Journal of Positive School Psychology http://journalppw.com
2022, Vol. 6, No. 2, 1071 – 1084

The Relationship between Ideation of Suicide and Demographic Information Among Gifted High School Students of Kingdom of Saudi Arabia

Khalid Abdu M Al-Makhalid

Psychology & Education Department, Al-Qunfudah University College, Umm Al-Qura University, Mecca, Kingdom of Saudi Arabia.
kamakhalid@uqu.edu.sa

Abstract

Suicide ideation among adolescents all over the world has assumed an alarming dimension. It has become so worrisome that it has gained prominence in social discourse. Nevertheless, little is known about the ideation of suicide among gifted students. Therefore, this study aims to investigate the relationship between ideation of suicide and demographic information (gender, family status, academic stress, depression, self-esteem, and hopelessness). The study employed a quantitative research design. 210 gifted high school students in 10^{th}, 11^{th}, and 12^{th} grades from Asir province in Saudi Arabia were sampled using random stratified sampling (110 Male, and 100 females). The collected data were analysed using SPSS 23.0 by analysing *t*-test, ANOVA and Pearson correlation coefficient tests. The students showed a low mean score of ideations of suicide and depression. Moreover, the findings showed that there is no significant difference between male and female students (*P>0.05*). However, the ANOVA test results showed that there is no correlation between students' gender, family level, and self-esteem and ideation of suicide. Moreover, there is a low (r = 0.10-0.15) but not significant (*P>0.05*) relationship between hopelessness and ideation of suicide. On the other hand, depression and academic stress demonstrated a medium association with ideation of suicide (r = 0.30-0.49). 12^{th}-grade students showed the highest level of depression and academic stress. The study implicates that a specialized program is needed to reduce the suicidal thoughts of gifted students. This study contributes to the limited literature investigating the ideation of suicide among gifted students.

Keywords: Gifted students, ideation of suicide, demographic characteristics, depression, academic stress, high school students, Saudi Arabia.

Introduction

Adolescence is the time when teenagers acquire knowledge, make their own decisions and accept cultural and spiritual values. It is the time when there is a struggle between oppositions and desires (Hosseini, Moosavi, & Rezazadeh, 2003). During this time period, a teenager learns concepts of commitment, decision-making and assessment. The stronger a teenager's tension is, the weaker his or her identity and commitment are. This period can cause some risks to people and may turn them into practically and behaviourally ineffective adults (Santrak.,2003), because an adult's behavior becomes stable during adolescence (Schuster et al., 2001). Young adults, who form a great percentage of the country's population, are those who form the next generation. Hence, if they go at risk, the whole country will be at disadvantage (Weist & Christodulu, 2000). Lack of attention to the mental health of students will cause a great loss in society (Kaveh et al., 2003). On the other hand, gifted schools have different conditions compared with those studying in ordinary schools (Haghshenas, Chamani, & Firouzabadi, 2006; Razak et al 2018). Neihart, (1999) noted that there seemed to be evidence from previous studies that giftedness enhanced resiliency, on the one hand, and also evidence that giftedness increased vulnerability. Neihart pointed out that though views concerning whether giftedness increased vulnerability have oscillated over the years "they are not immune to problems" (Neihart, 1999, p. 10).

Ingenious students are considered to be a precious capital in terms of human resources in any country and a lack of proper attention to them can lead to a huge catastrophe (Mohammadi et al.,2003). According to World Health Organization (WHO), 450 million people suffer from behavioural or mental disorders. 873000 people commit suicide every year (The world health report.,2001) and 11% of high school students attempt suicide once in their lives (Balilashak, Safavi, & Mahmoudi, 2010). About 20% of the youth have easily diagnosable mental disorders. Adjustment is the most common disorder which emerges along with common disorders, such as anxiety and depression among these people (Sadock, Sadock, & Ruiz, 2003). Quoting Anankarl, (Mohammadi et al., 2003) reports that the incidence of mental disorders among students and adolescents in different countries varies from 4 to 23 per cent (Mohammadi et al., 2003). American and Chinese teenagers experience a huge proportion of tension with respect to their school, competitive tests, classmates, homework assignments, the increasing expectations of parents, and school regulations. These are the most significant factors creating tension in their lives. Myint performed research on 16-21-year-old Italian students in 2001. He reported the incidence of vulnerability to OCD among girls and boys at 4.1% and 3%, respectively (Maggini et al., 2001). Zadeh et al (2005) carried out research on 1062 high school students in Sari, Mazandaran province. They found out that, based on the GHQ-28 test and SCL-90-R test, 39.1% and 58.8% of the students were suspected to have a mental disorder, respectively.

