

The Reality Of Emotional Balance Among Gifted Students In The Middle Schools In Haifa District

Nijmeh Mahmoud Dakhlallah*

¹Faculty of Special Education, Arab American University, E-mail: Nijmehmath2020@gmail.com

Abstract : The current study aimed to measure emotional balance among gifted students in middle school. The study sought to examine the type of differences in the average responses of gifted children on the emotional stability scale for gifted students in the Haifa District due to the variables of gender, academic grade, school achievement, residential area, and parents' educational level. A questionnaire was used to measure emotional balance, and the study sample consisted of (72) gifted middle school students in the Haifa District, who were selected randomly and intentionally from the study population of (200) male and female students. The results revealed that the level of emotional balance among gifted students in middle schools in the Haifa District came in large degrees and very high levels, meaning that there was a high degree of emotional balance among gifted students. The results showed that there were no statistically significant differences at the significance level ($0.05 > a$). In the responses of gifted students to a measure of emotional stability among gifted students in middle schools in the Haifa district, due to the variables of gender, grade, school achievement, residential area, and parents' educational level.

Keywords: Emotional Balance, Emotional Stability, Talent, Gifted, Middle Schools, Haifa.

1. INTRODUCTION

The educational process has recently seen a qualitative shift in educational, social, and psychological curricula and programs to make them compatible with twenty-first-century capabilities. This is exhibited in a variety of life and academic competencies, propensities, and behaviours, from creative and critical thinking to a love of learning and a drive for success, as well as a sense of fulfilment and psychological stability or balance that is reflected in the happiness of the individual in his community.

The focus of research and studies has been on these behaviors because they have an impact on a person's social compatibility and interaction with his environment, as well as his ability to make decisions and take responsibility for self-realization, taming the wing of the self, controlling its emotional and emotional fluctuations, and achieving psychological stability, emotional balance, and stability. In order to modernize societies, their development, and progress in their civilization, technology, institutional, and economic terms, it has become crucial to invest the latent energies of their children's creativity, innovation, and talent in order to improve their position internationally in a variety of life areas. This is accomplished by integrating and interacting with the various developments of the era.

The aptitude and talent to detect difficulties, discover answers to them, get through them, and adapt to one's surroundings—whether in the home, classroom, workplace or society—are qualities and skills that people possess. Due to their great intellectual talents mirrored in their everyday actions and emotions, some may believe that providing guidance and direction for these gifted persons is necessary or an essential component that should be considered (Berman et al., 2016)

One aspect of typical behavior is emotional balance, which mimics a level-headed person who is in charge of his emotions and cognizant of the many facets of any given situation, and which determines the type of response based on the individual's past experiences and the degree of fit between himself and his immediate surroundings.

Emotional balance is the ability of an individual to maintain a constant amount of energy in the (medium) state to regulate tension and emotion and to attempt to return to this state in the wake of any upsetting stimuli. This return to

the middle school state during the equilibrium process results in the stability and regularity of behavior. (Lindsey, 1978)

The characteristics of a balanced person include being composed, sober, disciplined, energetic, receptive to others, and a leader. (Al-Hashemi, 2018)

Most individual or social behaviors require a balance because balance is necessary and crucial for success, and the balanced person seeks opportunities for himself in order to live in a stable manner, through which he ensures the practice of his life without problems. However, this cannot occur unless the person is psychologically compatible (Zeidan h. , 2014)

An emotion concept can be described as "a combination of mental and physical activity that results in a unique emotional state. Complex in nature, emotional conduct can be an indicator of or a cause of emotional distress." According to (Dhahik, 2004) and it can be defined as A person's behavior, emotional experience, and physiological systems are all susceptible to the effects of an emotion because of how quickly and profoundly they can shift in response to it (Razouki, 2012)

Some academics define "emotion" in a way that encompasses the full range of human experience, including negative emotions like fear and grief as well as positive ones like contentment and peace (Rajeh, 2016) Emotion is a natural reaction of the person to meet emergency and prepare to escape or fight is seen by Clark (1992) as having the purpose of mobilising the individual's energy to accomplish adaptation between him and his environment (Clark , 1992)

Emotions are an integral element of a developing child's psychological framework, but (Freud) ignored them since he thought they were only a reflex. However, unconscious processes have been shown to contribute to our conviction that emotions are part of our conscious experience. Reference: (Al-Hadidi & Al-Khatib, 2014) Recent investigations and research have proved beyond a shadow of a doubt that the emotional system in an individual's composition is complicated, complex, and extremely resistant to change; and that it controls personal and human characteristics from an early age on in an individual's life. In a 2016 study by Bakhit

Thus, emotion is a multifaceted psychological state that encompasses the following three parts: the individual's subjective perception of the event, the individual's physiological response to the event, and the individual's behavioural or expressive response to the event. Emotions include things like joy, sadness, rage, happiness, worry, surprise, and hatred. (Hockenbury, 2007)

Accordingly, many professionals in the field of psychology have taken an interest in the idea of emotional balance due to the profound effects it may have on an individual's and a society's daily functioning. The person's demeanour resembles that of someone who is scared or under intense strain, and his emotional life is stable, with no wild swings back and forth between, say, elation and depression, laughter and tears, pride and humility, or sensitivity and indifference. Others share this view. (El-Meligy, 2015)

According to (Al-Khalidi, 2001), an emotionally imbalanced person is someone who has a high propensity for anxiety, a tendency toward neuroticism, high emotional volatility, low sensitivity to social settings, and a lack of concern for the feelings of others around them. If the emotional balance is defined as "moderation in the satisfaction of the individual's biological needs," "moderation in the satisfaction of the individual's psychological needs," "moderation in the achievement of a value," and "moderation in the achievement of that aspect of the personality that others have neglected," then "spiritual" is the neglected aspect of the personality and "emotional balance " is the mediator. This is according to research (Ghaleb, 2012).

For Cattell, a person with emotional stability is one who is unruffled by the ups and downs of life, is grounded in reality, who exercises self-control, and who is unflappable in the face of adversity. Based on research by (Ghaleb, 2012).

Maintaining a healthy emotional balance is crucial since it's a sign of someone who is confident in themselves, resourceful with their time and energy, and optimistic about the future (Al-Hashemi, 2018).

There is a type of equilibrium between cognition and emotion; as one increases, the other reduces; and the more emotionally charged a person is, the less effective they are, since psychological strain has a huge negative impact on the ability to be creative. In a certain measure, it's hard to operate with logic, intellect, and efficiency when experiencing emotional problems (Alrabia & Attia, 2016)

The importance of emotional balance is emphasised, especially for the student, as this trait aids him in performing his mental functions in order and coordination. For example, the student's capacity to suppress emotions, restrain oneself, and overcome whims is what encourages him to be inclined to work and active thinking. It also makes him more popular, more effective at persuading others, and better at building successful relationships. A person's conduct, lack of willpower, and inability to regulate their emotions toward others and events are all directly and negatively impacted by emotional imbalance. (Al-Khalidi, 2012)

Psychology theories believed it to be one of the most significant characteristics that strive to enhance them in him, based on its significance in the personality of the individual. The following is a description of the numerous ideas and points of view Pioneers of "emotional balance," which have been explored in the various psychological theories and have been given various names overall but pertain to the same concept and have one psychological meaning:

According to psychoanalytic theory, human balance is a physiological balance that results from satisfying one's instincts, which is why most people are, in Freud's opinion, at least somewhat neurotic. Emotional balance is ideal, and conflict and anxiety are matters that will always concern the individual. However, Freud greatly exaggerated his emphasis on the conflict between personality systems, which is the root of psychological imbalance and a co-occurring disorder.

On the other hand, Erikson emphasizes that emotional balance is a result of a person's capacity to become socially compatible by striking a balance between the needs of growth and the social environment as well as the propensity toward each stage's positive traits that he outlined in his theory. He observes that each stage of growth has two poles, one of which stands for balance. The other indicates chaos and a lack of adaptability and mental wellness. (Negati, 2015)

According to the behavioural school, feelings of emotion only arise as a result of an individual's inability to regulate their conduct in response to pressure, which causes them to lose control of their actions and fall off their equilibrium (Mahdi, 2013).

