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Distinctive behavioral characteristics of outstanding students in the light of Triarchic theory of intelligence from the point of view of students and their teachers

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Abstract--The study aimed to identify the distinctive behavioral characteristics of outstanding students in light of the Triarchic theory of intelligence from the point of view of students and their teachers. The sample consisted of (51) students, 34% of whom were excelling in the sixth and eighth grades, as well as (76) teachers, and for this purpose, the distinctive behavioral characteristics of outstanding students scale was used, in addition to conducting a focus interview with teachers. The results of the study indicated that the level of behavioral characteristics from the point of view of students came significantly by 82.01%, where both the domains of creative ability and applied ability were ranked first, followed by the domain of analytical ability. As for the level of distinctive behavioral characteristics of outstanding students from the point of view of teachers, it came significantly by 77.29% and in this order; analytical ability, then applied ability, and finally creative ability, and these results corresponded to the corresponding data collected from teachers, but the ranking of these domains differed, where analytical characteristics were ranked first, then applied, and finally creative.

Keywords--behavioral characteristics, outstanding students, triarchic theory intelligence.

Introduction

The Twenty-First Century has witnessed great international competition in the field of caring for the outstanding group of people, and the perception has changed from caring for material wealth to caring for human wealth. Talented

people are the creators of civilization and the leaders of the future. Caring for them and getting to know them is an urgent necessity, not a choice, they are, after all the hope of the future (Harara, 2016). The researchers competed in the preparation of the measures and methods that contribute to the detection of outstanding people, and accordingly, many of the criteria that were relied on in detecting them emerged, such as school tests and assessment scales (behavior assessment, assessment of parents, teachers, peers, lists of personality and behavioral traits), and in this domain, there is a consensus on the importance of characteristics used in identifying outstanding people (Aboud and Masmoudi, 2014), where the attention to their characteristics came after criticizing the classical definitions of talented people, which focused on intelligence tests and overlooked other abilities such as creative abilities, mental and personality traits, and special talents, and then expanded to the modern definitions of excellence, which include the entry of criteria such as creative thinking, personality and behavioral traits, and special talents, all were now included in the definition (Abdul Wahid and Al-Sharif, 2012).

The study's significance originates from the subject's position; behavioral features are a key indicator for identifying exceptional pupils, and our understanding of them allows us to swiftly and readily identify them, which in turn helps meet their needs and develop their abilities. This study is also characterized by modernism; it is one of the most modern studies in the Arab world conducted within the limits of the researchers' knowledge. We hope that our study will serve as a practical framework to be relied upon by those concerned with this subject in future studies, and that it will serve as a scientific reference for decision-makers when researching the reality of exceptional students in the educational system.

Problem statement

Outstanding individuals are regarded as one of the most essential categories of social progress; they represent the hope for a better future. Identifying them is the first step in this field. Arab societies still suffer from weaknesses in identifying and detecting them. There are also flaws in the Arab criteria used to find them, as well as in the training and qualifications of teachers who can recognize and deal with exceptional pupils (al-Rashoud, 2007, Souss, and Assaf, 2010). According to one of the researchers' work as a teacher in one of the Palestinian Ministry of Education's schools, there is a problem where our schools have a large number of excellent students, but these students may face some psychological and behavioral problems due to teachers' lack of knowledge, which reflects not meeting their needs, taking into account their uniqueness and excellence, and looking at them in a negative light. Academic excellence should not be the only evidence of excellence; you must also identify the traits of the exceptional, including behavioral attributes as an indicator. As a result, the current study's problem arose to answer this essential question:

From the perspective of students and teachers in Ramallah, what are the distinguishing behavioral features of excellent pupils in light of the Triarchic theory of intelligence?

Questions

1. From the perspective of students, what are the behavioral traits of outstanding students in light of the Triarchic theory of intelligence?
2. Are there statistically significant variations between the averages of excellent students' responses and their level of behavioral traits in light of the Triarchic theory of intelligence from their perspective that may be attributed to variables (gender, grade, and place of residence)?
3. From the perspective of teachers, what are the behavioral traits of outstanding students in light of the Triarchic theory of intelligence?

Objectives

1. In light of the Triarchic theory of intelligence, identify the distinguishing behavioral characteristics of outstanding students from the perspectives of students and their teachers
2. Identify differences in the average responses of the study sample members on the level of behavioral characteristics of outstanding students according to variables (gender, grade, place of residence).
3. Compare the behavioral characteristics of outstanding students from the perspectives of both students and teachers.

