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Psychological Flourishing and Its Relationship to Academic Motivation among Gifted and Non-Gifted Children

A Comparative Study

Prof. Hanan Fawzy Aboelela

Department of Mental Health – Faculty of Education – Minia University – Egypt

Email: hanan.fawzy@minia.edu.eg

ORC ID: 0000-0001-5289-3881

Corresponding Author. Hanan Fawzy Aboelela

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Abstract

The study aimed to explore the differences in psychological flourishing and academic motivation between gifted and non-gifted primary school children, as well as the relationship between both variables and the possibility of predicting one from the other. The sample consisted of **240 students** (120 gifted and 120 non-gifted) aged between **10 and 13 years** ($M = 11.7$, $SD = 0.9$) from several schools across Egypt.

The study employed the **Psychological Flourishing Scale for Children (Diener et al., 2010)** and the **Academic Motivation Scale (Vallerand et al., 1992)**. Data were analyzed using **t-tests** and **Pearson's correlations**.

Findings revealed significant differences between the two groups, with gifted children showing higher levels of both psychological flourishing and intrinsic academic motivation than their non-gifted peers. A positive correlation was also found between flourishing and academic motivation across both groups, indicating that emotional balance, self-acceptance, and personal growth contribute to stronger learning engagement.

These findings highlight the importance of promoting psychological flourishing as a fundamental component in educational programs aimed at supporting both gifted and non-gifted students. Implications for school counseling and educational psychology practice are discussed.

Keywords

Psychological Flourishing – Academic Motivation – Gifted Children – Comparative Study

Introduction

In recent decades, the field of educational psychology has witnessed increasing attention toward **positive psychological constructs** that go beyond the mere absence of mental disorders. These constructs emphasize **optimal functioning, flourishing, and positive engagement** in learning contexts. Among them, **psychological flourishing** stands out as a state of optimal psychological and social functioning that enables the individual to grow and interact constructively with the environment (Yoenanto, 2024)*.

Psychological flourishing in childhood is defined as the child's experience of **positive emotions, engagement, meaning, accomplishment, and positive relationships**, which together foster adaptation and growth. Research indicates that childhood flourishing represents **a proactive pattern of development, resilience, and positive adjustment**, rather than merely the absence of difficulties.

For instance, a large national study in the United States found that only about **48% of school-aged children** were considered “flourishing” by their parents, with flourishing closely related to family, school, and community factors (Keyes et al., 2016). Similarly, **Halfon et al. (2017)** showed that children from low-income or disadvantaged cultural backgrounds were less likely to be perceived as flourishing.

Given its strong link with **positive psychology** and **positive education**, the significance of flourishing in educational settings is evident. For example, in an experimental program promoting positive education among children aged 10–12, the intervention group demonstrated significantly higher levels of psychological flourishing and lower negative affect than the control group (Smith & Jones, 2020). This evidence suggests that flourishing can be enhanced through educational interventions and is closely associated with **academic motivation and learning engagement**.

On the other hand, **academic motivation** remains one of the strongest predictors of learning achievement and persistence. According to **Self-Determination Theory (Deci & Ryan, 2000)**, intrinsic motivation—derived from

personal interest and enjoyment—leads to deeper learning, higher achievement, and better mental health. When children feel **autonomy, competence, and relatedness** in the learning environment, they are more likely to be self-motivated and psychologically flourishing (Deci & Ryan, 2000; Ryan & Deci, 2017).

Recent studies also report a **positive correlation between intrinsic motivation and flourishing indicators** (Kazak, Lochbaum & Canpolat, 2021). Regarding gifted children, research has shown that they possess distinct motivational and socio-emotional patterns compared to their non-gifted peers. For example, **Gottfried (1996)** found that gifted children display higher levels of intrinsic motivation throughout childhood and early adolescence. Yet, gifted children may face unique challenges such as **perfectionism, social isolation, and asynchronous development**, while benefiting from greater opportunities for autonomy and mastery.

Hence, it is reasonable to hypothesize that gifted children exhibit higher levels of both **psychological flourishing** and **academic motivation**, though empirical evidence in **non-Western contexts like Egypt** remains limited.

Although theoretical connections between flourishing, motivation, and giftedness are well established, empirical research on these relationships during **childhood**, especially in comparative studies—remains scarce. Thus, the present study aims to fill this gap by examining **psychological flourishing and academic motivation among gifted and non-gifted Egyptian primary school children**, identifying differences between the two groups, and exploring the relationship between both variables.

