

The importance of life goals and the level of their achievement among gifted adults in Jordan

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Abstract

The current study aimed to identify the degree of importance of life goals and the achievement of these goals among gifted adults in Jordan in the main fields of life goals, and if there are statistically significant differences in the degree of importance and the level of achievement of life goals due to gender and degree of religiosity. The study sample consisted of (80) gifted graduates' adults from Jubilee school graduates, whose ages range from (26-41). The descriptive-survey method was used to achieve study goals. The results indicated that all life goals were of high importance to the respondents, regardless of gender. Significant differences were identified in the achievement of life goals attributed to the gender variable in favor of females. The result also showed no fundamental differences in the degree of importance of life goals attributed to the degree of religiosity. The study results revealed that gifted adults focus mainly on achieving goals and professional success, and they achieve themselves through the profession. They see that a promising future means career success and economic power enables them to achieve life goals related to their partner and family.

Keywords: Life goals; goals achievement; gifted adults; gender; religiosity.

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1-Introduction

life goals are among the most important factors that maintain individuals' attachment to life; having a purpose in life positively directs life. Life goals are also an essential source of long-term motivation, and it is an essential source of motivation for success. Moreover, Lack of purpose is associated with lower mental health levels and higher stress levels in adolescents and adults. The presence of purpose or a sense of meaning in life is often linked to physical and mental health (Hebert, 2020).

The study derives its importance from the importance of the topic it addresses: the goals of life. As the life we live has no meaning or value without having a goal that we seek to achieve and reach. The goal is defined as the purpose that a person desires to reach, as it is expressed as the achievement accomplished on the ground, which is compatible with human ambitions and aspirations (Holahan, 2020). The goals must be clear and realistic to be achievable. Furthermore, goal setting helps the individual to focus on his priorities and the essential things in his life (Barth et al., 2010). Everyone dreams of achieving the things they want, but they do not make plans to turn these dreams into reality. Therefore, goals must be set to determine the steps that can be taken to achieve the final goals (Rinn & Bishop, 2015). A successful person is a person who can define his goals and determine how to reach them. The clear goals allow the individual to overcome obstacles and barriers and accomplish a much shorter time than others accomplish in a long time (Hebert, 2020).

If the study of life goals is essential for all adult members of society, it may be of the same importance and perhaps more for the gifted group. In one of the definitions for the gifted, the definition indicates that the gifted person is the one who is characterized by continuous excellence in any important field of life (Rinn & Bishop, 2015). Does this mean that the gifted can realize the importance of life's goals and achieve them based on their distinctive characteristics and unique features that distinguish them?

This is what the current study tries to answer.

Besides, this study derives its importance from being the first study that sheds light on gifted adults' life goals who graduated from the Jubilee School as the first and oldest schools for the gifted student in Jordan. It was established 27 years ago, and 23 cohorts graduated from it. This research considered a modest contribution to educational literature in the field of giftedness and talents. Furthermore, being applied research that can benefit those who are interested in the field of gifted education. This study also derives its importance from shedding light on some variables in gifted adults' lives, such as gender, degree of religiosity, and its relation to life goals. Finally, the study's importance comes from being a kind of feedback to the Jubilee School officials about their graduates and the extent to which its goals and mission have been achieved.

1-1-The Study Objectives

The current study aimed mainly to identify the degree of importance of life goals and the level of achievement of these goals among gifted adults in Jordan, in the main fields of life goals: work and profession, health, pleasure and entertainment, social life, giving, money, spirituality, family, Self-development, and life partner. It also aimed to reveal if there are statistically significant differences in the degree of importance and the level of achievement of life goals in the main areas of life goals due to the following variables: gender, degree of religiosity.

More specifically, this study came to achieve the following objectives:

1- Determining the degree of importance of life goals in the main fields of life goals for gifted adults.

2- Identifying the existence of differences due to gender in the degree of importance of life goals in the main fields of life goals for gifted adults.

3- Determining the level of achievement of life goals in the main fields of life goals for gifted adults.

4- Identifying the existence of differences due to gender in achieving life goals in the main fields of life goals for gifted adults.

5- Identifying the existence of differences attributed to the degree of religiosity in the degree of importance of life goals in the main field of life goals for gifted adults.

6- Identifying the existence of differences attributed to the degree of religiosity in achieving life goals in the main fields of life goals for gifted adults.

1-2-The Study Questions

The current study came to answer the following central question: What is the degree of importance of life goals, and what is the level of achieving these goals among gifted adults in the main fields of life goals: work and profession, health, pleasure, and entertainment, social life, giving, money, spirituality, family, self-development and life partner, and whether there are statistically significant differences in the degree of importance and the level of achievement of life goals in the main areas of life goals due to the following variables, gender, degree of religiosity.

from which the following questions emerged:

1- What is the degree of importance of life goals in the main fields of life goals for gifted adults?