Limitations

The study focused on outstanding students in the sixth and eighth grades, as well as their teachers, in public schools in Ramallah, Palestine, during the academic year 2021–2022. It is also influenced by Sternberg's theory and the Triarchic theory of intelligence.

Conceptual and procedural definitions

Behavioral characteristics: qualities that characterize the child, describe his behavior which appear through the views and actions of the child in educational and ordinary situations (Al-Guraiti, 2005).

Procedurally: The degree to which members of the study sample receive the scale developed for the purposes of this study.

Outstanding students: They are students who are distinguished in general intelligence, or in any area of special talent, they demonstrate extraordinary interests and personality traits including creativity, high academic achievement, and scientific readiness (Maaytah and Al-Bawaliz, 2004)

Procedurally: They are students who get a level of achievement of 90% and above during the first semester of the academic year 2021/2022, in addition to being characterized by a set of behavioral indicators that distinguish the outstanding, which will be measured by the behavioral indicators current scale (Halabia and Sabah, 2021)

Sternberg theory: This theory belongs to Sternberg, also known as the theory of successful intelligence, and focuses on three types of intelligence: creative intelligence, analytical intelligence, and practical intelligence. Creative people have special abilities that help them invent, create and discover, analytical people have the ability to analyze, evaluate and criticize, and finally practical people are

distinguished by use and application. Intelligence is the product of a distinct ability to perform skills in one or more of those fields, and the diverse association of these fields generates a different pattern of intelligence (Abu Gadu, 2006)

Triarchic theory of intelligence (Sternberg 1997):The ability to achieve success in terms of one's standards within the social and cultural context of the individual by leveraging strengths and compensating weaknesses through a balance of analytical intelligence (AI), creative intelligence (CI), and practical intelligence(PI). Khin&Buxin (2011).

Theoretical framework

Excellent students are a diverse group who do not all have the same characteristics to the same degree. However, they represent a wide range of individual differences, demanding the teacher's recognition of the gifted's various characteristics. Excellence is a phenomenon that can be developed in people if they are supported and cared for; identifying the characteristics of outstanding students is one of the main tests in detecting them; however, there is a lack of formal standards that would help identify talented and outstanding students, and these standards must also be psychologically sound (Hamza, 2020) (Mohamed &Elsantil)especially in early childhood, in which attention to the characteristics of these children may be the starting point for deciding who is talented among them (Ayasira and Ismail, 2012).

The U.S. Bureau of Education defines a talented person as a student who has been identified by specialist people and is characterized by outstanding abilities and high performance ability. Excellence requires an outstanding educational program other outside of the activities and services available in a regular school in order to make valuable contributions to themselves and their community and is characterized by a high degree of performance, achievement, abilities, and potential in any of the following domains: general intellectual ability, specific academic preparation, creative and productive thinking, leadership ability, performing arts, visual expression, psychomotor and skill abilities. (Bracey, 2006).

Sternberg theory (Triarchic theory of intelligence)

Many theories, such as the Triarchic theory of intelligence (Sternberg theory) developed in 1985, dealt with the subject of brilliance and talent research and interpretation. The theory assumes that analytical, creative, and practical intelligence are required for academic and life success (Nyunt, Saw, and Han 2021).It is based on information processing theory and includes three sub-theories: the synthetic theory, which describes the learner's inner mental effectiveness, the empirical theory, which links a person's intelligence to the experiences he has, and the contextual theory, which states that the primary goal of an individual's behavior is to achieve practical goals. He also feels that outside of the socio-cultural framework, the implications of this theory in environmental intelligence cannot be adequately and thoroughly understood. Sternberg used the Triarchic theory of intelligence to explain solitary intelligence, which includes talent and superiority in children, and pointed out that intelligence makes up three aspects of this theory, namely the inner world of the individual, experience,

and the external world of the individual (Chooi, Long, and Thompson, 2014) (Khazan&Asaadi, 2017).

This theory also assumes that a person has successful intelligence when he develops the skills required for success, and they are able to achieve success through creative, analytical, and practical abilities, and may become talented and outstanding in these abilities or in the way in which they balance these abilities to achieve success. According to Sternberg, intelligence is an individual's ability to think and learn using previously learned experiences to solve new problems in unfamiliar contexts; the more an individual is exposed to new and unique circumstances, the more he can develop his abilities and adapt; and success is essentially the ability to use those skills, not their presence. One or more of those abilities may differentiate and distinguish a person (Khin&Buxin, 2021), (Abu Gadu, 2006), (Sternberg, 2004).