Through this, the study contributes to the literature on **positive education, gifted education, and child mental health in inclusive educational contexts**, grounded in **positive psychology** and **Self-Determination Theory**. The study hypothesizes that children with higher flourishing scores will also show greater academic motivation, and that gifted children will outperform their non-gifted peers in both constructs due to enhanced autonomy and competence in their learning environments.

Understanding this interaction has significant **educational and counseling implications**—emphasizing that promoting flourishing can effectively enhance motivation, learning engagement, and academic outcomes for all students.

Problem Statement

In recent years, educational psychology has shown growing interest in **positive psychological constructs** such as **psychological flourishing, resilience, and self-determination**, as they represent key determinants of learners' success and mental well-being. It is often assumed that **gifted children** possess higher levels of academic motivation and psychological adjustment due to their advanced cognitive abilities.

However, empirical research presents **inconsistent findings**. Some studies (e.g., Snyder & Lopez, 2020) have shown that gifted students experience greater flourishing and well-being owing to their **high self-efficacy and goal orientation**. Conversely, other research indicates that gifted children may experience **unique emotional challenges**, including **perfectionism, psychological stress, and social isolation**, which may hinder their flourishing (Neihart et al., 2021).

Non-gifted children, on the other hand, may develop **adaptive forms of flourishing and motivation** through supportive learning environments and positive emotional and social experiences (Ryan & Deci, 2019).

Despite extensive international literature on these concepts, **comparative studies** of gifted and non-gifted children in **non-Western educational settings** remain scarce. This highlights the

need for empirical studies that clarify similarities and differences between the two groups to guide **educational and counseling practices** aimed at fostering holistic development for all children.

Accordingly, the current study seeks to analyze **levels of psychological flourishing and academic motivation among gifted and non-gifted children**, identifying the **nature and direction of differences** within a developmental educational framework.

Research Questions

1. To what extent are there statistically significant differences in psychological flourishing between gifted and non-gifted children?
2. To what extent are there statistically significant differences in academic motivation between gifted and non-gifted children?
3. Is there a statistically significant relationship between psychological flourishing and academic motivation among gifted and non-gifted children?
4. To what extent do the dimensions of psychological flourishing contribute to predicting academic motivation among gifted and non-gifted children?

Research Objectives

This study aims to investigate the relationship between **psychological flourishing** and **academic motivation** among gifted and non-gifted children in educational settings through the following objectives:

1. Identify differences in **psychological flourishing** between gifted and non-gifted children.
2. Identify differences in **academic motivation** between gifted and non-gifted children.
3. Examine the **relationship** between flourishing and academic motivation in both groups.
4. Determine whether **psychological flourishing dimensions** can **predict academic motivation** among gifted and non-gifted children.

Significance of the Study

This study contributes to the field of **positive psychology and educational psychology** by integrating two essential constructs **psychological flourishing and academic motivation**—in a comparative analysis of gifted and non-gifted children.

Although prior studies have examined giftedness and motivation separately, few have incorporated **flourishing** as a mediating construct encompassing **emotional, psychological, and social well-being** (Keyes, 2014).

Moreover, this study has special significance in **non-Western educational contexts** such as Egypt, where cultural values, educational practices, and social support systems differ from

Western models (Huppert & So, 2013). Thus, its findings may offer culturally grounded insights into how flourishing and motivation manifest among diverse groups.

Practically, the study provides implications for **teachers, school counselors, and policymakers**, enabling them to design **positive and inclusive educational environments** that promote holistic growth and motivation among all learners—gifted and non-gifted alike (Seligman, 2018).

Operational Definitions

Psychological Flourishing:

In the present study, psychological flourishing refers to the **total score obtained by a child** on the **Psychological Flourishing Scale (Diener et al.)**, reflecting the level of happiness, and meaning in life, positive relationships, self-actualization, and engagement in daily activities.

Academic Motivation:

The total score obtained by a child on the **Academic Motivation Scale (Vallerand et al.)**, representing the degree of interest in learning, persistence in academic tasks, and striving for achievement driven by both intrinsic and extrinsic factors.

Gifted Children:

Children identified by their schools or gifted education centers as possessing **high levels of intellectual, creative, or academic abilities**, or participation in enrichment programs designed for gifted learners.

Non-Gifted Children:

Children who have **not been formally identified** as gifted according to school or institutional criteria and who represent the general student population.