2- Are there differences in the degree of importance of life goals in the main field of life goals for gifted adults due to the gender variable?

3- What is the level of achievement of life goals in the main fields of life goals for gifted adults?

4- Are there differences in the level of achievement of life goals in the main field of life goals for gifted adults due to the gender variable?

5- Are there differences in the degree of importance of life goals in the main field of life goals for gifted adults due to the degree of religiosity?

6- Are there differences in the level of achieving life goals in the main field of life goals for gifted adults due to the degree of religiosity?

2-Theoretical Background

Many researchers have questioned the future of gifted children when they grow up. Although parents, educators, policymakers, researchers, and counselors have been developing different ways to address the emotional, social, cognitive, and educational needs of gifted children, the question arises regarding the purpose in their lives (Sayin et al., 2019). For people, life's purpose includes those activities that can either cease their life or make it valuable. It has been observed that motivation is an essential element that drives people to achieve their purpose in life by fulfilling their life goals (Hebert, 2020).

Life goals are related to future expectations fulfilled through career development or by achieving satisfaction (Lo et al., 2019). Research suggests that life goals are observed to have high importance for gifted adults. Studies have demonstrated that gifted individuals are more goal-

oriented than other individuals (Winter, 2017). According to the theoretical perspectives, it has been argued that gifted adults are motivated towards “social subjects” such as moral thought and social justice. Moreover, it has been observed that their increased level of intelligence is associated with moral development (Dijkstra et al., 2017).

Based on a conducted study, it has been revealed that gifted adults' perspectives regarding life goals include an excellent future. It further revealed that a promising future is associated with economic power, a successful career, and life satisfaction. On the other hand, it has been assessed that happiness is the most important life goal in their lives (Celik & Mertol, 2018). Another study's findings revealed that social relationships and societal “goods” are fundamental aspects of gifted adults' goals (Lavin, 2017).

Researchers show that gifted adults have no significant interest in their intelligence capabilities as compared to peers. However, a significant level of importance has been found in two domains, including “work” and “self” or “friends.” Researchers observed that both female and male gifted adults, regardless of their gender, have a similar level of importance for their life goals. Life goals can either career-based or self-based for gifted males and females. Moreover, it has been observed that life satisfaction is the primary goal of both males and females (Liang & Ketcham, 2017).

Lavin (2017) conducted a study, including 57 gifted participants in the age of 36-39 years. It was claimed that most participants expressed that their life goals were important in making life decisions that had been related to social and intimate relationships. Both gifted males and females considered that having life goals impacted their decisions concerning their lives and relationships. These findings can be supported by the evidence provided by Beduna & Perrone- McGovern's (2016) study on 99 gifted adults, including 59 females and 40 males. Their study investigated that life goal or purpose has given them immense satisfaction in their lives, which had kept them motivated.

2-1- Level of Achievement of Life Goals for the Gifted Adults and its Relation to Gender

Various studies suggest that gifted individuals who had participated in educational programs have a high inspiration to achieve higher educational levels with career goals (Proctor et al., 2017). These adults are motivated to attain a high degree level to apply developed skills in their future careers. These findings emphasize the high level of achievement of gifted adults' career goals. As indicated in the study of Beduna & Perrone-McGovern (2016), marital satisfaction was identified as the “predictor” of life achievement and satisfaction amongst gifted adults.

On the other hand, contradictory results were found to assess the supportive factors and barriers faced by gifted adults while achieving career and family goals. The result highlighted two goals: the highest achievement level by these adults. These goals include “updated skills and credentials” and “achieve job success and promotion.” (Plucker & Callahan, 2017). However, Plucker & Callahan (2017) identified family and social relationships as supportive factors in achieving life goals. The results indicated that although gifted adults want to achieve a successful career with powerful economic status, they also desire to maintain a healthy social life with a happy family.

Moreover, based on the critical analysis performed by Plucker & Callahan (2017), a significant difference has been found amongst gifted adults based on their gender. Such a difference is assessed in terms of attribution related to a particular discipline and success. It has been observed that gifted males consider “academic success” as “ability” whereas “failure” as “lack of effort.” On the other hand, studies suggest that gifted females consider “success” as “hard work and luck” whereas “failure” as “inability” Therefore, assessing such difference in attribution, it can be interpreted that they may have a different level of achievement regarding life goals and life satisfaction.

