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INTELLECTUAL CURIOSITY AND ITS RELATIONSHIP TO A FULFILLING PSYCHOLOGICAL EXISTENCE AMONG DISTINGUISHED STUDENTS IN WASIT GOVERNORATE

Inst. Fadia Aboud Ramadan Jalaawi
Department of Educational and Psychological Sciences
College of Education / University of Misan
fabood90@gmail.com

Abstract

The aim of this study was to analyze the degree of availability of cognitive curiosity requirements among outstanding students in schools in Wasit Governorate, Iraq. It also aimed to demonstrate the extent of availability of areas of fulfilled psychological presence among these students, and to analyze the impact of gender and academic level variables on student performance on the respective scales. This was achieved by adopting a social sampling method, selecting a measure of fulfilled psychological presence and a measure of cognitive curiosity from previous studies and applying them to a stratified sample of outstanding students at Wasit High School for the Distinguished and Al-Rabab High School for the Distinguished. The sample consisted of (180) male and female students. The study concluded that gender had an impact on students' scores on the fulfilled psychological presence scale, favoring females. There were no differences attributable to the academic level variable on the two scales. It also demonstrated a positive correlation between cognitive curiosity and fulfilled psychological presence.

Keywords: Fulfilled psychological presence, cognitive curiosity, excellence, outstanding students

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Introduction:

Learning and accessing information and facts is one of the goals of human existence, as a person strives throughout their long life to learn everything that is useful and beneficial to them, and exerts effort and time available for this purpose. However, the desire to learn differs from one individual to another, depending on their psychological readiness, mental and cognitive capabilities, in addition to a set of other factors that determine and influence it. These factors together shape the characteristics and basic course of learning and outline its future paths according to students' abilities, desires, and inclinations.

Learning is primarily related to the desire to know the surrounding environment, explore its depths, and uncover its secrets, as well as the students' motivation toward knowledge, research, and seeking everything new in the fields of sciences and human knowledge. In educational sciences, this is referred to as cognitive curiosity. This curiosity plays a fundamental role in motivating the student to acquire knowledge by stimulating their desire to pursue learning, understanding, and searching for new mysterious stimuli from which new ideas arise, contributing to solving their intellectual and cognitive problems, and positively reflecting on the methods and abilities they use to solve problems they face in real life.

A fulfilled psychological existence represents one of the main topics in positive psychology, which reflects the cognitive aspect of students through its focus on existential subjects, and the student's acceptance of themselves through positive self-esteem, the search for meaning in their personal life, their growth, and building relationships with others, in addition to discernment, independence, and authenticity in behavior .

Distinguished students constitute a special category of students, as they are selected according to specific standards and tests. Methodical studies that have examined the psychological characteristics of these students have indicated that they possess behavioral, psychological, and emotional traits that differ from their

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peers among regular students, which necessitates special methods in their education that align with these differences .

Chapter One

Importance of the Research

The importance of the research comes from the following basic determinants:

- The importance of motivation to learn as a determinant of academic excellence, since its presence in students stimulates their learning and drives them to exert effort in acquiring knowledge and seeking it out to reach its primary sources. This explains the differences in academic achievement that appear among students of the same age group, favoring those with higher motivation to learn.
- The importance of intellectual curiosity as a motivator for learning, and its positive impact on students' cumulative achievement and their level of competitiveness in various educational situations.
- The importance of a fulfilling psychological presence as a modern approach that has begun to be used in the fields of education and psychology. Its impact has become clear through the ability it gives students to express themselves, explain themselves to others, and accept what is happening around them effectively and positively.
- The importance of the group that this research addresses, namely gifted students, due to their psychological, emotional, and behavioral characteristics that differ somewhat from those of average students, and the scarcity of previous studies that have addressed this group in Iraq in general.
- This research may provide valuable information for teachers in schools for gifted students in Iraq regarding the relationship between intellectual curiosity and the fulfilling psychological state of gifted students. This information can then be used to develop teaching strategies that align with these psychological and cognitive characteristics.

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- This research is expected to pave the way for further studies addressing gifted students and their behavioral, psychological, and cognitive characteristics in Iraq.

The Problem:

The education of gifted students presents a complex issue from an educational science perspective. Some theories advocate for full integration of learners to ensure individual differences are addressed, while others advocate for segregation, arguing that specialized schools for specific student levels achieve higher educational outcomes than mixed-gender schools. A study by Al-Zamil and Al-Majid (2020) found that integrating gifted students into regular classrooms helps motivate struggling students and raises achievement levels. However, a study by Yassin (2022) indicated that segregating gifted students contributes to increased competitiveness within the classroom environment.

