and perform the acts in its sub-dimension. In addition it can be seen from the studies of Reis and Renzulli (2004) that many studies have indicated that gifted children can be healthy, attractive, and active individuals in various fields, having strong personalities and social proficiency.

According to the results of the present study, considering gender from the demographic features, it is observed that male students stand out more at the levels of self-actualization as well as critical thinking and creativity, which are sub-factors of self-actualization. Oncu (2003) emphasized that gender has a significant difference on critical thinking, and Genc (2008) and Celik et al. (2009) underlined that females are better than males at critical thinking. In the study by Boran and San (2013), there was no significant difference at the level of self-actualization and its sub-dimensions based on gender. Moreover, in their study about gifted students, Topcu and Leana-Tascilar (2016) found that there was no significant difference in the motivations and self-esteem of the students according to gender. Pajares and Graham (1999) did not record any gender difference in their study with students who are gifted compared to those with normal intelligence levels. (Cit: Topcu & Leana-Tascilar, 2016)

It was determined in the study that the perceived levels of self-actualization level of those who are the only children in their family are higher. However, no significant difference was found in the sub-dimensions of the study. Although very few studies that focused on self-actualization were found in the literature, similar studies by Yuksekkaya (1995) and Yigit (2010) emphasized that children with no siblings have high self-esteem, which builds emotional integrity. This finding indicating that children with no siblings have high self-esteem compared to children with siblings (Cit: Masrabaci, 1994) is similar to the findings of the Rosenberg study. In conclusion, it can be assumed that the self-acceptance level of those with high self-esteem is higher (Yigit, 2010).

In the results, the levels of critical thinking, creativity, and emotional integrity of the students whose mothers are university graduates were higher, excluding the students' perceived levels of self-actualization and the social relations sub-dimension. Gulerce (1996) and Aydogan (2010) pointed out in their studies that the self-actualization levels of children improve as the mother's educational status changes. There was a significant difference in the levels of self-actualization and its sub-dimensions in accordance with the mother's educational status in the study by Boran and San (2013), as well.

Furthermore the levels of self-actualization perception and social relations, critical thinking, creativity, and emotional integrity of the students whose fathers are university graduates were higher. Yavuzer (1998) stated that, as the educational

status of the father, who is accepted as the authority of the family in society, increases, and the self-esteem of the child also increases. As the educational level increases the average income, it is believed that children are more confident, which affects their social relations.

Furthermore, the perceived levels of self-actualization were higher for the students whose families' income levels are close to the highest level of income, while the perceived levels of social relations were higher for the students whose families' income levels are medium. In the study of Boran and San (2013), there was a significant difference at the level of self-actualization and its sub-dimensions according to family income level. Ozmen et al. (2008) determined that the family income level leads to despair in social relations, and they will have higher hopes as the income level increases.

Additionally, it is seen that the students with a preschool background have higher perceived levels of self-actualization and social relations, creativity and emotional integrity compared to students with no preschool background, which shows us the importance of preschool education for individual development. Related to the variable of having a preschool education background, it was found in the master's thesis of Kale-Karaaslan (2012) that the average scores of the first graders with a preschool background are significantly higher in the Recognition of Emotions and Expressing of Emotions tests.

Conclusion

As a conclusion, within the framework of the findings related that the perceived levels of gifted students are higher than non-gifted students in terms of self-actualization, social relations, creativity, critical thinking, and emotional integrity. Teachers who organize educational curricula, at especially BİLSEM, could be informed in this respect, and the high perceived levels of the students could be guided towards creative and productive works in accordance with their goals through education programs. Furthermore, without overlooking the equality of opportunities in education, works that will increase the self-actualization perceptions of students who cannot go to BİLSEM should be included by means of education programs and concealed curricula.

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Üstün ve Üstün Olmayan Öğrencilerin Kendilerini Gerçekleştirme Düzeylerine İlişkin Algıları

Atıf:

- Gur - Erdogan, D. & Yurtkulu, T. (2017). Perceptions of gifted and non-gifted students related to their levels of self-actualization. *Eurasian Journal of Educational Research*, 68, 203-220, <http://dx.doi.org/10.14689/ejer.2017.68.11>