Successful intelligence according to Sternberg depends on

1. The ability of the individual to achieve his life goals within the cultural and social framework.
2. Rectify one's weaknesses and reinforce one's strengths.
3. Ability to combine creative, analytical and practical abilities (Sternberg, 2005)

As a result, we can see that Sternberg identified three types of intelligence: creative intelligence, analytical intelligence, and practical intelligence, and that he linked practical intelligence to the ability to cope and live a practical life in many different situations. Sternberg also emphasized the importance of practical intelligence for all students in general and especially for outstanding and talented students (Al Munir, 2011), and that analytical, creative, and practical intelligence are intertwined and linked to academic achievement (Khin&Buxin (2021): Khin&Buxin (2021)), and finally successful intelligence training has a positive effect on overall student achievement(Nyunt et al. 2021)

Studies on this topic include

(Halabiyah&Sabbah, 2011) It was discovered that, in accordance with this theory, the behavioral characteristics of gifted students were highly ranked and ordered as follows: behavioral characteristics of creative abilities, analytical abilities, and then applied abilities (practical), with no differences due to the variable sex of students. According to Baraka, al-Ais, and Mohammed (2019), behavioral characteristics questionnaires and the drawing of a specific topic are core indications that might indicate mentally brilliant kids, while academic achievement is simply an additional indicator.

Sharifi (2019), Harara, Naamat, Abu Zaytoun, and Jamal (2016) investigated it when they developed a scale of behavioral characteristics of outstanding students in the higher basic stage and discovered that the scale could distinguish between outstanding talented students and ordinary students, Shihab (2016) agreed with them and stated that the characteristics with the greatest averages were high achievement, speed of learning, relationships with colleagues and cooperation

with them, and lastly, independence, whereas the computer-related attribute earned the lowest ratings.

However, Fatiha and Mohammed (2020) discovered that the outstanding and talented have social, mental, emotional, academic, physical, and skill traits, and that the psychosocial needs of the academically gifted and talented include the need for self-esteem, appreciation of others, and the need for emotional intelligence, social support, spiritual intelligence, the pursuit of perfection, and the need for a sense of humor, and pointed out that there are no differences between the academically gifted students at the secondary level. Khazan and Isadi (2017) also found that there were no differences between females and males in creative and practical abilities. This didn't agree with Al-Srouf (2013), who found differences in characteristics according to the gender variable, which were higher in males in fluency, mystery, imagination, detail, sensitivity to problems, independence, originality, intuition, adventure, flexibility, and sense of humor, and indicated the distinction of females from the characteristics of curiosity. While the age variable indicated that there were individual differences statistically significant on average and were in favor of the age group (12–14) in the characteristics of originality and intuition.

As for the competence of teachers in revealing the characteristics of the outstanding, (Al-Farhan, 2020), (kazem, Alzubaidi, Hemdan & Renzulli, 2014), (Al-Srouf, 2013), (Abu Hashim, 2005) pointed out that teachers have a high efficiency in detecting talented and outstanding students through the use of the behavioral trait assessment scale as a method to detect gifted students, and this was reflected in their observation in the strength of memorization and the memory of gifted students, as well as curiosity, fluency, independency, adventure, social and academic excellence, methods of thinking, perseverance, innovation, the ability to compare and discover relationships between objects, and the length of their concentration and attention within the class, and there was a high correlation between behavioral scales and the characteristics of gifted and talented students. (Seidel, Schnitzler, Kosel, Holzberger & Sturme 2020) Expert teachers are more accurate in judging the characteristics of excellent students than beginners, as experts have accurately indicated the correct behavioral signals.

This study is characterized by the addition of new knowledge in the field of behavioral characteristics of outstanding students according to the Triarchic theory of intelligence, this study added new knowledge in the field of behavioral characteristics of outstanding students, and it added a new worthwhile category, made up of students in the sixth and eighth grades, as a category of Palestinian children living in difficult political and economic conditions, and they addressed their behavioral characteristics from the perspectives of both students and teachers.

Procedure

Curriculum: Due to its relevance to the nature of the study represented by analysis and description, the descriptive-analytical method was used, which is defined as "the method that aims to investigate the facts in order to reach the

study in its true form that exists in reality" (Al-Qawasma, Abu al-Raz, Musa, Abu Talib, 2017).