Literature Review

An area of research that is related to suicide among gifted adolescents is centred on the social and emotional issues and challenges faced by gifted students and adolescents (Coleman & Cross, 2021). Gifted adolescents seem to have some unique emotional needs and issues due to the fact that they are different from normal students. The literature concerning some of the issues and challenges of being gifted and adolescent will be reviewed. After reviewing the literature pertaining to the social and emotional issues which seem to be faced by gifted adolescents regardless of gender, the needs and challenges correlated with being adolescent, gifted, and the male will be discussed, followed by a discussion of the needs and challenges correlated with being adolescent, gifted, and female. Many researchers have stated that being both adolescent and gifted has often resulted in a unique set of problems and that the social and emotional issues and challenges are in some ways quite difficult (Delisle, 1992). For example, Buescher, (1985) commented, “In many ways, though, being both gifted and adolescent means learning to understand and cope with a unique set of developmental circumstances that can reach beyond the normal dimensions of adolescence” (p. 11). He went on to add that adolescents between the ages of 11 and 15 years “seem to be particularly vulnerable to the confusion and misinterpretation precipitated by their outstanding abilities” (p. 11). Gifted adolescents may be more vulnerable to the pressures of establishing a sense of identity and establishing meaningful relationships (Torrance, 1962). Hollingworth (1942) addressed the social and emotional issues of being gifted when she noted that gifted adolescents may have “the intelligence of an adult and the emotions of a child” (P. 282). Difficulties can result from the unique perceptions and experiences of being gifted. The theme of Annemarie Roeper’s paper about The Emotional World of Gifted Students presented at the National Association of Gifted Students annual conference in 2003 was that there were unique social and emotional difficulties faced by gifted students. She expanded on some of the points that she had addressed in 1995 which included, “Gifted students’s thoughts and emotions differ from those of other students and, as a result, they perceive and react to their world differently” (Roeper, 1995, p. 74). When identifying some of the critical dynamics of being adolescent and gifted, it becomes important to realize that the social and emotional issues and challenges are related to cultural values and to historical context (Buescher, 1985; Cross, 2004). In many cases, a young person’s experiences in today’s schools are painful. Addressing the dynamics involved in the school shootings at Columbine High School in 1999, Cross noted, “The lessons we should have learned were that our students’ experiences in high school (middle and elementary school) cause them to suffer” (Cross, 2004) (p. 111). Many of the issues that affect both males and females include establishing a sense of identity and forming supportive and meaningful

relationships. When you are adolescent and gifted, however, these are very difficult social and emotional challenges. Some of the social and emotional issues and challenges correlated with being adolescent and gifted include boredom (Gross, 2002), establishing a sense of identity and a positive self-concept (Hibert, 2000), perfectionistic tendencies (Buescher, 1985; Delisle, 1986; Spiers Neumeister, 2004), heightened sensitivity and intensity (Dąbrowski, 1976), and advanced moral development and global concerns (Cross, 2004, Alakrash, 2021). Many gifted adolescents experience discouragement, hopelessness, insecurity, a sense of meaninglessness, and eventually suppressed feelings (Kerr & Cohn, 2001).

Suicide and Demographic Information

Weisse (1992) argued that depression is a frequent problem found in gifted students. Gifted people with an IQ of 160 find it difficult to adapt anywhere and have to endure the stresses that result. Creatively gifted students are vulnerable to depression due to their experiences of isolation during adolescence or before, and they often make extreme choices due to problems such as expectations of parents and peers and worries about careers. 16 out of 24 creatively gifted people have thought about suicide and also think about how to commit suicide 8 out of 16 reported that they attempted suicide (Willings & Arseneault, 1986). According to the study results of Baker (1995), there was no significant difference in depression levels between highly gifted, gifted, and ordinary students, but there was a significant difference in depression levels between 12% highly gifted, 8% gifted, and 9% ordinary students. are reporting It also points out that some gifted adolescents show warning signs such as depression when they seriously think about suicide.

The most perceived stress source among adolescents who experienced suicidal thoughts was school-related stress. Adolescents who perceive that they have failed in school are three times more likely to have suicidal thoughts and ten times more likely to attempt suicide than others (Richardson, Bergen, Martin, Roeger, & Allison, 2005).

Dori and Overholse (1999) found that low self-esteem is a good indicator of suicidal ideation. (Dori & Overholser, 1999) did a study to determine whether the levels of hopelessness, self-esteem, and depression were different among the inpatients who committed suicide prior to being admitted versus those in patients who had not committed suicide. They recruited 90 adolescents diagnosed with depression. These adolescents ranged from 13 to 18 years old, and they were in the middle socioeconomic category. Those who attempted suicide had significantly lower self-esteem as well as higher levels of depression and hopelessness than their non-suicidal counterparts, as assessed by Dori and Overholser (1999). Self-esteem also was found to be a better indicator of suicide than a person's level of suicidal ideation in this study. Depressed and hopeless adolescents who were assessed as having adequate levels of self-esteem were less likely to demonstrate suicidal behaviours than those with low self-esteem (Dori & Overholser, 1999).

Udvari & Rubin, (1996) report that the psychological pressures for academic achievement in adolescents are depression and stress. It is not only students with low academic achievement who suffer from maladjustment. Even gifted students with excellent academic achievement may suffer from maladjustment. According to Clarizio (1994), adolescents who think of high levels of academic achievement are engrossed in idealistic and abstract thinking, and as a result, they feel alienated from their peers who have other interests and commit suicide because they experience failures that are impossible to achieve. In other words, not all gifted students have the ability to solve their own problems, so emotional understanding and psychological counselling are necessary for gifted students. It is necessary to understand the stress that gifted students are experiencing and help them cope wisely so that they can adapt well to school and society (Park & Kwon, 2013).

Previous Research

Several studies have purposively studied suicide ideation among gifted adolescents. Seiden, (1966) studied completed suicides at the University of California, Berkeley. His findings indicated that 67% of the students who completed suicide had above-average grades. Of undergraduates, 91% who completed suicide had grades that were above average. These data

are valuable, but the criteria of "above-average grades" at Berkeley is difficult to compare with other studies about suicide in gifted adolescents.