According to contemporary behaviourists like Patterson, stress is a byproduct of socialisation or an educated purpose. Additionally, they emphasize how social roles connected to age, gender, cognitive and religious connections, education, culture, society, and the environment, affect social learning and individual development. (Al-Mayahi, 2010)

Regarding humanistic ideas, which are those that are concerned with human experiences, their nature, and their significance for knowledge, free will, and accountability. It sees the human person as a cohesive whole and a singular creature with the capacity for invention and growth. He is skilled in nature, and the negative traits he exhibits are a product of the circumstances in which he finds himself. (Majzoub, 2011)

A balanced person has the following qualities, according to Carl Rogers, the founder of the indirect guidance theory, and A well-rounded individual possesses the positive qualities that Carl Rogers, theorised about in his indirect guidance theory:

- His self-awareness and confidence in his own skills.
- Perceiving what's going on in one's immediate area.

- All of his decisions are made in light of the fact that he is free.
- A great deal of assurance in oneself enables him to act on the basis of his own knowledge and judgement. (Fadela, 2009)

According to Rogers, there are two mechanisms for controlling behaviour (behavior-organism), with emotional stability achieved by the two systems' complementary rather than competitive interaction. If he realises that in order to construct this comprehensive college, the individual must rely on his own unique organic composition to guide him toward the appropriate action. (Majzoub, 2011), According to Maslow, the passive individual is the one who is stressed out and emotionally unbalanced because he is unable to meet his own basic requirements. Characteristics of a well-rounded individual, as described as :

1. Independence in judgment: the ability to act without consulting others.
2. Exhibits a healthy dose of self-acceptance.
3. You have an objective point of view.
4. Motivated by a desire for solitude and a refusal to bend to peer pressure.
5. It can face life's challenges head-on.
6. Holds close friendships with notable people.
7. Her outlook on life tends toward moderation. It has been shown that.

Thus, the humanistic theory emphasizes psychological balance more than helplessness and weakness; this balance is achieved through the individual's free will and awareness of its limits, responsibility, empathy, and love for one another, all of which are central to the humanistic theory. However, the researcher will rely in this study on Erikson's theory to explain and explain emotional balance, where Erikson stresses the importance of the cultural environment surrounding the personality, which affects the its development. Other theories, such as the cognitive theory and the Gestalt theory, as well as those of Janneh, James Link, and Canon Bard, have also explained the concept of emotional balance. Self-perception and self-acceptance, as identified by Erikson, are crucial in shaping an individual's actions. It has been shown that

Freud's concept of the ego was the primary focus of Erikson's work to explain the presence of an instinctual force that coordinates and conforms to one's surroundings. Erikson's psychoanalysis focused on the ego's interactions with society (Al-Ghamdi H. , 2020)

In contrast to Freud's limited model, he also gave a model depicting the child's connection to his parents and extended family and the family's place in the larger social context. In addition, it condensed childhood's stages and increased the dangers the child faces, despite the fact that both Freud and Erikson point out that a person can rise above and above his formative years and continue to progress even if he faces setbacks (Milli, 2010). To my mind, Erikson's theory makes the most sense because it focuses on the individual's internal experiences and how they feel about themselves and the world around them. When discussing the factors that contribute to a person's development and upbringing, he places less emphasis on the biological side than on social ones. That's according to research (Sultan, 2009). According to Sacco, Ericsson explains that the heart of social development is in the individual's growth in areas such as flexibility, competence, self-reliance, and self-esteem. (Sacco, 2013). According to Erikson (1963), the core of his philosophy is the pursuit of the self, its realisation, and a sense of balance. Throughout life, the individual is confronted with challenges and must choose between two responses:

- Adaptive form (equilibrium- balance- stability)

- Unbalanced non-adaptive style, according (Erikson E. , 1963).

When each crisis is successfully overcome, the person has the necessary skills to peacefully navigate the subsequent phases of his development (Alrabia & Attia, 2016)

Accordingly, Ericsson's eight stages of growth are a continual and ongoing process by which the emotionally stable person confronts the crisis at any point and seeks to conquer it before moving on to next developmental stage. (Gardne, 2010)

As the interpreters of psychology have attempted to place some qualities and attributes that indicate an individual's psychological health, we can see from earlier definitions and ideas about emotional balance that it is strongly related to psychological health. According to (Gardne, 2010), the traits of a person who is emotionally balanced include acceptance of one's limitations and enjoyment of group relationships, success in one's career and satisfaction with it, a desire for life in general, efficiency in handling daily frustrations, a widening of one's psychological horizon, satisfaction of one's needs and motives, and stability of one's tendencies. (Gardne, 2010)

According to Samuel (Samuel, 1981), individuals differ from one another, and behaviour ultimately indicates the maintenance of balance and the modification of every breach of this stability. Training to restore equilibrium is one of the signs of physical and psychological health, and Samuel claims that this is why training to do so is important. (Al-Hashemi, 2018).

Due to the fact that balanced behavior is seen in the person's behaviour through his response to the numerous situations to which he is subjected, many of the emotionally balanced personality qualities have been repeated in many classifications. Among the traits of a person with emotional balance, according to (Zeidan R. , 2018) are:

1. The ability to regulate one's feelings, to remain composed in emotionally charged situations, to maintain composure under pressure, and maintain a level head in times of crisis are all essential qualities.
2. His mental health is not susceptible to changes brought on by environmental factors or other people's actions.
3. His ability for extended duty taking and work execution with enthusiasm and dedication.
4. His ability for constructive social contact, adaptation to his surroundings, and participation in its activities.
5. Control over one's own emotions, which allows for the formation of consistent moral habits.
6. Being emotionally stable and composed means that he has achieved a level of inner calm sufficient to enable him to deal with life's challenges and concerns in a level-headed manner. (Rajeh, 2016)

While (Al-Khalidi, 2012) assumes that "emotional balance can be considered a characteristic that distinguishes the individual who reacts without extremism in emotional situations (Cohen, 1988) argues that "emotional imbalance means the individual's willingness to provide a turbulent and rapidly changing emotional response".

According to (Al-Khalidi, 2012), there are six indicators of a well-rounded character:

1. When someone Possesses a strong awareness of one's identity and its many ramifications.
2. The warmth of one's relationships with other people.
3. Peace of mind.

4. Having a realistic outlook on life.

5. Foreplay's ethos and introspective objectivity.

6. The ability to see one's life with crystal clarity thanks to a cohesive philosophy.

As a result of what has been said, we can logically conclude that it is easy to tell when an individual is emotionally stable or not, either by observing his own reactions or by seeing the reactions of people around him to various stimuli and stressors.

According to a definition established in 1972, "talented and talented children are those who are identified by professional and specialised persons, who have clear abilities and ability to achieve high and who need special educational programmes or services more than that provided to ordinary students in regular school programmes." (Al-Hadidi & Al-Khatib, 2014)

The superior is the one who outperforms his peers in one or more of the following categories: general mental ability, exceptional academic aptitude, creative ability and creative thinking, leadership ability, ability in visual performing arts, and psychokinetic ability. (Al-Hawsawi , 2021)

According to (Clark, 2002)it is "the individual's ability to attain a high and noteworthy degree in numerous sectors of human activity, and its origin is attributable to an innate formative aptitude." Therefore, talent is defined by (Dean K. M., 2011)as "a high degree of readiness and the ability to apply the mind in every aspect of human action, whether practical, scientific, social, and leadership." Dais noted that since strong mental capacity (where the IQ rate exceeds one or two standard deviations) is no longer the major criterion in defining talent, numerous definitions of the idea of talent were concerned with altering society's perspective on talented performance. High creative ability, the ability to attain a high academic level, the ability to efficiently accomplish technical, mathematical, and linguistic skills, the ability to persevere and commit, flexibility, high motivation, independence in thinking, and considering them as mental personality traits unique to the talented person are all indicators of talent (Alrabia & Attia, 2016)

Since intelligence is the driving force behind the development and emergence of all talents, (Al-Ghamdi K. M., 2018) notes that the term "talent" can be used to describe people who excel in areas outside of academics, such as the arts, mechanical skills, and group leadership, so long as there is a positive correlation between talent and intelligence. A high degree of intelligence and mental ability is inferred through intelligence tests, which have been found to measure the ability to think and infer, the ability to identify verbal concepts, and the ability to identify similarities between ideas. This is what we mean when we talk about someone being gifted. The capacity to draw parallels between one's past and present experiences. According to research (Al-Hadidi & Al-Khatib, 2014). As (Qatami N. , 2015) identified, Talented students require educational services that are not provided in the typical school setting to fully develop their abilities and preparations. This includes students who demonstrate exceptional performance in the areas of intelligence, creativity, the arts, leadership, and academics. and According to (Fadela, 2009) a person is considered superior if they have above-average intelligence, a high degree of general academic accomplishment, and exceptional performance in subjects that demand particular expertise (such as science, technology, or science) as mentioned by (El Meligy, 2015) So , the Previous definitions were examined, and it shows that academic abilities were more heavily weighted than emotional and psychological traits, and that the qualities of the gifted influenced these classifications.

