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The Big Five Personality Traits relevant to the Locus of Control among Gifted and Non-Gifted Female students

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Abstract

This study aims at identifying the big five factors: (extraversion, agreeableness, dedication, openness to experience and neuroticism), and their relation to the control center among the gifted and ordinary female students. It also aimed at revealing the nature of the correlational relationship among them. The study was carried out on a sample consisted of (158) female students of the secondary stage in Al Ahsa area (Saudi Arabia). The sample participants, which contained (48) talented and (110) ordinary students, were randomly chosen. The study applied the NEO Five-Factor Personality Inventory, and Children Control Center Inventory, after making sure of their psychometric characteristics.

The study concluded the following:

- There are statistically significant differences on the five big factors (extraversion, agreeableness dedication, openness to experience and neuroticism), between the gifted and ordinary female students, in favor of the gifted, except for the neuroticism dimension, which was in favor of non-gifted students .
- There are statistically significant differences in the control center between gifted and ordinary students, in favor of the gifted.
- Finally, there is a significant correlational relationship between the five factors, on one hand, and the control center, on the other.

Keywords: Five big factors, control center, gifted, ordinary, secondary stage.

العوامل الخمسة الكبرى وعلاقتها بمركز التحكم لدى الموهوبات والعاديات

الملخص

تهدف الدراسة الحالية إلى التعرف على العوامل الخمسة الكبرى (الانبساط، والوداعة و التفاني، والانفتاح على الخبرة، والعصابية) وعلاقتها بمركز التحكم لدى الطالبات الموهوبات والعاديات و الكشف عن طبيعة العلاقة الارتباطية بينهما، وقد أجريت الدراسة على عينة مكونة من (158) طالبة في المرحلة الثانوية، تم اختيارهم بالطريقة العشوائية البسيطة، منهن (48) موهوبة و (110) عاديات وذلك بمدارس منطقة الاحساء، واستخدمت الدراسة مقياس العوامل الخمسة الكبرى للشخصية ومقياس مركز التحكم للأطفال، بعد التأكد من خصائصهما السيكومترية. وخلصت الدراسة إلى ما يلي:

- وجود فروق ذات دلالة إحصائية في العوامل الخمسة الكبرى (الانبساط والوداعة والتفاني والانفتاح على الخبرة) بين الموهوبات والعاديات لصالح الموهوبات ماعدا بعد العصابية فانه لصالح العاديات.
- وجود فروق ذات دلالة إحصائية في مركز التحكم بين الموهوبات والعاديات لصالح الموهوبات -
- وخيراً، وجود علاقة ارتباطية دالة بين العوامل الخمسة الكبرى ومركز التحكم.

كلمات مفتاحية: العوامل الخمسة الكبرى، مركز التحكم، موهوبات، عاديات - مرحلة ثانوية.

Introduction:

The Discovering gifted students and caring for them mentally, psychologically socially, and educationally an urgent necessity for any community. That seeks to progress and improve itself because these students are a resource and an essential foundation on which a community develops (Burris, 2011). Agwa (2002, 285) noted that, "concentrating on gifted people's mental and cognitive capacity while neglecting the other emotional and social aspects of their life is unfair for this category and leads to treating them with a sort of mechanism and rigidity". Although many studies have been performed to define the psychological and behavioral characteristics of the gifted, Louis Truman's studies at the beginning of the twentieth century are considered to be the foundation of defining these characteristics because the results of these studies were the foundation for many subsequent studies and research (Okasha, 2005). A variety of views are relevant to the characteristics and emotional features of gifted people; opinions confirm that gifted people are distinct from non-gifted people because "the former" have been found to be more stable, balanced, consistent, emotionally intelligent, confident, realistic, responsible, and independent. They have been found to have more initiative. (Gentry & Lackey , 2015 , Mohammed, 2007). Another perspective indicates that certain gifted people are emotionally characterized by excessive sensitivity and emotional intensity, and also by the consequences of these characteristics, such as withdrawal, fear of the unknown, anxiety, a sense of helplessness and inadequacy (Ford, 2014, Saygili, 2012).