Despite differing educational approaches some supporting the separation of gifted students into special schools, others opposing this approach it remains true that these gifted students possess unique behavioral and emotional characteristics, such as a desire for isolation and a reluctance to socialize and interact. This leads to specific educational and psychological needs that must be considered in their education. Therefore, this research aims to bridge the research gap concerning the relationship between intellectual curiosity and psychological fulfillment among gifted students by answering the following question:

What is the nature of the relationship between intellectual curiosity and psychological fulfillment among gifted students in Wasit Governorate?

This leads to the following sub-questions:

1. What is the level of intellectual curiosity among gifted students in Wasit Governorate?
2. What is the significance of differences in intellectual curiosity among gifted students based on gender (male-female)?

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3. What is the significance of differences in intellectual curiosity among gifted students based on their grade level?
4. What is the level of psychological fulfillment among gifted students in Wasit Governorate?
5. What is the significance of the differences in psychological fulfillment among gifted students according to the gender variable (male-female)?
6. What is the significance of the differences in psychological fulfillment among gifted students according to the academic year variable?
7. Is there a correlation between intellectual curiosity and psychological fulfillment among gifted students?

Research Objectives

This research aims to identify:
1. The level of intellectual curiosity among gifted students in Wasit Governorate.
2. The significance of differences in intellectual curiosity among gifted students based on gender (male-female).
3. The significance of differences in intellectual curiosity among gifted students based on their grade level.
4. The level of psychological fulfillment among gifted students in Wasit Governorate.
5. The significance of differences in psychological fulfillment among gifted students based on gender (male-female).
6. The significance of differences in psychological fulfillment among gifted students based on their grade level.
7. The existence of a correlation between intellectual curiosity and psychological fulfillment among gifted students.

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Research Scope

Timeframe: The research was conducted between June 1, 2025 and August 1, 2025.

Geographical Scope:

The research was limited to Wasit High School for Gifted Boys and Al-Rabab High School for Gifted Girls in Wasit Governorate. Human boundaries: These consisted of all outstanding students in the boys' and girls' secondary schools for gifted students in Wasit, totaling (723) students in the 2024-2025 academic year.

Research terms:

Cognitive Curiosity

It is defined as a cognitive state that helps students adapt to and cope with challenges they face in seeking new information. This contributes to discovery, exploration, and utilizing leisure time to learn about new things and interact within society (Nouri, 2015, p. 126).

It is also defined as the desire to seek and integrate knowledge about one's environment in order to stimulate or improve mental functioning (Jabour & Hadi, 2017, p. 135).

Littman et al. defined it as a state reflecting the desire for new knowledge, which is aroused by new, complex, or ambiguous stimuli and stimulates exploratory behavior in the individual (Littman et al., 2005, p. 18). Operationally, it is defined as the presence of the dimensions of (emotional curiosity, cognitive curiosity, and diversified curiosity) among high-achieving students, as measured by the scale used in this research.

A fulfilling psychological existence

This refers to an individual's attempt to achieve their goals and objectives in life by ensuring self-acceptance and acceptance of others, achieving psychological and physical growth through enhancing their own mental and psychological

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energy, and ensuring their ability to solve problems they may encounter. This generates a feeling of happiness and satisfaction (Ryff et al., 1995, p. 722).

It is an existence brimming with creative and innovative potential and energies that fulfill the individual, enrich the essence of their being, and make them feel satisfied with themselves in particular and with their life in general. It includes a feeling of positive happiness, optimism, effective adjustment, a deep understanding of the meaning of life, anticipation of a bright future, and the absence of unpleasant negative emotions such as depression, anxiety, psychological isolation, and other psychological and behavioral disorders (Abu Hisham, 2010, p. 139). It is also defined as the pursuit by various cultures of psychological well-being as the ultimate goal of human life, linked to positive emotional states, self-satisfaction, and quality of life (Ahmed, 2019, p. 18).

Operationally, fulfilled psychological well-being is defined as the score achieved by a high-achieving student on the Fulfilled Psychological Well-being Scale across the domains of self-acceptance, independence, positive relationships with others, purpose in life, personal goals, and environmental mastery.