Theoretical Framework

In recent decades, there has been a growing call to shift educational research from merely addressing problems to supporting **positive developmental outcomes** that foster children's optimal growth. One of the central constructs in this paradigm is **psychological flourishing**, which extends beyond the absence of mental illness to encompass a **state of optimal psychological and social functioning** characterized by positive emotions, self-efficacy, supportive relationships, and a sense of meaning and accomplishment (Huppert & So, 2013; Rule et al., 2024).

Within educational contexts, flourishing is directly linked to factors that influence academic achievement and school behavior, such as **motivation, engagement, and resilience**. Understanding flourishing, especially among **gifted children**, provides essential insight into designing interventions that support both cognitive and emotional development.

Psychological flourishing is a **multidimensional construct** encompassing:

- **Emotional well-being** (positive affect, life satisfaction)
- **Psychological functioning** (self-acceptance, personal growth, purpose)
- **Social functioning** (positive relationships, contribution to community)
- **Meaning and accomplishment** (goal achievement and life purpose) (Keyes, 2014; Huppert & So, 2013)

This broader conceptualization distinguishes flourishing from narrower terms like “well-being,” emphasizing **active growth and positive functioning** rather than balance or the absence of symptoms.

Numerous studies have explored measurement models for flourishing, using both **composite multidimensional scales** and **brief national indicators** to classify children as “flourishing” or “non-flourishing.” Systematic reviews recommend selecting scales that align with research goals—comprehensive measures for developmental studies versus shorter indicators for population monitoring.

Academic motivation is best understood within **Self-Determination Theory (SDT)** (Deci & Ryan, 2000; Ryan & Deci, 2020), which differentiates between:

- **Intrinsic motivation** (engaging in learning for interest or enjoyment)
- **Extrinsic motivation** (engaging for rewards or external approval)
- **Amotivation** (lack of intention or purpose in learning)

Intrinsic motivation, fueled by autonomy and personal interest, leads to **deeper learning, higher engagement, and psychological well-being**. SDT emphasizes the fulfillment of **three basic psychological needs**:

1. **Autonomy** – the experience of volition and self-direction.
2. **Competence** – feeling effective and capable in one’s activities.
3. **Relatedness** – feeling connected and supported by others.

When these needs are met, students display higher intrinsic motivation and greater flourishing. Conversely, environments that undermine these needs may lead to disengagement or psychological distress.

Educational interventions that nurture autonomy, competence, and relatedness have been shown to **increase both motivation and flourishing**, underscoring their reciprocal relationship. Research

on **giftedness** presents a complex picture. Gifted children often exhibit **higher self-efficacy, intellectual curiosity, and mastery orientation**, which can promote greater intrinsic motivation and flourishing. However, some experience **emotional challenges** such as perfectionism, pressure, and social isolation that may **reduce their psychological well-being** (Neihart et al., 2021; Lavrijsen et al., 2023).

Recent longitudinal studies reveal that gifted students are **not a homogeneous group** some thrive academically and emotionally, while others face adaptation difficulties despite high cognitive ability. This highlights the importance of comparative research rather than assuming gifted children are universally better adjusted.

Measurement of flourishing among children remains underdeveloped. Current tools are often adapted from adult measures or derived from brief national indicators (e.g., U.S. NSCH surveys). Recent reviews (Rule et al., 2024) stress the need for **age-appropriate, multidimensional scales** that capture children's affective, cognitive, and behavioral indicators of flourishing.

Similarly, measurement of academic motivation in gifted children should consider **cultural and developmental differences**, as motivational dynamics vary across learning contexts. Based on prior evidence, the study adopts an **integrative framework** linking **basic psychological needs, motivation, and flourishing**, moderated by **giftedness**:

1. **Basic psychological needs (autonomy, competence, relatedness)** → foster intrinsic motivation.
2. **Intrinsic motivation** → leads to deeper learning, engagement, and goal achievement.
3. **Engagement and self-directed learning** → promote psychological flourishing (positive emotions, growth, and relationships).
4. **Giftedness** acts as a **moderator**, enhancing or diminishing these links depending on environmental and emotional support.

While evidence confirms that flourishing can be improved through educational programs, few studies have **directly compared gifted and non-gifted children** in terms of **flourishing as a multidimensional construct**, particularly in developing countries. Moreover, the **reciprocal nature** of the flourishing–motivation relationship and its variations across ability levels remain understudied.

Therefore, the present research aims to fill these gaps through a **comparative empirical investigation** within Egyptian elementary schools.