As a result for multiplication of personality traits, psychology scholars focused on traits or the basic factors that try to gather among its most of factors and traits which are the most designated (Albanatony, 2012), this why the model of five big traits is considered one of the modern trends in the study of the character in the 1990s period, which contains multiple branches of widespread. (John & Srivastava, 1999). Costa & McCrae (1995, 23) Indicates that, " the model of five big traits concerns with character description as it was applied across a number of cultures, and it approved high results of certainty ". This model composes of five major traits which are: openness to experience, conscientiousness, extraversion, agreeableness and neuroticism. Neuroticism indicates to person who is characterized of nervousness, fear, angry, aggression, self-monitoring, embarrassment, impulsivity and the inability to withstand the pressure and therefore feel helpless or despair (Albanatony, 2012 ,Ganu & Kogutu, 2014, Choi &Colbert, 2015) .Extraversion: it is contradicted with introversion; we can observe this factor when person is characterized with affection, vitality, sociality, positivity, cheerfulness, optimism, and seeking excitation (Kappagoda, 2016, Wen- Chin, 2013). Agreeableness: we can observe this factor when person is characterized with being confident in himself and in others, and tends to emotionally participate with others in their good times and bad, in addition to altruism, cooperation and acceptance, modesty and flexibility of opinion (Wen- Chin, 2013 ,Albanatony(2012). Conscientiousness: we can observe this factor when person is characterized with Efficiency, and can act wisely with life situations, and deliberation, and the pursuit of achievement, commitment to duties, discipline and vigilance of conscience (Peterson & et al, 2007, Hackney ,2012). Openness to experiences: we can observe this factor when person is characterized with abundant imagination and ambitions, lack of inertia and the tendency to innovation, enjoyment of aesthetic sense, a commitment to the values, the desire to renew the activities and interests, and to get rid of the daily routine (Gosling &et al , 2003, Connor& Paunonen, ,2007).

Conversely, the Locus of Control concept is one of the most common concepts in social and personality psychology (Al-Shamy, 2003) because of its ability to predict one's motivations and behaviors in different life events; it also helps to organize human expectations and their resources (Jarus, 2000). This concept is one of the components that contribute to determining the relation between one's behavior and its consequences, the extent of its contribution to one's achievements and works, and his success or failure according to his abilities (Al-Afary, 2013). Additionally, Omar (2004, 52) noted that Rotter differentiated between people with an internal locus of control and people with an external locus of control, stating: "people with an internal locus of control tend to believe that they are responsible for what happened to them, whereas people with external locus of control tend to think that they are subjected to external powers that they cannot affect, such as luck, coincidence, and the influence of powerful people, (Al-Knany, 1990). And that these powers are responsible for what happened to them." Studies have demonstrated that people with an internal locus of control have more control over their environment and that they are more active, participative in political and social movements, intelligent, futuristic (Al-Anzy 2007, Zitny & Halama, 2011, Winston, 2015), and healthier compared with people with an external locus of control, who believe in horoscopes and use talismans and amulets to attract good luck) Badbian, 2000, Saint-Germain & et al, 2011).

Herein, we study the personality of gifted adolescents by applying the Big Five Traits model (Neuroticism - Extraversion – Agreeableness – Conscientiousness – Openness to experiences) in addition to using the characteristics of the locus of control; therefore, the importance of this study is that it is an applied study that leads to the creation of more gifted adolescents characteristics. These characteristics are Overused .additional indicators that can be used to explore this vital segment of communities.

Study Problem:

By reviewing many of the previous studies that addressed the variables and psychological characteristics of gifted people compared with non-gifted people, we noted the scarcity of studies that addressed clinical personality traits of Arab , in addition to the scarcity of studies that addressed the locus of control variable among gifted people. This review requires conducting additional studies to help in forming a clear perception regarding the personality traits that are related to gifted people; this will facilitate the discovery of gifted people, providing them with proper mental health care and preparing various plans and programs that suit them.

