

Research Article

Life satisfaction for gifted adults: Its relation to gender, age, religiosity, and income

Hiam Jameel Kamal Katanani^{1*}

Special Education Department, Faculty of Education, Al Balqa Applied University, Jordan

Article Info

Received: 21 September 2020
Revised: 17 November 2020
Accepted: 03 December 2020
Available online: 15 Dec 2020

Keywords:

Age
Gender
Gifted adults
Income
Life satisfaction
Religiosity

2149-360X/ © 2020 The Authors.
Published by Young Wise Pub. Ltd.
This is an open access article under
the CC BY-NC-ND license



Abstract

The study's main objective is revealing the level of life satisfaction for gifted adults and its relation to gender, age, religiosity, income. The researcher used a descriptive approach with its two analytical and relational aspects. The study participants consisted of 80 (48 males and 32 females) members of the Jubilee School graduates from the first fifteen cohorts (Jubilee school is a special school for gifted and talented students in Jordan). To achieve the study goals and answer its questions, the researcher used the Satisfaction with Life Scale (SLS) developed by Diener et al. (1985). The finding shows that gifted adults were highly satisfied with their lives, with their living conditions, with their semi-ideal life, and they were highly satisfied that they have gotten the important things they want in life. The results also indicate no significant differences in the degree of life satisfaction among the gifted due to gender, religiosity, and income. However, there were significant differences between gifted adults' scores of life satisfaction due to age. The study concluded that gender, religion, and income have little influence on gifted adults' life satisfaction. However, further research is required to bridge the literature gap concerning different life aspects amongst gifted adults, potentially impacting their life satisfaction.

To cite this article:

Katanani, H.J.K. (2020). Life satisfaction for gifted adults: Its relation to gender, age, religiosity, and income. *Journal for the Education of Gifted Young Scientists*, 8(4), 1631-1644. DOI: <http://dx.doi.org/10.17478/jegys.840243>

Introduction

Giftedness has several definitions in the literature. According to some concepts, giftedness is considered as a high level of achievement in life. Simultaneously, some perspectives consider giftedness as a high level of potential (Langevelde, 2016). Due to such diversity in the concept of giftedness, there are also different perspectives regarding gifted individuals' well-being, which include quality of life and life satisfaction. Life satisfaction is a "global evaluation by the person of their life" (Faisal, 2016).

Although various studies have been conducted to understand the meaning of life satisfaction amongst general adults, insufficient data is assessed to address how life satisfaction differs amongst gifted adults. Since the beginning of the nineties of the last century, the interest of psychologists has increased in what makes an individual's life more productive, satiating, and satisfied, which led to the emergence of the psychology of health, which proved from many studies, that the components of positive thinking and mood are fundamental to an individual's physical and psychological health (Al-Besher & Al-Hamidi, 2019).

Korff (2006) argues that when a person has meaning in his life and can satisfy his basic needs in conjunction with his awareness of his life quality during his passing through experiences, life satisfaction. Furthermore, the degree of satisfaction comes according to the individual's evaluation of themselves because it differs from one culture to another, and from one age stage to the next. The individual's satisfaction with himself increases the positive thinking about

¹ Assoc. Prof., Special Education Department, Faculty of Education, Al Balqa Applied University, Jordan. E-mail: hkatanani@bau.edu.jo Orcid No: 0000-0003-0972-9140

life situations. Satisfaction with life is undoubtedly associated with many critical psychological variables, such as happiness and hope, sense of responsibility, and awareness of the meaning of life (Gilman et al. 2005).

Satisfaction with life also affects the individual's behaviour, his perception of himself, and his life. People who are satisfied with life think positively and are more able and efficient to face difficulties (Othman, 2001). Many studies have shown that positive thinking is closely related to success in all areas of life, and the individual remains happy and satisfied as long as he continues to think in a positive way (Ali, Abboud, & Al-Dulaimi, 2013). When one thinks positively, it is programming his mind to think in a correct manner, which affects his feelings and behavior and his satisfaction with life (Assultani, 2010).

Satisfaction is one of the individual psychological adjustment signs; with satisfaction, the individual is more productive, more positive in interaction, more stable, and happier. Satisfaction is linked to some psychological aspects, including stress, acceptance, and expectation. Satisfaction is related to stress, the higher the degree of satisfaction, the lower the tension. Concerning its relationship with acceptance, the greater the individual's acceptance of his social, academic, and professional status, the more he is satisfied. Its relationship to expectation, satisfaction is related to the extent to which the individual expects a return or reward due to what he does, and the higher the individual's expectation, the higher he is satisfied. Several theories explain life satisfaction. The most prominent are: The theory of values, goals, and meanings; according to this theory, Individuals feel satisfied when they achieve their goals (Al-Besher & Al-Hamidi, 2019). Oishi, Diener, Suh, & Lucas (1999) states that individuals who are genuinely aware of their goals and aspirations and its importance and succeed in achieving it enjoy a higher degree of life satisfaction.

Compared to those, the people who do not realize their goals or whose goals conflict lead to Failure to achieve them and feelings of dissatisfaction. The theory of situations: the proponents of this theory argue that a person is satisfied with life when he lives in the right living conditions, feels safe and successful in achieving the desired goals, having friends, a family, can marry, and get a good job with health. In these circumstances, the human being is satisfied (Suliman, 2009).

Satisfaction with Life for the Gifted in Adulthood

The first research conducted to investigate life satisfaction amongst gifted adults is called "Genetic Studies of Genius" (Odaci & Cikrikci, 2019). This study demonstrated that there is a strong association between life satisfaction and intelligence. Another study, "Study of Mathematically Precocious Youth," found a high degree of satisfaction and self-esteem in the gifted adults who were early or middle adulthood (Keyser & Corning, 2017). Supporting such evidence, Pollet & Schnell (2017) had analysed that individuals with better resources such as high levels of intelligence are more likely to accomplish their life goals, resulting in enhancing their life satisfaction (Lee et al. 2018). Thus, it can be interpreted that gifted adults have a high probability of reaching their life goals, which increases their happiness, consequently leading to a satisfying life. Gifted adults are observed to be more goal- and career-oriented than the general population (Vötter & Schnell, 2019). They strive to utilize their skills and abilities in their career to attain high productivity and better performance. Although they have a passion for achieving career success in the area of interest, studies revealed that stable marital life or marriage is their "ultimate" life goal for most gifted adults. Based on gifted adults' perspectives, intimate or social relationships have given them satisfaction (Odaci & Cikrikci, 2019).

According to research, no significant difference has been found between gifted and non-gifted adults. The results claimed that both groups have the same social integration, friend circle, and psychological state (Vötter & Schnell, 2019). However, it had been assessed that gifted adults had a less social association with their peers, but they did not see them as socially isolated. Moreover, gifted adults seem to be highly confident in their job due to their cognitive skills with a low level of fear; and This motivates them to take creative thinking opportunities to minimize the risk, thus achieving success (Çelik & Mertol, 2018).