Özet

Problemin Durumu: Üstün zekalıların toplumun ihtiyaçları doğrultusunda yönlendirilmeye ve toplum ile ilişkilerinin deneyimlerle bütünleştirilmesi için Moslow'un ihtiyaçlar hiyerarşisi gibi bir çerçeveye ihtiyaçları vardır. Fizyolojik ihtiyaçlar, güvenlik, sevgi ve aidiyet duygusu, saygı, kendini gerçekleştirme ihtiyacı olmak üzere beş temel kategoride incelenmiş ve insanın en alttaki ihtiyaçlarını karşılanmasının ardından bir üstteki ihtiyaçlar kategorisine doğru yöneleceği

belirtilmektedir. Maslow'un ihtiyaçlar hiyerarşisinde en üst düzeyde yer alan kendini gerçekleştirme; sağlıklı insanın davranışlarının temel yönetici gücü olarak sayılır. Kendini gerçekleştirme bir gelişme çabası, insan davranışlarını yöneten bir güdü olduğu kadar erişilmeye çalışılan bir gelişme düzeyi olarak da ifade edilmektedir. Özellikle üstün yetenekli bireylerde erişilmeye çalışılan bu gelişme düzeyinin kendi yaştlarındaki normal bireylerden daha fazla olması beklenmektedir.

Araştırmanın Amacı: Bu araştırma, üstün ve üstün olmayan öğrencilerin kendini gerçekleştirme düzeylerine ilişkin algılarının cinsiyet, okul öncesi eğitim, kardeş sayısı, anne baba tutumları, anne ve babanın eğitimi, ortalama gelir ve BİLSEM öğrencisi olma durumları gibi demografik özelliklerinin ölçeğin alt boyutlarına göre etkisinin belirlenmesi amacıyla gerçekleştirilmiştir.

Araştırmanın Yöntemi: Bu araştırma, üstün yetenekli ve üstün yetenekli olmayan öğrencilerin kendilerini gerçekleştirme düzeylerine ilişkin algılarının belirlenmesini ve karşılaştırılmasını amaçladığı için betimsel yöntemin kullanıldığı nicel bir çalışma olup, tarama modeline uygun olarak hazırlanmıştır. Araştırma evrenini, 2015-2016 eğitim-öğretim yılında, Sakarya ili merkezinde yer alan BİLSEM ve ilçesindeki ortaokuldan 12-16 yaş aralığında bulunan BİLSEM'de eğitim alan 107, BİLSEM'de eğitim almayan 137 öğrenciden oluşmaktadır. Veri toplama aracı olarak Battal ve Şan tarafından geliştirilen, Likert tipi "Kendini Gerçekleştirme Ölçeği" kullanılmıştır. "Kendini Gerçekleştirme Ölçeği"; duygu bütünlüğü, eleştireldüşünme, insan ilişkileri ve yaratıcılık olmak üzere 4 alt boyuttan ve 30 maddeden oluşmaktadır. Duygu Bütünlüğü (4,14,18,19,21,22,24,25,27,28,29), Eleştirel Düşünme (9,13,17,20,23,26), İnsan İlişkileri (1,2,3,5,6,7,10), Yaratıcılık (8,11,12,15,16,30) boyutlarının her biri değişik sayıda madde içermektedir. Ölçek 4'lü Likert tipinde hazırlanmıştır. Ölçeği oluşturan maddeler 1'den 4'e "Her zaman", "Çoğu zaman", "Ara sıra" ve "Hiçbir zaman" şeklinde derecelendirilmiştir. Ölçeğin geçerlik güvenirlik çalışmasında Cronbach Alpha güvenirlik değeri 0,818 olarak tespit edilirken, Boran ve Şan (2013), tarafından yapılan üstün yetenekli öğrencilerin "Kendini gerçekleştirme düzeyleri" çalışmasında Cronbach Alpha değeri 0,695 bulunmuş ve bu çalışma için ise ölçeğin Cronbach Alpha değeri 0.749 olarak hesaplanmıştır.

Çalışmada ölçeğin yanı sıra oluşturulan kişisel bilgi formunda cinsiyet, ailenin gelir durumu, aile tutumu ve ailenin eğitim durumu, okul öncesinde eğitim görüp görmediği gibi demografik özelliklere de yer verilmiştir. Bu özellikler açısından öğrencilerin kendini gerçekleştirme durumu incelenmiştir. Analiz aşamasında, verilerin normal dağılmaması sebebiyle non-parametrik testlerden Mann-Whitney U ve Kruskal Wallis H testi kullanılmıştır.