Sargent (1984), after analyzing 1,500 suicide completions, suggested that adolescents who completed suicide were more intelligent than adolescents who attempted suicide. He stated that "better students made the most severe attempts" (p. 50), adding that they used more lethal means such as guns. The problem in applying or generalizing these data, also, is the lack of a definition of intelligence or "better student" that allows you to compare these results with studies about suicide in gifted adolescents.

Jin, Yang, & Han, (2012) conducted a study to understand gifted students' suicidal ideation and its related variables among gifted students. For this, this study explored the relationship between maladaptive perfectionism of gifted students and suicidal ideation, confirming mediating effects of depression and academic stress. For the study 320, middle school students were identified as the gifted at a gifted education centre affiliated with the university. The results are summarized as follows. Second, suicidal ideation was found a significant positive relationship with maladaptive perfectionism, depression, academic stress. Second, as a result of examining the path coefficient, it was found to be influenced significantly by all of the paths from maladaptive perfectionism to depression and academic stress, the path from depression to suicidal ideation, the path from academic stress to suicidal ideation. However, the path from maladaptive perfectionism to suicidal ideation was found to be statistically insignificant. Fourth, the result showed that depression and academic stress worked as complete mediators between maladaptive perfectionism and suicidal ideation. These findings give useful information about the affective aspects of gifted adolescents in hard circumstances. The results of the study will be helpful in devising consultation and educational programs for the gifted who are in danger of suicide.

Cross, Cassady, & Miller, (2006) describes the psychological characteristics of gifted adolescents. It also identifies the relationships between psychological personality types and suicide ideation. Participants in the study were 152 juniors enrolled in a public residential high school for academically gifted students. The results indicated that gifted adolescents did not exhibit heightened rates of suicide ideation as compared to their nongifted peers. However, female students held higher levels of suicide ideation than male students. Female students exhibiting introversion-perceiving (IP) types held higher levels of suicide ideation than those with other types. There was a significant between-group effect for the judging perceiving analysis. Students identified as perceiving personality types held higher levels of suicide ideation than those with the judging personality type. Gender, judging/perceiving, and extraversion/introversion combined to reliably predict approximately 18% of the variance in suicide ideation in this sample.

The Current Study

The study aims to investigate the relationship between suicidal ideation and students' demographic characteristics (gender, academy stress, family level, depression, self-esteem, hopelessness).

Conceptual Framework of the study

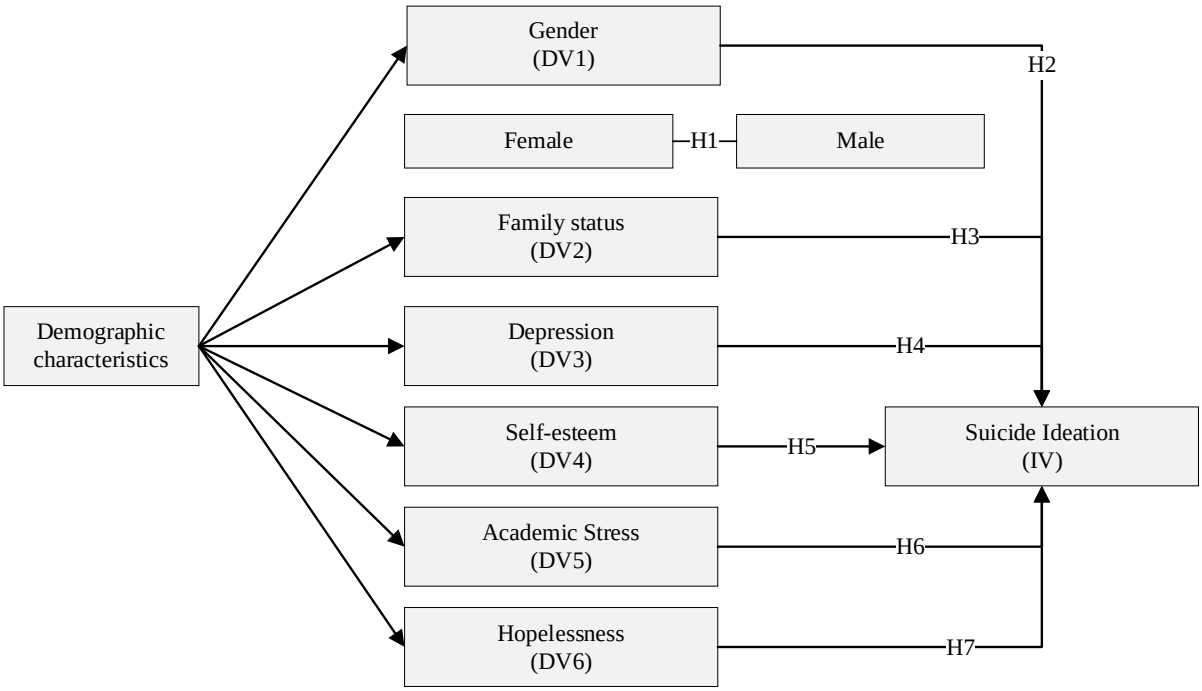

Figure 1. Conceptual Framework of the Study

Hypotheses of the Study

From reviewing the existing literature and authors' understandings and observations of learning circumstances, the following hypotheses were formulated as follows:

1. There is no significant difference between males and females in suicidal ideation among gifted high school students in Saudi Arabia.
2. There is no significant relationship between gender and suicidal ideation of gifted high school students in Saudi Arabia.
3. There is no significant relationship between family level and suicidal ideation of gifted high school students in Saudi Arabia.
4. There is no significant relationship between academic stress and suicidal ideation of gifted high school students in Saudi Arabia.
5. There is no significant relationship between depression and suicidal ideation of gifted high school students in Saudi Arabia.
6. There is no significant relationship between self-esteem and suicidal ideation of gifted high school students in Saudi Arabia.
7. There is no significant relationship between hopelessness and suicidal ideation of gifted high school students in Saudi Arabia.