(Clark, 1992) definition emphasised physical, emotional, and cognitive sense in addition to brain processes; (Gallagher, 1985) definition emphasised visual arts, auditory arts, and psychomotor skills; and some studies addressed the psychological and emotional condition. Using data from (Gallagher, 1985)When it comes to civilizations' moral, social, and emotional needs, the performances of the talented have an edge over humanity, as noted by (Tannenbaum, 1983).

As a whole, (Jarwan, 2021) emphasised the importance of artistic sensibility, leadership skills, and the capacity for creative thought. As she sought advancement in her specialty, (Smita, 2017) zeroed in on the study of human behaviour (Smita, 2017) as well as, Psychological studies and research have shown that gifted people can be identified by a number of distinguishing traits in physical, mental, social, and emotional areas, which holds true for gifted children as well. Below are some of the general emotions and emotional qualities of a gifted child: Several emotional traits that set gifted children apart from typical kids include: social adjustment, emotional stability, self-control, control and endurance, emotional stability, leadership, self-sufficiency, fun and humour, tendency to take chances, and personal and social adjustment. (Milli, 2010)

In addition to the fact that the gifted child excels in emotional and emotional balance, psychological adjustment, and social interaction in the face of a variety of problems that he encounters and agrees with them very easily, without experiencing any behavioural or emotional disturbances, and that his firm will, patience, and tolerance with adversity help him with others, he is also quick to feel satisfied if he is angry and is far from being in need of any form of punishment. (El-Meligy, 2015), It's important to keep in mind that a brilliant child's attainment of advanced levels of cognitive development does not always imply a corresponding advancement in emotional development, which is uninteresting in school curriculum (Kaufman & Lichtenberger, 2002).

According to the study cited by (Jarwan, 2021)the most significant emotional traits include moral maturity, leadership, extreme sensitivity, and emotional intensity, perfectionism, and a sense of humour (Al-Zoubi, 2011) The gifted child also possesses certain leadership traits, such as: self-assurance, self-control, the capacity to solve complex problems, psychological stability, flexibility, emotional maturity, initiative and risk-taking, creative thinking, taking responsibility, moral sense, sense of responsibility, the ability to adapt to various attitudes, effective interpersonal communication, the desire to achieve exceptional success, and autonomy. (Zeidan h. , 2014)

According to (Abu Asaad, 2014) the majority of studies support the idea that gifted children benefit from emotional stability and autonomy, play leadership roles in their social circles at different stages of their education, and exhibit early moral maturity, which is the capacity to understand the concept of justice in their interactions with others, attention to issues of social justice and equality, and a propensity to lend a hand to those in need. (Alrabia & Attia, 2016).

Those who are gifted often have a sense of humor, and they often express this humor verbally with others or through drawings, writings, or caustic comments that are not meant to offend or hurt anybody else's feelings.

According to (Abu Asaad, 2014) , leadership qualities are developed in gifted children at a young age through the capacity to reason, solve problems, make decisions, have self-confidence, and have a good outlook on others. One of the traits of a talented child is excessive sensitivity and emotional intensity, as they demonstrate extraordinary sensitivity to their family, school, and social environment in general. They frequently experience upset or happiness in circumstances that may appear normal to other normal children. (Al-Hadidi & Al-Khatib, 2014)

Perfectionism in gifted children is characterized by poor time management, an unhealthy fear of failure, inadequacy, and inaction. In his discussion of the relationship between a gifted person's intellect and their emotions, included the following examples: (Jarwan, 2015)

1. Independence and accountability.
2. Workplace seriousness, tenacity, and passion.
3. The capacity for criticism and self-worth.
4. They have a positive conception of themselves and feel content and successful.
5. Perfectionismul .

According to (Silverman, 2011), gifted individuals struggle with emotional issues like (Silverman, 2011).

- A sense of distinction and rejection.
- Sensing alone.
- A lack of understanding friends.
- Extremely anxious.
- A hard time is taking criticism.
- Disappointment and a lack of motivation.
- The disappearance of their talents in order to adapt to peers.
- Fear of failure

In light of this, although gifted children are distinguished on the emotional side by traits that indicate self-awareness and awareness of others, achieving success on the social and leadership levels, and the ability to manage emotions and self-confidence, it seems that the gifted pays the tax of his talent the higher it is, the greater the depth of his knowledge, the greater his emotional depth and emotional sensitivity, which leaves him vulnerable to problems.

Due to the significance of emotional balance in fostering creative thinking and innovation among gifted students, as well as in developing their abilities and preparing them to match the skills of the twenty-first century, the current study focused on determining the "level of emotional balance among gifted students in regular schools in the Haifa region.

(Al-Ghamdi H. , 2020)carried out a study titled The degree of emotional balance among gifted and ordinary kindergarten children with the aim of determining the degree of emotional balance among gifted and ordinary kindergarten students in the Al-Baha region. The study sample consisted of (171) boys and girls. The study found that both genius and typical kindergarten students had high levels of emotional balance, and that there were no statistically significant gender differences in these levels of emotional balance (males vs. females), while the findings also indicated that there are variances. Except for the motivation dimension, there is no statistically significant difference between gifted and regular kindergarten students in the degrees of emotional balance dimensions between gifted and normal kindergarten students.

Seka Rabaha's (2019) study, which included 400 students from schools in the Indian state of Assam as a sample, sought to understand the relationship between emotional stability and academic performance among upper secondary school students. The findings showed that the majority of the sample members have medium emotional balance and a small percentage have emotional balance. High, as the study's findings indicated, there were differences in high school students' emotional balance levels due to the gender variable, favouring males. The study also found a positive correlation between secondary school students' emotional balance and academic performance.

(Al-Jafri, 2020) talented kindergarteners from the teachers' viewpoints. The study utilized a questionnaire prepared by the researcher and applied on (150) kindergarten female teachers from Al-Baha and Mecca regions. The study showed an effect with an average degree of the library corner which was (28.20), the standard deviation (4.10) and the relative weight (80.7), an effect with an average degree of the art corner which was (24.8), the standard deviation (3.6) and the relative weight (82.8), an effect with an average degree of the illusion corner which was (27.4), the standard deviation (3027) and the relative weight (91,38), an effect with an average degree of the constructing corner which was (21.36), the standard deviation (3,03) and the relative weight (85.44), an effect with an average degree of

the discovery corner which was (37.27), the standard deviation (5.9) and the relative weight (28.8), an effect with an average degree of the cognitive corner which was (30.40), the standard deviation (4.05) and the relative weight (86.8), an effect with an average degree of the planning corner which was (24.84), the standard deviation (4.6) and the relative weight (82.8). Some of most important recommendations of the study are the need to take the educational corners into consideration in all stages of education, especially kindergartens, and to examine more factors related to the educational corners in school life

(Özbey et al., 2018) compared the emotional stability, social responsibility awareness, and community awareness of gifted children with those of their non-gifted classmates. 122 talented children and 246 non-gifted students from the middle school and secondary levels in the Turkish city of Izmir made up the sample. The study's findings showed that the emotional balance of talented persons is significantly higher than that of their average counterparts, and that the gifted performed better in terms of social responsibility and community awareness. The great emotional balance of the gifted results from their high social awareness and societal values.

(Al-Darabke, 2018) conducted a study in the schools of the Karak Governorate in Jordan with the goal of identifying the degree of emotional stability and its relationship to academic achievement among a sample of gifted and non-gifted kids. 50 gifted students and 50 non-gifted students made up the sample of 100 students. According to the study, according to the study, there was no correlation between emotional balance and academic achievement for gifted and non-gifted students. The results showed that the level of emotional balance was high for all sample members, with the exception of the general mood dimension, where it was average among non-gifted students. A sample of (40) boys and girls was used to conduct a study named "Self-awareness of Emotions and its Relationship to Helping Style" to measure self-awareness of Emotions and the Method of Helping Gifted Children. Males are more sensitive to emotions when they have a higher helpful style. (Katea & Al-Khudair, 2018).