Araştırmanın Bulguları: Araştırma bulguları, üstün yetenekli öğrencilerin, üstün olmayan öğrencilere göre kendini gerçekleştirme düzeylerinin yüksek olduğunu ve üstün yetenekli olarak tespit edilen öğrencilerin üstün olmayan bireylere göre insan ilişkileri, yaratıcılık, eleştirel düşünme ve duygu bütünlüğü konusunda algı düzeylerinin daha yüksek olduğunu göstermiştir. Ayrıca bulgular, cinsiyet değişkenine göre erkek öğrencilerin, kendini gerçekleştirme düzeyi, yaratıcılık

düzeyi ve eleştirel düşünme düzeyi algılarının kız öğrencilere göre daha yüksek olduğunu ancak insan ilişkileri ve duygu bütünlüğü konusunda cinsiyete göre anlamlı bir farklılık olmadığını ortaya koymuştur. Çalışmada ele alınan okul öncesi eğitim alıp almama durumuna göre ise okul öncesi eğitimi alan öğrencilerin insan ilişkileri, yaratıcılık ve duygu bütünlüğü düzeyleri okul öncesi eğitim almayanlara göre daha yüksek bulunmuş ancak eleştirel düşünme konusunda okul öncesi eğitim alıp almama durumuna göre anlamlı bir farklılık bulunmamıştır. Çalışmada elde edilen bir diğer bulgu ise anne baba tutumlarının kendini gerçekleştirme düzeyine etki etmemesidir. Çalışmaya katılan öğrencilerin kendini gerçekleştirme algı düzeyleri ölçeğinden aldıkları puanlar kardeş sayısına göre anlamlı bir farklılık göstermektedir. Tek çocuk olduğunu ifade eden öğrencilerin kendini gerçekleştirme algı düzeyleri ortalamasının kardeşi olan öğrencilere göre daha yüksek olduğu görülmektedir. Bunun yanı sıra, anne ve babasının üniversite mezunu olduğunu ifade eden öğrencilerin kendini gerçekleştirme algı düzeyleri ortalamasının, eleştirel düşünme ortalamasının, yaratıcılık ortalamasının ve duygu bütünlüğü ortalamasının annesinin ilköğretim ve orta öğretim mezunu olduğunu ifade eden öğrencilere göre daha yüksek olduğu elde edilmiştir. Ayrıca çalışmada ortalama gelir düzeyini yüksek olarak ifade eden öğrencilerin kendini gerçekleştirme algı düzeyleri ile insane ilişkileri ortalamasının diğerlerine göre daha yüksek olduğu saptanmıştır.

Araştırmanın Sonuçları ve Öneriler: Araştırma sonucunda elde edilen bulgulara göre BİLSEM’de eğitim alan öğrencilerin BİLSEM’de eğitim almayan öğrencilere göre kendini gerçekleştirme, insan ilişkileri, eleştirel düşünme, yaratıcılık ve duygu bütünlüğü algı düzeylerinin anlamlı olarak daha fazla olduğu görülmektedir. Cinsiyete göre öğrencilerin kendini gerçekleştirme düzeylerinde ve alt faktörleri olan eleştirel düşünme ve yaratıcılık düzeylerinde erkeklerin daha çok öne çıktığı görülmektedir. Okul öncesi eğitim alan, tek çocuk olan, anne ve babasının eğitim durumu üniversite olan, ortalama gelir düzeyi yüksek olan öğrencilerin kendini gerçekleştirme düzey algılarının daha yüksek olduğu bulunmuştur. Sonuç olarak üstün yetenekli öğrencilerin, üstün olmayan öğrencilere göre kendini gerçekleştirme, insan ilişkileri, yaratıcılık, eleştirel düşünme ve duygu bütünlüğü konusunda algı düzeylerinin daha yüksek olduğuna ilişkin elde edilen bulgu çerçevesinde, özellikle BİLSEM’de eğitim - öğretim düzenleyen öğretmenlerin bu konuda bilgilendirilmesi sağlanarak, eğitim programları ile öğrencilerin yüksek olan algı düzeylerini eğitimin hedefleri doğrultusunda yaratıcı ve üretken çalışmalara yönlendirilmesi sağlanabilir. Ayrıca eğitimde fırsat eşitliğinin varlığını unutmadan BİLSEM’lere devam edemeyen öğrencilerinde kendini gerçekleştirme ile ilgili algılarını yükseltici çalışmalara gerek eğitim programları gerek örtük programlar yoluyla yer verilmelidir.

Anahtar Kelimeler: Üstün yetenekli, Kendini gerçekleştirme, Bilim ve Sanat Merkezi