

THE LEVEL OF GIFTED STUDENTS' PSYCHOLOGICAL WELL-BEING AT THE BASIC EDUCATION SCHOOLS IN MUSCAT GOVERNORATE IN THE SULTANATE OF OMAN

Tarik Hamood Rashid Al-Kharusi^{1*}, Dawood Abdulmalik Al-Hidabi², and Mahmoud Fathy Okasha³

¹PhD candidate in education at the Faculty of Education International Islamic University Malaysia (IIUM), tariq-alkhroosi@moe.om

²Prof. Dr. at the Faculty of Education, International Islamic University Malaysia (IIUM), dawood@iium.edu.my

³Prof. Dr. at Damanhour University, Okasha_mahmod@edu.dmn.edu.eg
*Correspondent author

Abstract

This quantitative research discussed the level of gifted student Psychological Well-Being at the basic education schools in Muscat. Many studies revealed that gifted people suffer a lot in their daily lives and suffer emotional and social problems. The objectives of the study were: To investigate the level of the psychological well-being of gifted students. The researcher used the descriptive quantitative statistical approach; the number of the study population reached (1300) students, the study sample was (311) gifted male and female students. The six-dimensional scale of psychological well-being was built according to Springer & Hauser, (2006) scale; It consists of (52) items, distributed over (6) domains. The findings revealed that; the psychological well-being level of gifted students at the basic education schools in Muscat was agree moderately with a mean of (4.875), when all domains ranged between agree strongly to agree slightly on the scale. The Self-acceptance domain with an agree strongly came first, with a mean of (5.178). The self-autonomy domain came second with agree moderately mean of (4.806). The other four domains were all agree slightly responsive when the means ranged between (4.064 to 4.375).

Keywords: gifted students, well-being, psychological domains.

1. INTRODUCTION

Social psychology is concerned with the psychological well-being of individuals as Campbell, Ryan and Deci, It is essential to know that the quality of life depends mainly on psychological performance, which achieves balance for the individual, and well-being is sometimes seen as equal to happiness, enabling the individual to control the positive and negative variables in life (Springer & Hauser, 2006). The quality of life of community members is also closely related to the extent of complete mental health (Waterman, 1993). Psychological well-being (PWB) is considered one of the most influential factors in people's lives. It was and still is an essential element in the life of every human being. Many scholars previously pioneered this concept, such as Maslow self-actualization and Rogers' concept of fully functioning person, Jung's concept of formulation of individuation, and Allport's concept of maturity, it follows the style and way of life that determines the success of individuals in the future (Šarotar Žižek et al., 2015). According to Robertson & Tinline (2008), PWB is the main driving force of individuals and is the primary driver of high productivity in

organizations and work environments. Psychological well-being leads to less absenteeism and good treatment of others, efficiency at work, and problem-solving ability.

According to the World Health Organization (WHO, 1948, p. 100), as cited in Huppert (2009), "health is a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity". We can understand from this definition of the World Health Organization that to enjoy the individual's psychological well-being is to appear in the mental, social and physical aspects of poise, harmony and dynamic, with a complete absence of mental and physical diseases. Huber et al. (2011) stated the need to focus at all educational, health and cultural levels on training and empowering the individual and preparing all conditions for him to adjust with the community in which he lives to a feeling of happiness and satisfaction. It also enables him to self-control in facing all difficulties and challenges, whether they are in the psychological, social or other sensitive aspects of human life.

Well-being is defined as a "combination of feeling good and functioning effectively" (Huppert, 2009. p. 137). Psychological well-being is defined as "experience of life satisfaction and positive affect, in addition to infrequent and low levels of negative affect". The previous definition emphasizes the importance of the positive and negative impact on the individual's satisfaction with his life (Coiffait & Leedham, 2016. p. 1403). It also defined from both psychological and practical aspects "Psychological well-being is the individuals feeling of contentment, happiness, satisfaction with life's experiences and of one's role in the world of work, sense of achievement, utility, belongingness, and no distress, dissatisfaction or worries, etc." (Sharma, 2020. p. 283). Psychological well-being is the individual's expression of his satisfaction clearly, without allowing any external influence on his happiness and his positive of his feeling (Kumcagiz & Gunduz, 2016).