The goal of the study conducted by (Abdel-Wahhab, 2016) .Emotional balance among Riyadh children and its relationship to some variables, was to determine the level of emotional balance among kindergarten students and its relationship to some variables (the child's birth order, gender, and age). The study used 200 boys and girls as a sample, and the findings showed that the average levels of emotional stability among kindergarten students were as follows. According to a study by (Kaya & kanik , 2016) communication abilities between gifted and non-gifted students are correlated with emotional stability. The study's results, which compared the emotional balance and communication skills of gifted and non-gifted students using a sample of (181) kids from middle schools in Turkey, showed no statistically significant differences between gifted and non-gifted students in terms of communication skills. However, gifted students displayed higher levels of emotional stability than their non-gifted peers. (Wani, 2016)

The research conducted by (Al Kaabi, 2015), titled Religious Preoccupation and its Relationship to Emotional Balance Among High School Students in Baghdad, sought to understand how religious concentration relates to emotional balance. 300 high school students were used as a sample. According to the findings, high school students had better emotional balance than the norm.

(Al-Nawasrah, 2016) research in Ajloun Governorate schools aimed to find out how emotionally stable talented, and average children were, and how it related to their performance in class. One hundred talented students and seventy-two average students from the elementary school's upper and lower divisions made up the sample. Except for the component measuring general mood, it was quite high among both typically developing and gifted adolescents. The results also indicated a positive correlation between the students' level of emotional balance and its dimensions and their academic achievement, and they found no statistically significant differences in the degrees of emotional balance and its dimensions between the gifted and normal due to the gender variable. students with high and low abilities.

The research by (Alrabia & Attia, 2016), titled "Emotional balance and its relationship to self-control among secondary school students in Irbid," shed light on the connection between emotional stability and students' ability to exercise self-control. Students from secondary institutions in Irbid were evenly represented (male and female) in the

study's sample size of 749. The findings indicated that Irbid secondary school students achieved moderate emotional stability. (Al-Hawsawi , 2021)

(Al-Alusi, 2013) research, titled Psychological and Emotional Traits of Gifted Students, set out to do two things: (1) identify the personality and emotional characteristics shared by gifted students at advanced secondary schools in Ramadi, the capital of Anbar Governorate; and (2) identify any statistically significant differences between gifted students at these schools (males and females). Results from this study, which included 92 male and female high school students, indicate that gifted and talented individuals face unique psychological and emotional challenges. No statistically significant variations in features between gifted and talented secondary school students were found to exist along the gender axis.

According to the gender variable, the goal of the study by (Tannous et al., 2012) Personal Traits that distinguish gifted and ordinary students, was to identify the characteristics that set gifted students apart from ordinary students. The study sample included (462) students in the tenth grade. The study's findings, which were used to determine the students' personal characteristics, revealed that gifted students exhibit greater emotional stability and are more inclined to adventure, innovation, and control than their counterparts from regular students, who demonstrated that they are less intelligent and submissive, shy, and less open to change. The gifted students were noted for their practicality, realism, and calm demeanour. The findings also indicated that, in comparison to typical students, exceptional children are less conservative, more relaxed, more flexible in their thinking. The findings also indicated that personality traits that discriminate between gifted and gifted kids have statistical relevance. According to the study's findings, genius female students scored higher on average in the personality traits "flexible mindset - stubborn" and "anxious - comforting," which suggests that bright females are more flexible and anxious than gifted males. It has been shown that (Al Sorour, 2011) research from the state of Khartoum used a sample of 77 male and female students from the School of Giftedness and Excellence in Omdurman to determine the nature of the association between emotional stability, talent, and mental superiority among secondary school students. The results indicated that there were no statistically significant differences in emotional balance between academically superior and average students, a correlation between emotional balance and excellence among secondary school students, and a correlation between emotional balance, creativity, and talent among secondary school students.

(Al-Gharaibah, 2011) this study aimed to reveal the level of emotional intelligence among a sample of gifted and ordinary students in the Qassim region, and to find out whether there are statistically significant differences in the level of emotional intelligence between gifted and ordinary students. To achieve the purposes of the study, the researcher applied the emotional intelligence test prepared by Othman and Rizq (2001) after developing it to suit the Saudi environment on a sample consisting of (144: 72 gifted and 72 ordinary) middle school students. After analyzing the data collected by the researcher, the study reached results indicating that the level of emotional intelligence among the gifted was high, while the level of emotional intelligence among ordinary people was average. The results also showed that there were statistically significant differences in the level of emotional intelligence between the gifted and the ordinary, in favor of the gifted.

(Abdul Ghani, 2010), focused on emotional balance and how it relates to social adjustment and self-concept in talented and typical kindergarten students (Al-Ghamdi H. , 2020), To determine the connection between emotional balance, social adjustment, and self-concept in Jordanian talented and typical kindergarten students. The study's findings indicated that there are statistically significant differences between the average scores of normal and gifted children on the balance scale because the group influences the dimensions of self-awareness of emotions, motivation, social skills, and emotional intelligence as a whole. The sample and study population included (50) gifted children (50) and normal children. While there were no statistically significant differences in the traits of empathy and emotion control in favour of the gifted, there were. The findings also demonstrated a relationship between gifted kids' average emotional balance scores, their average social adaptation scores, and their exclusion.

(Mubarak, 2008) investigated the relationship between emotional balance and the sense of self in both eminent students and their average peers. The study's findings revealed a positive, statistically significant relationship

between emotional balance and self-concept among distinguished and ordinary students. The research sample also demonstrated emotional balance and a high level of concept. Additionally, there is a strong association between students' self-concept and the idea of emotional balance. Exceptional and commonplace, statistically significant variations in the notion of emotional balance according to the gender variable, and no statistically significant differences in the concept of self and according to the gender variable.

The goal of (Saleh, 2004) study on emotional balance and its relationship to social skills among kindergarten students in Omdurman's Abu Saad region was to determine emotional balance and its relationship to social skills. The study's findings include the rise in emotional stability and social skills among children in Riyadh, the discovery of a correlation between emotional stability and social skills, the absence of statistically significant gender-related differences in stability and social skills, and the lack of statistically significant age-related differences in stability and social skills among children in Riyadh.

(Mouawad, 2007) study from, "Talented Abilities and Traits," compared groups of bright, creative, intelligent, and brilliant male teenagers in various ways using a sample of 310 high school students between the ages of (14 and 17) years. The most noteworthy finding of the study was that there are differences between the groups of innovators and ordinary people, although they are not statistically significant. This is just one of several conclusions that the study came to. The domestic relationship between the two groups is comparable. The difference between innovators and common people groups was statistically significant, but the social relationships between the two groups were similar. The findings demonstrated that the groups of clever creative people could be identified from the group of regular people by their emotional stability and self-confidence, with significant statistically different differences. The study found that, with statistically significant differences, the group of brilliant, creative, and clever individuals was characterised by a better mood than the group of regular individuals. (al-Qamsh, 2012)

(Bani Younes, 2005) carried out a study in Jordan with the goal of elucidating the relationship between emotional balance and the degree of self-affirmation among Amman secondary school students. (134) male and female students from high schools in Amman made up the study sample. The study's findings showed that there was a statistically significant difference in the level of emotional balance due to gender differences in favour of women and a statistically significant difference in the level of self-assertion due to gender differences in favour of men. The findings also showed that the average level of self-assertion is associated with each level of medium and high emotional balance, and the findings indicated a positive relationship.

The purpose of the (Azab, 2004) study, Intelligence and Emotional Balance was to determine the strength and direction of the relationship between intelligence and emotional balance. The study sample included 300 male and female students from Al-Mustansiriya University, and the study found that the sample members had a clear emotional balance and a statistically significant relationship between intelligence and emotional balance.

It is obvious from reading the initial research that they aimed to highlight the significance of emotional balance in the lives of the talented. The current study used the descriptive approach and some of its variables, including gender, grade, and school achievement, and it benefited from earlier research in articulating its topic, questions, and hypotheses, as well as in developing its tool. The latest study added two new variables: the parents' educational level and residence.

1.1. The Study Problem

As it corresponds to the adolescent stage, the preparatory stage is undoubtedly one of the most crucial phases of study that students go through. During this time, students experience changes in their physical, social, psychological, emotional, and academic selves. Some students work to achieve proportionality and harmony between the criteria, as mentioned earlier, while others lose their sense of balance, stability, and control over their course. This causes him to experience psychological pressure, frustration, dissatisfaction with himself, and loss of self-confidence, which causes him to lose his emotional balance and compatibility with the environment of the family, school, and society; So

what if the student is a gifted one who naturally experiences emotional problems due to his hypersensitivity and is exposed to a sense of difference, anxiety, and a lack of friends, which pushes him to isolate himself and socialize with others? Some educators touched on some of the emotional difficulties experienced by gifted students and emphasized the significance of preserving the emotional balance of the gifted child, encouraging him to express his thoughts, feelings, and opinions, and fostering the development of his psychological and emotional skills. (Rajeh, 2016)

It also indicates that assisting the gifted person in resolving his issues is necessary to comprehend his nature and consider his psychological and social traits. If the gifted person experiences emotions of loneliness and isolation due to his failure to make friends or because others reject him, he will need to work on his interpersonal communication skills, self-awareness, and self-attribute (Al Kaabi, 2015) Since children and teenagers make up one-third of the global population, educators and exceptional education specialists must enhance their psychological functioning and emotional state in order to create strong people who feel secure in their society, can manage their lives, and interact with its demands in the twenty-first century at different stages of their lives, and who can be supported for a better future. (Mezy, 2018)

These factors led the current investigation to determine the level of emotional balance among gifted students. Consequently, the study's central question can be found in the following:

What is the level of emotional balance among gifted students in middle school in the Haifa region?