High-achieving students

Excellence is defined as superiority in academic achievement or performance in educational and life situations. It is synonymous with intellectual excellence, intelligence, innovation, and creativity. Excellence is a higher degree than mere achievement (Jarwan, 2008, p. 41).

These are students who demonstrate above-average language development, perseverance in challenging intellectual tasks, the ability to learn, an understanding of relationships, extraordinary curiosity, and a wide range of talents and interests (Shuqair, 2006, p. 32). Distinguished students are operationally defined as all male and female students enrolled in the intermediate level at the Distinguished Boys' High School and the Al-Rabab Distinguished Girls' High School in Wasit Governorate for the 2024-2025 academic year.

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Chapter Two

Theoretical Framework and Previous Studies

First: The Importance of Intellectual Curiosity in Individuals

Al-Asiri (2016) identified the importance of intellectual curiosity in individuals, highlighting the following key factors:

1- A Driver of Progress

Curiosity has always been the primary driver of human progress throughout history, from Muslim scholars to Renaissance scientists like Galileo and Newton. The fruits of their intellectual curiosity contributed to the advancement and development of human societies, leading to the current state of development.

2- Personality and Skills Development

Curiosity plays a pivotal role in building personality and developing individual skills through in-depth research into areas of interest.

3- Deep Learning and Innovation

Curiosity contributes to deep learning and opens the door to innovation and the generation of new ideas. It provides individuals with new and useful data and information, paving the way for creative achievements.

4- Mechanisms for Developing Intellectual Curiosity

There are several mechanisms employed to enhance and develop intellectual curiosity in individuals. These mechanisms are identified as follows:

1- Asking Questions

Learning to ask "how?", "why?", and "what if?" questions allows individuals to move beyond superficial answers and delve into exploring new topics.

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2- Seeking Reliable Sources

In the information age, it is essential to distinguish between reliable and unreliable sources and avoid random searching. Identifying the differences and levels of reliability between these sources helps cultivate intellectual curiosity.

3- Developing Critical Thinking

The ability to think critically is crucial for channeling curiosity and utilizing it effectively in real-life situations.

4- Breaking the Monotony

Avoid falling into the trap of routine and boredom by exploring new experiences and activities, such as reading or learning a new skill. Monotony is a major obstacle to learning.

Second: Dimensions of a Fulfilled Psychological Existence

A fulfilled psychological existence encompasses the following dimensions:

1- Self-Actualization and Personal Growth

This dimension involves utilizing and developing an individual's latent mental and psychological energies and realizing their personal potential within the limits of their actual capabilities. (Ahmed and Al-Nafakh, 2008, p. 49)

2. Achieving Goals and Objectives

Throughout their lives, individuals strive to achieve the fundamental and overarching goals they set for themselves at each stage of life. They work diligently, consciously, and intentionally to achieve these goals and objectives (Al-Sayed, 2017, p. 86).

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3. Self-Acceptance

The basic criterion for self-psychological balance includes accepting oneself with one's strengths and weaknesses, genuinely being content with them, and working diligently and continuously to improve them instead of rejecting or denying them (Samadi & Al-Samadi, 2011, p. 202).

4. Problem-Solving

Throughout their lives, individuals encounter numerous complexities and challenges that hinder their progress or growth in a specific area or a group of areas. A fulfilling psychological existence is based on building the capacity to face life's challenges and difficulties and find effective solutions to them. (Al-Sayed, 2017, p. 87)

5- Contributing to Society

Humans are inherently social beings with a natural inclination to help others and contribute to the well-being of society. Achieving this goal is a source of self-satisfaction and is related to a fulfilling psychological existence (Ahmed and Al-Nafakh, 2008, p. 50).

Third: The Importance and Benefits of a Fulfilled Psychological Existence

An individual may achieve one or more of the following benefits:

1- Increased Self-Satisfaction and Happiness

The feeling of self-actualization and personal growth leads to increased feelings of satisfaction and happiness. This satisfaction is linked to the ability that a fulfilled psychological existence provides to achieve the goals set by the individual (Al-Arj, 2017, p. 104).