It has been well-studied that gifted adults have increased intensity and intellectual, emotional, psychomotor, and sensual excitability. Moreover, it has been suggested that these are relatively normal development patterns for gifted individuals (Keyser & Corning, 2017). Talent or high potential in a particular area of discipline is seen as either a positive or negative factor amongst gifted adults.

It has been observed that their talent serves as a motivational factor that provides them confidence in their lives (Lee et al. 2018). However, a study indicated that some gifted people believed that their talent makes them different in society, reducing their satisfaction. Accordingly, it can be stated that differences in the level of satisfaction concerning their talent are based on their self-perception (Çelik & Mertol, 2018). Additionally, it has been recommended that gifted women are identified by their talent, which they use for social benefit and "personal

satisfaction." Serving others through their talent gives them recognition and success in society (Baudson & Ziemes, 2016).

Differences in the Degree of Satisfaction amongst the Gifted Adults Due to Gender and Age

Although gifted adults have a level of life satisfaction as suggested by several studies, such satisfaction level is found to vary amongst them based on their gender. Results of research demonstrated reported that gifted males have higher satisfaction levels in their lives as compared to gifted females. However, it has been argued by Wirthwein, Bergold, Preckel & Steinmayr (2019) that this does not entail that there is an increased incidence risk of psychological, social, or emotional issues amongst gifted women as compared to gifted men. It has been observed that such difference is relatively typical as a similar result was found amongst the general non-gifted population (Faisal, 2016). However, Wirthwein et al. (2019) pointed out that gender does not correlate with life satisfaction amongst gifted individuals.

Although most studies emphasize that there is at least a minimum gender difference when it comes to life satisfaction (Pollet & Schnell, 2017), the researchers of these studies claimed that other factors contribute to different levels of life satisfaction amongst genders. For example, it has been evaluated that girls reflect the lower ability to self-efficacy and self-perception, attributing "success" to "external factors" and "failure" to "low ability" (Odaci & Cikrikci, 2019). Moreover, it has been reported that girls tend to experience anxiety with difficulty in managing their negative thoughts and emotions as compared to boys. Difficulty in managing thoughts and emotions contribute to negatively influencing their perspective on their lives (Odaci & Cikrikci, 2019). According to Langevedlt (2016), it has been reported that females were more stressed due to family and work issues, supporting the gender difference in life satisfaction. This evidence's main reason was their dual role, which decreases their marital life satisfaction and overall well-being. On the other hand, men seem to efficiently manage both aspects of their lives (Wirthwein et al. 2019). accordingly, it can be justified that gifted males may have a high level of life satisfaction than their counterparts (Worrell, Subotnik, Olszewski-Kubilius, & Dixson, 2019).

Concerning the life satisfaction and age Holahan (1985) revealed that older gifted men have higher goal attainment at the age of 70 years as compared to women. This study had highlighted a positive relationship between happiness and satisfaction amongst men at age 70 with goal attainment, whereas this relationship differs amongst women based on their goals at 30 years of age.

However, a study has been conducted, which reveals that young gifted individuals tend to have a high level of satisfaction in their lives. They were reported they were satisfied with their advanced educational programs developed mainly to improve their abilities and skills in their area of interest (Vötter & Schnell, 2019). Fugl-Meyer, Melin, & Fugl-Meyer (2002) argued that there is no association between life satisfaction and gender; however, age may vary considering the situation. Regardless of such evidence, a need to assess the differences in life satisfaction levels amongst adults due to age has been highlighted to bridge this identified literature gap (Wirthwein et al. 2019).

Differences in the Degree of Satisfaction amongst the Gifted Due to the Degree of Religiosity

Insufficient evidence has been present, which can demonstrate the role of religiosity or spirituality amongst the gifted adults and their perspectives on its importance in achieving life satisfaction. Studies revealed that gifted women view religious beliefs and spirituality as a positive element in their lives (Lee et al., 2018). According to their religious beliefs, the difficulties they faced had a great purpose in their lives (Keyser & Corning, 2017). Such religious perception helps them in coping during difficult times, thus, maintaining their satisfaction. In his study, Faisal (2016) highlighted that faith, an essential dimension of religion, contributes to developing "resilience" in adulthood.

On the other hand, Keyser & Corning (2017) provided contradictory findings. He found that gifted women had considered religion necessary when they were teenagers; however, once they reached adulthood, they thought it is somewhat "irrelevant." These findings were supported by Worrell et al. (2019), who stated that gifted adolescents "were close to the veil." It means that many gifted individuals are more religious in their adolescence; however, only a few were observed to remain committed to religious life when they become adults. Based on the interview conducted with gifted adults, it has been revealed that having religious beliefs provide them strength and hope (Çelik & Mertol, 2018). Most responded stated that religious and moral values had guided them in their career and life.

On the other hand, only a few responded that religion has no importance in achieving life goals. According to the study conducted by Smith & Wood (2018), it has been found that gifted individuals are "more intense in their choices," meaning either they would have "highly religious" or "highly non-religious" perspectives. Thus, although religiosity has helped the gifted individual achieve life satisfaction, it cannot be claimed that it has a significant impact on the satisfied lives of all gifted individuals (Lee et al. 2018).

Differences in the Degree of Satisfaction amongst the Gifted Due to the Level of Income

A vast literature reveals that lower-income or low-income family background had a significant influence on children's development and growth. It has been observed that such condition negatively impacts the different dimensions of their life, including educational, social, and health (Wirthwein et al. 2019). However, considering the lives of gifted adults, it has been assessed that disadvantaged economic status does not impact their intelligence. Regardless of the difficulties faced, the "eminence" still develops in gifted adults. Moreover, there is an analysis of the autobiographies of five boys who had faced terrible experiences in their childhood (Worrell et al. 2019). However, these experiences did not suppress their vocal talent, known as in their adulthood.

Regardless of their income level, gifted adults develop their talent and skills, using them to achieve their life goals and career success. Thus, it can be interpreted that the income level does not create any significant difference in the satisfaction level in gifted adults' life (Langeveldt, 2016). It has been further investigated that several supportive factors and barriers can either create or destroy gifted adults' lives. Based on the evidence, it has been suggested that the role of a mother, family structure, upbringing, and educators are identified as the positive elements amongst gifted adults (Smith & Wood, 2018).

Peterson (2014) had investigated that life satisfaction is positively associated with family support, self-efficacy, and level of income. However, it has been claimed that finances and other compensation schemes may decrease their satisfaction. Regardless of this assumption, it can be suggested that income does not significantly impact gifted adults concerning life satisfaction, as 85% of these individuals reported to belong from disturbing families (Pollet & Schnell, 2017).

The Study Problem

Several studies have attempted to reveal the specific factors of life satisfaction. Despite the growing awareness of the importance of life satisfaction and its role in the personal and social adaptation process of the individual and the unique position it occupies among the young generation, in particular, the studies concerned with the life satisfaction of general adults are few. Most studies in this field have dealt with these variables among groups suffering from psychological, physical, or social problems (Janse et al. 2005). The study of life satisfaction for gifted adults is one of the most critical demands because it enables us to compare the results that have been reached among the gifted with the non-gifted adults because of the distinctive characteristics of gifted people. However, the researcher did not find a single Arabic study on life satisfaction for gifted adults -to the best of its knowledge- and this prompted the researcher to present the current research problem, which is: revealing the level of life satisfaction for gifted adults in Jordan and its relation to gender, age, religiosity, income.