The following sub-questions are derived from it:

1. How emotionally balanced are bright middle schoolers in practice?

2-Are there changes in the overall score and components of the emotional balance scale among talented adolescents in preparatory schools at the significant level ($\alpha \leq 0.05$) because of the varying gender, grade, educational average, residential area, and educational level of parents?

1.2. The Study Hypotheses

2. There are no gender-related differences in the overall score and components of the emotional balance scale at the significance level ($\alpha \leq 0.05$) among gifted children in preparatory schools.
3. Despite the grade variable, there are no differences between gifted kids in preparatory schools in the overall score and aspects of the emotional balance scale at the significance level ($\alpha \leq 0.05$).
4. Despite the educational rate variable, there are no differences between gifted children in preparatory schools in the overall score and aspects of the emotional balance scale at a significant level ($\alpha \leq 0.05$).
5. Due to the residence variable, there are no differences in the total score and dimensions of the emotional balance scale at the significance level ($\alpha \leq 0.05$) among gifted students in preparatory schools.
6. The parents' educational level variable has no significant effect on the overall score or any of the emotional balance scale's aspects for gifted adolescents in preparatory schools ($\alpha \leq 0.05$).

1.3. The Objectives of the Study

The objective of the current study was to:

- 1- Recognize the emotional balance among gifted students in middle schools.

2- The reality of emotional balance among gifted students in middle schools in Haifa District.

3- The hypotheses were statistically significant at the significance level ($\alpha \leq 0.05$) in the average sample responses on the emotional balance scale due to the variables (gender, grade, educational rate residential area, parents' educational level).

4- Diagnosing the most important emotional features of talent among middle school students

5- Determining the relationship between the level of emotional balance and talent among middle school students in the Haifa District.

6- Revealing the nature of the differences in the total score and dimensions of the emotional balance scale among gifted students in middle schools due to the grade variable.

7- Revealing the nature of the differences in the total score and dimensions of the emotional balance scale among gifted students in middle schools due to the gender variable.

8- Revealing the nature of the differences in the total score and dimensions of the emotional balance scale among gifted students in middle schools due to the educational rate variable.

9- Revealing the nature of the differences in the total score and dimensions of the emotional balance scale among gifted students in middle schools due to the variable of the residential area.

10- Revealing the nature of the differences in the total degree and dimensions of the emotional balance scale among gifted students in middle schools due to the variable of the educational level of the parents.

1.4. The importance of the study: The current study's significance can be found in the following

1. Based on a survey the researcher conducted for studies carried out in the Haifa District, the study is one of the first studies to have concentrated on the topic of the current study, to the best of the researcher's knowledge.

2. The significance of the study's focus on emotional balance in talented kids in order to keep up with psychological, emotional, social, and educational advances that help them develop their skills to meet 21st-century demands.

3. Creating a scale that assesses the emotional balance of a sample of talented kids, with expressions that consider the variables of grade and school achievement as well as the gender variable (male vs. female).

4. Gaining insight into the emotional makeup of gifted individuals and, as a result, taking into account their environment.

5- This study may pave the way for future research on the talented to comprehend gifted children's psychological and emotional characteristics. This is because there has not been much research on the gifted in general and emotional balance in particular.

6- This study may help teachers of gifted children re-plan their regular classes and incorporate them into their preparation.

7- Calling the attention of those in charge of creating educational curricula and curricula to the significance of considering the emotional balance of gifted individuals when building educational curricula.

1.5. Terminology of Study

Erikson (1963) defines emotional stability as the person's sense of self-assurance and capacity to accomplish goals, independence, capacity to persuade others, initiative and capacity for taking risks, sense of achievement and capacity for overcoming challenges, sense of identity, freedom, consensus, and responsibility, and a tendency to self-sufficiency and productivity (Erikson E. , 1963)

An operational definition is the student's capacity for self-expression and emotional regulation in various social and psychological contexts. The student's overall score from the questionnaire utilized in the study is what is being considered. As well as, The American Bureau of Education for the Gifted defines gifted kids as "those who demonstrate their potential to perform in intellectual, creative, artistic, leadership, and special academic fields" (Clark, 2002)

Gifted students have received a giftedness diagnosis from the Ministry of Education and are enrolled in ordinary schools. A whole academic year is spent in each of the three or four basic levels that make up the preparatory stage, which is the middle school achievement between primary and secondary education. (Educational Institutions, 2023) .The school stage from the seventh to the ninth grade is how the present study formally defines the preparation stage.

1.6. The Research's Limitations

- 1- Objective limits: The study's subject is to measure gifted students' emotional balance.
- 2- Spatial boundaries: The study was applied to a sample of middle schools in Haifa District.
- 3- Human limits: The current study's sample consists of 72 gifted students who study in middle schools.
- 4- Time limits: The study was implemented in the third semester of the school year 2023-2022.

2. MATERIEL AND METHODS

The Study Methodology: The researcher used the descriptive approach, which is based on gathering facts and data from the study sample, classifying, processing, and accurately analyzing them to address the study problem and its sub-questions and examine its various hypotheses in order to verify its objectives. to discuss its ramifications, to produce findings concerning the subject being studied, and to disseminate those findings.

The Study population: The target study sample consists of (200) male and female students at the primary level who have been formally identified as gifted by the Ministry of Education in the Haifa District.

The Study sample: A random sample of the study population, which included 72 male and female students in the preparatory stage at schools in the Haifa District, was used in the study.

The distribution of the study sample in relation to the research variables is shown in Table1

Table 1 shows the distribution of the study sample based on the research factors

taxonomic variable		number	percentage
Gender	M	23	%31.9
	F	49	%68.1
	Total	72	100.0%
Classroom	seventh	14	%19.4
	eighth	24	%33.3
	ninth	34	%47.2
	Total	72	100.0%
school achievement	Superior	35	%48.6
	excellent	20	%27.8
	Very well	14	%19.4
	Good	3	%4.2
	Total	72	100.0%
residential area	village	27	%37.5
	city	45	%62.5
	Total	72	100.0%
The educational level of the parents	finish 12	18	%25
	first title	17	%23.6
	Postgraduate	37	%51.4
	Total	72	100.0%

The Study Tools: Emotional balance scale

To shed light on the "emotional balance of gifted students in middle schools in the Haifa District," the researcher created the study questionnaire after reviewing the theoretical literature and consulting a number of earlier studies that addressed the study's subject and were presented in the chapter on earlier studies, such as the studies by (Al-Ghamdi H. , 2020) , (Al-Hawsawi , 2021) and (Bakhit M. Y., 2016)

An instrument for gauging one's emotional stability, it consisted of the following two sections

The first section: Is the personal data of the students who responded to the questionnaire (gender, grade level, educational rate, residential area, and educational level of parents).

Section Two: It consists of (35) paragraphs divided into five dimensions, namely:

- The first dimension: is self-confidence and includes (7) paragraphs (1-7)
- The second dimension: is self-control and includes (9) paragraphs (8-16)
- The third dimension: is the social situation and includes (7) paragraphs (17-23)
- The fourth dimension: reconciliation with oneself and includes (6) paragraphs from (24-29)
- The fifth dimension: is autonomy and includes (6) paragraphs from (30-35)

The five-point Likert scale (always applies, often applies, sometimes applies, rarely applies, never applies) has been used for the questionnaire items so that the scores represent (5, 4, 3, 2, and 1) in the same order.

The researcher built the study instrument using the following procedures after examining the literature and earlier pertinent studies, polling the views of a group of experts in the study's topic and other associated fields, and basing it on the ongoing directives of the academic supervisor:

1. Determine the main areas of the questionnaire.

2. Drafting the paragraphs of each field.
3. Preparing the questionnaire in its initial form, which included (40) items.
4. Presenting the questionnaire to the academic supervisor to review it, amend what he deems inappropriate, and then modify it.
5. The questionnaire was presented to (5) arbitrators in different specializations.
6. After making the amendments recommended by the arbitrators, whether by deletion, addition, or modification, the number of paragraphs of the questionnaire in its final form reached (35) level.