Moreover, Keyes & Annas (2009) Moreover, consider that psychological well-being is that a person becomes in a balanced and positive state of health and feels that his life is close to idealism and perfection, so that the satisfaction of life reinforces the feeling. It is reflected through performance and good work in life with constant hope and optimism. It can be understood from the aspect of having fun, while others see that well-being is related to its occurrence when self-achieving basic goals in the individual's life.

Neihart (1999) mentioned in her definition of the concept of psychological well-being for children several essential aspects and focused on the necessity of having three aspects to provide psychological well-being: successful peer relationships, a positive self-concept, and distance from destructive psychological problems, such as harmful deviant behavior, with a severe degree from depression and anxiety.

1.1 Statement of the Problem

Terman & Oden (1976) believe that individuals with high abilities, such as the gifted have fewer behavioral, psychological and school problems than others, and they feel comfortable and happy; therefore, they do not need psychological help or counseling services; also they have the ability to meet most challenges, obstacles within the family, school and social environment(Sahin et al., 2016).

However, many studies have shown that gifted people suffer a lot in their daily lives, threatening their psychological and social security and losing their enthusiasm and self-confidence. Ultimately, their giftedness and abilities are atrophied, and society loses their technological and cognitive development capabilities, so they are in dire need of psychosocial and support services, which helps them adapt and enjoy a high level of mental health and creativity (Slaughter-Thierry, 2017;Yaqub, 2015; Moxley-Paquette & Burkholder, 2019).

We can say that gifted students require special care at the beginning of their maturity in the educational system in the Sultanate of Oman. Among the essential things that are presented to gifted students, according to Al-Sarhani (2001), is to limit and classify them according to the fields of sports, artistic, cultural and scientific gifted, as a prelude to present activities, competitions and public events, such as cultural evenings, scientific and literary exhibitions inside and outside the school, which do not work to refine gifted and creativity by scientific method.

The educational system in the Sultanate of Oman needs to conduct academic research and studies regarding gifted students, their creativity and how to provide the appropriate nurturing. The educational system has been long overdue in the preparation of programs directed at gifted people, and because the official education system started only in 1970 with the beginning of the establishment of the new era of the Sultanate of Oman. Also, the research on social variables and the psychological well-being of gifted students and its impact on creativity in Omani Ministry of Education schools are almost non-existent, which negatively affects the creativity movement and its evaluation among students and the educational system.

In addition to that mentioned above, the researcher noticed many indications through his practical experience as an administrative employee in the Ministry of Education in the Sultanate of Oman from 2003-

2018, like social and academic changes in the lives of gifted students in the Sultanate of Oman during their educational career. There is a decrease in their level of achievement, as confirmed by Silverman (1994) study as indicated in (Farrall, 2015). Official statistics indicate that the school dropout rate for the academic year 2018/2019 reached (0.291) of the total number of students distributed between male and female, respectively (0.375) and (0.205) (Education Council, 2019). Among these proportions of students are gifted and creative. Therefore, the researcher's current study seeks to identify the level of the psychological well-being of gifted students through the study's variables.

1.2 Study Objective

To investigate the level of the psychological well-being of gifted students in Omani's basic education schools in the Muscat region.

2. LITERATURES REVIEWS

Sheng-Peng, et. al., (2018) stated that; Gifted programs are an indispensable component of gifted education, and have drawn much academic attention in the recent years. However, the public images of such programs are still under-examined. In this study, we employed semantic network analysis and content analysis to uncover the public images of gifted programs in China and their change over time. Based on 1,486 Chinese news reports between 1978-2015 on gifted education, our analysis revealed four different images of gifted programs and their participants in China: "successful graduates", "early ripe, early rot", "superb intelligence", and "all-around development". The co-existence of two common stereotypes, "the chosen ones" and "Mad genius", can be concluded from the emerging process of these four images and the correlations between them. In addition, the rise and fall of different images show how the public opinions of gifted programs change over time, influenced by both institutional interventions and culture shifts. The change over time is indicative of the social-constructive nature of public opinions towards gifted education.