The study's main objective is to reveal the level of life satisfaction among gifted adults and its relationship to essential variables. This goal can be achieved by answering the following questions:

- What is the degree of life satisfaction for the gifted adults?
- Are there any differences in the degree of life satisfaction among gifted adults due to gender?
- Are there differences in the degree of life satisfaction among gifted adults due to age?
- Are there differences in the degree of life satisfaction among gifted adults due to religiosity?
- Are there differences in the degree of life satisfaction among the gifted adults due to income level?

Method

Research Design

The researcher used the descriptive approach with its two analytical and relational aspects to investigate the level of life satisfaction and reveal the relationship between the level of life satisfaction and each of the following variables: gender, age, degree of religiosity, income level.

Participants

The study participant consisted of 80 members (48 males and 32 females) of the Jubilee School graduates from the first fifteen cohorts (Jubilee school is a special school for gifted and talented students in Jordan).

The Jubilee School graduates were chosen as an available community of gifted adults, according to practical reasons such as the availability of study participants, the capabilities to facilitate the study's conduct, and the application of its tools. As well as the criteria for selecting students to study in the Jubilee School are objective, rigorous, and multiple (every year, nearly 100 praiseworthy students are nominated after transitory the complicated admission procedure that comprises a scholastic aptitude test, evaluation of potential creativity, and a personal interview) Jubilee School.

Thus, the graduates of jubilee school can be considered a random sample of gifted adults in Jordan.

Data Collection Tools

Satisfaction with Life Scale (SWLS)

To achieve the study goals and answer its questions, the researcher reviewed the relevant educational literature (Diener et al. 1985., Pavot, Diener, Colvin & Sandvik 1991; Pavot, & Diener, 1993; Micheal, 2011; Shaqoorah, 2012). After that, the researcher developed the study tool in its final form, consisting of two parts. The first part is a set of demographic data, namely: gender, age, religiosity, monthly income.

In the second part of the tool, the researcher used the satisfaction with life scale developed by Diener et al. (1985), who is incredibly famous (Appendix).

The Psychometric Structures of (SWLS): Although the satisfaction with life scale used in this study consists of only five items that are clear and simple, it was previously subjected to psychometric studies for many researchers that resulted in the emergence of good indicators of validity and reliability (Diener et al. 1985; Pavot et al. 1991; Pavot & Diener, 1993).

The prominent Arabic study that extracted the psychometric properties of (SWLS) is Michael's (2011) study. The researcher develops an Arabic version from the scale. The validity and reliability data showed coherence and consistency factors generally satisfactory by calculating the correlation between items and the total degree (.59), The calculation of validity using Cross-Cultural Equivalence of test items (.92). Use of the Cronbach-Alpha equation (.82) and the reliability of test-retest (.82). The study also provided essential indications of convergence and discriminant validity using nine criterion measures, and other indications of differential validity in a cross-differential method. The factor analysis of the instrument items provided strong support for validity. The results generally indicate the validity and reliability of the proposed Arab version of the satisfaction with life scale for use in the Syrian environment.

For more certainty, the researcher verified the scale again. The content validity was verified by displaying the scale in its Arabic version with the translated version on many arbitrators from education and psychology professors from Jordanian universities; to check the scale validity. The arbitrators agreed on the paragraph clarity, the translation integrity, and the scale's validity for the Jordanian environment without any addition or deletion. To calculate the reliability, the researcher test-retest the scale to an exploratory sample (n=22) from outside the study sample after three weeks, and the degree of reliability scored (0.89). As well Cronbach Alpha value was equal to (0.827), which is acceptable because it is bigger than (0.70) and indicates the reliability of the study tool.

Procedure

After preparing the study tool in its final form and completing the procedures for validity and reliability, the questionnaire was designed as google form; then, the electronic link was sent via the Internet to the Jubilee School graduates' social networking sites. The questionnaire included written instructions to respond to it in all its parts; the graduates' responses continued to flow to the researcher for about three months (from March 3 to June 30/2020). The respondents reached 100. The researcher considered that achieved the acceptable sample. After that, the sample members' responses were pulled out for review, incomplete responses, and responses from the graduates other than the first fifteen cohorts were excluded. Finally, it was prepared to conduct the necessary statistical analyzes.

Study Terminology

Satisfaction with Life: Al-Desouki (1998) defines satisfaction with life as "an individual's evaluation of the quality of life he is living according to his values, and this evaluation depends on the individual's comparison of his living conditions to the optimal level that he believes is appropriate for his life."

The researcher defines life satisfaction procedurally as the sum of the high marks obtained by the respondent on the (SWLS), which was used in this study and developed by Diener et al. (1985).

Gifted Adults: People with Avery high intelligence 2% of the population age of 25 and above (Nauta & Corten, 2002). Gifted adults; individuals who graduated from the Jubilee School from the first fifteen cohorts between 1997-2012 and of age 26-41 years.

Results

In this part, the study results that were reached after conducting the necessary statistical treatments for each question are presented.

Theme 1. Life Satisfaction Level of Gifted

Research problem: What is the degree of life satisfaction for the gifted adults?

Means and standard deviations were used to answer question 1, as shown in Table 1.

Table 1.*Graduates' Level of Satisfaction with Life*

Scale items	Mean	SD	Rank	Degree
I am satisfied with my life (question 3)	6	1.03	1	High
The conditions of my life are excellent (question 2)	5.84	0.99	2	High
In most ways, my life is close to my ideal (question 1)	5.47	1.21	3	High
So far, I have gotten the important things I want in life (question 4)	5.35	1.49	4	High
If I could live my life over, I would change almost nothing (question 5)	4.71	1.96	5	Moderate

The results in Table 1 show that graduates were highly satisfied with their life ($M = 6$, $SD = 1.03$). In the second rank, graduates were highly satisfied with their life conditions ($M = 5.84$, $SD = 0.99$), then with their semi-ideal life ($M = 5.47$, $SD = 1.21$). In the fourth rank, graduates were highly satisfied with their wants ($M = 5.35$, $SD = 1.49$). The final question, "If I could live my life again, I would not change anything in it," was moderately ranked ($M = 4.71$, $SD = 1.69$).

Table 2.*Scores of Graduates' Satisfaction with Life*

Scale	Frequency	Percent	Score
Extremely satisfied	19	17.3	31-35
Satisfied	36	32.7	26-30
Slightly satisfied	12	10.9	21-25
Neutral	3	2.7	20
Slightly dissatisfied	4	3.6	15-19
Dissatisfied	1	.9	10-14
Extremely dissatisfied	1	.9	5-9
Total	76	69.1	

In terms of graduates' satisfaction scores, the highest percent (32.7%) of the graduates were satisfied, 17.3% were extremely satisfied, and 10.9% were slightly satisfied.