The study conducted by Holahan (1985) investigated the relationship between life goals at thirty and perceptions of goal attainment, happiness, and life satisfaction at seventy for gifted men

and women. The study sample were members of the Terman Study of the Gifted. The results indicated a difference in life goals between men and women at the age of thirty, as men were mostly oriented to professional goals while women were mostly oriented to goals related to home and family.

Winterbrook (2017) investigated the influence of marital status or marriage on gifted women. He observed that women in a supportive relationship had a high level of motivation and potential to achieve success in their life goals. Winterbrook (2017) also assessed gifted female scientists and revealed that career establishment was their highest establishment for such women. Furthermore, these females stated that relationships served as either supportive factors or barriers in their career success and achievement. On the other hand, Sayin et al. (2019) analyzed the achievement level based on their perspectives on life goals amongst gifted men. He found that happily married men showed the most significant satisfaction level, reflecting that social relationships are considered the highest achievement for gifted men. Researchers claimed that such differences in achievement levels are based on the societal construct where males are dominant and motivated to establish their career, whereas females are expected to maintain family relationships. Regardless of such perspectives, male-dominant careers had not prevented gifted women from recognizing their talents and abilities (Lee et al., 2018).

2-2- The Difference in the Level of Importance of the Life Goals for Gifted Adults Due to the Degree of Religiosity

Religiosity is one of the dimensions of spiritual well-being based on which it is defined as "one's relationship with a higher power within a system of religious beliefs." Whereas the second-dimension addresses "one's sense of meaning and purpose in life apart from any specific religious framework" (Beduna & Perrone-McGovern, 2016). Although extensive studies have been conducted to analyze gifted children's lives before their high school education, a significant literature gap regarding the development of gifted individuals and their well-being once they become an adult has been found (Liang & Ketcham, 2017). Further research is needed to assess the spirituality and religiosity level amongst gifted individuals.

Literature reveals that gifted people have a better life adjustment than the general population, reflecting good well-being (Holahan, 1988). Some studies showed that spirituality or religiosity has a potential influence on gifted adults' well-being, consequently leading to goal achievement and life satisfaction (Vötter & Schnell, 2019). Moreover, it has been observed that spiritual, religious, and moral values are fundamental to some gifted individuals. Based on their perspectives, these moral and religious beliefs and values significantly impact their career and social development, and success (Winter, 2017). Freeman's (1994) study pointed out that religiosity may not profoundly impact gifted people's social, educational, and emotional well-being. His study highlighted that low self-esteem and family problems are the main issues that reduce gifted people's academic outcomes.

A qualitative analysis demonstrated that religiosity and spiritual well-being do not significantly impact life satisfaction or life goals (Sayin et al., 2019). The findings from a conducted survey showed that although many individuals were committed to religion and attended a worship house often, they did not have a high satisfaction level in their lives (Lim & Putnam, 2010). Moreover, it has been reported that most gifted women had found religion significant at a younger age but "irrelevant" once they began their adulthood (Lavin, 2017). Due to this reason, further research is required to understand the differences in attitude towards life goals amongst gifted adults, which are influenced by religiosity.

2-3-Level of Achievement of Life Goals for Gifted Adults Due to the Degree of Religiosity

A recent study conducted by Liang and Ketchum (2017) investigated that parenting, religious background, and marriage influence gifted children's development into adults based on their intellectuality. Based on gifted adults' responses, most responses indicated that spirituality or religious beliefs positively impact achieving satisfaction in their lives. However, the way through which religiosity had contributed to life satisfaction differs amongst the group. Some stated that religiosity had given them the purpose of life, which their life goal, whereas some revealed that having religious values and beliefs increased their hope and strength and helped them cope with difficult experiences to achieve their life goals. Their responses have interpreted such an element had provided them with a direction to lead their lives and identify their life goals. However, their life goals and achievement differed based on their expectations from themselves. For example, engagement in religious communities had improved the social relationships of some gifted adults for whom emotional and social stability is the life goal that satisfies them.

On the other hand, few responses claimed that such an element had no role in life satisfaction. For some gifted adults, life goals involve firm moral and religious beliefs for leading a successful and accomplished life. Simultaneously, other gifted adults' life goals mean high skills and a balanced family and social relationship (Lo et al., 2019).

Through the literature review, it can be concluded that although education encourages gifted adults in improving their economic status, however, it is restricted to the economic aspect of their life. As gifted adults are more goal-oriented, they find satisfaction and experience a sense of achievement in accomplishing their goals. There is a lack of evidence that can demonstrate how religiosity changes gifted adults' perspectives towards their life goals and life satisfaction. It can be represented that social relationships comprise a supportive factor to gain the achievement. Moreover, it has been observed that life satisfaction is the main goal for both males and females. The achievement level in the gifted adults was correlated with emotional and social stability in their lives.