Feyzullah, et al., (2016) studied the relationship between intelligence, emotional intelligence and creative thinking skills is complicated, multi-layered and multi-dimensional. The general purpose of this study is to determine the relationship between emotional intelligence of the students and their domain-specific creativity and the effect of emotional intelligence in predicting domain-specific creativity. Two different high schools were accepted as the study group and the data obtained from 239 gifted students was included into the study. In the study, the Creativity Tests for Kaufman Domains adapted by Şahin (2015b, 2015c) and the Trait Emotional Intelligence Questionnaire–Short Form adapted by Deniz, Özer and Işık (2013) were employed. The results of analysis revealed that the sociality which is one of the sub-dimensions of emotional intelligence was in relation with the entire creativity subdomain and self/ everyday creativity sub dimension was in relation with the entire emotional intelligence dimensions. Moreover, it was determined that sociability could predict academic creativity, artistic performance and self/ everyday creativity whereas the other dimensions failed in doing it.

Şahin & Lee, (2016) studied Creativity of the individual is dependent on numerous factors, such as knowledge, general intelligence and emotional intelligence. The general purpose of this study is to investigate the effect of general intelligence, emotional intelligence and academic knowledge on the emerging of domain-specific creativity. The study was conducted on 178 intellectually gifted students who attend high school. As a result of the study, correlations were determined between the scholarly creativity domains and sociability, global emotional intelligence (TEQ), science course, verbal and performance intelligence scores; mechanical/scientific creativity and mathematics and science courses, well-being and self-control; performance creativity and sociability; self/everyday creativity and science courses, well-being, self-control, sociability and global TEQ; artistic creativity and sociability, and global TEQ. Moreover, researcher used a hierarchical regression analysis to see whether independent variants predict the creativity domains or not.

Frantz, & McClarty (2016). Discussed the Educational policies and practices are influenced by cultural, political, and economic factors, and this is also true of specialized educational approaches such as gifted education. Factors such as a country's cultural tendency toward egalitarianism or meritocracy, whether the political system is centralized or decentralized, and the degree to which the economy supports basic education for all students may be reflected in the way in which a country approaches gifted education. We examined gifted and talented education policies and practices in 38 Organization for Economic Co-operation and Development (OECD) member and partner countries and considered how those policies and practices may reflect country-specific characteristics. In this article, we discuss ways in which gifted education in OECD countries may reflect cultural, political, and economic features of countries.

Hannig, & Koop. (2016) argued that in Germany, parents can request counseling and assessment of school-related learning and behavioral issues from either independent counseling centers or school-based ones.

Focusing on giftedness consultations at independent counseling centers, the goal of this study is to provide a detailed description of the reasons for and the issues discussed during the consultation process. Specifically, the frequency and relationships among each other are examined as well as the relationships with the client characteristics gender, age, and ability. A questionnaire, completed by the counseling professionals, was used to assess the reasons that were given for seeking consultation and the topics that were addressed during the counseling process at 14 psych diagnostic counseling centers. Overall, data from 156 children and adolescents (25% female) were included in the analyses. Frequent reasons for and topics of the consultations were giftedness assessment, advocacy of gifted education, and motivation. Correlation analyses identified two separate groups of themes: "social and behavioral problems" and "learning disorders and achievement-related problems." Whereas the motives for seeking consultation and the counseling issues were typically the same for both boys and girls, some of these varied greatly depending on age, type of school, and aptitude of the children. These results are discussed with respect to the current state of research as well as their implications for counseling practice and the qualifications of the professional counseling personnel.