Theme 2. Life Satisfaction & Gender

Research Problem: Are there any differences in the degree of life satisfaction among gifted adults due to gender?

Table 3.*Differences in the Degree of Satisfaction Among the Gifted Due to Gender*

Gender	N	M	SD	T	Df	Sig.	Mean Difference
Male	45	5.58	1.39	1.36	74	0.178	-0.390
Female	31	5.97	0.94				

An Independent samples test was used to answer question 2 in terms of subjects' equality of means. As shown in Table 3, the results indicate no significant differences in the degree of life satisfaction among the gifted due to gender ($t = 1.36$, $df = 74$, $Sig. = 0.178$).

Theme 3. Life Satisfaction & Age

Research Problem: Are there differences in the degree of life satisfaction among gifted adults due to age?

Table 4.*Differences in the Degree of Satisfaction Among the Gifted Due to Age*

Age (I)	N	M	SD	Satisfaction			Age (J)	Mean Difference (Sig.)
				F	df	Sig.		
26-30	21	5.10	1.70	4.39	73	0.017	31-35	0.787(0.133)
31-35	17	5.88	1.11				36-40	0.931(0.019)
36-40	38	6.03	.822				36-40	0.144(0.917)

A one-way ANOVA test was used to identify differences in the degree of life satisfaction among the gifted due to age. As shown in Table 4, the results indicate significant differences between graduates' scores of satisfactions ($F =$

4.39, $df = 73$, $Sig. = 0.017$). These differences were between scores 26-30 and 36-40 (M difference = 0.931, $Sig. = 0.019$).

Theme 4. Life Satisfaction & Religiosity

Research Problem: Are there differences in the degree of life satisfaction among gifted adults due to religiosity?

Table 5.

Differences in the Degree of Satisfaction Among the Gifted Due to Age

Religious (I)	N	M	SD	Satisfaction			Religious (J)	Mean Difference (Sig.)
				F	Df	Sig.		
High	13	6.23	0.725	1.09	74	0.356	Moderate	0.564(0.542)
Moderate	51	5.67	1.306				Low	0.981(0.589)
Low	4	5.25	1.500				None	0.802(0.591)
None	7	5.43	1.272				Low	0.417(0.935)
							None	0.238(0.973)
							None	0.179(0.997)

A one-way ANOVA test was used to identify differences in the degree of life satisfaction among the gifted due to religion. The results shown in Table 5, indicate no significant differences between graduates' scores of life satisfaction ($F = 1.09$, $df = 74$, $Sig. = 0.356$).

Theme 5. Life Satisfaction & Income

Research Problem: Are there differences in the degree of life satisfaction among the gifted adults due to income level?

Table 6.

Differences in the Degree of Satisfaction Among the Gifted Due to the Level of Income

Income level	N	M	SD	Df	F	Sig.
1500-3000 United State Dollar (USD)	32	5.47	1.502	75	0.902	0.468
3000-4000 USD	9	5.67	1.225			
4000-6000 USD	15	5.80	.775			
6000-15000 USD	9	5.67	1.225			
More than 15000 USD	6	6.50	.548			

A one-way ANOVA test was used to identify differences in the degree of life satisfaction among the gifted adults due to income level. As shown in Table 6, the results indicate that there were no significant differences between graduates' scores of life satisfaction due to the level of income ($F = 0.902$, $df = 75$, $Sig. = 0.468$).

Discussion and Conclusion

This section is based on an evaluation of estimated results in the previous section on the life satisfaction of gifted adults who graduated from jubilee school in Jordan.

The results revealed a high degree of life satisfaction with a mean of 6 and low variation among the responses that are 1.03 (for item 3 of the scale), "I am satisfied with my life." When gifted adults asked about the "The conditions of my life are excellent" (item 2 of the scale), the responses illustrate that they are highly satisfied with their excellent condition. In this regard, the estimated mean value was 5.84, with an extremely low standard deviation; this illustrates that all participants' responses follow a similar pattern, which indicates that most gifted adults are satisfied with the excellent condition of their life. The estimated results also indicated high satisfaction with low variation among the participants' responses about "In most ways, my life is close to my ideal" (item 1 of the scale). In this regard, most of the studies depict that most gifted people spend an ideal life, and they also enjoy various luxurious things they desired in the past (Niknam, Ghojari Bonab & Hassanzadeh, 2019). As well as gifted adults also developed some life goals and ambitions, which they consider ideal. Thus, past studies in this context also support the results of this study, and it is also showing that most gifted adults spend an ideal life, which positively impacts their personal and psychological well-being. Moreover, the results revealed that those gifted adults are highly satisfied with essential things they have gotten in life "So far, I have gotten the important things I want in life." (item 4 of the scale). That means they achieved most of the crucial things in their life which had desired in the past. Past studies also indicate that once students

graduate with high scores and have gifted talents, it brings a positive revolution in their life; this also impacts other factors in life such as income and professional growth, which eventually increase their life conditions (Pollet & Schnell, 2017).

Regarding the last question about "If I could live my life over, I would change almost nothing." Thus, the estimated results show that the degree of satisfaction is moderate, with a mean and standard deviation of 4.71 and 1.96. This result indicates that this element has little impact on the degree of life satisfaction.

In short, the previous results support each other, each outcome affects the other results mutually, meaning that because the graduates got the essential things they wanted in life, they are satisfied with the ideal and excellent living conditions. In other words, they consider their living conditions ideal and excellent because they have obtained the essential things they want. Mean that the influences are mutual between the items of the scale. Consequently, all this led to the result, which is the high level of satisfaction with life. As for the last paragraph on which the respondents ranked Moderate, it does not mean dissatisfaction. Instead, if allowed to live their life again, it means that most people will change some things because, with age, people become more aware and mature, which makes them reconsider some of the previous decisions in their lives. However, this reflection does not affect their level of life satisfaction.

To discuss the earlier results profoundly and broadly, we reviewed the educational literature of life satisfaction in general and life satisfaction in gifted adults. Although the gifted educational literature is redundant in information and studies on children and adolescents, there is a shortage of gifted adults' studies. Only very few have explicitly explored well-being (Perrone-McGovern et al. 2011; Dijkstra, Barelds, Ronner, & Nauta, 2017; Pollett & Schnell, 2017).

As Diener and colleagues stated, "*Life satisfaction refers to an individual's global cognitive evaluation or judgment of his life quality, or an evaluative summary of what an individual likes or dislikes*" (Diener et al. 1985, p.72).