Furthermore, it appears that there is a gap in the Arab and Jordanian study, to the best of the researcher's knowledge, that has investigated the life goals of gifted adults. This confirms the importance of the current study as it came to fill the deficiency in Arab studies that dealt with the life of gifted adults in general on the one hand and the importance of life goals and the level of achieving these goals mainly and its relationship to some important variables on the other hand.

3- Method

The descriptive survey method was used to achieve the study goals.

3-1- Study population: the study population includes the first fifteen cohorts of graduates from the jubilee school for the gifted and talented students from 1997-2012, including (1300) graduate. According to the Jubilee School statistics, the number of Jubilee School graduates reached 2217, who graduated between 1997 and 2020 (<http://www.jubilee.edu.jo>).

3-2- The Study Sample: The intentional sample method was used to achieve the purposes of this study.

The study sample comprises 80 graduates (48 male, 32 female) of jubilee school graduates from the first fifteen cohorts who graduated from 1997-2012; the respondents' age ranged from (26-41 years).

3-3- Data Collection Tools: a questionnaire was developed to achieve the study goals considering a review of the educational literature, previous studies, thesis, and dissertations related to life goals of

gifted (Holahan, 1985; Holahan, 1988; Holahan et al., 1995; Reis & Hebert, 2008; Barth et al., 2010; Rinn & Bishop, 2015; Çelik, & Mertol, 2018; Zeidner, 2020).

The study tool consisted of two parts in its final form.

The first part aimed to collect some data about the respondents, which will be used as study variables as well, namely: Gender, degree of religiosity (high, medium, low, non-religious).

The second part dealt with life goals: work and profession, health, pleasure and entertainment, social life, giving, money, spirituality, family, Self-development, and life partner. The gifted adults (graduates of the Jubilee School) were asked to determine the degree of importance of these goals through 5 Likert scales (very important, important, medium important, low important, not important). And then to determine the level of achievement of these goals, through 5 Likert scales also (very high achievement (80%) and above, high achievement (60%), medium achievement (40%), low achievement (20%), not achieved yet (0-20%)).

3-3-1- The Psychometric Properties of the Study Tool:

Ten academic arbitrators in gifted education reviewed the questionnaire paragraphs' validity to introduce the appropriate notes. The arbitrators' agreement scored was 92%. The necessary modifications in language and paragraphs had been made accordingly.

The questionnaire's reliability was verified by test-retest, after two weeks, by a group out of the study's sample. It consists of 25 graduates. The Pearson correlation coefficient was calculated between the estimates on both occasions, which was 0.87, while the reliability coefficient of internal consistency by Cornbrash's alpha equation scoring was (0.827) These values had been considered acceptable for this study because it bigger than (0.70) and it is pointed that the tool of the study is reliable.

Statistical Package for Social Sciences (SPSS) was used to analyze the data collected and test the study's questions. Means and standard deviations were used to determine the importance of gifted adults' life goals (question 1). Independent samples t-test was used to answer question 2 to check the equality of means. Means and standard deviations were used to determine the level of achievement of the life goals for gifted adults (question 3). Independent samples t-test was used to answer question 4 to check the equality of means. The one-way ANOVA test was used to identify differences in the level of importance of gifted adults' life goals due to the degree of religiosity (questions 5). The one-way ANOVA test was used to identify differences in the level of achievement of the life goals for gifted adults due to the degree of religiosity (question 6).

4-The Study Limitations

The study tool is considered one of the self-report tools that rely on individuals' responses about their beliefs and attitudes regardless of the degree of its conformity with reality. Therefore, the study tool is considered one of the study's limitations. The psychometric properties of the study tool are considered one of the study's limitations as well.

In terms of its size and the extent of its representation of the study population, the study sample can be considered one of the limitations of the study as well, as the study sample was limited to the graduates of the Jubilee School who responded to the study tool. Thus, the study results cannot be generalized to samples that did not have the same characteristics as the study sample.

5-Results

Below are the study questions and results:

1- What is the degree of importance of life goals in the main fields of life goals for gifted adults?

Means and standard deviations were used to determine the importance of life goals for gifted adults. The results in Table 1 show that self-development is in the first rank with a high degree of importance (M = 4.62, SD = 0.53), while pleasure and entertainment ranked last with a high degree also (M = 3.79, SD = 0.99). The results indicate that the importance of all life goals is high (M = 4.27, SD = 0.43).