Marilena, (2016). Discussed the Actiotope Model of Giftedness (AMG) focuses on person–environment interactions to define giftedness. The development of the Questionnaire of Educational and Learning Capital (QELC) was based on the AMG. The first aim of this study was to present the reliability and validity of a Turkish version of the QELC for 10th grade students. The second aim of this study was the administration of the QELC in gifted and non-gifted students and the determination of mean QELC-scale differences between both groups. Two different samples were included in the study. In the first sample, 421 10th grade students took the QELC (147 boys, 274 girls). The second sample consisted of 38 gifted students and 38 nongifted students, the latter randomly selected from the first sample. In addition to the QELC, confidence in one's competence, failure coping, stability and modifiability beliefs regarding one's action repertoire were assessed and used to validate the QELC. School grades were collected, too. Results of a confirmatory factor analysis supported the two-factor structure of the QELC (i.e., educational capital and learning capital). The results supported the validity and reliability of the Turkish version of QELC. Gifted students had lower scores in educational as well as learning capital than non-gifted students.

3. RESEARCH METHODOLOGY

3.1. Research Design

In this study, the researcher used the descriptive quantitative statistical approach, to measure the psychological well-being of gifted students in the basic education system in Sultanat of Oman.

3.2 The Population of the Study

According to Ministry of Education administration statistics (Ministry of Education, 2021), the indicators indicate that the number of eighth-grade students after calculating the overall average of the sixth and seventh grades of academic achievement results is (8,995) students in the 2020/2021 academic year, the criterion that defines the study population is that the student must obtain 90% or more academic achievement for the last two academic years. Therefore, the number of the study population reached (1300) students; (360) males and (940) females.

3.3. The Study Sample

The study sample size was (311) gifted male and female students, according to Krejcie & Morgan, (1970).

3.4. Psychological Well-Being Scale

The scale is originally derived from the well-known world theory (Reef Psychological Well-Being Theory). Six factors shape individuals' psychological well-being according to (Ryff, 1989): self-autonomy, positive social contact with community members, continuous growth, a balanced person, the ability to deal wisely and proficiently with different environmental conditions, and having a clear and specific goal in life. It is a theory based on two basic concepts, developmental and clinical psychology (Kumcagiz & Gunduz, 2016).

The six-dimensional scale of psychological well-being was built according to Springer & Hauser (2006) scale; It consists of (52) items, distributed over (6) domains: self-autonomy (9) statements, environmental efficiency (8) statements, personal development (8) statements, Positive relationships with others (9) statements, meaningful life (9) statements, self-acceptance (9) statements, which describes the student's satisfaction with the life of the student and his enjoyment of the various activities and social relations. The responses will be as follows:

Agree strongly	Agree moderately	Agree slightly	Disagree slightly	Disagree moderately	Disagree strongly
6	5	4	3	2	1

Thus, the scale is graded from (1 to 6), the difference is (5) degrees; This means that the gradient will be (0.83) for each level. Agree strongly from (5.15 to 6). Agree moderately from (4.32 to 5.14). Agree slightly from (3.49 to 4.31). Disagree slightly from (2.66 to 3.48). Disagree moderately from (1.83 to 2.65). Disagree strongly from (1 to 1.82).

3.5. Reliability and Validity Study Tools

The face validity of the study tools; The study tool psychological well-being, were arbitrated by (10) specialists in education, psychology, special education, and gifted education. And that from several universities in the Sultanate of Oman, Jordan, Egypt, Germany and Bahrain. The psychological well-being measure was (54) phrases in its initial form, after arbitration two phrases No. (18) and No. (26) were deleted, to become (52) words.

Correlation for Internal Consistency: the current study items of the coefficient values regarding the variables of the items range between (0.564 to 0.836).

3.6. The Statistical Methods

The researcher used the descriptive analysis to extract the arithmetic means and standard deviations. The Statistical Package for Social Sciences (SPSS), Alpha Cronbach coefficient, and Pearson's correlation coefficient.