In the past years, there has been an increasing concern in answering whether particular groups of people are more satisfied with life than others and what factors contribute to life satisfaction. Few studies have investigated whether gifted adults score a higher degree of life satisfaction than the non-gifted. Studies have indicated that personal characteristics contribute to a person's satisfaction with his life and well-being (Pavot & Diener, 2008). Diener et al. (1985, p. 72) also supposed that "*intelligence is a personal variable to be expected to relate strongly to subject well-being because it is a highly valued resource in this society*" he also supposed that "*people of higher intelligence are more capable of achieving their goals and thus, maybe happier than persons of average intelligence.*"

Wirthwein & Rost (2011) Pointed out that the studies investigating the relationship between well-being and giftedness found conflicting results. Some studies showed a significant association at the time; other studies found no significant association or weak positive correlations between intelligence and well-being. In order to understand the different and conflicting results reached by the studies that investigated the relationship between giftedness and life satisfaction, it is necessary to understand the psychological and emotional characteristics of the gifted, and in this area, two different hypotheses emerged, namely the harmony hypothesis and the dissonance hypothesis (disharmony) of intelligence (Neihart, 1999; Precket, Baudson, Krolak-Schwerdt & Glock, 2015). according to the first hypothesis, there is a relationship between high cognitive capabilities and the ability to lead to normal life. In contrast, the disharmony hypothesis indicates that high-intelligence people are more susceptible to social deficiencies and difficulties in adaptation and are at greater risk of developing disorders than non-gifted people. The disharmony hypothesis is a revised version of genius's myth, which indicates a link between genius and creative madness (Neihart, 1999; Precket et al. 2015).

The results of our study are consistent with studies that indicated a positive relationship between intelligence and life satisfaction, including Terman's study, the first who conduct a study on life satisfaction of the gifted in his definitive longitudinal study "genetic studies of genius" indicated that there is a positive relationship between life satisfaction and intelligence (Odaci & Cikrikci, 2019). The relationship between life satisfaction and intelligence was examined in a study "mathematically precocious youth" conducted on a large sample. It found that gifted adults who were in their early or middle adulthood showed a high degree of life satisfaction and self-esteem (Keyser & Corning, 2017). Likewise, another study of Lovecky (1986) indicated that giftedness's distinctive characteristics continue to adulthood and that gifted children become gifted adults. They have the potential to achieve high levels of self-fulfillment, superior professional achievement, and are generally satisfied with themselves and their lives. Pollet & Schnell (2017) had analyzed that individuals with better resources such as high levels of intelligence are more probably to accomplish their life goals, resulting in enhancing their life satisfaction. Thus, it can be interpreted that gifted adults have a high probability of reaching their life goals, which increases their happiness, consequently leading to a happy life.

Although our results are inconsistent with the studies that show that the gifted are more at risk of emotional and social problems, and they may express less life satisfaction than the non-gifted. Among them is the study of [Vötter & Schnell \(2019b\)](#), which indicated that gifted adults are at higher risk for existential crises, as well as not much is known about what contributes to the sense of life meaning and its significance to them or their satisfaction with life. As well gifted adults experienced significantly lower levels of meaningfulness, subjective well-being, and self-compassion compared to the general population. The cross-lagged analysis revealed that a sense of meaningfulness was a significant predictor of subjective well-being over time.

Life Satisfaction and Gender

The estimated results also indicate no significant difference in the gifted adult's life satisfaction on a gender basis; this illustrates that both males and females are fully satisfied with their life. To this, it has explored that gifted adults seem highly satisfied, either male or female, because they possess the same features and talents, which makes them different from the normal adults or peers ([Wolpiuk–Ochocińska, & Marmola, 2017](#)). Furthermore, the result can be explained that talented males and females enjoy a high level of life satisfaction, regardless of gender, that the talented are more able to achieve themselves and goals in life ([Pollet & Schnell, 2017](#)). As [Michael \(2011\)](#) claims that the feeling of general satisfaction or dissatisfaction with life reflects the individual's perception or evaluation of the difference between his achievements on one hand, aspirations, and perceptions of the world as it should be from the other hand. From this angle, the feeling of satisfaction determined, the smaller the difference between the achievements and aspirations, the greater satisfaction. As well the study of [Vötter & Schnell \(2019a\)](#) reveals that talented individuals tend to have a high level of life satisfaction due to their satisfaction with advanced educational programs that were specially developed to improve their skills and abilities in their field of interest.

Our study results conform with the study of [Wirthwein et al. \(2019\)](#) and [del Mar Salinas-Jiménez \(2013\)](#), which both pointed out that there is no correlation between life satisfaction and gender between gifted adults. Furthermore, [Fugl-Meyer et al. \(2002\)](#) found no association between life satisfaction and gender. However, it has been argued by [Wirthwein et al. \(2019\)](#) that gifted adults have a level of life satisfaction as suggested by several studies, such satisfaction level is found to vary amongst them based on their gender. [Worrel et al. \(2019\)](#) reveal that gifted males have higher satisfaction levels in their lives as compared to gifted females. However, this does not entail an increased incidence risk of psychological, social, or emotional issues among gifted women than gifted men. It has been observed that such difference is relatively reasonable as a similar result was found amongst the non-gifted population ([Faisal, 2016](#)).

Furthermore, most studies emphasize that there is at least the minimum gender difference when it comes to life satisfaction ([Pollet & Schnell, 2017](#)). The researchers of these studies claimed that other factors contribute to different levels of life satisfaction amongst genders. According to [Langevedlt \(2016\)](#), females were more stressed due to family and work issues, supporting gender differences in life satisfaction.

Life Satisfaction and Age

Besides, the results have shown that there were significant differences between graduates' scores of satisfactions due to age ($F= 4.39$, $df = 73$, $Sig. = 0.017$). These differences were between age 26-30 and 36-40 in favor of the higher age groups (M difference = 0.931, $Sig. = 0.019$); this means that the level of life satisfaction increases with the age of the study sample. The result may be interpreted by the fact that the higher age groups have gone a long way than the lower age groups in achieving their selves and life goals related to work, marriage, and family, which are different areas of life that enhance the level of life satisfaction. While the younger age groups from 26-30 are often still unmarried and at the beginning of the path of life, work, and self-reliance, thus have not yet achieved their goals in life and work. This result agrees with the findings of studies that found a positive relationship between life satisfaction and age, including the [Fugl-Meyer et al. \(2002\)](#) study, which found that life satisfaction increases with age and is positively correlated with professional and financial satisfaction, family life and the relationship with a life partner. The result agrees with [Cotton Bronk et al. \(2009\)](#) study, which examined the relationship between goal, hope, and life satisfaction.

Moreover, bring to light that has a specific goal in life was associated with greater life satisfaction in three age groups (adolescents, emerging adulthood, adults). Furthermore, it showed that the presence of hope mediates the relationship between goal and life satisfaction in the three life stages. The result also agrees with the study of [Ardelt \(1997\)](#), which showed that wisdom that the elderly persons often possess acts as a predictor of life satisfaction. Furthermore, that wisdom has a positive effect on life satisfaction, regardless of other objective circumstances, such as physical health, socio-economic status, financial condition, physical environment.

Although the result disagrees with a study of [Doyle & Forehand \(1984\)](#), which reveals that life satisfaction decreased slightly with age due to poor health and financial problems; moreover, [Vötter & Schnell \(2019a\)](#) study found

that gifted younger people are more satisfied with life than older people. Besides, most studies found a U-shaped relation between age and life satisfaction is lowest in the '30s and '40s (Frijters, Haisken-DeNew & Shields, 2004).