According to our analysis, there is a shortage of Arab studies that address the relation between the Big Five personality Traits and the locus of control. We only found the study of Albanatony (2012) and Al-Afary (2013).

The problem of the current study is addressed in the following major question.

Are there differences in Big-Five personality Traits and locus of control between gifted and non-gifted female students?

From the previous question present the following sub-questions:

- Are there differences in Big-Five personality Traits between gifted and non-gifted female students?
- Are there differences in locus of control between gifted and non-gifted female students?

- What is the nature of correlation between Big-Five personality Traits and locus of control?

Study Hypotheses:

- There are no differences in the Big Five personality Traits between gifted and non-gifted female students.
- Are there differences in the control center between gifted students and ordinary students?
- There is a significant correlation between the Big Five Traits and the locus of control.

Importance of the Study:

The importance of the study stems from the following:

1. The importance of the present study stems from the fact that it tackles issues related to gifted people, which is urgently needed in the age of the scientific and technological development.
2. Understand the personalities of gifted people according to the model of Big-Five Traits model, and their beliefs about the reasons of success and failure, and their ability to make decisions, and bear the consequences which means to know their level of locus of control.
3. To the researchers' best knowledge, the current study is the first that addresses Big-Five factors among gifted people.
4. This study is complementary to psychological studies in the field of gifted and uneducated, because it deals with the subject of a combination between the variables of the five major control center, which is a few studies at the local and Arab levels.

Aims of the study:

This study's objective is to identify the Big Five personality Traits and the locus of control among gifted and non-gifted female students and to reveal the correlation between the Big Five personality Traits and the locus of control.

Procedures:

Methodology:

used the comparative descriptive approach to reveal the differences between gifted and non-gifted female students in terms of the Big Five personality Traits and the locus of control, and in order to discover the correlation between the Big Five personality Traits and the locus of control.

Sample:

This study's sample was composed of (158) female students; (48) were gifted female students and (110) were non-gifted female students distributed to 5 schools in secondary school in the Al-Ehsaa region. Their ages ranged between (15-17 years). They were randomly selected.

Gifted female students meant here are those who joined summer enriching program as selected due to standards of gifted students exploration as accredited by KSA ministry of education and standards of King Abdul-Aziz and His Companions Foundations For Giftedness and creativity which includes academic distinction of no less than (90) in intelligence (general directorate for gifted students , 2002).

Study Tools:

1-Big Five personality Traits inventory:

used the Big Five personality Traits inventory established by Costa & McCrae (1992) in Arabic studies according to Al-Ansari (1997).

This inventory is composed of 110 statements that should be answered according to a five-point scale ranging from (never apply) to (exactly apply) and corresponding to the following degrees (0, 1, 2, 3, 4). We used multiple means to confirm the validity and reliability of the scale. We used factor validity, which revealed that there are five factors: Neuroticism, Extraversion, Agreeableness, Conscientiousness, and Openness to experiences.

reliability of the scale

The reliability of the scale was calculated by using a retest and Cronbach’s alpha coefficient. Table (1) illustrates this.

Table (1): a retest and Cronbach’s alpha coefficient.

Scale	Neuroticism	Extraversion	Agreeableness	Conscientiousness	Openness to experiences
Retest	92.0	90.0	84.0	75.0	86.0
Cronbach alpha coefficient	89.0	86.0	84.0	90.0	83.0

Tool validity: to confirm the tool’s validity in this study, we calculated the validity according to the internal consistency method. Because the internal consistency was calculated by finding the correlation coefficient of each statement with the dimension of the five Traits’ dimensions, as well as between each dimension and the total of the five Traits, the pilot sample is composed of 60 gifted and non-gifted female students. The tables(2,3,4,5,6,7) illustrate this.