4. STUDY FINDINGS

This section presents the results obtained from (SPSS) for each domain of the questionnaire:

The self-autonomy domain:

Table (1): The Gifted Students' Psychological Well-Being (self-autonomy)

NO.	Statement	SMA	Stand. Devia.	Rank	Rating
1	I make my decisions without paying attention to social pressures.	4.19	0.51	Agree slightly	6
2	I trust my opinions even if they go against the majority opinion.	4.591	0.517	Agree moderately	3
3	I express my opinions frankly, even if they differ from the opinions of most colleagues.	4.852	0.515	Agree moderately	1
4	Being happy with myself is more important than being happy with others.	4.211	0.569	Agree slightly	5
5	I judge myself according to what I believe, not according to what others believe.	4.791	0.517	Agree moderately	2
6	I'm worried about what other people think of me	3.287	0.783	Disagree slightly	8
7	I change my decisions if my friends or family members object.	3.781	0.598	Agree slightly	7
8	It is difficult for me to express my opinion on controversial topics.	3.222	0.602	Disagree slightly	9
9	I am influenced by people with the right opinions.	4.234	0.621	Agree slightly	4
Average of the first Domain		4.806	0,661	Agree moderately	

Table (1) shows that the gifted students' self-independence domain's SMA was Agree moderately, with SMA average of (4.806) ranged between; (3.222 to 4.852). Statement no. (3): "I express my opinions frankly, even if they differ from the opinions of most colleagues", rated first in this area with Agree moderately SMA of (4.852). Statement no (5): "I judge myself according to what I believe, not according to what others believe", was rated second with Agree moderately SMA of (4.791). Statement no. (2): "I trust my opinions even if they go against the majority opinion", came third with Agree moderately mean of (4.591). While the last statement

no. (8): "It is difficult for me to express my opinion on controversial topics"; rated last in the domain with Disagree slightly, mean of (3.222).

The environmental efficiency domain:

Table (2): The Gifted Students' Psychological Well-Being (environmental efficiency)

NO.	Statement	SMA	Stand. Devia.	Rank	Rating
10	I change my behavior and the way I think so that I can get things done.	4.753	0.581	Agree moderately	4
11	I manage most of the responsibilities of my daily life well.	5.011	0.738	Agree moderately	1
12	I can make my lifestyle conform to what I like.	5.001	0.687	Agree moderately	3
13	I can manage my financial and personal affairs appropriately.	5.003	0.981	Agree moderately	2
14	I feel confused about my responsibilities.	3.576	0.596	Agree slightly	5
15	I don't feel comfortable with the people around me in the community.	2.942	0.508	Disagree slightly	7
16	I'm having a hard time arranging my life in a way that pleases me.	2.866	0.771	Disagree slightly	8
17	I feel pressured and stressed for not being able to go about my daily activities.	3.048	0.612	Disagree slightly	6
Average of the second Domain		4.064	0.715	Agree slightly	

Table (2) shows that the gifted students' self-independence domain's SMA was Agree slightly, with SMA average of (4.064) ranged between; (2.866 to 5.011). Statement no. (11) "I manage most of the responsibilities of my daily life well", rated first in this area with Agree moderately, SMA of (5.011). Statement no (13) "I can manage my financial and personal affairs appropriately"; was rated second with Agree moderately SMA of (5.003). Statement no. (12) "I can make my lifestyle conform to what I like"; came third with Agree moderately mean of (5.001). While the last statement no. (16): "I'm having a hard time arranging my life in a way that pleases me"; rated last in the domain with Disagree slightly mean of (2.866).