Table 1. The level of importance of the life goals for gifted adults

| Main Fields of Life Goals (MFLG) | Number | Mean | SD | Rank | Degree of Importance |
|--|--------|------|------|------|----------------------|
| MFLG9- Self-development | 79 | 4.62 | 0.53 | 1 | High |
| MFLG1- work and profession | 80 | 4.60 | 0.54 | 2 | High |
| MFLG10- life partner | 80 | 4.55 | 0.67 | 3 | High |
| MFLG8- family | 80 | 4.54 | 0.65 | 4 | High |
| MFLG2- health | 80 | 4.49 | 0.69 | 5 | High |
| MFLG7- spirituality | 80 | 4.13 | 1.01 | 6 | High |
| MFLG6- money | 80 | 4.10 | 0.86 | 7 | High |
| MFLG5- giving | 80 | 3.96 | 0.93 | 8 | High |
| MFLG4- social life | 80 | 3.94 | 0.95 | 9 | High |
| MFLG3- pleasure and entertainment | 80 | 3.79 | 0.99 | 10 | High |
| Total of the degree of Life importance | 80 | 4.27 | 0.43 | - | High |

2- Are there differences in the degree of importance of life goals in the main field of life goals for gifted adults due to the gender variable?

Independent samples t-test was used to answer question 2 in terms of the equality of means. As shown in Table 2, the results indicate no significant differences in the level of importance of the life goals for gifted adults due to gender (t = 1.67, df = 78, Sig. = 0.165).

Table 2. Differences in the level of importance of the life goals for gifted adults due to gender

| Gender | N | M | SD | T | Df | Sig. | Mean Difference |
|--------|----|------|------|------|----|-------|-----------------|
| Male | 48 | 4.20 | 0.48 | 1.67 | 78 | 0.098 | 0.165 |
| female | 32 | 4.36 | 0.35 | | | | |

3- What is the level of achievement of life goals in the main fields of life goals for gifted adults?

Means and standard deviations were used to determine the level of achievement of the life goals for gifted adults. The results shown in Table 3 show that work and profession ranked first with a high degree of importance (M = 4.09, SD = 0.86) while giving achievement is in the last rank with a moderate degree of importance (M = 3.31, SD = 1.15). The results indicate that the level of life goal achievement is moderate in importance (M = 3.64, SD = 0.58).

Table 3. The level of life goals achievement for the gifted adults

| Main Fields of Life Goals | N | Mean | SD | Rank | Degree |
|----------------------------|----|------|------|------|----------|
| Work and Profession | 80 | 4.09 | 0.86 | 1 | High |
| Family | 80 | 4.05 | 0.88 | 2 | High |
| Self-development | 80 | 3.81 | 0.87 | 3 | High |
| Life Partner | 79 | 3.67 | 1.55 | 4 | Moderate |
| social life | 80 | 3.66 | 0.92 | 5 | Moderate |
| Money | 80 | 3.64 | 0.84 | 6 | Moderate |
| Health | 80 | 3.51 | 0.96 | 7 | Moderate |
| Spirituality | 80 | 3.35 | 1.03 | 8 | Moderate |
| Pleasure and entertainment | 80 | 3.31 | 1.03 | 9 | Moderate |
| Giving | 80 | 3.31 | 1.15 | 10 | Moderate |
| total | 80 | 3.64 | 0.58 | - | Moderate |

4- Are there differences in the level of achievement of life goals in the main field of life goals for gifted adults due to the gender variable?

Independent samples t-test was used to answer question 4 in terms of equality of means. As shown in Table 4, the results indicate significant differences in the level of achievement of the life goals for the gifted adults due to gender in favor of females ($t = 2.0$, $df = 78$, $Sig. = 0.047$).

Table 4. Differences in the level of achievement of the life goals for the gifted adults due to gender

| Gender | N | M | SD | T | Df | Sig. | Mean Difference |
|--------|----|------|-------|-----|----|-------|-----------------|
| Male | 48 | 3.54 | 0.631 | 2.0 | 78 | 0.047 | 0.266 |
| Female | 32 | 3.80 | 0.486 | | | | |

5- Are there differences in the degree of importance of life goals in the main field of life goals for gifted adults due to the degree of religiosity?

The one-way ANOVA test was used to identify differences in the importance of the life goals for gifted adults due to religiosity. As shown in Table 5, the results indicate no significant differences in the level of importance of the life goals for gifted adults due to the degree of religiosity ($F = 1.804$, $df = 78$, $Sig. = 0.154$).