Table (2): The correlation coefficients between each statement of the Neuroticism dimension of the Big five Traits and the total degree of dimension

Number of statement	Correlation coefficient	Significance level	Number of statement	Correlation coefficient	Significance level
1	0.307	0.05	36	0.642	0.01
5	0.304	0.05	41	0.425	0.01
6	0.726	0.01	46	0.527	0.01
10	0.474	0.01	56	0.489	0.01
11	0.323	0.05	61	0.394	0.01
15	0.387	0.01	66	0.543	0.01
16	0.406	0.01	71	0.617	0.05
21	0.315	0.05	76	0.568	0.01
26	0.621	0.01	81	0.387	0.01
31	0.687	0.01	86	0.587	0.01

Table (3): The correlation coefficients between each statement of the Extraversion dimension of the Big five Traits and the total degree of dimension

Number of statement	Correlation coefficient	Significance level	Number of statement	Correlation coefficient	Significance level
2	0.523	0.01	52	0.535	0.01
7	0.331	0.05	57	0.545	0.01
12	0.428	0.01	62	0.619	0.01
17	0.349	0.01	67	0.606	0.01
22	0.501	0.01	72	0.442	0.01
25	0.355	0.01	77	0.35	0.01
27	0.605	0.01	82	0.264	0.05
32	0.599	0.01	87	0.696	0.01
42	0.742	0.01	92	0.596	0.01
47	0.465	0.01			

Table (4): The correlation coefficients between each statement of the Agreeableness dimension of the Big five Traits and the total degree of dimension

Number of statement	Correlation coefficient	Significance level	Number of statement	Correlation coefficient	Significance level
3	0.407	0.01	48	0.543	0.01
8	0.331	0.05	53	0.584	0.01
13	0.418	0.01	58	0.613	0.01
18	0.512	0.01	63	0.436	0.01
23	0.368	0.01	68	0.439	0.01
28	0.276	0.05	73	0.473	0.01
30	0.38	0.01	78	0.443	0.01
33	0.417	0.01	83	0.595	0.01
43	0.471	0.01	88	0.389	0.01
44	0.343	0.01	93	0.603	0.01

Table (5): The correlation coefficients between each statement of the Conscientiousness dimension of the Big five Traits and the total degree of dimension

Number of statement	Correlation coefficient	Significance level	Number of statement	Correlation coefficient	Significance level
4	0.548	0.01	54	0.468	0.01
9	0.596	0.01	59	0.574	0.01
14	0.604	0.01	64	0.696	0.01
19	0.444	0.01	69	0.555	0.01
24	0.368	0.01	74	0.482	0.01
29	0.551	0.01	79	0.703	0.01
34	0.573	0.01	84	0.438	0.01
37	0.463	0.01	89	0.639	0.01
39	0.432	0.01	91	0.618	0.01
49	0.528	0.01	94	0.676	0.01

Table (6): The correlation coefficients between each statement of the Openness to experiences dimension of the Big five Traits and the total degree of dimension

Number of statement	Correlation coefficient	Significance level	Number of statement	Correlation coefficient	Significance level
20	0.409	0.01	60	0.48	0.01
35	0.569	0.01	65	0.374	0.01
38	0.394	0.01	70	0.515	0.01
40	0.355	0.01	75	0.509	0.01
45	0.504	0.01	80	0.55	0.01
50	0.448	0.01	85	0.576	0.01
51	0.354	0.01	90	0.414	0.01
55	0.303	0.05	95	0.563	0.01

Table (7): Values of the correlation coefficients between each dimension of the Big five Traits and their total degree and statistical significance level

n	Big Five Traits	Correlation coefficient	Statistical significance level
1	Neuroticism	0.355	0.01
2	Extraversion	0.765	0.01
3	Agreeableness	0.348	0.01
4	Conscientiousness	0.865	0.01
5	Openness to experiences	0.643	0.01

2- Locus of control Inventory for children and teenagers:

This inventory was prepared by Clifford & Cleary (1972) in Arabic studies according to Habib (1990), and Safia validated it according to the Saudi Environment. The inventory consists of 14 items. Each item was answered with (yes or no). The high degree notes a high level of internal control, and the low degree notes a high level of external control. used multiple means to confirm the validity and reliability of the scale. To calculate the validity, used concurrent validity with the Locus of Control Scale prepared by Abo Nahia (1987) as the external criterion. The validity coefficient achieved a very high degree; in addition, it used deferential validity. The scale validity, which was (0.71), was calculated using a retest. The Split-Half was (0.82); it was significant at the level of (0.01).