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2- Improved Mental Health

A fulfilled psychological existence helps in facing psychological challenges such as depression and anxiety, reducing their negative manifestations and pathological effects on individuals, which enhances their mental health (Karima, 2017, p. 31). 3- Strengthening Social Relationships

Participation in social activities and duties helps deepen and enhance social engagement. Offering help and assistance to others can strengthen social relationships. (Al-Arj, 2017, p. 105)

Previous Studies

Amoura and Tashtoush (2024) conducted a study aimed at identifying the level of psychological fulfillment and unemployment anxiety among graduating students at Yarmouk University, and revealing the relationship between psychological fulfillment and unemployment anxiety. The study sample consisted of (288) male and female students expected to graduate, selected using convenience sampling. To achieve the study objectives, the Psychological Fulfillment Scale and the Unemployment Anxiety Scale were used. Using the descriptive correlational approach, the results showed that the level of psychological fulfillment among graduating students is moderate, and the level of unemployment anxiety is high. The results indicated a negative correlation between psychological fulfillment and unemployment anxiety, and significant differences in the level of psychological fulfillment attributed to the gender variable in favor of females.

Wahba's 2023 study aimed to identify the relationship between intellectual curiosity and both mastery motivation and academic well-being among a selected sample of university students. It also sought to explore the potential for predicting students' intellectual curiosity by analyzing mastery motivation and academic well-being. The study employed a descriptive-comparative approach, utilizing a sample of 342 university students aged 19-23 at the time of the study. Three scales

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were used to measure the study's core dimensions. The findings revealed a positive correlation between intellectual curiosity and academic well-being, and indicated that both mastery motivation and academic well-being could provide future indicators of intellectual curiosity among university students.

Kharmoush's study (2022) aimed to uncover the relationship between intellectual curiosity and quality of life among university students and to determine the impact of gender on the evaluation of quality of life and academic curiosity within the sample. Using a descriptive approach, the study employed two scales: one measuring intellectual curiosity and the other measuring quality of life. These scales were administered to a sample of 180 male and female students at the Faculty of Humanities and Social Sciences, Mohamed Boudiaf University in M'sila. The study concluded that there was a positive correlation between the level of intellectual curiosity and the availability of quality of life requirements among the sample, and that there were no gender-related effects on either scale or on the nature of the relationship between the two variables.

Meanwhile, Al-Harbi and Mohamed Ali's study (2022) aimed to identify the level of psychological fulfillment among female university students expected to graduate and its relationship to ambition. To achieve the study's objectives, two scales were developed: one for psychological fulfillment and the other for ambition. The study was administered to a sample of 72 female students expected to graduate. The results indicated a high level of psychological fulfillment, a moderate level of ambition, and a relationship between psychological fulfillment and ambition.

While Mustafa's study (2022) aimed to demonstrate the extent to which metacognitive awareness and cognitive curiosity contribute to the academic advancement of fourth-year students at the Faculty of Education, Assiut University, it employed a survey methodology using a randomly selected sample of 345 students. Three measures of the aforementioned variables were applied to them. The results showed significant differences between students' scores on the

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cognitive curiosity scale and their scores on the academic advancement scale, favoring students with a higher level of cognitive curiosity compared to their peers.

Mohammed's (2021) study aimed to measure the psychological fulfillment of university students and determine the significance of differences in psychological fulfillment among university students based on gender. It also aimed to measure the thinking styles of university students and determine the significance of differences in thinking styles among university students based on gender. Two instruments were used: the Psychological Fulfillment Scale and the Thinking Styles Scale. The researcher adopted the Psychological Fulfillment Scale, and the research sample consisted of 200 male and female students from the College of Basic Education at Diyala University. The final version of the scale comprised 36 items distributed across 6 domains. The study concluded that there was a positive correlation between the participants' scores on the Psychological Fulfillment Scale and their scores on the Thinking Styles Scale, and that gender did not appear to influence the nature of this relationship.

Chapter Three

Methodology:

The descriptive-analytical method was adopted through a social survey using samples. This involved selecting a representative sample of the research population and applying scales measuring psychological fulfillment and intellectual curiosity. Scores were then calculated, and correlations between variables were determined to arrive at results describing the nature of the relationship between these two variables among gifted students.

Research Population and Sample

The research population was defined as all gifted students in the gifted schools located in Wasit Governorate, Iraq. Two secondary schools were identified:

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Wasit Secondary School for Gifted Boys, with 373 students distributed across six grade levels, and Al-Rabab Secondary School for Gifted Girls, with 350 students also distributed across six grade levels. The total population was thus 723 students.