Methodology

The study employed a quantitative research design. Using a survey questionnaire to collect the data from the participants. The study sample comprised 210 male and female students from the Asir Region which is a region of Saudi Arabia located in the southwest of the country. The rationale for selecting high school students is due to the fact the ratio of suicide was reported in the literature as the highest compared to other school levels. The sample of the study is high school students who are divided into three levels:10^{th} grade, 11^{th} grade, and 12^{th} grade. The population of the study are included in Table1. The sampling method adopted was random stratified sampling. The number of gifted students was obtained from Asir General Education Management (AGEM). The number of participants was selected based on the (Krejcie & Morgan, 1970) formula. Three questionnaires were adapted to collect the data from the participants namely Suicide Cognition Scale Rudd (2010) (Gupta & Pandey, 2015), Hopelessness Scale (Beck, Steer, Beck, & Newman, 1993), Perceived stress (Cohen & Lichtenstein, 1990), and Self-esteem (Rosenberg, Schooler, Schoenbach, & Rosenberg, 1995). The survey questionnaire

was distributed by AGEM to the selected gifted students. After attaining agreement on the validity and relevancy of the survey from the experts it was disseminated to all constituents. The rationale of the research was enlightened and well-versed approval was attained. The data were monitored for correctness and deficient data were barred from the investigation. The data were analysed using the "Statistical Package for Social Science (SPSS 23.0)", ANOVA, Pearson core relationship coefficient test and T-test were used to analyse the relationships between the selected variables of the study. The necessary official permissions were obtained. Consent from the participant was obtained at the start of the online survey.

Findings and Results

The demographic information of the gifted students showed that the number of male students (110) is slightly higher than female students (100). Most of the students are 16-17 years old (120). The number of students was divided relatively equally across grade levels (nearly 33.3% in each grade). The majority of the students are from average level (130), and rich level families (40). Table 1 presents the findings of students' demographic information.

Table 1. Demographic Information

Item		**Frequency**	**Percentage**
Gender	Male	110	52.83%
	Female	100	47.17%
Age	15-16	120	57.14%
	17-18	80	38.1%
	19- above	10	21%
Family status			
Rich		40	19.05%
Moderate		160	76.19%
Poor		10	21%
Study Performance			
High		70	33.33%
Average		130	**61.9%**
Poor		10	21%
Grade level			
Tenth 10^{th} grade		70	33.33%
Eleventh 11^{th} grade		70	33.33%
Twelve 12^{th} grade		70	33.33%

Descriptive Analysis

Descriptive statistical analysis was performed to examine the normal distribution of major variables. When the absolute value exceeds 3, skewness is considered extreme, and when kurtosis exceeds 8 or 10, it is considered extreme and problematic (Bae, 2009). The depression level among students were low 2.00, the academic stress was the highest with an average

of 2.97. The self-esteem of the students was high (3.00), the hopelessness was 2.23 which was below the average. Finally, the average of suicidal thoughts was 1.02. Although the score is low, the severity of the score should be considered regardless of the high or low score due to the nature of the variable called suicide. Table 2 presents the descriptive analyses of the instruments.

Table 2. Findings of descriptive analyses

No	Variable	average	standard deviation	Minimum	Maximum	skewness	Kurtosis
1	Depression	2.00	.84	1.00	5.00	.074	-.419
2	Academic stress	2.97	1.03	1.00	5.00	.239	-.931
3	Self-esteem	3.00	.36	0.00	1.80	1.576	2.681
4	Hopelessness	0.35	.39	0.00	2.00	1.394	2.277
5	Suicidal thoughts	1.02	.96	1.00	5.00	1.340	1.088

Hypothesis Testing (*t*-test analysis)

Hypothesis one: H1. "there is no significant difference between male and female students in suicide ideation among gifted high school students". The t-test analyses show to support the null hypothesis as the reported show the *p* values (0.06, 0.07, 0.08) This means that there are no significant differences between male and female students in suicide ideation. Therefore, based on the criteria of ($P < 0.05$) if the P-value is higher than 0.05 indicates no significant differences between male and female students.

Table3. Findings of hypothesis 1

No	Variable	Male		Female		T	P
		M	SE	M	SD		
1	10^{th} grade	2.34	15.71	2.20	15.72	0.02	0.06
2	11^{th} grade	2.00	30.90	2.34	31.57	0.92	0.07
3	12^{th} grade	2.20	18.74	2.00	18.44	0.63	0.08

Gender and Suicide ideation

Hypothesis Two: "There is a positive relationship between gender and suicidal ideation of gifted high school students in Saudi Arabia."