Validity of the Instrument:

To confirm the tool's validity in this study, we calculated the validity according to the internal consistency method. The internal consistency was calculated by determining the correlation coefficient between each of the scale's statements; the total degree of the scale over the pilot sample is composed of (60 gifted and non-gifted female students). Table (8) illustrates this.

Table (8): Values of the correlation coefficients of the statements with the total degree of the locus of control inventory

Number of statement	Correlation coefficient	Significance level	Number of statement	Correlation coefficient	Significance level
1	0.343	0.01	9	0.56	0.01
2	0.469	0.01	10	0.546	0.01
3	0.371	0.01	11	0.385	0.01
4	0.417	0.01	12	0.471	0.01
5	0.367	0.01	13	0.583	0.01
6	0.427	0.01	14	0.417	0.01
7	0.426	0.01	15	0.465	0.01
8	0.427	0.01			

To confirm the reliability of the tool, calculated reliability by using Split-half its value was (0.68), and Cronbach’s alpha; its value was (0.75), which shows that the values of the reliability and validity coefficients have a high degree for each scale of the Big Five Traits and the locus of control.

Results:

The first Hypothesis: The first hypothesis states that there are no differences in the Big Five personality Traits between gifted and non-gifted female students”. And to verify it, the medians of the two groups (gifted and non-gifted students) were calculated with regard to the degree of the Big Five Traits in addition to calculating their standard deviations and the differences between the median of the two groups’ degrees by using a T-test .Table (9) illustrates this.

Table (9): The differences between gifted and non-gifted female students in the Big Five Traits

Big Five Traits	Group	mean	Standard deviation	(t) value and its significance
Neuroticism	gifted	31.71	11.00	3.03**
	non-gifted	38.61	13.66	
Extraversion	gifted	58.84	10.49	3.47**
	non-gifted	50.18	15.38	
agreeableness	gifted	49.78	11.82	3.06**
	non-gifted	43.59	11.41	
conscientiousness	gifted	62.31	10.09	4.69**
	non-gifted	52.47	12.61	
Openness to experiences	gifted	43.80	9.24	7.65**
	non-gifted	31.82	8.78	

*is statistically significant at the significance level of (0.05), ** is statistically significant at the significance level of (0.01).

The previous table shows that there are statistically significant differences at the level of (0.01) between the median of degree of the Big Five Traits between gifted and non-gifted female students, in favor of gifted students, except for the neuroticism dimension, whose results were in favor of non-gifted female students. these results contradict the first hypothesis.

the second hypothesis: the second hypothesis states that “there are no differences in the locus of control between gifted and non-gifted female students”; to verify it, the medians of the two groups I talented and ordinary students were calculated with regard to the degree of the locus of control in addition to calculating their standard deviations, and the differences between the median of the two groups’ degrees by using T-test. . Table (10) illustrates this.

Table (10)The differences between gifted and non-gifted female students in the locus of control

Scale	Group	mean	Standard deviation	(t) value and significance
	gifted	12.18	1.66	4.61**
	non-gifted	9.46	3.31	

The previous table shows that there are statistically significant differences at the level of (0.01) between the means of the degrees of the locus of control degrees gifted and non-gifted female students, and the result was in favor of gifted students. this contradicts the second hypothesis. 'hence'. gifted female students have an internal locus of control (the highest degree on the scale) compared with non-gifted female students.

The third hypothesis: the third hypothesis states that “there is a significant correlation between the Big Five Traits and the locus of control.” To verify this hypothesis, we calculated the Pearson correlation coefficient to determine the relation between the degrees of the Big Five Traits and the locus of control among the sample.

Table (11) shows these results.