The personal development domain:

Table (3): The Gifted Students' Psychological Well-Being: (personal development)

NO.	Statement	SMA	Stand. Devia.	Rank	Rating
18	I feel like I've improved a lot over time.	5.392	0.816	Agree strongly	1
19	It is important to gain new experiences that change the way I think.	5.232	0.793	Agree strongly	3
20	Life for me is a process of continuous learning and development.	5.281	0.804	Agree strongly	2
21	I am not interested in activities that improve my experiences.	1.993	0.752	Disagree moderately	8
22	I find that I haven't improved much as a person over time.	2.777	0.686	Disagree slightly	5
23	I don't want to try new ways of doing things, my life is beautiful as it is.	2.468	0.509	Disagree slightly	6
24	I don't enjoy being in new situations that require changing my familiar ways of doing things.	3.145	0.788	Disagree slightly	4
25	I stopped making a change in my life a while ago.	2.273	0.649	Disagree moderately	7
Average of the third Domain		4.375	0.779	Agree moderately	

Table (3) shows that the gifted students' self-independence domain's SMA was Agree moderately, with SMA average of (4.375) ranged between; (1.993 to 5.392). Statement no. (18) "I feel like I've improved a lot over time" rated first in this area with Agree strongly, SMA of (5.392). Statement no (20) "Life for me is a process of continuous learning and development": was rated second with Agree strongly, SMA of (5.281). Statement no. (19) "It is important to gain new experiences that change the way I think": came third with Agree strongly

mean of (5.232). While the last statement no. (21): "I am not interested in activities that improve my experiences": rated last in the domain with Disagree moderately mean of (1.993).

The Positive relationships with others Domain:

Table (4): The Gifted Students' Psychological Well-Being (Positive relationships with others)

NO.	Statement	SMA	Stand. Devia.	Rank	Rating
26	I enjoy chatting with my family and friends.	5.452	0.772	Agree strongly	1
27	People describe me as a giving person and I share my time with others.	4.759	0.637	Agree moderately	4
28	Most people see me as loving and caring.	4.984	0.703	Agree moderately	2
29	I trust my friends, and I also know that they trust me.	4.897	0.915	Agree moderately	3
30	I have no friends to trust.	2.098	0.841	Disagree moderately	8
31	Most people seem to have more friends than me.	3.231	0.962	Disagree slightly	5
32	I feel lonely because there are few close friends to whom I can express my concerns.	2.348	0.747	Disagree moderately	7
33	Maintaining good relations with others is difficult and frustrating for me.	2.073	0.564	Disagree moderately	9
34	I did not have many emotionally warm and trusting relationships with others.	2.334	0.613	Disagree moderately	6
Average of the fourth Domain		4.239	0.725	Agree slightly	

Table (4) shows that the gifted students' self-independence domain's SMA was Agree slightly, with SMA average of (4.239) ranged between; (2.073 to 5.452). Statement no. rated first in this area with a very high SMA of (4.851). Statement no. (26); "I enjoy chatting with my family and friends" was rated second with Agree strongly, SMA of (4.984). Statement no. (28) "I trust my friends, and I also know that they trust me": came third with Agree moderately, mean of (4.897). While the last statement no. (33): "Maintaining good relations with others is difficult and frustrating for me": rated last in the domain with Disagree moderately mean of (2.073).

The meaningful life domain:

Table (5): The Gifted Students' Psychological Well-Being (meaningful life)

NO.	Statement	SMA	Stand. Devia.	Rank	Rating
35	I enjoy making plans for the future and make them come true.	5.116	0.794	Agree moderately	2
36	I work hard to implement the plans I make for myself.	5.099	0.817	Agree moderately	3
37	I feel fulfilled when thinking about what I have achieved in my life.	5.212	0.992	Agree strongly	1
38	Some people have no goals in life but I am not one of them.	5.032	0.604	Agree moderately	4
39	My daily activities seem trivial and unimportant to me.	2.181	0.701	Disagree moderately	7
40	I focus on the present because the future holds me problems.	2.769	0.619	Disagree slightly	6
41	I don't feel comfortable with what I'm trying to accomplish in life.	1.968	0.792	Disagree moderately	8
42	I find setting goals for my life a waste of time.	1.431	0.633	Disagree strongly	9
43	I think about the day I live in, and I don't bother thinking about the future.	2.839	0.713	Disagree slightly	5
Average of the fifth Domain		4.167	0.706	Agree slightly	