The scale's reliability responds to the question of whether the tool genuinely measures what it is designed to measure and at what level. This is known as the validity of the resolution. (Zeidan R. , 2018)

For that we had, used Two methods were used to confirm the validity of the survey

The apparent truthfulness of the instrument or "the veracity of the arbitrators."

The sincerity of the arbitrators is defined as presenting the study tool to a group of experts and providing a judgment and self-assessment, and it depends on how the tool's parts and things appear (Zeidan R. , 2018) The researcher gave the questionnaire to a panel of arbitrators with expertise in special education, educational psychology, and linguistic examination to confirm the scale's apparent validity for gifted middle school students in the Haifa District.

3. RESOLUTION

This is to ensure that the paragraphs are appropriate for their dimensions, clarity, and modification. Their observations have been taken, the measurements have been authorised, and the arbitrators have all agreed that the tool is legitimate for measuring the things it was intended to measure. According to the arbitrators' assessments and observations, the researcher made the necessary changes to the questionnaire, starting with the deletion, modification, and addition of paragraphs in accordance with their suggestions, up to the final image of the constituent questionnaire of (35) paragraphs, the paragraphs of which were approved by the judge. The questionnaire initially had (40) paragraphs, with the standard of agreement (85%) adopted as a minimum to accept a paragraph.

4. THE AUTHENTICITY OF INTERNAL COHERENCE

Internal consistency refers to the level of agreement between each questionnaire section and the domain to which it belongs as well as the agreement between the entire field and the questionnaire as a whole. This was done on the exploratory sample, consisting of (30) male and female students from outside the study population, and the overall score for the same dimension using the questionnaire.

The results of the first dimension's "self-confidence" internal consistency are as follows

Table 2 shows the link between each of the items listed following "self-confidence" and the dimension's overall score.

No	section	Pearson correlation coefficient	indication
1	I have self-confidence.	.524**	0.003
2	I feel incredibly delicate.	.446*	0.013
3	I favour working on projects that don't demand a lot of effort.	.420*	0.021
4	Regardless matter what others may think, I act differently.	.520**	0.003
5	I enjoy the challenge and never give up when presented with challenging situations.	.509**	0.004

6	I don't take into account every factor when choosing something.	.385*	0.035
7	I have a strong desire to uphold the truth.	.390*	0.033
	The correlation indicates 0.01. level		
	A significance level of 0.05 indicates a correlation. level		

The correlation coefficient between each item on the "self-confidence" dimension and the overall degree of the dimension is shown in Table 2, and it demonstrates that the correlation coefficients are functions at the significance level ($\alpha \leq 0.05$). Therefore, the self-confidence component is considered valid for the intended measurement.

Results of the second dimension's "self-control" internal consistency

Table 3 shows the correlation between each of the items listed following "self-control" and the dimension's overall score.

Section	Pearson correlation coefficient	Indication
Most of the time, I struggle to sit calmly and comfortably.	.616**	0.000
I'm compelled to keep moving.	.446*	0.013
I'm anxious most of the time.	.385*	0.035
Compared to my peers, I am more anxious.	.833**	0.000
Even in regular conversation, I have a high voice.	.776**	0.000
Occasionally, when I'm excited, I want to smash stuff.	.682**	0.000
Collaborating with my colleagues on a specific activity is quite challenging.	.446*	0.013
I consider education to be an intolerable burden.	.390*	0.033
When I am upset, I cannot control my speech or actions.	.745**	0.000
Correlation Indicates at the level **0.01.		
Correlation Indicates at the level *0.05.		

This shows that The correlation coefficient between each of the items in the "self-control" dimension and the overall degree of the dimension is shown in Table 3; this demonstrates that the correlation coefficients are functions at the significance levels of 0.01 and 0.05, and the dimension is therefore regarded as accurate for the purpose for which it was designed.

The results of the internal consistency of the third dimension, "social status":

Table (4): The correlation coefficient between each item in the "social status" dimension and the dimension's overall level

Section	Pearson correlation coefficient	Indication
I enjoy putting power and control over other people.	.734**	0.000
Punish those who offended you right away.	.620**	0.000
I tend to use violence as cursing.	.762**	0.000
I get anxiety and discomfort at social interactions.	.520**	0.003
I find it challenging to comprehend social circumstances such as happiness and melancholy.	.425*	0.019
In times of crisis, I'm compelled to argue.	.670**	0.000
I do not adapt my ideas and actions to my surroundings.	.811**	0.000
. Correlation Indicates at the leve**0.01		
Correlation Indicates at the level *. 0.05		

The correlation coefficient between each item in the "social status" dimension and the overall degree of the dimension is shown in Table (4), which demonstrates that the correlation coefficients are functions at the level of significanc($\alpha \leq 0.05$).

The findings of the fourth dimension's internal consistency, "reconciliation with self," are as follows:

Table (5): The correlation coefficient between the overall score for the dimension and each of the sentences following "reconciliation with oneself"

section	Pearson correlation coefficient	Indication
When angry, I regret what I say.	.572**	0.001
I was more embarrassed than my colleagues in unpleasant circumstances.	.498**	0.005
I detest dealing with students that act inappropriately.	.524**	0.003
My preference is to interrupt my classmates when they disrespect me.	.520**	0.003
I have inner peace and satisfaction with myself.	.734**	0.000
I have sufficient self-respect.	.427*	0.019
Correlation Indicates at the level **. 0.01		
Correlation Indicates at the level *. 0.05		

Table (5) shows the correlation coefficient between each of the paragraphs of the dimension of "reconciliation with oneself" and the total degree of the dimension, which shows that the indicated correlation coefficients are a function at the level of significance ($\alpha \leq 0.05$), and thus the dimension is considered true for what was set to measure it.

In terms of "Autonomy," the fifth dimension, the internal consistency results are as follows:

Table 6: Correlation Matrix for Each Paragraph Following "Autonomy" and Total Dimensional Score

section	Pearson correlation coefficient	Indication
I got a lot of headaches..	.383*	0.037
Sometimes I feel like I'm accumulating problems that I can't solve.	.768**	0.000
Whenever he gives me an assignment, I become a little shaky inside.	.593**	0.001
Quick action is typical.	.661**	0.000
When I get angry, it's really bad.	.713**	0.000
It seems like I'm always under pressure.	.741**	0.000
Correlation Indicates at the level **. 0.01		
Correlation Indicates at the level *. 0.05.		

Table (6) displays the correlation coefficient between each item in the "autonomy" dimension and the total degree of the dimension, demonstrating that the indicated correlation coefficients are a function at the level of significance & 0.050.01, and thus the dimension is considered true for what was set to measure it.

Results from the emotional balance scale's internal consistency between its subscales and overall:

Correlation coefficients between the total score on the emotional balance scale and its subscales are shown in Table

7.

The dimension	Pearson correlation coefficient	indication	investigational sample
Self-assurance	.456*	0.011	30
self-control	.612**	0.000	30
social situation	.859**	0.000	30
Self-compassion	.734**	0.000	30
self-independence	.783**	0.000	30
Correlation Indicates at the level **. 0.01			
Correlation Indicates at the level *. 0.05.			

Table (7) shows the correlation coefficient between each dimension of the emotional balance scale and the scale as a whole, which shows that the indicated correlation coefficients are a function at the level of significance 0.01 & ($\alpha \leq 0.05$), and thus the dimension is considered true for what was set to measure it.

4.1. Resolution Stability(Reliability)

The stability of the resolution describes the level of accuracy in obtaining similar results by repeated measurements, i.e., obtaining equal or close values when repeating the measurement for the same case or obtaining equal or close values when measuring similar cases, so that whenever the results are similar with repeated measurements, this indicates that the tool's stability is higher (McLeod, 2007 .).

The researcher utilized Cronbach's Alpha Coefficient to confirm the consistency of the study's resolution, and the following results were obtained as follows:

Table 8: Cronbach's alpha coefficient and split-half to test the stability of emotional balance dimensions.

The domain	Alpha Cronbach	split-half	
	Stability value	Before the modification	After modification
Self-assurance	0.685	0.724	0.840
Self-control	0.744	0.685	0.813
social -situation	0.768	0.816	0.899
Self-Consistency	0.821	0.806	0.893
self-independence	0.692	0.783	0.878
GAF Scale	0.853	0.837	0.911

According to the findings in Table (8), the split-half and Cronbach's alpha coefficient values are both high for each domain and the scale as a whole, indicating high and statistically significant stability. So, the completed questionnaire can be distributed.

