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Learning Strategies for Children with Learning Difficulties and Their Relationship to Emotional Intelligence in Light of the Challenges of Social Media: An Applied Study to Measure Social Adaptation

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Abstract

This study examines the relationship between learning strategies and emotional intelligence in children with learning disabilities, particularly in light of the challenges social media poses to their social adjustment. With the increasing influence of digital platforms on children's emotional and cognitive environments, children with learning disabilities face unique challenges in balancing academic, emotional, and social demands. The study aims to understand how effective learning strategies, when coordinated with emotional intelligence, contribute to improved social adjustment outcomes. An applied quantitative methodology was adopted, using standardized psychometric tools to assess learning strategies, emotional intelligence, and levels of social adjustment in a targeted sample of children diagnosed with learning disabilities in the Kingdom of Saudi Arabia. Data were collected through structured questionnaires completed by teachers and specialists in inclusive educational settings, with 55 teachers participating. Statistical analyses relied on methods such as correlation and regression to test the study's hypotheses and analyze the strength and direction of relationships between various variables. The results are expected to provide evidence on the role of emotional intelligence as a mediating factor in promoting adaptive learning behaviors, as well as on how digital challenges influence these dynamics. The study provides results of great importance to educators, psychologists, and decision-makers, as it contributes to the design of targeted interventions to enhance cognitive and emotional resilience among students with learning difficulties in the digital age, particularly within the Saudi education system.

Keywords: Learning Difficulties, Learning Strategies, Emotional Intelligence, Social Adaptation, Inclusive Education, Cognitive Development.

Introduction

The increasing prevalence of learning disabilities among children presents ongoing challenges for educators, parents, and policymakers alike. These challenges are exacerbated by the growing influence of social media, which, while providing opportunities for communication and learning, presents unique social and emotional complexities for children with cognitive and academic difficulties. Children with learning disabilities often experience significant difficulties in academic performance, not because of a lack of intelligence, but rather because of differences

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in how they process, retain, and express information (Heyman & Pressel, 2003). As education systems evolve to become more inclusive, understanding how these children learn and implement their learning strategies under varying pressures has become a major focus of special education research. Learning strategies are defined as the specific methods students use to acquire, organize, and retain new information. These strategies are essential not only for academic success but also for their broader cognitive and emotional development. Overly standardized teaching approaches fail to account for individual differences in learning styles and teacher-student interactions (Gerber, 2005). Therefore, students with learning disabilities require structured and explicit instruction in metacognitive strategies, such as planning, monitoring, and evaluating learning processes (Gersten et al., 2001). According to these strategies, they are directly taught and supported through assisted learning, which enhances reading comprehension and academic engagement among students with learning disabilities (Sense, Fox, & Fox, 2005). Effective learning strategies are not only linked to academic success but also to emotional and social outcomes, which places importance on independence, self-efficacy, and coping mechanisms in a digital society (Demirdağ, 2014). This makes social media significantly impactful for children's emotional state and associated self-concepts. Therefore, it is essential to develop adaptive learning strategies to understand how children with learning disabilities use learning strategies in relation to their emotional intelligence and how this reflects the complex social environment they are exposed to through online platforms. This helps provide valuable insights into their social adaptation and overall well-being, alongside the widespread use of social media in the digital age and the array of emotional and behavioral challenges they face, especially among young people, where emotional intelligence—the ability to recognize, understand, and regulate one's own and others' emotions—is a crucial factor in addressing these challenges. According to a study by Sural et al. (2019), where individuals with high levels of distinctive emotional intelligence tend to follow healthier patterns of social media use, given that their participation is linked to a set of motives that tend toward a self-constructive and effective organizational direction. On the other hand, we find that low emotional intelligence is linked to a set of patterns whose use is more compulsive or problematic, which are mostly related to emotional coping or avoidance. In the same vein, we find what Naidu et al. (2023) stated that emotional intelligence can protect against problematic behaviors online and reduce the negative psychological impact of social media use, which is represented by increased sensitivity to social evaluation to achieve results that focus on the role of emotional intelligence in mitigating emotional vulnerabilities that are exacerbated in online environments, which ignores the importance of highlighting the role of emotional intelligence. Frischmann and Rubino (2004) also emphasize that emotional intelligence represents the importance of maintaining effective social networks, pointing to individuals with emotional intelligence as being more able to manage personal interactions and maintain supportive ties, even during periods of stress or organizational complexity, which indicates that this behavior is the most closely related. Social adaptation is the actual process through which individuals manage their behaviors, feelings, and knowledge to meet the requirements, standards, and expectations of their social environment, which contributes to achieving the multidimensional dynamic concept, including behavior through two aspects: interpersonal behavior, emotional regulation, and cognitive flexibility, which are within different societal contexts. Social adaptation includes a group of other patterns that link it to the continuous adaptation of individuals to their surrounding environment to achieve empowerment in effectiveness to expand with diverse social environments, which are often characterized by difficulty. Social adaptation is measured. Using multidimensional tools that assess an individual's ability to manage interpersonal relationships, respond effectively to