A stratified sample of gifted students was selected, representing 25% of each grade level, resulting in a total sample size of 185 students, as shown in the following table:

Table (1) shows the size of the research population and sample

Sample			The society			Stage
Total	Male	Female	Total	Male	Female	
36	18	18	140	70	70	Phase 1
36	18	18	140	70	70	Phase 2
35	18	17	137	70	67	Phase 3
33	16	17	132	65	67	Phase 4
25	15	10	98	60	38	Phase 5
20	10	10	76	38	38	Phase 6
185	95	90	723	373	350	Total

We also drew a pilot sample of (30) male and female students to test the validity and reliability of the scales. This sample was not included in the main research sample to prevent the results from being influenced by prior knowledge of the scales.

Research Instruments

To achieve the research objectives, the following instruments were selected:

First: The Cognitive Curiosity Scale

The Cognitive Curiosity Scale used in Issa's study (2020) was adopted. It consists of (35) items distributed across the domains (emotional curiosity, cognitive curiosity, and diverse curiosity) on a four-point scale (strongly disagree, disagree, agree, and strongly agree).

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The validity of the scale was verified by administering it to the pilot sample and calculating the correlation coefficients between the items and the total questionnaire, as shown in the following table:

Table (2) Spearman's Correlation Values for the Cognitive Curiosity Scale Items

S	set	S	set	S	set	S	set	S	set
**0.718	29	**0.761	22	**0.727	15	**0.812	8	**0.871	1
**0.734	30	**0.775	23	**0.727	16	**0.748	9	**0.769	2
**0.739	31	**0.781	24	**0.716	17	**0.726	10	**0.772	3
**0.833	32	**0.763	25	**0.759	18	**0.718	11	**0.729	4
**0.827	33	**0.752	26	**0.754	19	**0.751	12	**0.719	5
**0.756	34	**0.751	27	**0.716	20	**0.806	13	**0.749	6
**0.718	35	**0.717	28	**0.887	21	**0.824	14	**0.764	7

** Significant at (0.01)

The table shows that all Spearman's reliability coefficients for the items of the Cognitive Curiosity Scale are statistically significant at (0.01) and are necessarily statistically significant at (0.05). This indicates the construct validity of the scale and its applicability within the current research population.

Reliability coefficients were also calculated using Cronbach's alpha from the pilot sample responses, as shown in Table (3): Cronbach's Alpha Values for the Reliability of the Cognitive Curiosity Scale

Alpha value	Distance	s
0.83	Emotional curiosity	1
0.76	Cognitive curiosity	2
0.74	Diverse curiosity	3
0.77	Total	

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The reliability coefficient values ranged between 0.74 and 0.83, with an overall coefficient of 0.77. All values were greater than 0.60, indicating the scale's reliability. The fact that these values are close to 1 indicates high reliability.

Second: The Psychological Fulfillment Scale

The scale used by Mohammed (2021) in her study of the relationship between psychological fulfillment and thinking styles was adopted. It consists of 35 statements distributed across the domains of self-acceptance, independence, positive relationships with others, personal growth, life purpose, and environmental mastery (Appendix 2). A five-point scale was used: (Always applies to me, Often applies to me, Sometimes applies to me, Rarely applies to me, Never applies to me).

The scale was administered to the pilot sample, and Spearman's correlation coefficients were calculated to assess construct validity, as shown in the following table:

Table (4) Spearman's Correlation Coefficients for the Psychological Fulfillment Scale Statements

S	set	S	set	S	set	S	set	S	set
**0.739	29	**0.733	22	**0.753	15	**0.758	8	**0.669	1
**0.757	30	**0.749	23	**0.751	16	**0.755	9	**0.808	2
**0.788	31	**0.794	24	**0.764	17	**0.751	10	**0.821	3
**0.788	32	**0.742	25	**0.779	18	**0.718	11	**0.819	4
**0.762	33	**0.755	26	**0.784	19	**0.714	12	**0.745	5
**0.761	34	**0.719	27	**0.718	20	**0.746	13	**0.739	6
**0.736	35	**0.727	28	**0.733	21	**0.734	14	**0.739	7

** Significant at (0.01)

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It is observed that all correlation coefficients for the reliability of the items on the completed Psychological Existence Scale are statistically significant at (0.05), which confirms the construct validity of the scale and its applicability within the research procedures.

The reliability coefficients were also extracted using Cronbach's alpha from the responses of the pilot sample, as follows:

Table (5) Cronbach's alpha values for the reliability of the Psychological Existence Scale

Alpha value	Distance	s
0.71	Self-acceptance	1
0.74	Independence	2
0.88	Positive relationships with others	3
0.70	Personal growth	4
0.71	Purpose in life	5
0.79	Environmental empowerment	6
0.76	Total	

The alpha coefficient values ranged from 0.70 to 0.88, and the overall coefficient for the scale was 0.76, confirming the scale's high reliability and its suitability for application within the research procedures.