According to the previous conflicting results, it can be said that the relationship between age and life satisfaction is not linear in the sense that life satisfaction does not continue to increase with age. Instead, it increases with age to a particular stage, but it decreases with age due to poor health and financial problems. Regardless of such evidence, a need to assess the differences in life satisfaction levels amongst gifted adults due to age has been highlighted to bridge this identified literature gap (Wirthwein et al. 2019).

Life Satisfaction and Religiosity

The results indicate no significant differences between graduates' scores of life satisfaction due to the degree of religiosity ($F=1.09$, $df = 74$, $Sig. = 0.356$).

Looking at the sample members' religiosity level who answered this question, we note that 15 of them are of moderate religious, 13 are highly religious, and four low religious, while seven are not religious. Considering that, we can say that the degree of religiosity among gifted adults does not play a fundamental role in the degree of life satisfaction. However, the results indicate a high rate of satisfaction with life. Probably other factors play a more critical role in the degree of life satisfaction than religiosity, such as job satisfaction, age, marital status (as the results of the current study indicated), and other factors and variables referred to in previous studies, such as self-actualization and goal achievement (Micheal, 2011; Pavot & Diener, 2008; Pollet & Schell, 2017). In light of the former, it can be said that religiosity helped gifted people in achieving life satisfaction, but it cannot be claimed that it has a real effect on life satisfaction for all gifted people of our sample, and this result is consistent with what (Lee et al. 2018) reached.

In general, most studies indicated a positive relationship between religiosity and life satisfaction among non-gifted people. However, there is insufficiency in the existing evidence that clarifies the role of religion in gifted adults' lives and their perceptions and its importance in achieving life satisfaction. Some Studies revealed that gifted women view religious beliefs and spirituality as a positive element (Lee et al. 2018). According to their religious beliefs, their difficulties had a great purpose in their lives (Keyser & Corning, 2017). In his study, Faisal (2016) highlighted that faith, an essential dimension of religion, contributes to developing "resilience" in adulthood. The results of our study differed with many studies that found a positive relationship between religiosity and life satisfaction, including the study Patel, Ramgoon & Paruk (2009) as well the study of Habib, Donald & Hutchinson (2018), which both found that women are more religious than men, religiosity is positively and significantly related to life satisfaction. As well, the study Okulicz-Kozaryn (2010) indicated that religious people tend to be extremists, meaning that they are either very satisfied with life or dissatisfied with life.

Moreover, the study of Perrone (2006) which showed that religiosity and satisfaction with marriage contributed significantly to satisfaction with life, also the study of Çelik & Mertol (2018) which concluded through interviews with talented adults that the presence of religious beliefs provided them with strength and hope, and most of them stated that religion and moral values guided them in their professional lives and their lives. Furthermore, Smith & Wood's (2018) study revealed that gifted people are more extreme in their choices because they are either deeply religious or not religious at all. As well Baroun's (2006) study found a positive and significant correlation between happiness and both psychological and physical health, life satisfaction, and the strength of religiosity. Moreover, in Hackney & Sander's (2003) study showed the existence of a positive relationship between religiosity and life satisfaction, and religious people are less prone to anxiety and depression.

Life Satisfaction and Income

The results as well indicate that there were no significant differences between gifted adults scores of life satisfaction due to the level of income ($F= 0.902$, $df = 75$, $Sig. = 0.468$); this means that the sample members with higher income were more satisfied with life than those with low income, but their differences were not significant. Since the study sample is of gifted adults. 60% of them receive an income of 1000-2000 Jordanian dinars (which is the lowest degree of income established by the study), that considered medium income level in a country such as Jordan. While the other member of the sample 40% of a high-income level; this means that there is no one among the study sample with a relatively low income, though all of them are from middle to high income (Table 6). The result can be explained based on that gifted adults, regardless of their income level, can develop their talents and skills and use them in achieving their goals in life and professional success. Langeveldt (2016) referred to the same previous result, and he added that the level of income does not make any significant differences in the level of life satisfaction in gifted adult Life. Although the investigation of factors that affect people's life satisfaction or happiness is the prerogative of psychology, economists have recently begun to pay increasing attention to this area. Economists have found a negative

relationship between unemployment and life satisfaction, and that unemployment leads to a significantly lower level of life satisfaction, regardless of the precise definition of life satisfaction (Peterson, 2014). Moreover, Diener and colleagues argued that:

"although it appears that income and subjective well-being correlate in within-country studies. A debate has focused on whether this relationship is relative or absolute. The absolute argument states that income helps individuals meet specific universal needs and, therefore, that income, at least at lower levels, is a cause of subjective well-being. The relativity argument is based on the idea that the impact of income or other resources depends on changeable standards such as those derived from expectancies, habituation levels, and social comparisons" (Diener, Sandvik, Seidlitz & Diener, 1993, p. 195).

Based on Diener's et al. (1993) statements and our results, it can be said that there is a relationship between income and life satisfaction at low-income levels, and this relationship is less clear with the increase in the level of income than that. The study results agree with what was found by Pollet & Schnell (2017) that income has no significant effect on life satisfaction for gifted adults. Although the study results differ with Peterson's (2014) findings, satisfaction with life is positively related to family support, self-efficacy, and income level. Furthermore, Dumludag's (2013) study found a positive relationship between the level of income, consumption, and life satisfaction. It is also agreed with Boyce, Brown & Moore's (2010) study, which found that the income level predicts life satisfaction. The study of Hou (2014) also found a positive role for income in life satisfaction.

Recommendations

Because of the lack of Arabic studies investigating life satisfaction and its relationship with many vital variables for gifted adults, the researcher recommends conducting more subsequent studies for talented Arab adults about life satisfaction and its relationship to other variables such as job satisfaction, profession type, marital status, self-concept, and self-actualization. As well as conducting more studies related to life satisfaction and the same variables that were studied in the current study, but after a period not less than ten years, to examine the relationship between life satisfaction and age. It also recommends further studies of life satisfaction in highly gifted adults.

Limitations of Study

The study tool and its psychometric properties considered one of the study limitations. Simultaneously, the SWLS is considered a self-reporting tool; it depends entirely on what the examiner says regardless of its degree of conformity with reality. It is vital to consider that the study tool consists of only five items, and it gives one total score for the examiner, which summarizes the general feeling of satisfaction or dissatisfaction with life regardless of the areas that can give rise to this feeling, such as money, power, health, and success.

The study sample and the extent of its representation to the study community were also considered one of the study's limitations, as the study sample was restricted to graduates of the Jubilee School for gifted for the first fifteen cohorts who responded to the study tool. Therefore, its results can only be generalized to samples with the study sample's same characteristics.

Acknowledgments

The author, whose name is listed immediately below, certifies that they have no affiliations with or involvement in any organization or entity with any financial interest or non-financial interest (personal or professional relationships, affiliations, knowledge, or beliefs) in the subject matter or materials discussed in this manuscript.