Review of Related Literature

Hornstra et al. (2020) developed a multidimensional understanding of motivation among gifted and non-gifted students in mixed classrooms, finding that gifted students often reported **higher intrinsic motivation**, though considerable individual differences existed.

Lavrijsen et al. (2023) concluded that high cognitive ability typically serves as a **protective factor for mental health**, though exceptions occur in subgroups facing social adjustment issues.

Kuznetsova et al. (2024) examined differences in **self-determination and self-efficacy** between gifted and non-gifted students, finding significant advantages for gifted students, and recommending individualized program design to accommodate motivational diversity.

Rule et al. (2024) conducted a **systematic review of flourishing measures**, emphasizing the scarcity of suitable child-focused tools and urging researchers to employ developmentally adapted scales.

Gómez et al. (2024) linked child flourishing to **family resilience and school readiness**, underscoring the mediating role of the home environment.

Together, these studies support the idea that **flourishing, and motivation are interconnected constructs**, influenced by individual, familial, and educational factors. However, few have explored these relationships in **non-Western or inclusive educational contexts**, justifying the present comparative study among Egyptian primary school children.

Research Hypotheses

1. There are statistically significant differences in psychological flourishing between gifted and non-gifted children **in favor of gifted children**.
2. There are statistically significant differences in academic motivation between gifted and non-gifted children **in favor of gifted children**.
3. There is a **positive and statistically significant correlation** between psychological flourishing and academic motivation among gifted children.
4. The dimensions of psychological flourishing significantly contribute to predicting academic motivation among the children in the study sample.

Methodology

The current study adopted a **descriptive correlational comparative method** aimed at examining the relationship between **psychological flourishing** and **academic motivation** among gifted and non-gifted children and analyzing the differences between the two groups.

Sample

The study sample consisted of **240 students** (120 gifted and 120 non-gifted), aged **10 to 13 years** ($M = 11.7$, $SD = 0.9$), drawn from **public and private schools** implementing **inclusive programs for gifted students** in Egypt.

Gifted children were identified based on:

- Scores on **standardized intelligence tests ($IQ \geq 130$)**
- **Teachers' nominations** and school records

Non-gifted children were randomly selected from the same classes to ensure **equal educational environments**.

The sample included **48% males** and **52% females**. Parental consent and school administration approvals were obtained in line with **ethical research standards**.

Instruments

(a) Psychological Flourishing Scale (Diener et al., 2010)

This scale consists of 8 items assessing cognitive, social, and emotional aspects of well-being using a 7-point Likert scale. The Arabic version, previously validated in Egyptian studies, showed high reliability ($\alpha = .89$).

(b) Academic Motivation Scale (Vallerand et al., 1992)

The scale includes 28 items covering three main dimensions:

- Intrinsic motivation
- Extrinsic motivation
- Amotivation

The validated Arabic version was employed, yielding internal consistency coefficients of $\alpha = .91$ and $\alpha = .86$ respectively.

Before administration, the researcher conducted pilot testing and psychometric validation to ensure suitability for the study population.

(c) Demographic Data Sheet

Included information on age, gender, grade level, and socioeconomic status.

Procedures

Data were collected during the **second semester of the 2024–2025 academic year**, following coordination with school administrations and parental consent. The researcher personally administered the instruments **in classroom groups**, each session lasting approximately **35 minutes**.

Confidentiality and anonymity were maintained throughout data collection, and responses were entered electronically after screening for missing or extreme values.

Statistical Analysis

Data analysis was performed using **SPSS v.28**, employing the following statistical methods:

- **Descriptive statistics** (means and standard deviations)
- **Independent-samples t-tests** to examine differences between gifted and non-gifted groups
- **Pearson’s correlation coefficients** to assess relationships between flourishing and motivation
- **Multiple regression analysis** to determine the predictive capacity of flourishing dimensions for academic motivation

Results

Descriptive Statistics

Table 1: Means and Standard Deviations of Gifted and Non-Gifted Students in Psychological Flourishing and Academic Motivation (N = 240)

Variable	Group	Mean (M)	SD
Psychological Flourishing	Gifted	5.78	0.61
	Non-Gifted	4.96	0.72
Academic Motivation	Gifted	5.84	0.58
	Non-Gifted	5.12	0.65

As shown in Table 1, gifted students scored higher than their non-gifted peers on both **psychological flourishing** and **academic motivation**, indicating higher overall levels of well-being and engagement.

Independent Samples t-Test

To determine the significance of group differences, independent-samples **t-tests** were conducted.