Population and sample

(150) outstanding students (average 90 and higher) and (76) teachers teaching sixth and eighth grades in five primary schools in Ramallah (Ziad Abu Ein School; Faisal Al-Husseini girls school; EynMenjd boys school; The Chinese School, EinMisbah School) make up the study population. For quantitative data, the study sample included 51 male and female students who were excellent students in the sixth and eighth grades by 34%. The study sample (qualitative data) consisted of 10 sixth and eighth grade teachers, five of whom teach humanitarian subjects and five teach scientific subjects, with experience ranging from five to twenty-one years and scientific qualifications ranging from one master's degree to nine bachelor's degrees, all chosen at random.

The following table shows the distribution of the sample of students

Table 1 Sample distribution of students

Variants		#	Percentage %	Total
Gender	Male	17	33.3	51
	Female	24	66.7	
Grade	Sixth	24	47.1	51
	Eighth	27	52.9	
Residence	Village	3	5.9	51
	City	48	94.1	

Normal distribution: To confirm the normal distribution of the research sample, the Kolmogorov–Smirnov test was used, and the value of the significance level was (0.223). The sample turned out to be representative of the community, tracking the normal distribution with a probability value (sig) greater than 0.05.

Instruments

Study instruments for quantitative data

The behavioral characteristics scale according to Triarchic theory of intelligence of Sternberg (for students), the scale was developed based on (Halabiyah&Sabbah,2021), (Ashishi and Maarouf, 2021), (Ghanaim, Amal, 2016); to suit the target group and the subject of the study, and then was subjected to arbitration and control following the following steps:

Questionnaire validity: two ways:

Apparent validity of the instrument (validity of arbitrators): The questionnaire was presented to a group of specialist arbitrators (9), who were given the opportunity to express their opinions on all aspects. Based on the judges' feedback, the researcher made the necessary changes, reducing the number of paragraphs in the questionnaire to (33) paragraphs, with the deleted paragraph being "shows interest in the study of foreign languages" and the remaining paragraphs being

"shows interest in the study of foreign languages" and "can use abstract concepts such as the concept of democracy."

Validity of internal consistency: The questionnaire was applied to (30) students from outside the study sample exploratory, and then the correlation coefficients were calculated between the paragraphs and their sub-domains and then between the sub-domains and the scale as a whole, and were of high level and significant, ranging between (.875* * and .922**).

Instrument stability: The stability was calculated using the Cronbach Alpha and the Split-Half methods, and the total stability coefficient values were high between (0.727 and 0.835), so the questionnaire has a degree of stability that allows it to be applied.

The criterion adopted in the study: The approved criterion is determined according to the following table (Melhem, 2000):

Table 2 The criterion adopted in the study

	Relative Weight	Degree of approval
From 1.80-1	From 36%-20%	Very low
Greater than 2.60-1.80	Greater than 52%- 36%	Low
Greater than 3.40 – 2.60	Greater than 68-52% %	Medium
Greater than 4.20-3.40	Greater than 84%- 68%	High
Greater than 4.20 -5	Greater than 100% - 84%	Very high

Study instruments for qualitative data

Focus interview: after the study scale was equipped for the quantitative data, the focus interview questions were derived from the main domains of the scale, with an open question formulated on each domain to confirm the quantitative data obtained, and then the psychometric characteristics of the Open Focus interview questions were confirmed by presenting the questions to 9 experienced arbitrators, as well as analyzing the qualitative data obtained by the two researchers and by expert in the field of Education, the analysis was then matched to obtain consistency through the ratio of agreement with the corresponding analysis.

Results

Students-related results

The results of the first question: From the perspective of students, what are the behavioral traits of outstanding students in light of the Triarchic theory of intelligence? Arithmetic averages, standard deviations, relative weights and a reference criterion were used to describe the responses of the study sample, and the following table shows this:

Table 3 Arithmetic Means, standard deviations and Ranking of paragraphs for domains of behavioral characteristics and the scale as a whole

Domain	Sample	Mean	Standard deviation	Relative weight	Ranking	Degree
Characteristics of analytical ability	51	44.804	4.243	81.46%	3	High
Characteristics of creative ability	51	45.255	5.226	82.28%	1	High
Characteristics of Applied ability	51	45.255	4.673	82.28%	2	High
Total behavioral characteristics	51	135.314	12.905	82.01%		High

The table shows that the level of behavioral characteristics from the perspective of students was (135.314, 82.01 %) and to a high degree, with the second and third domains in first place with a mean of (45.255, 82.28 %) and to a high degree, and the first domain in third place with a mean of (44.804, 81.46 %) and to a high degree, which is consistent with the studies of Halabiyah & Sabah (2021), Fatiha & Mohammed (2020), Baraka, al-Eis, & Mohammed (2019), Al-sharifin (2019), Hararah, Naamat, AbuZaytoun, & Jamal (2016) and Al-Shihab (2016).