Biodata of Authors



Hiam Jameel Kamal Katanani obtained PhD in special education from the university of Jordan, Jordan 2005. She is an associated professor in special education at Al Balqa Applied University, Jordan, princess Rahma College, department of special education since 2012 until now. Her research interests include giftedness, integration, emotional intelligence. **Affiliation:** Special Education Department, Faculty of Education, Al Balqa Applied University, Jordan **E-mail:** hkatanani@bau.edu.jo **Orcid No:** 0000-0003-0972-9140 **Scoups ID:** - **WoS Research ID:**

References

- Ardelt, M. (1997). Wisdom and life satisfaction in old age. *The Journals of Gerontology Series B: Psychological Sciences and Social Sciences*, 52(1), 15-27.
- Al-Besher, S., & Al-Hamidi, H. (2019). The meaning of life and its relation to life-satisfaction and some positive thinking dimensions among Kuwait University students. *Journal of AL-Sharqa for humanities and social Sciences*, 16(2), 353-383.
- Al-Desouki, M. (1998). Study for the life satisfaction dimension and its relation to some psychological variables for a sample of young adults. *Journal of Mental Health*, 1(2007), 117-161.
- Ali, M., Aboud, H., & Al-Dulaimi, N. (2013). Ustawaa Attafki Al-Ijabi Wa "Alaqaatuhu Bilhasila Al-Ma'rifia waealaqath ballhsytl almaerafia, Bikarat Atta'ira (*The level of positive thinking and its relationship to the cognitive outcome of volleyball*). *Majallat Al-Ouloum Al-Insania, Jami'at Babel, Al-Iraq*, 1(18), 231-244
- Assultani, A. (2010). The effect of a heuristic approach to developing positive thinking on the mental perception of young basketball players. *Journal of Sport Educational Sciences*, 3(3), 93-138.
- Baroun, A., (2006). Relations among religiosity, health, happiness, and anxiety for Kuwaiti adolescents. *Psychological Reports*, 99(3), 717-722.
- Baudson, T.G., & Ziemes, J.F., (2016). The importance of being gifted: Stages of gifted identity development, their correlates, and predictors. *Gifted and Talented International*, 31(1), 19-32.
- Boyce, C.J., Brown, G.D., & Moore, S.C. (2010). Money and happiness: Rank of income, not income, affects life satisfaction. *Psychological Science*, 21(4), 471-475.
- Çelik, N.D., & Mertol, H., (2018). Gifted Students' Purpose in Life. *Universal Journal of Educational Research*, 6(10), 2210-2216.
- Cotton Bronk, K., Hill, P.L., Lapsley, D.K., Talib, T.L., & Finch, H. (2009). Purpose, hope, and life satisfaction in three age groups. *The Journal of Positive Psychology*, 4(6), 500-510.
- Diener, E., Emmons, R.A., Larsen, R.J., & Griffin, S. (1985). The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71-75.
- Diener, E., Sandvik, E., Seidlitz L., Diener, M. (1993). The relationship between income subjective well-being: Relative or absolute? *Social Indicators Research*, 28, 195-223.
- Dijkstra, P., Barelds, D.P., Ronner, S., & Nauta, A.P., (2017). Intimate relationships of the intellectually gifted: Attachment style, conflict style, and relationship satisfaction among members of the Mensa society. *Marriage & Family Review*, 53(3), 262-280.
- Doyle, D., & Forehand, M. J. (1984). Life satisfaction and old age: A reexamination. *Research on Aging*, 6(3), 432-448.
- Dumludag, D. (2013). Life satisfaction and income comparison effects in Turkey. *Social Indicators Research*, 114(3), 1199-1210.
- Faisal, A.S., (2016). *The Influence of Emotional Intelligence Towards Academic Achievement Among Gifted Students in Saudi Arabi* (Doctoral dissertation, Universiti Sains Malaysia).
- Frijters, P., Haisken-DeNew, J. P., & Shields, M. A. (2004). Money does matter! Evidence from increasing real income and life satisfaction in East Germany following reunification. *American Economic Review*, 94(3), 730-740.
- Fugl-Meyer, A.R., Melin, R., and Fugl-Meyer, K.S., (2002). Life satisfaction in 18-to 64-year-old Swedes: in relation to gender, age, partner, and immigrant status. *Journal of Rehabilitation Medicine*, 34(5), 239-246.
- Gilman, R., Ashby, J., Svrco, D., Florell, D. & Varjas, K. (2005). The relationship between perfectionism and multidimensional life satisfaction among Croatian and American Youth, *Personality, and Individual Differences*, 39,155-166.
- Habib, D.G., Donald, C., & Hutchinson, G. (2018). Religion and life satisfaction: A correlational study of undergraduate students in Trinidad. *Journal of Religion and Health*, 57(4), 1567-1580.
- Hackney, C.H., & Sanders, G.S. (2003). Religiosity and mental health: A meta-analysis of recent studies. *Journal for the scientific study of religion*, 42(1), 43-55.
- Holahan, C.K., (1985). The relationship between life goals at thirty and perceptions of goal attainment and life satisfaction at seventy for gifted men and women. *The International Journal of Aging and Human Development*, 20(1), 21-31.
- Hou, F. (2014). Keep up with the Joneses or keep on as their neighbors: Life satisfaction and income in Canadian urban neighborhoods. *Journal of Happiness Studies*, 15(5), 1085-1107.
- Janse, A.J., Uiterwaal, C.S.P.M., Gemke, R.J.B.J., Kimpen, J.L.L., & Sinnema, G. (2005). A difference in perception of the quality of life in chronically ill children was found between parents and pediatricians. *Journal of Clinical Epidemiology*, 58(5), 495-502.
- Keyser, A.K., and Corning, M., 2017. Creative Aging: Stimulating Creativity in Middle and Late Adulthood. In *Exploring the Benefits of Creativity in Education, Media, and the Arts* (pp. 50-66). IGI Global.
- Korff, S. (2006). *Religious orientation as a predictor of life satisfaction within the elderly population*, (Ph.D. thesis), Walden University, School of Psychology. The USA.
- Langeveldt, C. (2016). The impact of work-family enrichment on psychological health and subjective well-being. Master Thesis. department of Industrial Psychology, Faculty of Economic and Management Sciences. University of Western Cape. South Africa. Retrieved from: https://etd.uwc.ac.za/xmlui/bitstream/handle/11394/5266/Langeveldt_c_mcom_ems_2016.pdf?sequence=1&isAllowed=y
- Lee, S. Y., Matthews, M., Shin, J., & Kim, M. S. (2020). Academically gifted adolescents' social purpose. *High Ability Studies*, 31(1), 17-42.
- Lovecky, D. V. (1986). Can you hear the flowers singing? Issues for gifted adults. *Journal of Counseling and Development*, 64(9), 572-575.
- Michael, A. (2011). Reliability, validity, and factor structure for the Arabic version of satisfaction with life scale for Diener, Larsen, and Griffin. *Journal of Arab Universities Union for Psychology and Education*, 9(2), 11-37.
- Nauta, N., & Corten, F. (2002). Gifted adults at work. *Journal for Occupational and Insurance Physicians*, 10(11), 332-335.
- Neihart, M. (1999). The impact of giftedness on psychological well-being. What does the empirical literature say? *Roeper Review*, 22, 10– 17. <https://doi.org/10.1080/02783199909553991>.