Table (5) shows that the gifted students' self-independence domain's SMA was Agree slightly, with SMA average of (4.167) ranged between; (1.431 to 5.212). Statement no. (37) "I feel fulfilled when thinking about what I have achieved in my life": rated first in this area with Agree strongly, SMA of (5.212). Statement no (35) "I enjoy making plans for the future and make them come true": was rated second with Agree moderately, SMA of (5.116). Statement no. (36) "I work hard to implement the plans I make for myself": came third with Agree moderately, mean of (5.099). While the last statement no. (42): "I find setting goals for my life a waste of time"; rated last in the domain with Disagree strongly, mean of (1.431).

The Self-acceptance domain:

Table (6): The Gifted Students' Psychological Well-Being (Self-acceptance)

NO.	Statement	SMA	Stand. Deviat.	Rank	Rating
44	In general, I feel confident and positive in myself.	5.183	0.663	Agree strongly	2
45	When I compare myself to my friends I feel good about my life.	4.946	0.631	Agree moderately	4
46	I made some mistakes in the past, but I feel like everything has gone well.	4.737	0.686	Agree moderately	5
47	When I look at my personal life, I feel so happy that things are going this way.	5.055	0.777	Agree moderately	3
48	I feel good about my personal appearance.	5.215	0,802	Agree strongly	1
49	I feel that many people I know have benefited more from life than I have.	2.938	0.751	Disagree slightly	7
50	My self-esteem is not as positive as most people feel about themselves.	2.183	0.674	Disagree moderately	8
51	I don't want to change my past life.	3.016	0.845	Disagree slightly	6
52	I feel dissatisfied with what I have accomplished so far.	2.035	0.596	Disagree moderately	9
Average of the sixth Domain		5,178	0,814	Agree strongly	

Table (6) shows that the gifted students' self-independence domain's SMA was Agree strongly, with SMA average of (5.178) ranged between; (2.035 to 5.215). Statement no. (48) "I feel good about my personal appearance"; rated first in this area with Agree strongly, SMA of (5.215). Statement no (44) "In general, I feel confident and positive in myself"; was rated second with Agree strongly, SMA of (5.183). Statement no. (47) "When I look at my personal life, I feel so happy that things are going this way"; came third with Agree moderately, mean of (5.055). While the last statement no. (52): "I feel dissatisfied with what I have accomplished so far" rated last in the domain with Disagree moderately mean of (2.035).

Overall average for all domains:

Table (7): The Gifted Students' Psychological Well-Being (Overall average)

NO.	Statement	SMA	Stand. Devia.	Rank	Rating
1	Self-autonomy	4.80 6	0,661	Agree moderately	2
2	Environmental efficiency	4.06 4	0.715	Agree Slightly	6
3	Personal development	4.37 5	0.779	Agree moderately	3
4	Positive relationships with others	4.23 9	0.725	Agree slightly	4
5	Meaningful life	4.16 7	0.706	Agree slightly	5
6	Self-acceptance	5,17 8	0,814	Agree strongly	1
Average of all Domain		4.87 5	0.786	Agree moderately	

Table (7) shows that the gifted students' Psychological Well-Being for all domains was agree moderately, with SMA average of (4.875) ranged between; (4.604 to 5.178). The Self-acceptance domain came first; agree strongly with a SMA average of (5.178). The second domain was self-autonomy; agree moderately with SMA average of (4.806). The third domain was personal development with SMA average of (4.375). While environmental efficiency domain came last with SMA average of (4.064).

5. CONCLUSION

The findings revealed that the psychological well-being level of gifted students at the basic education schools in Muscat was (4.875). Has ranged between Agree strongly to Agree slightly. The Self-acceptance domain with an Agree strongly came first, with a mean of (5.178). The self-autonomy domain came second with Agree moderately mean of (4.806). For the other four domains were all Agree slightly responsive when the means ranged between (4.064 to 4.375).

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