Chapter Four

Presentation and Interpretation of Results

First Objective: To determine the level of intellectual curiosity among gifted students in Wasit Governorate.

This objective was achieved by calculating the average scores of gifted students on the intellectual curiosity scale. The overall mean score was 3.69, with a standard deviation of 0.99, indicating a high level of intellectual curiosity among gifted students in Wasit Governorate.

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Second Objective: To determine the significance of differences in intellectual curiosity among gifted students based on gender (male-female).

The t-test values for two independent samples were calculated based on the gender of the respondents using the research's intellectual curiosity scale, as shown in the following table: Table (6) Results of the Independent Sample T-Test for the Intellectual Curiosity Scale Based on Gender (Male-Female)

Decision	Level of significance	Value t		deviation	Normal	Degree of free	n	Type
		The schedule	Calculated					
Non-functional	0.493	1.96	1.11	26.179	126.472	183	95	Male
				27.27	121.211		90	Female

The mean score for male high-achieving students on the cognitive curiosity scale was 126.472, compared to 121.211 for female students. The standard deviation for males was 26.179, and for females, it was 27.27. The calculated t-value was 1.11, which is less than the critical value of 1.96. The number of degrees of freedom was 183, indicating no significant differences in student scores on the scale.

Third Objective: To determine the significance of differences in cognitive curiosity among high-achieving students based on their grade level.

Analysis of variance (ANOVA) was used to analyze the scores of high-achieving students on the cognitive curiosity scale according to their grade level. The following table shows the means and standard deviations according to grade level.

Table (7): Means and Standard Deviations of Scores on the Cognitive Curiosity Scale According to Grade Level

deviation	average	Stage
14.18	117.029	First
15.321	113.649	Second
15.829	120.120	Third
14.018	114.18	Fourth
18.379	119.067	Fifth
14.197	116.154	Sixth

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The table shows apparent differences in the respondents' scores on the scale according to their educational level. To investigate the significance of these differences, F-values were calculated for the differences between respondents according to the variable, as follows:

Table (8) ANOVA values for scores on the cognitive curiosity scale according to educational level

decision	Level of significance	Value of F		Average of squares	Degree of free	Sum of squares	Source of variation
		The schedule	Calculated				
Non-functional	0.114	3.84	0.974	2328.021	179	2328.021	Between groups
				1145.07	6	1145.07	Within groups
				3473.091	184	3473.091	Total

The table shows that the sum of squares for the scores of outstanding students on the scale, according to their grade level, was (2328.021), and within groups, it was (1145.07), while the total was (3473.91). The calculated F-value was (0.974), which is less than the critical F-value (3.84). This indicates that the differences between the means observed among the students are apparent differences, thus negating the effect of grade level on their scores on the scale.

Fourth Objective: To determine the level of fulfilled psychological existence among outstanding students in Wasit Governorate.

The overall mean score of the students on the fulfilled psychological existence scale was (2.66), with a standard deviation of (1.02), indicating a moderate level of achievement. This means that the degree of fulfilled psychological existence among outstanding students in Wasit Governorate is moderate according to the scale used in this research.

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Fifth Objective: To determine the significance of differences in fulfilled psychological existence among outstanding students according to the gender variable (male-female).

The t-test values for two independent samples were extracted according to the gender variable of the respondent on the Psychological Wellbeing Scale adopted during the research, as shown in the following table:

Table (9) Results of the t-test for two independent samples on the Psychological Wellbeing Scale according to gender (male-female)

Decision	Level of significance	Value t		deviation	Normal	Degree of free	n	Type
		The schedule	Calculated					
دالة	0.05	1.96	3.114	31.110	118.2152	183	95	Male
				25.001	122.794		90	Female

The mean score for male high-achieving students on the Filled Psychological Existence Scale was 118.2152, compared to 122.794 for female students. The standard deviation for males was 31.110, while for females it was 25.001. The calculated t-value was 3.114, which is greater than the critical value of 1.96. The available degrees of freedom were 183, indicating differences in student scores on the scale. Comparing the mean scores reveals that females scored higher, as they achieved the highest mean value.

Objective 6: Significance of Differences in Filled Psychological Existence Among High-Achieving Students According to Academic Stage.