Results of the second question: Are there statistically significant variations between the averages of excellent students' responses and their level of behavioral traits in light of the Triarchic theory of intelligence from their perspective that may be attributed to variables (gender, grade, and place of residence)?

The T test was used to verify the relevant hypotheses, the following is explained:

Table 4 Test (T) of the two independent samples between the mean of the study sample estimates of the behavioral characteristics of the following variables (Gender, grade and place of residence)

Scale	Variable	Sample	Mean	Standard deviation	T	Sig	Statistical significance	
Behavioral characteristics scale	Gender	Female	34	136.8	12.7	1.163	0.125	non-significant
		Male	17	132.4	13.3			
	Grade	Sixth	24	138.1	11.6	1.461	0.08	non-significant
		Eighth	27	132.9	13.7			
	Residence	Village	3	131	5.2	0.593	0.278	non-significant
		City	48	135.6	13.2			

It is clear from Table 4: the value (Sig) of the total gender score (0.125) is greater than (0.05); therefore there are no statistically significant differences attributable

to the gender variable, and the value (Sig) of the total grade score (0.08) is greater than (0.05); there are no differences attributable to the residence variable, and the value (sig) of the total questionnaire score (0.278) is greater than (0.05); This result is consistent with a study (Khazan&isadi, (2017) and differs from (Al-Srouf, 2013) .

Teacher-related results

Results of the third question: From the perspective of teachers, what are the behavioral traits of outstanding students in light of the Triarchic theory of intelligence?

Means, standard deviations and relative weights were used to describe the responses of the study sample, and the following table shows this:

Table 5 Arithmetic Means, standard deviations and ranking of paragraphs for domains of behavioral characteristics and the scale as a whole

Domain	Sample	Mean	Standard deviation	Relative weight	Ranking	Degree
Characteristics of analytical ability	76	42.776	4.191	77.78%	1	High
Characteristics of creative ability	76	41.987	3.904	76.34%	3	High
Characteristics of Applied ability	76	42.763	3.867	77.75%	2	High
Total behavioral characteristics	76	127.526	10.427	77.29%		High

It is clear from Table (5) that the level of behavioral characteristics of the outstanding students from the point of view of teachers came with a mean of (127.526, 77.29%) and a high degree, where the first domain (characteristics of analytical ability) got the first place with an average of (42.776 , 77.78%) and with a high degree , then the third domain ranked second (characteristics of Applied ability) with a mean of (42.763 , 77.75%) and with a high degree and finally the second domain (characteristics of creative ability) with an average of (41.987, 76.34%). This is consistent with the study (Baraka, al-Eis and Mohammed, 2019) in terms of the ability of behavioral characteristics to identify highly outstanding students.

Through the data obtained from the focus interview the third study question was answered: "From the perspective of teachers, what are the behavioral traits of outstanding students in light of the Triarchic theory of intelligence?" The data: By calculating the means of the respondents, it was found that analytical characteristics came in first place with an average of 90% of those surveyed, with the majority of teachers stating that "they learn quickly, in addition to their high ability to immerse themselves in the tasks given to them for long periods of time

without becoming bored, where these tasks grab their attention and challenge them", Teacher (M.E.) says: "That the gifted student learns rapidly and frequently comes to class, having all the abilities that I aim to teach in the class, this increases his self-confidence and draws the attention of his colleagues". Teacher (N.A.) says: "In one of the classes, I gave a set of high-level mathematical questions that needed to be thought out and focused on as homework, and one of the outstanding students refused to go out for a break and stayed busy solving the problems until they finished solving them all correctly" and added that outstanding students' concentration increases in tasks for long periods of time, especially when these tasks get their attention. 90% of teachers indicated that excellent students have a high ability to think logically, and they rely on understanding, analysis and discussion, more than on memorization, as they always prefer tasks with an analytical side."There is a good percentage of exceptional students who rely solely on memorization," said teacher (A.A.), "which is contradictory to the qualities of outstanding students, who I notice tend to understand and analyze more than memorize" Teacher (A.M.) remarked: "Pupils who can evaluate, discuss, and understand are also more likely to score higher on school tests than students who rely on memorizing knowledge"