Prior to hypothesis testing, the Pearson correlation coefficient (*r*) test was performed to examine the association of two metric variables. This test acts as a preliminary analysis to identify the presence of interrelationships between dimensions of variables. A positive correlation coefficient, *r*, represents the direct association between variables, whereas a negative value indicates that the variables are inversely correlated (Hair et al. 2013). When the *r*-value is zero, variables are not correlated to one another. According to Cohen (1988), the strength of correlations is categorized as low (r =0.10 to 0.29), medium (r = 0.30 to 0.49) and high (r = 0.50 to 1.00). The following table presents the two-tailed Pearson's correlation for independent variables.

Table 4. Findings of hypothesis 2

Variable	Male (N=110)		Female	
	r	*P*	R	*P*
Gender/ suicide ideation	0.00**	0.06	0.00**	0.09

Based on the table above, it can be seen that there is no association between gender and suicide ideation as the r values are (0.00**), also, the *P* values indicated no significant relationship between gender and suicide ideation.

and suicidal ideation of gifted high school students in Saudi Arabia". Pearson correlation coefficient test was used to examine the relationship between family level and suicidal ideation. The findings are presented in the following table.

Family status and suicidal ideation

Hypothesis three: "There is no statistically significant relationship between family level

Table 5. Findings of hypothesis 3

Family level/ suicide ideation	Gifted high school students (N=210)	
	r	*P*
10th grade	0.00**	0.13
11th grade	0.00**	0.15
12th grade	0.00**	0.20

Based on the table above, it can be seen that there is no association between family level and suicide ideation as the r values are (0.00**), also, the *P* values (0.13, 0.15, 0.20) indicate no significant relationship between family level and suicide ideation.

and suicidal ideation of gifted high school students in Saudi Arabia". Pearson correlation coefficient test was used to analyse the relationship between academic stress and suicidal ideation. The findings are presented in the following table.

Academic stress and Ideation of suicide

Hypothesis four: "There is no statistically significant relationship between academic stress

Table 6. Findings of hypothesis 4

Academic stress / suicide ideation	Gifted high school students (N=210)	
	r	*P*
10th grade	0.35**	0.06

11th grade	0.32**	0.15
12th grade	0.40**	0.20

Based on the table above, it can be seen that there is a high but not significant association between Academic stress and suicide ideation as the r values are (0.35**, 0.32**, 0.40**) which is considered as a medium. However, the *P* values indicate no significant relationship between family level and suicide ideation.

Depression and Ideation of Suicide

Hypothesis Five: "There is no significant relationship between depression and suicidal ideation of gifted high school students in Saudi Arabia". Pearson correlation coefficient test was used to examine the relationship between depression and suicidal ideation. The findings are presented in the following table.

Table 7. Findings of hypothesis 5

Depression / suicide ideation	Gifted high school students (N=210)	
	r	*P*
10th grade	0.35**	0.12
11th grade	0.25**	0.15
12th grade	0.45**	0.20

Based on the table above, it can be seen that there is a correlation but not significant relationship between depression and suicide ideation as the r values are (0.35**, 0.25**, 0.45**) which are considered as a medium; however, the *P* values (0.12, 0.15, 0.20) indicate no significant relationship between family level and suicide ideation.

Self-esteem and Ideation of Suicide

Hypothesis Six: "There is no significant relationship between self-esteem and suicidal ideation of gifted high school students in Saudi Arabia". Pearson correlation coefficient test was used to examine the relationship between Self-esteem and suicidal ideation. The findings are presented in the following table.

Table 8. Findings of hypothesis 6

Self-esteem / suicide ideation	Gifted high school students (N=210)	
	r	*P*
10th grade	0.00**	0.18
11th grade	0.00**	0.15
12th grade	0.00**	0.20

Based on the table above, it can be seen that there is a low and not significant correlation between Self-esteem and suicide ideation as the r values are (0.00**) which is considered as low; however, the *P* values (0.18, 0.15, 0.20) indicate no significant relationship between family level and suicide ideation.

Hopelessness and Ideation of Suicide

Hypothesis Seven: "There is no significant relationship between hopelessness and suicidal ideation of gifted high school students in Saudi Arabia". Pearson correlation coefficient test was used to examine the relationship between hopelessness and suicidal ideation. The findings are presented in the following table.

Table 9. Findings of hypothesis 7

Hopelessness / suicide ideation	Gifted high school students (N=210)	
	r	*P*
10th grade	0.10**	0.09
11th grade	0.15**	0.12
12th grade	0.12**	0.25

Based on the table above, it can be seen that there is a low and not significant association between Self-esteem and suicide ideation as the r values are (0.10**, 0.15**, 0.12** which are considered as low. However, the *P* values indicate no significant relationship between family level and suicide ideation.

Discussion

In this study, an investigation of the association between selected demographic characteristics between gifted high school students and ideation of suicide. Gender, family level, depression, academic stress, and hopelessness were set as mediators to the ideation of suicide. was examined. Contrary to the fact that the direct effect of gender on suicidal ideation was positively related in theoretical hypotheses and correlation analysis, gender did not appear to have a direct effect on students' suicidal ideation. Similarly, the family level of the students has no direct association between students' ideation of suicide. However, there was a low but not significant association between hopelessness and ideation of suicide. On the other hand, depression and academic stress have a high but not significant association between depression and academic stress and ideation of suicide. This means the higher depression and academic stress, the higher probability of suicide among students. These findings are partially consistent with the results of studies (Adkins & Parker, 1996; Hewitt & Flett, 1993; Jin et al., 2012), According to a recent study on maladaptive perfectionism, hopelessness, depression, psychological struggle, and suicidal ideation (Choi, Koh, Rhie, Lee, & Seo, 2011). The population of the study were divided into three groups. Based on the reported findings, the 12th-grade students demonstrated the highest means of depression and academic stress. This could be justified by the fact that at this level the students have to go through the final year exams in high school which is demonstrated by the ministry of education.