The statistical methods adopted: The Statistical Package for the Social Sciences (SPSS) was used to unload the questionnaire and analyse the results. The following statistical methods were used:

- The standard deviation, the weighted average, and the mathematical mean.
- Determine the stability of the resolution items using Cronbach's Alpha test.
- Using Pearson Correlation Coefficient for calculating correlation strength: This test is based on looking at how two variables interact. It enabled the researcher to calculate the internal.
- Use the Independent Samples T-Test to determine whether the differences between two independent data sets are statistically significant.
- A one-way analysis of variance (ANOVA) test is used to determine whether differences between three or more groups of data are statistically significant.
- The approved test results were calculated using the following Table:

Table (9): Standards used in the research

cell length	equivalent relative weight	level of approval
From 1.80 – 1	from %-20%-36%	Very little
Greater than 2.60 - 1.80	Greater than 52% -36	little
Greater than 3.40 - 2.60	Greater than 68 -52%	average
Greater than 4.20 - 3.40	Greater than 84% -68	big
Greater than 4.20 -5	Greater than 100% - 84	very big

5. THE STUDY RESULTS

First: The first question, "What is the reality of the emotional balance of gifted students in middle schools in Haifa District?" has a response. The arithmetic means, standard deviation, relative weight, order, and verbal score were employed to assess the approval level. Below are the outcomes:

- **The scale's overall dimensions and emotional balance.**

Table (10) shows the arithmetic means, standard deviations, relative weights, and rankings for allemoational balance scale dimensions.

The domain	arithmic average	Standard Deviants	relative weight	spoken degree	arrangement
Self-assurance	3.80	0.43	75.95%	Big	2
self-control	3.71	0.67	74.10%	Big	3
social situation	4.25	0.62	85.04%	Very Big	1
Self-compassion	3.44	0.44	68.80%	Big	5
self-independence	3.46	0.74	69.12%	Big	4
emotional balance	3.74	0.37	74.73%	Big	

The results from Table (10) show that the emotional balance among gifted students in preparatory schools in the Haifa District came to a large degree in all the arithmetic averages of the scale's sub-domains, and the scale as a whole was significant except for the dimension "social status," which came to a considerable degree. Thus, this means that there is a lot of agreement among gifted students in the middle school on these dimensions.

The mathematical averages were arranged in the following order: social status came first, then self-confidence, self-control, autonomy, and finally, self-reconciliation (4.25, 3.8, 3.71, 3.46, 3.44).

The findings show that the emotional balance scale's arithmetic average is equal to (3.74) and its relative weight is (74.73%), indicating that the sample's members strongly approve of the scale's dimensions. This confirms that gifted middle school students in the District of Haifa have a high level of emotional balance.

The researcher attributes the outcome to the significance of emotional balance, viewing it as one of the most distinguishing traits of people who are able to interact with their social surroundings and gain from their enthusiasm and sense of self-worth (Al-Hashemi, 2018) The ability of an individual to create harmony with his society by striking a balance between the needs of growth and the social environment is what Erikson claimed to be the cause of emotional balance (Negati, 2015) She concurred with Ozbay (2018), who underlined that talented kids exhibit greater emotional stability than their average peers and achieve higher levels of societal awareness, social responsibility, and appreciation for social ideals. The findings corroborated a 2010 study by Abdul-Ghani, which showed that talented kids score higher on emotional balance scales in the social adjustment dimension and have more advanced social skills than school achievement .

The findings of this study, which focused on emotional balance and its dimensions, were in agreement with those of the studies conducted (Al-Ghamdi H. , 2020) and Al-Shabrawi (2019), which established that gifted students exhibit greater emotional balance than their less gifted peers, as well as, the study that adopted (Kaya & kanik , 2016) which established that emotional balance levels among students are generally high. The gifted are more advanced than

their non-gifted counterparts, and it was also in agreement with the Sorour study (2013), which found a link between giftedness, creativity, and emotional stability in post-primary students. The study (Tannous et al., 2012), which focused on the emotional traits of the gifted and demonstrated that gifted students are distinguished by more emotional balance than ordinary students, was in agreement with (Mouawad, 2007), which showed that the category of gifted, eminent, and intelligent They are more stable and are characterised by emotional stability. The study by (Al Kaabi, 2015), which found that there is a greater emotional balance among the gifted than the non-gifted category, confirmed the existence of a difference in emotional balance between the gifted and non-gifted categories in terms of academic achievement.

Second: The response to the question, which reads as follows:

Are there differences in the sample's average responses to the emotional balance scale that are statistically significant at the significance level ($\alpha \leq 0.05$) related to the factors (gender, grade, school achievement, residence, and parents' educational level)?

Where the study sought to reveal the significance of the hypothesis "there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average sample responses on the emotional balance scale due to the variables (gender, grade, educational rate, residential area, parents' educational level)". By examining the following hypotheses:

The average sample responses on the emotional balance scale do not differ statistically from one another at the significance level ($\alpha \leq 0.05$). (gender).

As shown in the following Table, the "T-test for two independent samples" was employed to test this hypothesis.

Table (11) shows the results of the t-test to illustrate the variations in the study sample's average responses to the emotional balance scale based on the gender variable.

measurement	sex	the sample	average	standard deviation	T	Sig	Statistical significance
Self-assurance	Female	49	3.82	0.45	0.701	0.243	nonfunction
	Male	23	3.75	0.39			
self-control	Female	49	3.69	0.71	0.334	0.37	nonfunction
	Male	23	3.74	0.58			
social situation	Female	49	4.33	0.57	1.564	0.061	nonfunction
	Male	23	4.09	0.70			
Self-compassion	Female	49	3.49	0.41	1.403	0.083	nonfunction
	Male	23	3.33	0.49			
self-independence	Famale	49	3.38	0.73	1.259	0.106	nonfunction
	Male	23	3.62	0.75			
emotional balance	Famale	49	3.76	0.37	0.639	0.263	nonfunction
	Male	23	3.70	0.37			

The results in Table (11), which revealed that the "T-test for two independent samples" has a probability value (Sig.) more remarkable than the significance level (0.05), leads us to accept the null hypothesis that shows:

The average sample responses on the emotional balance scale are not statistically different by gender at the significance level ($\alpha \leq 0.05$), and the researcher attributes this to the fact that both types can self-regulate and control feelings and emotions in a variety of social and life situations, especially that they can. The fact that students in the preparatory stage have experience from prior experiences in solving various problems and bearing the pressures they face during their integration and interaction with the environment can also be used to explain why this occurs during adolescence, which is known as the stage of rebellion, hesitation, and doubts.

These results are consistent with those of the studies by (Al-Ghamdi H. , 2020), Al-Shabrawi (2019), (Al-Nawasrah, 2016), and (Al-Alusi, 2013), which confirmed that there is no statistically significant relationship between the gifted's levels of emotional balance and their gender (male or female). However, these findings differ from those of the study by Rabaha and Sica (2019), which revealed that there are differences between the gifted and non-gifted. Statistical significance in the level of emotional stability among gifted students due to the gender variable in favour of gifted students, and the current study differed from (Bani Younes, 2005), which confirmed the existence of a statistically significant difference in the emotional stability due to the difference of gender (male, female) in favour of males.

The average sample responses on the emotional balance scale are not statistically different from one another at the level of significance ($\alpha \leq 0.05$) because of the variable (school class).

The "one-way variance" test was applied to assess this hypothesis, as shown in the following Table.