Analysis of variance (ANOVA) was used to analyze the scores of high-achieving students on the Filled Psychological Existence Scale according to their academic stage. The following table shows the means and standard deviations according to academic stage.

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Table (10): Means and Standard Deviations of Scores on the Filled Psychological Existence Scale According to Academic Stage

deviation	average	Stage
18.223	122.114	First
18.014	126.014	Second
22.049	126.002	Third
21.064	127.001	Fourth
18.097	132.210	Fifth
23.17	129.067	Sixth

The table shows apparent differences in the respondents' scores on the scale according to their educational level. To investigate the significance of these differences, F-values were calculated for the differences between respondents according to the variable, as follows:

Table (11) ANOVA values for scores on the psychological existence scale according to educational level

decision	Level of significance	Value of F		Average of squares	Degree of free	Sum of squares	Source of variation
		The schedule	Calculated				
Non-significance	0.724	3.84	1.016	2328.021	179	2328.021	Between groups
				1145.07	6	1145.07	Within groups
				3473.091	184	3473.091	Total

The table shows that the sum of squares for the scores of high-achieving students on the scale, according to their grade level, was (2328.021), and within groups, it was (1145.07), while the total was (3473.91). The calculated F-value was (1.016), which is less than the tabulated F-value (3.84). This indicates that the differences between the means observed among the students are apparent differences, thus negating the effect of grade level on their scores on the scale.

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Objective 7: To determine the correlation between cognitive curiosity and fulfilled psychological existence among high-achieving students.

A t-test was used to determine the significance of the differences between the scores of high-achieving students on the cognitive curiosity scale and their scores on the fulfilled psychological existence scale, as shown in the following table: Table (12) Results of the t-test for two independent samples for the cognitive curiosity scale and the fulfilled psychological existence scale.

decision	Level of significance	Value of T		deviation	Correlation coefficient	variable
		The schedule	Calculated			
significance	0.00	1.96	26.117	31.289	0.847	Intellectual curiosity and a fulfilling psychological existence

The correlation coefficient for the two scales was 0.847, with a standard deviation of 31.289. The calculated t-value was 26.117, which is greater than the critical value of 1.96. The significance level was 0.00, which is significant at 0.05. Therefore, a positive correlation is established between the presence of cognitive curiosity dimensions and the presence of fulfilled psychological attributes among high-achieving students.

To determine the nature of the relationship, simple regression analysis was used, as shown in the following table: Table (13) Regression Analysis of Study Variables

Significance	T	Standard regression	standard error	regression coefficient	variable
Significance	22.369	0.843	0.047	0.923	Intellectual curiosity
Significance	2.118	-	2.884	6.881	Psychological existence

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The table shows that the regression coefficient for the effect of cognitive curiosity on the fulfilled psychological existence was (0.923), the standard error was (0.047), the beta value was (0.843), and the t-value was (22.369), which indicates a significant effect of cognitive curiosity on the fulfilled psychological existence of outstanding students in the distinguished schools in Wasit.

Research Findings

The research yielded the following results:

- No gender-based differences were found between the scores of male and female gifted students on the cognitive curiosity scale, as demonstrated through the practical application of the scale.
- The academic level of gifted students did not affect their average scores on the cognitive curiosity scale used in the research.
- There were statistically significant differences in the average scores of gifted students on the fulfilled psychological existence scale, favoring female students in the sample.
- There were no significant differences in the average scores obtained by gifted students on the fulfilled psychological existence scale that could be attributed to the respondent's academic level.
- There is a positive correlation between the availability of the requirements for cognitive curiosity among gifted students and the presence of the characteristics of fulfilled psychological existence among them.

Recommendations

- Work to provide information resources in schools for gifted students and enhance them with modern and diverse references to enrich students' cognitive curiosity.
- Work to strengthen the role of the psychological counselor in schools for gifted students to promote fulfilled psychological existence among students.

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- Organizing field trips for outstanding students to Iraqi public libraries and museums to foster and stimulate their intellectual curiosity.

Proposals:

- Conducting similar studies with regular students in public schools in Wasit.
- Conducting similar studies with students with special needs in Wasit.
- Conducting comparative studies between regular students, outstanding students, and students with special needs.

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Appendix (1) Cognitive Curiosity Scale

Dear Student,

Please read the statements listed below and consider the alternatives to determine your level of agreement or disagreement. Place any checkmark you deem appropriate in the box corresponding to your assessment. Please note that these responses are for research purposes only and are not considered right or wrong statements.