Table (11): The relation between the Big Five Traits and the locus of control

Big Five Traits	Correlation coefficient	Statistical significance level
Neuroticism	-0.373	0.01
Extraversion	0.327	0.01
agreeableness	0.326	0.01
conscientiousness	0.329	0.01
Openness to experiences	0.363	0.01

The previous table shows that there Statistically significant differences and negative correlations at the level of (0.01) between neuroticism and the locus of control In other words, long as the degree of neuroticism increases, the degree of the locus of control will decrease (external locus of control). In addition, the previous table shows that there are significant statistical and positive correlations at the level of (0.01) between most of the dimensions of the Big Five Traits and the locus of control, which are (Extraversion, agreeableness, conscientiousness and Openness to experiences); 'Thus'as long as the degrees of the experience of extraversion, agreeableness, conscientiousness and openness increase, the degree of the locus of control will increase (internal locus of control).

Discussion

To discuss the outcomes of the first hypothesis, we believe that gifted female students are characterized by extraversion, agreeableness, conscientiousness, and openness to experiences. When the manifestations of the extraversion factor is observed among psychologists, we found that an extroverted person is characterized by being social and self-confident; having the ability to form social relationships with others; and being initiator, friendly, influential, happy, cheerful, and optimistic (Costa & McCrae, 1989), in addition, gifted female students are characterized by agreeableness, having good intentions and having a strong level of altruism, cooperation, acceptance, modesty and flexibility in opinion. Gifted female students are also superior in the features of conscientiousness compared with non-gifted students because they are characterized by having a vigilant conscience and discipline, and they struggle and seek to achieve and act wisely. Gifted female students are characterized by being open to experiences because being gifted means to have an abundant imaginary life, love of the new, non-acceptance of routine, and curiosity (Al-Ghamdy, 2005, 85). These are many explanations for these: Fragment. The belief is that Allah provided gifted persons with these personality characteristics, which distinguishes them from other non-gifted people. Another reason may be attributed to the role of family, society, government, and the increasing interest in gifted people (David & eatl, 2009) because they contribute by improving their personalities and deepening these characteristics (extraversion, agreeableness, conscientiousness, and openness to experiences). The third reason may be due to the role of training and enrichment programs in which gifted students are enrolled in during the summer. The Enriching Center of Al-Ehsaa Area is a center in which gifted students share in various applied programs, activities, and training. These programs extend to home, including the programs and activities that the gifted person receives, which depend on numerous training situations in which cooperation with gifted students with their parents is needed (Burris, 2011, Ford, 2014) . In addition, it was determined that school curricula lacks a sufficient quantity of activities that motivate gifted female students to be more interested in the content of the program that they receive at the center because they are new (Burris, 2011) . this contributes to the acquisition of these characteristics by gifted students compared with non-gifted female students who receive a traditional education, which concentrates on grade achievement more than any other educational aspect (Okasha , 2005). In addition, non-gifted female students have not had the opportunities that were available for gifted students by enrolling in the enrichment center; therefore, the differences in the level of curricular and extracurricular activities, the differences in the educational level received by gifted students and the qualification level of female teachers compared with those assigned to non-gifted female students are the reasons for these differences.

The results of the previous hypothesis show that there are significant differences between gifted and non-gifted female students in the neuroticism factor in favor of non-gifted female students. Neuroticism is considered to be one of the main personality dimensions that refer to the vulnerability to mental disorder. A neurotic girl is not emotionally stable; she is anxious, depressed, and inconsistent with the surrounding environment; always reprimands himself; and suffers from internal conflicts and conflicts with the environment (Zahran, 2005). We attribute this result to many reasons, such as age. The participants are in a late adolescence stage, which is characterized by fluctuation, instability, emotional stability, and an inability to withstand pressure. In addition, the nature of school curricula and curricular traditional activities (Al-Afary, 2013) , as well as the lack

of suitable extracurricular activities in non-gifted female students' schools, which help to form and shape students' personalities, as well as to discover the talents and abilities of students who develop their potential. All of these reasons may impact non-gifted female students (Shahzad & Begume, 2010), emotional stability and the manifestation of neurotic symptoms among them. This result is consistent with the results of those of Hernandez-Torrano et al. (2013), who found that the gifted students achieved a competent self and were social and open to experiences. This result contradicts with results of Al-Ghamdy (2005), who Found that there were no significant differences between gifted and non-gifted people in terms of the sixteen personality traits such as (extroversion, neuroticism, emotional control, Conscientiousness, realistic thinking).