In this study, the average depression and ideation of suicide scores of gifted students were 2 and 1.2 out of 5 respectively, which was lower than normal. The fact that when students are selected as gifted students and received special education for the gifted is thought to be due to the positive evaluation of academic achievement by the gifted. Therefore, they might be shy and reluctant to reveal their 'depression', which can lead to suicide due to the nature of gifted students who recognize that they are 'different from others and sometimes intentionally hide their abilities so that they do not reveal their abilities which possibly explains the below-average scores.

Studies on depression among gifted students report that their depression is average or below average (Berndt, Kaiser, & Van Aalst, 1982; Kaiser & Berndt, 1985). However, highly gifted students may experience depression due to asynchronous development with academic and social environments (Hollingworth, 1942; Jackson & Peterson, 2003). Although the level of depression among the gifted students was not

high in this study, it suggests that if the level of depression increases due to internal and external factors, they may develop suicidal ideation. In the relationship between academic stress and suicide, the effect of academic stress on suicidal ideation is presumed to be large. According to a study by Choi Jeong-woong (2012), who analyzed the types of distress of gifted students in online postings, the life scenes of gifted students were classified into five categories: School (62.8%), individuals (17.9%), gifted education institutions (9.2%), families (6.9%), and external examinations (5.2%) were ranked in order. As for school-related concerns, school achievement and performance evaluation took the highest category with 63 cases (48.5%), which is close to the majority, indicating that gifted adolescents expressed concerns about grade management the most. Among the concerns about the family scene, the majority were concerned with academic-related nagging. In relation to external exams, each individual participated in an average of 5-7 competitions a year. complaining of pain, Weisse, (1992) argued that the risk of suicide in gifted students should be recognized as in general adolescents claimed to be a factor.

In relation to gifted counselling, when coaching or counselling gifted students who are at risk of suicide or who are at risk, it is better to deal with depression, stress, mental and psychological pain rather than focusing on the temperamental maladaptive perfectionism of the client. It suggests that it is effective. Anyone can experience depression in the course of life. However, each individual's situation or personality . The level of depression may vary depending on emotional characteristics, etc. However, gifted students who are more sensitive to psychological sensibility than others, and rapid physical and mental Adolescent gifted students who are going through emotional changes need more attentiveness, attention, and attention. Also, since it was established that academic stress is a mediating factor in suicidal thoughts, based on this, it is necessary to regularly conduct suicide prevention and counselling at schools and institutions for gifted students who show high academic stress as well as those who do not. Early detection of those who are under severe academic stress and at risk of suicide and providing counselling for suicide prevention will satisfy both the effectiveness and efficiency of suicide prevention and treatment of gifted students.

Third, it was confirmed once again that in order for gifted education to develop, it is necessary to have a correct understanding of the emotional characteristics as well as cognitive characteristics of gifted students. This means that it should be reflected in the curriculum and gifted programs rather than just for confirmation. The complex thinking behaviours of gifted students, the expectations and interests of those around them, concerns about their career path, etc., lead to internal conflicts and low self-esteem, stress, and depression. It is not only intellectual stimulation that is important to gifted students. The most important thing is to help the gifted child properly understand and positively recognize himself and find an appropriate way to relieve stress. The perfectionist nature of gifted students is like a ‘double-edged sword. Positive and healthy perfectionism provides thorough self-management and strong motivation to achieve high goals, whereas negative and pathological perfectionism is inflexible, bound to principles, and induces obsessions, impulses, and worries. Whether gifted perfectionism develops into a positive or negative disposition may vary depending on the surrounding environment and individual characteristics. This study suggests that it is necessary to change into a positive perfectionist or optimizations.

Moreover, it suggests that a specialized program is needed to reduce the suicidal thoughts of gifted adolescents. Compared to elementary school students, gifted middle school students interact with a variety of groups and solve many tasks in the development process, and they are experiencing academic stress due to changes in the environment, the amount of knowledge, and the educational environment centred on entrance exams. In relation to this, Park Hye-jin (2001) reports that a program that raises the evaluation of one's own values and abilities is necessary to help the gifted with their psychological adjustment and that counselling on the subject of self-esteem is needed to help the gifted adolescent with their mature adaptation.

Concluding Remarks

The significance of this study lays in explaining the suicidal ideation of gifted students with

relation to their demographic characteristics in terms of (gender, family level, depression, academic stress, hopelessness, and self-esteem), research on the emotional aspect of gifted students was advanced one step further. In a situation where it is difficult to find research on young people's mental health and suicidal ideation, this study provides information on the affective characteristics of gifted adolescents and devises appropriate counselling and education programs for gifted students with perfectionistic characteristics. The implications from my research include correlations with previous research findings, the need for further research, and the need for changes that may decrease the incidence of suicide. The observation that many of the present research findings are similar to previous research findings not only strengthens the validity of the findings but also underscores the importance of studies whose focus is the aetiology of suicide. The findings in the current study are compared with the trajectory model (J. J. Stillion, McDowell, & May 1989; J. M. Stillion, McDowell, & May, 1996) and Shneidman's theory (Shneidman, 1993) with the research on the social and emotional challenges and issues of gifted adolescents, and with the findings from the psychological autopsies conducted on gifted adolescents (Cross, Cook, & Dixon, 1996; Cross, Gust-Brey, & Ball, 2002). The major themes discovered in this research, which encompass cultural messages, provide insight into the "big picture" of the reasons that lead to the ideation of suicide. Further qualitative research that focuses on understanding may catalyze changes in attitudes toward the gifted in this country and will raise awareness about suicide risk factors. Although the results of this study could offer fascinating insights into our understanding of the phenomenon of students' ideation of suicide, it is not void of some limitations in terms of sample scale, future studies with larger samples or cross-sectional studies might reveal more authentic data to be generalized.