Thank you for your cooperation.

I strongly agree	I agree	I disagree	I strongly disagree	phrase	s
				I enjoy visiting art galleries and museums.	1
				I love listening to variety shows with music.	2
				I prefer reading a magazine I've never seen before to reading a familiar headline.	3
				I spend hours solving puzzles I come across.	4
				I love exploring the ocean in my free time.	5
				I watch news programs about culture, science, and history when I'm bored.	6
				I enjoy watching an airplane during an air show.	7
				I love going to places I've never been before.	8
				I explore new ideas and information online in my free time.	9
				I'm always curious about how electronic devices work.	10
				I investigate the source of unfamiliar sounds when I hear them.	11
				I mix cooking ingredients out of curiosity, even if I'm told not to.	12
				I spend more time observing new animals than familiar ones at the zoo.	13
				I prefer spending my free time learning new things rather than doing familiar things.	14
				I have a strong desire to gather as much information as possible about the world around me.	15

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				I'm easily captivated by new things, sights, and sounds.	16
				I read any books suggested to me that cover new topics.	17
				I go to different restaurants to break the routine.	18
				I spend my free time in a museum or art gallery.	19
				When I come across a new topic, I go to the library to gather information about it.	20
				I smell flowers, even if I already know their scent.	21
				When I encounter a topic I don't know much about, I seek out new information.	22
				I'm fascinated by diverse architectural designs.	23
				I set aside time to watch informational and science channels.	24
				If I see unfamiliar fruits and vegetables at the market, I deliberately touch or smell them.	25
				I plan trips to visit historical sites and monuments.	26
				I believe in the great value of learning for the sake of learning.	27
				The vast diversity of things in the world amazes me.	28
				I'm not satisfied with simple answers to the questions I ask.	29
				I get bored eating the same food all the time.	30
				I try to solve any puzzle or riddle.	31
				I love trying the foods of other ethnic groups and minorities.	32
				I seek out additional sources of information I hear about.	33
				I'm interested in uncovering how magicians perform their tricks.	34
				I enjoy watching different types of animation.	35

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Appendix (2) Psychological Well-being Scale

Dear Student,

Please read the statements listed below and check the alternatives to select the one that best reflects your degree of agreement or disagreement with the statement. Place any checkmark you deem appropriate in the "Agreement" field to indicate your assessment. Please note that the responses are for research purposes only and there are no right or wrong statements.

Thank you for your cooperation.

I strongly agree	I agree	I disagree	I strongly disagree	phrase	s
				I feel that the people I know have accomplished more than I have in my life.	1
				I love aspects of my personality.	2
				Looking back on my life, I am happy with what I have achieved.	3
				I decide for myself what is important, not what others think.	4
				I find it difficult to express my own opinions.	5
				I change my decisions if my friends or family disagree.	6
				I find it difficult to maintain good relationships with others.	7
				I share my worries and concerns with only a few close friends.	8
				I enjoy talking with others.	9
				I feel that I am growing and improving over time when I look at myself.	10
				I see the need to have new experiences that broaden my understanding of myself and the world.	11
				Life, for me, is a continuous process of learning, growth, and change.	12
				. I live each day without thinking about the future.	13
				I have a good understanding of what I'm trying to achieve in life.	14

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				I find my daily activities boring and unimportant.	15
				I can control the situation I'm in.	16
				I feel incompatible with others.	17
				I am good at managing my time so that I can accomplish all my tasks.	18
				. I feel satisfied and positive when I compare myself to others.	19
				I feel that everything is getting better despite making some mistakes in the past.	20
				I feel disappointed about my achievements in life.	21
				I have confidence in my opinions, even if they conflict with those of others.	22
				My decisions are influenced by people with strong and decisive opinions.	23
				I believe my life is not entirely under my control.	24
				It seems to me that others have more friends than I do.	25
				Others describe me as a loving person, willing to share my time with them.	26
				My relationships are characterized by friendliness and trust.	27
				I find myself uninterested in activities that improve my performance.	28
				I find my life beautiful without trying new ways of doing things.	29
				I've stopped making any changes in my life; it has no meaning.	30
				I see setting future goals as a waste of time.	31
				I work hard to implement the plans I make for myself.	32
				I find it difficult to organize my life in a satisfactory way.	33
				I can build a lifestyle that I like.	34
				I manage my daily responsibilities well.	35