- Niknam, K., Ghobari Bonab, B., & Hassanzadeh, S., (2019). The effect of creative problem-solving training on creativity and life satisfaction of gifted boy students. *Quarterly Journal of Child Mental Health*, 6(2), 205-217.
- Odaci, H., & Cikrikci, O. (2019). Cognitive flexibility mediates the relationship between Big Five personality traits and life satisfaction. *Applied Research in Quality of Life*, 14(5), 1229-1246.
- Oishi, S.H., Diener, E., Suh, E., & Lucas, R. (1999). Value as a moderator in subjective well-being, *Journal of Personality*, 67(1), 157-184.
- Okulicz-Kozaryn, A. (2010). Religiosity and life satisfaction across nations. *Mental Health, Religion & Culture*, 13(2), 155-169.
- Othman, Ahmed. (2001), Social support from husbands and its relationship to happiness and compatibility with the beautiful life of married university students. *Zagazig University Journal of the Faculty of Education*, 2(37), 143-159.
- Patel, C. J., Ramgoon, S., & Paruk, Z. (2009). Exploring religion, race, and gender as factors in the life satisfaction and religiosity of young South African adults. *South African Journal of Psychology*, 39(3), 266-274.
- Pavot, W. G., & Diener, E. (1993). Review of the Satisfaction with Life Scale. *Psychological Assessment*, 5, 164-172.
- Pavot, W. G., Diener, E., Colvin, C. R., & Sandvik, E. (1991). Further validation of the Satisfaction with Life Scale: Evidence for the cross-method convergence of well-being measures. *Journal of Personality Assessment*, 57, 149-161.
- Pavot, W., & Diener, E. (2008). The satisfaction with life scale and the emerging construct of life satisfaction. *The Journal of Positive Psychology*, 3(2), 137-152.
- Perrone, K.M., Webb, L.K., Wright, S.L., Jackson, Z.V. & Ksiazak, T.M., (2006). Relationship of spirituality to work and family roles and life satisfaction among gifted adults. *Journal of Mental Health Counselling*, 28(3), 253-268.
- Perrone-McGovern, K. M., Ksiazak, T. M., Wright, S. L., Vannatter, A., Hyatt, C. C., Shepler, D., & Perrone, P. A. (2011). Major life decisions of gifted adults in relation to overall life satisfaction. *Journal for the Education of the Gifted*, 34(6), 817-838.
- Peterson, K.L., (2014). Gifted African Americans: The relationship between self-efficacy, familial support, educational attainment, income, and life satisfaction. *Journal of Child and Family Studies*, 22(8), 147-1155
- Pollet, E., & Schnell, T., (2017). Brilliant: But what for? Meaning and subjective well-being in the lives of intellectually gifted and academically high-achieving adults. *Journal of Happiness Studies*, 18(5), 1459-1484.
- Preckel, F., Baudson, T. G., Krolak-Schwerdt, S., & Glock, S. (2015). Gifted and maladjusted? Implicit attitudes and automatic associations related to gifted children. *American Educational Research Journal*, 52, 1160-1184. <https://doi.org/10.3102/0002831215596413>.
- Shaqoorah, Y. (2012). *Psychological Resilience and its Relationship with Satisfaction of Life Among the Palestinian University Students in Gaza Governorates*. Unpublished Master Thesis, Azhar University in Gaza, Gaza, Gaza Strip.
- Smith, C.K., & Wood, S.M., 2018. Career counseling for the gifted and talented: A life span development approach. In *Handbook of Giftedness in Children* (pp. 315-333). Cham, Switzerland: Springer.
- Sulaiman, Sawsan Muhammad. (2009). Happiness and satisfaction: a precious wish and a fine sunnah, Egypt, *Alam Al-Kutob*.
- Vötter, B. & Schnell, T., (2019a). Bringing Giftedness to Bear: Generativity, Meaningfulness, and Self-Control as Resources for a Happy Life Among Gifted Adults. *Frontiers in Psychology*, 10, <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6753398/>
- Vötter, B., & Schnell, T. (2019b). Cross-lagged analyses between life meaning, self-compassion, and subjective well-being among gifted adults. *Mindfulness*, 10(7), 1294-1303.
- Wirthwein L., & Rost, D.H. (2011). Giftedness and subjective well-being: a study with adults. *Learning and Individual Differences*, 2, 182–186. Retrieved from <https://www.sciencedirect.com/science/article/abs/pii/S1041608011000069?via%3Dihub>
- Wirthwein, L., Bergold, S., Preckel, F., & Steinmayr, R., (2019). Personality and school functioning of intellectually gifted and non-gifted adolescents: Self-perceptions and parents' assessments. *Learning and Individual Differences*, 73, 16-29.
- Wolpiuk–Ochocińska, A., & Marmola, M. (2017). A sense of satisfaction with life in adolescents and young adults of different psychological gender. *Zespół Redakcyjny*, 2 (30), 84- 110.
- Worrell, F. C., Subotnik, R. F., Olszewski-Kubilius, P., & Dixon, D. D. (2019). Gifted students. *Annual Review of Psychology*, 70, 551-576.

Appendix 1

Satisfaction with Life Scale

Satisfaction with Life Scale

The Satisfaction with Life Scale (SWLS) was developed to assess satisfaction with the respondent's life as a whole. The scale does not assess satisfaction with life domains such as health, family, job, or finances but allows subjects to integrate and weight these domains in whatever way they choose (Pavot & Diener, 1993).

SWLS is a scale of five-item, designed to measure global cognitive judgments of one's life satisfaction (as below); the Participants should be pointed out how much they agree or disagree with each of the five items by using a 7-point scale that ranges from 7 strongly agree to 1 strongly disagree (Diener et al. 1985).

- In most ways, my life is close to my ideal.
- The conditions of my life are excellent.
- I am satisfied with my life.
- So far, I have gotten the important things I want in life.
- If I could live my life over, I would change almost nothing.

The respondent was asked to point out if they agree or disagree with the scale's five statements at Likert scale 1-7 and indicate their agreement with each item by placing the appropriate number on the line preceding that item. Moreover, to be open and honest in their response. Strongly disagree (1 point), Disagree (2 points), Slightly disagree (3 points), Neither agree nor disagree (4 points), Slightly agree (5 points), Agree (6 points), and Strongly Agree (7 points). Scoring of (SWLS); Though scoring should be kept continuous (sum up scores on each item), some cut-offs are used as benchmarks.

- 31-35 Extremely satisfied
- 26-30 Satisfied
- 21-25 Slightly satisfied
- 20 Neutral
- 15-19 Slightly dissatisfied
- 10-14 Dissatisfied
- 5-9 Extremely dissatisfied (Diener et al. 1985).