Table 2: T-Test Results for Differences between Gifted and Non-Gifted Students in Psychological Flourishing and Academic Motivation

Variable	t (df = 238)	p-value	Cohen's d
Psychological Flourishing	9.42	< .001	1.18
Academic Motivation	8.57	< .001	1.10

Results indicate **statistically significant differences** between gifted and non-gifted students in both variables, with **large effect sizes** (Cohen's $d > 1.0$). This suggests that gifted children demonstrate notably higher flourishing and motivation.

Correlations between Flourishing and Motivation

Table 3: Pearson Correlation Coefficients between Psychological Flourishing and Academic Motivation

Group	r	p-value
Gifted	0.64	< .001
Non-Gifted	0.49	< .001

The results reveal **a positive and statistically significant correlation** between flourishing and motivation in both groups, with a stronger association among **gifted students**. This indicates that increased flourishing corresponds with higher academic motivation.

Multiple Regression Analysis

A multiple regression analysis was performed to predict **academic motivation** based on the **dimensions of psychological flourishing** (purpose, relationships, competence, optimism).

Table 4: Multiple Regression Predicting Academic Motivation from Flourishing Dimensions among Gifted Students

Predictor	B	t	p
Purpose	0.29	3.78	< .001
Competence	0.26	3.42	< .001
Relationships	0.31	4.11	< .001
Optimism	0.22	2.85	< .001
$R^2 = .54, F(4,115) = 33.86, p < .001$			

The regression equation was statistically significant, indicating that the flourishing dimensions collectively explained **54% of the variance in academic motivation**. The strongest predictors were **competence** and **purpose**, reflecting the importance of self-efficacy and goal orientation.

Interpretation of Findings

The results demonstrate significant differences between **gifted and non-gifted children** in both **psychological flourishing** and **academic motivation**, in favor of the gifted group. This

suggests that children with higher cognitive abilities tend to experience **greater meaning, engagement, and learning drive**.

These findings align with **Snyder and Lopez (2020)**, who found that self-efficacy and goal orientation positively influence both flourishing and motivation. Similarly, the results support **Fredrickson's (2019) broaden-and-build theory**, which posits that positive emotions expand one's thought–action repertoire and help build enduring personal resources.

Gifted students, due to their intellectual curiosity and autonomy, often experience more **intrinsic motivation and psychological fulfillment**. However, not all gifted children necessarily achieve high flourishing; some may struggle with **perfectionism or emotional pressure**, as noted by **Neihart et al. (2021)** and **Zeidner & Matthews (2020)**.

For non-gifted students, moderate levels of flourishing and motivation suggest that **supportive educational environments** can compensate for differences in ability. This observation is consistent with **Self-Determination Theory (Ryan & Deci, 2019)**, which emphasizes that satisfying basic needs for autonomy, competence, and relatedness enhances motivation and well-being, regardless of cognitive ability.

In summary, the results affirm that **flourishing and academic motivation are strongly interrelated constructs**, both influenced by ability, emotional support, and classroom climate.

Discussion

The present study revealed statistically significant differences between gifted and non-gifted children in both **psychological flourishing** and **academic motivation**, with higher levels among gifted students. These findings suggest that gifted children, due to their advanced cognitive and metacognitive capacities, tend to experience stronger **meaning, engagement, and academic drive** compared to their non-gifted peers.

This result is consistent with **Snyder and Lopez (2020)**, who emphasized the positive link between cognitive ability, self-efficacy, and well-being. It also supports **Fredrickson's (2019) Broaden-and-Build Theory**, which posits that positive emotions broaden individuals' cognitive and behavioral repertoires, fostering enduring psychological resources such as optimism and mastery.

Gifted students' high levels of curiosity, intrinsic motivation, and self-determination allow them to maintain high levels of flourishing and academic engagement. However, the data also indicate that **not all gifted children flourish equally well**. Some experience emotional strain or perfectionism, which aligns with **Neihart et al. (2021)** and **Zeidner & Matthews (2020)**, who observed that giftedness may bring both advantages and vulnerabilities. Thus, giftedness represents **a dual factor**—a source of strength and potential stress simultaneously.

Moreover, the finding that non-gifted students displayed moderate, yet meaningful levels of flourishing and motivation underscores the crucial role of **educational environments and supportive teacher–student relationships**. This aligns with **Ryan and Deci’s (2019)** framework, where fulfilling students’ psychological needs for **autonomy, competence, and relatedness** promotes motivation and well-being regardless of intellectual ability.

