

The comparison between test anxiety, learning strategies and social adjustment of gifted and normal girls high school students in Rasht

fatemeh naseh nasihat goo*,leyla moghtader,

Abstract Every society that thinks for its survival and development focuses its brilliant talent. The purpose of this study was to compare the test anxiety, learning strategies and social adjustment in gifted and normal students of Rasht city. The statistical population consisted of all female secondary school students in the second district of Rasht city in the academic year of 2016-2017. The sample size of this study was 200 people (100 gifted students and 100 normal students) who were ed by available sampling method and analyzed by using anxiety test questionnaire, MSLQ learning strategies and Bell compatibility. Data analysis was performed using descriptive statistics (mean and standard deviation) and inferential statistics (one-variable and multivariate analysis of variance). All data analysis was done using SPSS-ver20 software. The results showed that there was a significant difference between the two groups in the test anxiety ($P = 0.0001$), self-discipline learning strategies ($P = 0.0001$) and motivational beliefs ($P = 0.0001$). Subsequent social adjustment was not meaningful. these results it can be concluded that the students of gifted schools have a higher test anxiety due to perfectionism, and due to differences in the educational system, they have better strategies for learning than normal students, but with regard to the specific age of adolescence There was no significant difference between the two groups in social adjustment dimensions. **Key words:** test anxiety, learning strategies, social adjustment, sharpness

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