Outstanding students' creative characteristics came in second place with an 80 percent rating, indicating that they have a set of creative characteristics that distinguish them from other students, and 80 % of teachers said that the most important characteristics of outstanding students in the creative domain are thinking creatively, self-confidence, speaking fluently, and the ability to develop, "The more a learner can produce a greater number of thoughts or responses in a short period of time, the better students are able to control the use of language, writing, speaking, and reading than others," remarked teacher (Y.M.). All teachers believe that great students have a high level of self-confidence that far exceeds that of their peers. teacher (S.S.) says: "I have been teaching for 14 years, and throughout those years, excellent students have always enjoyed high self-confidence, and in their abilities", and teacher (A.A.) adds, "Excellent students are characterized by a high degree of self-esteem and confidence in the work they do without hesitation, and this is shown by the determination and perseverance to finish the work without being discouraged." while 50% of teachers report a lack of motivation.

Applied characteristics came in last place by 70%, but they differed from one characteristic to another, where 90% of the teachers interviewed indicated that outstanding students enjoy the presence of intuition in addition to their high ability to convince. However, on the property of accepting criticism, 70% of the teachers interviewed indicated that outstanding students do not accept criticism, and are annoyed by it. On the emotional balance of outstanding students, 70% of the teachers interviewed indicated that outstanding students have an emotional balance, Teacher (Y.M.) said, "Outstanding students, like ordinary students, have feelings that make them a heterogeneous sample in the emotional and psychological aspects. Most of these outstanding students have happiness, satisfaction, and reassurance, and they are more stable psychologically if they have the appropriate environmental conditions and no external factors affecting their internal psychological well-being. They are characterized by emotional maturity and self-control, and their mental health is better than their normal

peers, and they quickly adjust to the changes surrounding them and have emotional poise and psychological calmness that leads them to better address problems without feeling disoriented or confused."

Discussion

The results of the quantitative data obtained indicate that the behavioral characteristics of the outstanding students, from the point of view of the students themselves and from the point of view of their teachers, are substantially identical in their presence in the three domains, but differ in the order, where the level of behavioral characteristics from the point of view of students came by 82.01% and to a high degree, where the second (creative) and third (applied) domains obtained the first place by 82.28% and to a high degree; and then the first domain (analytical) was put in the third place by 81.46% to a high degree as well. However, from the point of view of teachers, the level of distinctive behavioral characteristics of outstanding students came by 77.29% and to a high degree, where the first domain (characteristics of analytical ability) was ranked first by 77.78% to a high degree, then the third domain (characteristics of applied ability) by 77.75% to a high degree, and finally the second domain (characteristics of creative ability) by 76.34%. This can be explained by the fact that the analytical domain came in first among teachers because it focuses on educational aspects such as quick learning, memorization, retrieval-logical thinking, and sustained concentration in tasks; these are aspects that the teacher focuses on in educational situations. While the creative and applied domains came in first among students because they focus on aspects that align with the students' perceptions of themselves, such as self-confidence, authentic creative ideas, challenge and imagination, possessing attractive communication skills, presence of mind and carrying out work actively and energetically, and the ability to persuade others, making it the first choice from the students' perspective. This all agrees with (Nyunt et al. 2021; Sternberg 2018).

Quantitative and qualitative data can be compared with the behavioral characteristics of outstanding students in light of Triarchic theory of intelligence from the point of view of their teachers with the following: The teachers interviewed agreed with the fact that the analytical domain came first among the outstanding students, and this corresponds to the quantitative data that came out of the study, which confirms the existence of a consensus on these characteristics among the outstanding students. With regard to the creative domain, it came second according to the results of the interview, and came third according to the quantitative data. This result can be explained by the fact that these characteristics are available to outstanding students with great coordination, which makes the views of teachers in quantitative and qualitative data range from the second and third places, and this applies to the third domain, which is the domain of applied characteristics, where in qualitative data it ranked third, and ranked second according to quantitative data, which means that these characteristics obtained high rates according to quantitative and qualitative data, which means that they are available among the outstanding students on the one hand, and supports the ability of the scale to verify the availability of analytical behavioral characteristics among the outstanding students on the other hand.

Recommendations

Pay attention to the category of outstanding people and work on the development of their talent, and adopt the scale of behavioral characteristics to detect the outstanding people and apply it to other stages of study. Train teachers to detect outstanding students through their behavioral characteristics. Finally conduct other studies that address the behavioral characteristics of outstanding students from the point of view of parents.

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