Table 5. Differences in the level of importance of the life goals for gifted adults due to the degree of religiosity

| Religiosity | N | M | SD | df | F | Sig. |
|-------------|----|------|------|----|-------|-------|
| High | 13 | 4.42 | 0.42 | 78 | 1.804 | 0.154 |
| Moderate | 52 | 4.27 | 0.40 | | | |
| Low | 4 | 3.85 | 0.74 | | | |
| None | 10 | 4.22 | 0.42 | | | |

6- Are there differences in the level of achieving life goals in the main field of life goals for gifted adults due to the degree of religiosity?

The One-way ANOVA test was used to identify differences in the level of achievement of the life goals for gifted adults due to the degree of religiosity. As shown in Table 6, the results indicate significant differences in the level of achievement of the life goals for gifted adults due to the degree of religiosity ($F = 4.69$, $df = 78$, $Sig. = 0.005$). The differences were between high and low degrees of religiosity as well as moderate and no religiosity.

Table 6. Differences in the level of achievement of the life goals for gifted adults due to the degree of religiosity

| Religiosity Degree (I) | N | M | SD | Achievement | | | Religiosity (J) | Mean Difference (Sig.) |
|------------------------|----|------|-------|-------------|----|-------|-----------------|------------------------|
| | | | | F | Df | Sig. | | |
| High | 13 | 3.93 | 0.532 | 4.69 | 78 | 0.005 | Moderate | 0.261(0.503) |
| | | | | | | | Low | 0.534(0.410) |
| | | | | | | | None | 0.824(0.008) |
| Moderate | 52 | 3.67 | 0.547 | 4.69 | 78 | 0.005 | Low | 0.273(0.819) |
| | | | | | | | None | 0.563(0.038) |
| Low | 4 | 3.40 | 0.469 | 4.69 | 78 | 0.005 | None | 0.534(0.410) |
| None | 10 | 3.11 | 0.588 | | | | - | - |
| 176 or more | | 1 | 4.40 | . | . | . | | |

6-Discussion

Regarding the importance of life goals, the results indicated that all life goals were of high importance for the respondents. The goal of self-development got the first rank of importance, followed by the goal of profession and work, the goal related to a life partner, and the family's goal, which came in the fourth place. In contrast, the goal related to pleasure and entertainment came in the last rank. This result means that gifted adults are aware of the high importance of all life goals. Winter (2017) indicated that life goals have great importance for gifted adults and gifted adults are more goal-oriented than ordinary people. If we returned to the characteristics of gifted adults identified by Lovecky (1986), divergent thinking, excitability, sensitivity, perception, and entelechy (which means having a goal), we find the result is logical.

Regarding getting the goal related to self-development, the first rank; means that gifted adults attach greater importance to self-development (developing new knowledge and skills); this result is also consistent with the characteristics of gifted people: complex intellectual ability, self-learning, self-development, and the search for meaning (Roeper,1991).

Goals related to work and the profession came in the second rank in terms of importance. As mentioned in the studies of (Çelik & Mertol, 2018), the profession means a promising future for gifted adults, and a good future is linked to economic power and a successful job, and satisfaction with life. This result is consistent with the findings of many studies that the gifted are career and goal oriented (Baudson & Ziemes, 2016; Liang & Ketcham, 2017; Winter, 2017, Katanani,2020). Moreover, that profession, work, family, and economic power are among the most important life goals for gifted

adults, as through profession, gifted people achieve themselves and develop their knowledge and skills (Holahan,2020).

The relationship between the importance of self-development and the importance of the profession and work in the life of gifted adults appears in that their jobs contribute to increasing their efficiency and skills in their specialties, which makes them satisfied with their jobs, as Baudson and Ziemes (2016) pointed out that career success is one of the most important life goals for gifted adults. Moreover, Wai (2014) noted that cognitive ability predicts later learning and professional success. Regarding the goal related to the life partner being ranked third in importance, and the goal related to the family ranked fourth in importance, it is indicated the gifted adults' awareness and perception of the importance of each of them in life, and the importance of social relations for gifted people. This result agrees with many studies, including Lavin's study (2017), which revealed that social relations are essential for gifted people's life goals. Moreover, with what has been reached by (Odacı & Cikrikci, 2019; Barth et al., 2010), stable marriage and happy married life are the ultimate goals in gifted adults' lives.

Regarding getting pleasure and entertainment, the final rank of importance of life goal, it can be said although the sample members consider it necessary, they gave priority to the other goals related to self-development, profession, life partner, and family. The result agrees with Rinn and Bishop (2015) that the gifted do not attach the necessary importance to pleasure and entertainment and are less satisfied than their ordinary peers in the field of entertainment and pleasure.