The one-way analysis of variance test results for the significance of variations in the study sample's average responses to the emotional balance scale according to the class grade variable are shown in Table (12).

measurement	Contrast theme	sum of squares	D/H	mean squares	F	sig	Statistical significance
Self-assurance	between groups	0.064	2	0.032	0.167	0.847	nonfunction
	within groups	13.191	69	0.191			
	sum	13.255	71				
self-control	between groups	1.943	2	0.971	2.248	0.113	nonfunction
	within groups	29.814	69	0.432			
	sum	31.757	71				
social situation	between groups	0.782	2	0.391	1.019	0.366	nonfunction
	within groups	26.463	69	0.384			
	sum	27.245	71				
Self-compassion	between groups	0.302	2	0.151	0.759	0.472	nonfunction
	within groups	13.715	69	0.199			
	sum	14.017	71				
self-independence	between groups	0.261	2	0.131	0.232	0.793	nonfunction
	within groups	38.794	69	0.562			
	sum	39.055	71				
self-independence	between groups	0.157	2	0.079	0.563	0.572	nonfunction
	within groups	9.634	69	0.140			
	sum	9.791	71				

The probability value (Sig.) corresponding to the "Analysis of Variance" test was determined from the findings in Table (12) to be greater than the significance threshold (0.05), and as a result, we accept the null hypothesis that shows:

The researcher explains that because the talented person has good emotional balance because he has great self-confidence and can adjust to obstacles, there are no statistically significant variations in the average sample responses on the emotional balance scale related to the variable (school grade). That confronts him and manages his emotions, and the findings of the study are consistent with those of studies by (Tannous et al., 2012), and (Abdel-Wahhab, 2016), both of which found that gifted students' emotional balance levels are not statistically significantly different based on class, and neither of which found that students' emotional balance levels are. High emotional balance is a characteristic of the gifted, and the class variable has no statistically significant effect.

The average sample responses on the emotional balance scale are not statistically different from one another at the significance level ($\alpha \leq 0.05$) due to a variable (educational rate).

The following Table demonstrates how the "one-way variance" test was used to investigate this argument.

Table 13 shows the outcomes of the one-way analysis of variance test to determine the significance of variations in study sample average answers to the emotional balance scale based on educational rate variable.

measurement	Contrast theme	sum of squares	Df	mean squares	F	sig	Statistical significance
Self-assurance	between groups	1.223	3	0.408	2.431	0.067	nonfunction
	within groups	11.404	68	0.168			
	sum	13.255	71				
self-control	between groups	3.282	3	1.094	2.613	0.058	nonfunction
	within groups	28.475	68	0.419			
	sum	31.757	71				
social situation	between groups	1.225	3	0.408	1.157	0.304	nonfunction
	within groups	24.007	68	0.353			
	sum	27.245	71				
Self-compassion	between groups	0.501	3	0.167	0.840	0.477	Nonfunction
	within groups	13.516	68	0.199			
	sum	14.017	71				
self-independence	between groups	1.566	3	0.522	0.947	0.423	nonfunction
	within groups	37.489	68	0.551			
	sum	39.055	71				
self-independence	between groups	0.186	3	0.06	0.044	0.623	nonfunction
	within groups	9.605	68	0.14			
	sum	9.791	71				

Table (13) reveals that the probability value (Sig.) for the "Analysis of Variance" test is larger than the significance threshold (0.05). Hence the null hypothesis is accepted.

There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average sample responses on the emotional balance scale as a result of the variable (educational rate), and the researcher attributes this to the fact that talent is an innate characteristic that distinguishes an individual from others in a particular field and aids him in achievement and innovation. The educational average is the consequence of an individual's efforts to achieve distinction or greatness. In addition, a talented guy may not have a high rate of schooling, but he possesses talent. The results of this study concurred with those of the (Al-Darabke, 2018) and (Al Sorour, 2011), studies, which concluded that there is no correlation between emotional balance and academic achievement among gifted and non-gifted students and that there are no statistically significant differences in the level of emotional balance among gifted students. Moreover, the normal ones are owing to the academic performance variable, whereas Seka Rabaha's (2019) study verified the existence of a positive, statistically significant association between emotional balance and academic success. Emotional and its aspects, as well as the academic success of talented and average students.

There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average sample responses on the emotional balance scale due to the variable (residential area). The "T-test for two independent samples" was used to test this hypothesis, and the following Table illustrates this.

Table (14): Results of the t-test to indicate the differences between the average responses of the study sample on the emotional balance scale according to the place variable

measurement	housing	sample	arithmetic mean	standard deviation	T	Sig	Statistical significance
Self-assurance	village	27	3.76	0.46	0.541	0.295	nonfunction
	city	45	3.82	0.42			
Self-control	village	27	3.71	0.69	0.025	0.49	nonfunction
	city	45	3.70	0.66			
social situation	village	27	4.22	0.58	0.37	0.356	nonfunction
	city	45	4.27	0.65			
Self-compassion	village	27	3.40	0.50	0.659	0.256	nonfunction
	city	45	3.47	0.41			
self-independence	village	27	3.46	0.69	0.007	0.497	nonfunction
	city	45	3.46	0.78			
emotional balance	village	27	3.71	0.35	0.505	0.308	nonfunction
	city	45	3.75	0.38			

According to the data presented in Table (14), the probability value (Sig.) corresponding to the "T-test for two independent samples" is greater than the significance threshold (0.05); hence the null hypothesis is accepted.

The average sample responses on the emotional balance scale are not statistically different from one another at the significance level ($\alpha \leq 0.05$) because of the variable (residential area). Each environment, whether it be technical, economic, or climatic, has something that sets it apart from other settings that play a role in developing the talents of the talented and encouraging them to innovate and be creative.

Additionally, regardless of where they live, the characteristics of the twenty-first century enable all exceptional people to develop their skills and creative abilities. The current study supports the findings of the Al-Ghamdi study (2020), which found no statistically significant differences between the emotional balance of talented individuals in the Riyadh region and the rural area of Al-Baha.

It also supports the findings of the Al-Shabarawi study (2019) in Baghdad and the Al-Alusi study (2013) in Anbar and a study that found no statistically significant relationship between emotional balance and residential area.

There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the average sample responses on the emotional balance scale due to the variable (parents' educational level).

The "one-way variance" test was used to test this hypothesis, and the following Table illustrates this.

Table (15): Results of the one-way analysis of variance test for the significance of the differences between the average responses of the study sample on the emotional balance scale according to the educational level variable of the parents.

measurement	Contrast position	sum squares	of	D\H	mean squares	F	sig	Statistical significance
Self-assurance	between groups	0.586		2	0.293	1.596	0.210	nonfunction
	within groups	12.669		69	0.184			
	Sum	13.255		71				
self-control	between groups	0.907		2	0.454	1.014	0.368	nonfunction
	within groups	30.850		69	0.447			
	Sum	31.757		71				
social situation	between groups	0.470		2	0.235	0.606	0.548	nonfunction
	within groups	26.774		69	0.388			
	Sum	27.245		71				
Self-compassion	between groups	0.006		2	0.003	0.014	0.987	nonfunction
	within groups	14.011		69	0.203			
	Sum	14.017		71				

self-independence	between groups	0.304	2	0.152	0.271	0.764	nonfunction
	within groups	38.751	69	0.562			
	Sum	39.055	71				
emotional balance	between groups	0.026	2	0.013	0.091	0.913	nonfunction
	within groups	9.765	69	0.142			
	Sum	9.791	71				

From the findings in Table (15), it was determined that the probability value (Sig.) corresponding to the "Analysis of Variance" test is greater than the significance level (0.05). As a result, we accept the null hypothesis that states: There are no statistically significant differences at the significance level (0.05) in the average sample responses on the emotional balance scale due to the variable (parents' educational level). In addition to their involvement in the educational process with the school, which provided them with experiences and knowledge to improve their children's abilities, parents are eagerly anticipating technological developments in order to educate their children and discover their creative and innovative skills after the Corona pandemic. Alternatively, a child may be a product of the parents' culture and level of academic education.

An overview of the study's findings

The present study reaches the following conclusions

- The talented children in the Haifa District's preparatory schools exhibit excellent emotional balance.
- The gender variable does not result in any statistically significant differences.
- The academic grade variable did not result in any statistically significant differences.
- The educational rate variable has no statistically significant differences.
- The location of residence variable has no statistically significant differences.
- The variable relating to the parents' educational attainment does not show any statistically significant differences.

STUDY RECOMMENDATIONS

- Trying to highlight the significance of emotional balance as one of the fundamental axes in developing the creative and innovative student's personality to apply his cognitive ability to advance civilizations.
- Work with the appropriate authorities to monitor the issues and psychological and emotional strains faced by the gifted and mitigate their consequences.
- Providing opportunities for gifted children, especially at this age, to establish their individuality and independence and develop their inventive thinking by educating experts in the educational system and pressing them to do so.
- The importance of focusing on extracurricular activities and events for gifted kids in conventional schools in order to provide possibilities for social interaction, which aids in improving the emotional balance of gifted students.

FUTURE STUDY SUGGESTIONS

- Developing a remedial and counselling programme to lessen the emotional heaviness of gifted students in conventional schools.
- Conducting a study with age samples at various school achievement that is comparable to the current study and contrasting its findings with those of the current study.

• Given the dearth of research on the talented population, it is advised to carry out studies that look at their attributes and characteristics (emotional, behavioural, social and academic).

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