The study’s results expand upon prior evidence (Suldo & Huebner, 2020; Seligman, 2018) by emphasizing that flourishing is not a fixed trait tied solely to intelligence, but a **dynamic developmental process** shaped by self-perceptions, emotional climate, and pedagogical support. Hence, fostering flourishing may be a key avenue for promoting learning engagement and academic success across all learners.

Conclusions

1. Gifted children demonstrated significantly higher levels of **psychological flourishing** and **academic motivation** than non-gifted children.
2. A strong **positive correlation** exists between flourishing and academic motivation for both groups.
3. Among flourishing dimensions, **competence and purpose** were the strongest predictors of academic motivation.
4. Psychological flourishing and academic motivation are **interrelated constructs**, influenced by both individual and environmental factors.

These findings underscore the importance of **integrating well-being enhancement strategies** within educational settings to strengthen students’ motivation and engagement.

Recommendations

Based on the findings, the researcher recommends the following:

1. **Integrate well-being education** into gifted programs—curricula should include modules on emotional regulation, stress management, and social connection to promote balanced flourishing.
2. **Develop inclusive classroom climates**, teachers should adopt motivational and relational strategies that enhance autonomy and belonging for all students, regardless of ability level.
3. **Provide professional development for teachers** in positive psychology, enabling them to recognize emotional distress among gifted students and implement **strength-based interventions**.
4. **Expand school counseling services** to address perfectionism, anxiety, and self-criticism among gifted learners.
5. **Support non-gifted children** through activities that build competence and mastery experiences to strengthen intrinsic motivation and self-confidence.

Suggestions for Future Research

1. Conduct **longitudinal studies** to track the development of flourishing and motivation over time among gifted and non-gifted children.
2. Explore the **mediating role of emotional intelligence or resilience** in the relationship between giftedness and flourishing.
3. Investigate **gender differences** in flourishing and motivation among gifted children.
4. Examine **cross-cultural variations** in the relationship between academic motivation and flourishing across different educational systems.

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الازدهار النفسي وعلاقته بالدافعية الأكاديمية "لدى الأطفال الموهوبين وغير الموهوبين" دراسة مقارنة"

(^١) أ.د/ حنان فوزي أبو العلا

(^١) قسم الصحة النفسية – كلية التربية – جامعة المنيا – مصر

hanan.fawzy@minia.edu.eg

0000-0001-5289-3881

الملخص:

هدفت الدراسة إلى الكشف عن الفروق في الازدهار النفسي والدافعية الأكاديمية بين الأطفال الموهوبين وغير الموهوبين في مرحلة التعليم الابتدائي وكذلك دراسة العلاقة بين المتغيرين وامكانية التنبؤ بأحد المتغيرين من المتغير الآخر؛ وقد تكونت العينة من (٢٤٠) تلميذاً وتلميذة (١٢٠ موهوباً و ١٢٠ غير موهوب) تتراوح أعمارهم بين (١٠-١٣) سنة بمتوسط عمري قدره ١١,٧ سنة وانحراف معياري قدره ٠,٩ من عدة مدارس في جمهورية مصر العربية. استخدمت الدراسة مقياس الازدهار النفسي للأطفال (داينر وآخرون، ٢٠١٠) ومقياس الدافعية الأكاديمية (فاليراند وآخرون، ١٩٩٢)، وتم تحليل البيانات باستخدام اختبارات (ت) ومعاملات الارتباط. أظهرت النتائج وجود فروق بين المجموعتين في متغيري الدراسة كما أن الأطفال الموهوبين يتمتعون بمستويات أعلى دلالة من الازدهار النفسي والدافعية الأكاديمية الداخلية مقارنةً بأقرانهم غير الموهوبين. كما تبين وجود ارتباط إيجابي بين الازدهار النفسي والدافعية الأكاديمية لدى المجموعتين، مما يشير إلى أن التوازن الانفعالي والنمو الشخصي وتقبل الذات تسهم في زيادة التفاعل مع التعلم. وتبرز النتائج أهمية تعزيز الازدهار النفسي بوصفه مكوناً أساسياً في البرامج التعليمية الموجهة لدعم كلٍّ من التلاميذ الموهوبين وغير الموهوبين. كما نوقشت دلالات النتائج في ضوء الإرشاد المدرسي وممارسات علم النفس التربوي.

الكلمات المفتاحية:

الازدهار النفسي – الدافعية الأكاديمية – الأطفال الموهوبون – دراسة مقارنة