Concerning the result of the second question, that there are no significant differences in the degree of importance of life goals according to the gender variable. It is sensible, and it can be interpreted in light of all the study members of male and female are gifted. Consequently, they mostly have similar behavioral characteristics, common personality traits, and similar educational experiences at jubilee school, so their awareness of the importance of life goals are similar, and it came without fundamental differences in the averages. Accordingly, regardless of gender, all of them consider that self-development is the ultimate goal in life, followed by the profession and work, and then the life partner and family come, while the pleasure and entertainment come last in terms of importance. This result is consistent with Liang and Ketcham's (2017) study that there are no differences in gender in the importance of life goals. While the result differs from Barth et al. (2010) findings, the research indicates that gifted men and women differ in their perception of the importance of life goals; this explains why talented females enroll in science, technology, engineering, and mathematics lower rate than men. According to the perception of gifted women, these disciplines need many years of study and hard work, which delays their chance to get married and start a family. The same study also revealed that when participants were forced to choose one goal as the most important goal in their lives, women often chose to "help others" while men chose to "have a happy marriage and family life with lots of time for leisure activities." Surprisingly, men selected this goal more often than women did.

As for the third question result related to the achievement of life goals, the profession and work, family, self-development, and life partner got a high level in terms of achievement. Simultaneously, the goals related to social life, money, health, spirituality, entertainment, and giving got an average level in terms of achievement level. This result can be interpreted in light of understanding the previous finding of our study about the importance of life goals; the most important goals are the highest achievement goals, with a slight difference in order between the importance of the goals and the degree of its achievement. This means that gifted adults focus on achieving goals related to profession and work, family, and self-development because they consider it important. While self-development came first in terms of the importance of life goals, profession and work came first in terms of accomplishing life goals. This result is not surprising for gifted people, as

Renzulli and Reis (1986) indicated that the need for achievement is one of the most prominent characteristics of the gifted. Çelik and Mertol (2018) also reveal that gifted adults focus mainly on achieving goals and professional success, and they achieve themselves through the profession, as they use their skills and abilities to achieve success in their fields of interest through professional success. This result agrees with Lavin's (2017) and Çelik and Mertol's (2018) studies, which pointed out that gifted people see that a promising future means career success and economic power enables them to achieve life goals related to their partner and family. This result is consistent with Vötter and Schnell's (2019) study that gifted people achieve a higher level of life goals through professional goals. It also agrees with the study of Proctor et al. (2017) that gifted adults who participated in special education programs have more fabulous inspiration to achieve higher academic goals and a better career in the future. These adults are motivated to attain a high degree level to apply developed skills in their future careers. These findings emphasize the high level of achievement of gifted adults' career goals. The result agrees with the study of Çelik and Mertol (2018) that gifted people who receive an education based on their characteristics and needs tend to achieve their potential and increase their sense of competence compared to those who do not receive this education.

Moreover, it is harmonizing with Plucker and Callahan's (2017) study, which shed light on two goals considered the highest level of achievement for gifted people: updated skills and credentials and achievement of job success and promotion. The same study of Plucker & Callahan added that despite the gifted desire a successful career and economic power, they also want to maintain a healthy social life with a happy family. Over and above, the result proportionate with the findings of Lovecky (1086) That; many longitudinal studies have indicated that the distinct characteristics of gifted in childhood continue into adulthood. That young, gifted people become gifted adults with the potential to achieve a high degree of self-actualization and distinguished professional achievements. Finally, if we look at the result from the perspective of Pavot and Diener (2008), we will find it reasonable, as Pavot and Diener assumed that people with higher intelligence are more capable of achieving their goals and thus may be happier than those with average intelligence.

The fourth result found significant differences in the level of achievement of life goals according to the gender variable in favor of females. Although there were no significant differences in the importance of life goals due to gender, there are differences between them in achieving these goals in favor of females, as the level of goal achievement was high for females and average for males. This result differs from what many studies have reached that men are more accomplished for life goals, especially in the professional aspect, as they are always expected to establish a successful professional life. In contrast, women are expected to maintain family relations according to the prevailing social construct (Faisal, 2016; Worrell et al., 2019). The result can be explained in light of that gifted women, due to their dual role at work and family, and due to their multi-tasks nature, they are more capable and appreciative of the achievement of their professional goals related to work and their social goals related to marriage and family. The result can also be explained based on the findings of Plucker and Callahan's (2017) study that gifted men regarded success as an ability while failure is a lack of effort, while gifted women regarded success as hard work and fortune while they consider failure to be a disability.