References

[1] Adkins, K. K., & Parker, W. (1996). Perfectionism and suicidal preoccupation. *Journal of Personality*, *64*(2), 529–543.

[2] Alakrash, H. (2021). Factors Affecting the Application of Communicative Language Teaching CLT in Syrian Schools. TESOL and Technology Studies, 2(1), 1-14.

[3] Baker, J. A. (1995). Depression and suicidal ideation among academically gifted adolescents. *Gifted Child Quarterly*, *39*(4), 218–223.

[4] Balilashak, N., Safavi, M., & Mahmoudi, M. (2010). Comparative assessment of mental health of gifted and average students of junior high school. *Procedia-Social and Behavioral Sciences*, *5*, 2027–2033.

[5] Beck, A. T., Steer, R. A., Beck, J. S., & Newman, C. F. (1993). Hopelessness, depression, suicidal ideation, and clinical diagnosis of depression. *Suicide and Life-Threatening Behavior*, *23*(2), 139–145.

[6] Berndt, D. J., Kaiser, C. F., & Van Aalst, F. (1982). Depression and self-actualization in gifted adolescents. *Journal of Clinical Psychology*, *38*(1), 142–150.

[7] Buescher, T. M. (1985). A framework for understanding the social and emotional development of gifted and talented adolescents. *Roeper Review*, *8*(1), 10–15.

[8] Choi, B. O., Koh, E. Y., Rhie, S. Y., Lee, E. J., & Seo, Y. S. (2011). Maladaptive perfectionism, hopelessness, depression, psychache, and suicidal ideation. *Korean J Counseling and Psycho*, *23*(3), 693–716.

[9] Clarizio, H. F. (1994). *Assessment and treatment of depression in students and adolescents*. ERIC.

[10] Cohen, S., & Lichtenstein, E. (1990). Perceived stress, quitting smoking, and smoking relapse. *Health Psychology*, *9*(4), 466.

[11] Coleman, L. J., & Cross, T. L. (2021). *Being gifted in school: An introduction to development, guidance, and teaching*. Routledge.

[12] Cross, T. L. (2004). *On the social and emotional lives of gifted students: Issues and factors in their psychological development*. PRUFROCK PRESS INC.

[13] Cross, T. L., Cassady, J. C., & Miller, K. A. (2006). Suicide ideation and personality characteristics among gifted adolescents. *Gifted Child Quarterly*, *50*(4), 295–306.

[14] Cross, T. L., Cook, R. S., & Dixon, D. N. (1996). Psychological autopsies of three academically talented adolescents who committed suicide. *Journal of Secondary*

Gifted Education, *7*(3), 403–409.

[15] Cross, T. L., Gust-Brey, K., & Ball, P. B. (2002). A psychological autopsy of the suicide of an academically gifted student: Researchers' and parents' perspectives. *Gifted Child Quarterly*, *46*(4), 247–264.

[16] Dąbrowski, K. (1976). On the philosophy of development through positive disintegration and secondary integration. *Dialectics and Humanism*, *3*(3/4), 131–144.

[17] Delisle, J. R. (1992). *Guiding the social and emotional development of gifted youth*. Longman.

[18] Dori, G. A., & Overholser, J. C. (1999). Depression, hopelessness, and self-esteem: Accounting for suicidality in adolescent psychiatric inpatients. *Suicide and Life-Threatening Behavior*, *29*(4), 309–318.

[19] Gross, M. U. M. (2002). *Exceptionally gifted students*. Routledge.

[20] Gupta, R. P., & Pandey, R. (2015). Validation of the factor structure of Suicide Cognitions Scale. *Indian Journal of Clinical Psychology*, *42*(2), 135–139.

[21] Haghshenas, H., Chamani, A. R., & FIROUZABADI, A. L. I. (2006). *Personality and mental health differences of gifted high schools students compared to ordinary high schools students*.

[22] Hewitt, P. L., & Flett, G. L. (1993). Dimensions of perfectionism, daily stress, and depression: A test of the specific vulnerability hypothesis. *Journal of Abnormal Psychology*, *102*(1), 58.

[23] Hibert, T. P. (2000). Defining belief in self: Intelligent young men in an urban high school. *Gifted Child Quarterly*, *44*(2), 91–114.

[24] Hollingworth, L. S. (1942). *Students above 180 IQ Stanford-Binet: Origin and development*.

[25] Hosseini, H., Moosavi, E., & Rezazadeh, H. (2003). Assessment of mental health in students of junior high schools in the city of Sari, Iran. *Journal of Fundamentals of Mental Health*, *9*, 92–99.