To discuss the outcome of the second hypothesis, the researcher reports that gifted female students reached their potential through various activities related to their talents, as being gifted gave them strength and belief in their abilities and personal skills. Gifted female students address success and failure in a more realistic manner compared with non-gifted female students (Saygili, 2012). In addition, gifted female students feel that they are able to control the results of problems around them and exert great effort; they also believe that their behaviors are the causes of their success or failure, and that they are able to control their behavior (Ano &Shnan 2010). This belief will affect the efforts that they exert toward achieving success. In contrast to non-gifted students who have an external locus of control and believe that failure and success depend on conditions, others' desires, luck, or coincidence. they also believe that failure cannot be changed, which affects their abilities and spirits (Song, 2001) . This result is consistent with the results of Moroe (2006) and Ano &Shnan (2010), who concluded that there are statistically significant differences in the locus of control degrees between gifted and non-gifted participants, and the result was in favor of gifted participants.

To interpret the result of the third hypothesis, It was found that female students with an external locus of control are aware of the external source of support and depend on luck and coincidence, which make them feel helpless while doing anything related to factors and circumstances that control their lives. Therefore, non-gifted female students are helpless when encountering certain variables and events and feel hopeless. they may be exhibit depression, anxiety, and fear. this, in turn, leads to an increase in the neurotic symptoms among them (Zitny & Halama, 2011, Albanatony, 2012 , Winston , 2015) female students with an internal locus of control are aware of the internal source of support, they are more able to control the course of their lives and have the ability to plan and make decisions related to their lives, which makes them much happier and leads to an increase in their level of extroversion (Al-Knany, 1990; Jagede. et al ,1999). in addition, it gives them the characteristics of agreeableness, modesty, sympathy, and charity and allows them to emotionally participate with others in good and bad times; these female students are more independent and responsible, and they are characterized by dedication, efficiency, accuracy, fidelity, high enthusiasm, and ambition (Peterson. et al, 2007, Saint-Germain. et al , 2011). they tend to create and have an aesthetic sense and a desire to renew their activities and interests, and have a deep interest in knowledge. All of these factors help students with an internal locus of control to be characterized as being open to experiences (Zitny & Halama, 2011; Albanatony, 1012; Winston, 2015).

Conclusion:

According to the results of this study which indicated to there were significant differences at At Significance level (0.01) in the Big Five Personality traits (Extraversion – Agreeableness – Conscientiousness - Openness to experiences) between gifted and non-gifted students in favor of gifted students, except for the dimension of neuroticism, which was in favor of non-gifted students. There were also significant differences in the Locus of Control in which the results were in favor of gifted students. There was a significant correlational between the Big Five Personality Traits and the locus of control.

In the light of the findings, the researchers set the following recommendations:

- 1- That a similar study for high school students should be conducted that includes a large number of students because this study is solely an exploratory study, and is not based on such results.
- 2- The study was conducted in Al-hasa area, so I recommend conducting another study to include a big sample in different areas of KSA.
- 3- That more research should be conducted To examine personality among gifted individuals.
- 4- That the role of the social worker or student advisor should be activated by designing training programs to help gifted and non-gifted female students to eliminate their psychological problems and to raise their level of psychological consistency.
- 5- That the curricular and extracurricular activities should be diversified, and that they should be made available for non-gifted female students to shape their personalities, develop their abilities, provide them with useful skills and help them participate in activities that benefit the local community.
- 6- Those educators must be interested in developing students' internal locus of control by providing them with the opportunity to be responsible for their actions, to make decisions, and to have the ability to control and confront events.
- 7- That units for psychological guidance and counseling affiliated with gifted care centers should be established to present different counseling services for gifted students who may need such services.
- 8- That more research should be conducted that examines the Big Five Personality Traits in different age stages and within different cultural and social backgrounds Since it considered to be a fruitful field of psychological research and study.

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