Furthermore, the result can be explained in light of the study sample of women who had supportive relationships that made them the highest level in terms of motivation and ability to achieve their life goals, as the study of Winterbrook (2017) indicated that the gifted women stated that social relationships were a supportive or hindering factor to their career success and achievement. However, it is expected that women will be more influenced by social relations, according to what the study of Winterbrook (2017) indicated. The study of Sayin et al. (2019) showed that happily married men

expressed a higher level of satisfaction with the achievement of life goals, which indicates that social relations were considered the highest level of achievement of life goals for men and women.

The fifth result showed no fundamental differences between the participants in the degree of importance of life goals according to the variable the degree of religiosity. The previous result can be interpreted based on reviewing the general characteristics of the gifted referred to by Roeper (1991), which considers the complex mental ability and the search for meaning and the meaning of life as one of the most prominent characteristics; this means it is the nature of gifted adults to think about the significance and meaning of life, regardless of their religiousness.

Regarding the degree of religiosity, upon reviewing the literature on the subject, the researcher found a scarcity of studies that clarify the role of religiosity in gifted adults' lives and their perceptions about life goals, and the results found were contradictory in that. Simultaneously, Winter (2017) and Pollet and Schnell (2017) indicated that gifted adults are more adaptive in life than ordinary people; religiosity has a potential impact on gifted people's lives, which leads them to achieve goals and satisfaction with life. Furthermore, the same studies add that spiritual and moral values are essential for some gifted people as they significantly impact their professional lives, social development, and success. At the same time, Freeman's (1994) study indicated that religiosity has no significant effect on gifted people's life and social, educational, and emotional well-being and that low self-esteem and family problems are the most critical factors in this. However, Lavine (2017) found that gifted women considered religiosity necessary in childhood while considered irrelevant in adulthood.

More research is needed to understand the differences in attitudes toward life goals among gifted individuals affected by religiosity. More research wants to assess the level of religiosity and spirituality among gifted adults, which is also indicated by the study (Liang & Ketcham, 2017).

The sixth result showed a significant difference in the level of achieving life goals according to the degree of religiosity. The differences were between high and low degrees of religiosity as well as moderate and no religiosity.

The result indicates the positive effect of religiosity on achieving life goals. This result was indicated by the study of Liang and Ketcham (2017), which reveals that some of the participants considered religiosity provided them with the purpose of life, which they considered their ultimate goal in life. While other members indicated that religious beliefs increased their hope and strength in difficult times to achieve their life goals, in other words, religiosity has provided them with a direction that guides their lives and defines their life goals. For other members, life goals include firm religious and moral beliefs to reach a successful and fulfilling life. The result is also consistent with what Çelik and Mertol (2018) revealed in the interview conducted with gifted adults, and it had been revealed that having religious beliefs provide them with strength and hope. Most respondents stated that religious and moral values had guided them in their careers and life. On the other hand, only a few respondents stated that religion had no importance in achieving life goals. The results are also inconsistent with the findings of Vötter and Schnell (2019) study, which indicated that gifted adults are more at risk of existential crises, and little is known about them regarding the meaning of their life or life satisfaction.

7-Conclusion

Although gifted adults are aware of the importance of life goals in all fields, they are career and goal-oriented by nature, meaning that despite their desire for a successful career and economic power, they also want to maintain a healthy social life with a happy family. The most important goals are the highest achievement goals; this means that gifted adults focus on achieving goals related to profession and work, family, and self-development because they consider it important. As the need for achievement is one of the most prominent characteristics of the gifted; gifted adults focus mainly

on achieving goals and professional success, and they achieve themselves through the profession, and they see that a promising future means career success and economic power enables them to achieve life goals related to their partner and family. However, there were no significant differences in the importance of life goals due to gender; there are differences between them in achieving these goals in favor of females.

No fundamental differences between the study sample members in the degree of importance of life goals according to the variable the degree of religiosity. This means it is the nature of gifted adults to think about life's significance and meaning, regardless of their religiousness. Nevertheless, the result indicates the positive effect of religiosity on achieving life goals.

More research is needed to understand the differences in attitudes toward life goals among gifted individuals affected by religiosity.

8-Recommendations

- Conducting studies on the importance of life goals for gifted adults who have not enrolled in programs or special schools for the gifted students.
- Carrying out studies on the level of achievement of life goals for gifted adults who have not enrolled in programs or special schools for the gifted students.
- Doing comparative studies of life goals and their level of importance among adolescents and gifted adults.
- Conducting more follow-up studies for Jubilee School graduates in their advanced years of life, similar to the studies conducted on the Terman study sample.
- Studying the variables related to the achievement of life goals, such as life satisfaction, job and specialty satisfaction, marital satisfaction, healthy social relationships, and happy family life.

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