[26] Jin, S.-H., Yang, T.-Y., & Han, K.-S. (2012). A Study on the Gifted Students' Suicidal Ideation and Relative Variables. *Journal of Gifted/Talented Education*, *22*(3), 779–800.

[27] Kaiser, C. F., & Berndt, D. J. (1985). Predictors of loneliness in the gifted adolescent. *Gifted Child Quarterly*, *29*(2), 74–77.

[28] Kaveh, M. H., SHOJAEIZADEH, D., Shahmohammadi, D., EFTEKHAR, A. H., Rahimi, A., & BOU, A. J. (2003). *TEACHERS'ROLE IN ELEMENTARY SCHOOL MENTAL HEALTH: RESULTS OF AN INTERVENTIONAL STUDY*.

[29] Kerr, B. A., & Cohn, S. J. (2001). *Smart boys: Talent, manhood, and the search for meaning*. Great Potential Press.

[30] Krejcie, R. V, & Morgan, D. W. (1970). Determining sample size for research activities. *Educational and Psychological Measurement*, *30*(3), 607–610.

[31] Maggini, C., Ampollini, P., Gariboldi, S., Cella, P. L., Peqlizza, L., & Marchesi, C. (2001). The Parma high school epidemiological survey: obsessive-compulsive symptoms. *Acta Psychiatrica Scandinavica*, *103*(6), 441–446.

[32] Masood Zadeh, A., Khalilian, A., Ashrafi, M., & Kimia Beigi, K. (2005). Mental status of high school students of Sari city in 2002-2003. *J Mazandaran Univ Med Sci Health Serv*, *14*, 43–49.

[33] Mohammadi, M. R., Rahgozar, M., Bagheri Yazdi, A., Naghavi, H. R., Pour Etemad, H. R., Amini, H., … Mesgarpour, B. (2003). Epidemiological study of psychiatric disorders in Tehran province. *Iranian Journal of Psychiatry and Clinical Psychology*, *9*(2), 4–13.

[34] Neihart, M. (1999). The impact of giftedness on psychological well-being: What does the empirical literature say? *Roeper Review*, *22*(1), 10–17.

[35] Park, J.-Y., & Kwon, C.-S. (2013). Comparison of Perfectism, Interpersonal Characteristic between the Gifted & Talented Students and General Students. *Journal of the Korean Society of Earth Science Education*, *6*(3), 196–206.

[36] Razak, N. A., Saeed, H. K., & Alakrash, H. U. S. S. I. E. N. (2019). Pedagogical issues of using ICT applications in Iraq. Asia-Pacific Journal of Information Technology and Multimedia, 7(2-2), 158-168.

[37] Richardson, A. S., Bergen, H. A., Martin, G., Roeger, L., & Allison, S. (2005). Perceived academic performance as an indicator of risk of attempted suicide in young adolescents. *Archives of Suicide Research*, *9*(2), 163–176.

[38] Rosenberg, M., Schooler, C., Schoenbach, C., & Rosenberg, F. (1995). Global self-esteem and specific self-esteem: Different concepts, different outcomes. *American Sociological Review*, 141–156.

[39] Sadock, B. J., Sadock, V. A., & Ruiz, P. (2003). Synopsis of psychiatry: behavioral sciences. *Clinical Psychiatry*, *9*, 632.

[40] Sargent, M. (1984). Adolescent suicide: Studies reported. *Child and Adolescent Psychotherapy*, *1*(2), 49–50.

[41] Schuster, M. A., Eastman, K. L., Fielding, J. E., Rotheram-Borus, M. J., Breslow, L., Franzoi, L. L., & Kanouse, D. E. (2001). Promoting adolescent health: worksite-based interventions with parents of adolescents. *Journal of Public Health Management and Practice*, 41–52.

[42] Seiden, R. H. (1966). Campus tragedy: a study of student suicide. *Journal of Abnormal Psychology*, *71*(6), 389.

[43] Shneidman, E. S. (1993). *Suicide as psychache: A clinical approach to self-destructive behavior*. Jason Aronson.

[44] Stillion, J. J., McDowell, E. E., & May, J. H. (1989). Suicide across the span: Premature exits. *New York: Hemisphere*.

[45] Stillion, J. M., McDowell, E. E., & May, J. H. (1996). Suicide across the Life Span, Washington. *Bristol, London: Taylor& Francis*, *349*, 85.

[46] Torrance, E. P. (1962). *Guiding Creative Talent. Englewood Cliffs, New Jersey Prentlce-Hall*. Inc.

[47] Udvari, S. J., & Rubin, K. H. (1996). Gifted and non-selected students's perceptions of academic achievement, academic effort, and athleticism. *Gifted Child Quarterly*, *40*(4), 211–219.

[48] Weisse, C. S. (1992). Depression and immunocompetence: a review of the literature. *Psychological Bulletin*, *111*(3), 475.

[49] Weist, M. D., & Christodulu, K. V. (2000). Expanded school mental health programs: Advancing reform and closing the gap between research and practice. *Journal of School Health*, *70*(5), 195–200.

[50] Willings, D., & Arseneault, M. (1986). Attempted suicide and creative promise. *Gifted Education International*, *4*(1), 10–13.

[51] Yip, P. S. F., Liu, K.-Y., Lam, T. H., Stewart, S. M., Chen, E., & Fan, S. (2004). Suicidality among high school students in Hong Kong, SAR. *Suicide and Life-Threatening Behavior*, *34*(3), 284–297.