social pressures, and adhere to social norms while maintaining individuality and psychological well-being, the vast majority of researchers tend to use psychometric or observational approaches to assess indicators such as communication competence, emotional control, participation in group activities, and conflict resolution strategies (Terzev, 2019). Buss (1996) contributed to the enrichment of these approaches and measures, based on content and perspective, according to a developmental system based on psychological theory.

Literature Review

Based on the research variables and study elements, we find that the first focuses on the learning strategies used by children with learning disabilities, exploring how these students develop and utilize specific cognitive and behavioral approaches to improve their academic performance and manage their learning challenges. the other aspect of this literature focuses on the role of emotional intelligence in dealing with the challenges of social media. the goal is to understand the role of study strategies and learning difficulties in students' academic performance to enhance educational curricula. a proposed use of artificial intelligence is proposed according to research conducted by Presance et al. (2024) to explore the impact of study strategies and learning difficulties on students' academic performance by employing techniques to improve teaching methods. a decision support system supported by artificial neural networks was used to identify factors that help explain differences in academic performance based on experimental data. the study contributes to its quest to integrate intelligent analysis with an understanding of individual differences among students, especially those with learning disabilities, in order to design more effective personalized learning strategies. the results indicate that study strategies are a crucial factor in predicting academic performance by tailoring them to the needs of students with learning disabilities, and that systems can play a promising role in providing personalized learning recommendations. the study recommended integrating artificial intelligence tools into the educational environment to develop individual educational interventions and enhance the success of students with special needs. this is demonstrated by a study conducted by Imran Khan and his colleagues (2024) on understanding learning difficulties in integrating educational strategies and psychological interventions to explore how educational interventions affect

This helps integrate strategies with psychological interventions to improve academic performance and overall well-being for individuals with learning disabilities. The study addressed educational strategies, including structured and explicit instruction, individualized education plans, multimedia instruction, and assistive technology. The study also focused on psychological interventions, including executive function techniques, social and emotional support services, and positive behavioral interventions and support within the framework of integrating these strategies that contribute to and enable teachers and support teams to design inclusive educational environments that meet the special needs of children with learning difficulties. results indicate that effective integration between educational strategies and psychological interventions enhances the academic performance and psychological well-being of learners. the study focused on the importance of cooperation between teachers and psychologists to provide comprehensive and integrated support for students. the study concluded with recommendations on the necessity of continuous professional training for teachers, developing educational policies that support the integration of educational and psychological aspects, and conducting further research to evaluate the effectiveness of these integrated strategies in different educational contexts. The study by Koshik and Jenna (2021) had a clear goal of exploring the relationship between self-regulation strategies and the academic performance of students, especially those with learning difficulties, as the researchers focused

on the learning strategies used by outstanding students and how they affect their academic achievement. This was confirmed by the study's results, which showed that students who use effective self-regulation strategies tend to achieve higher academic performance compared to others, as well as training students on self-regulation techniques, such as cognitive and behavioral regulation, have a significant impact on improving their academic performance. The study concluded with recommendations, including the need to develop specialized training programs to enhance self-regulation skills among students with learning disabilities to enable them to achieve better academic success. On the other hand, Veronica-Alexandra Melo-Lopez and colleagues (2025) focused on the concept of the impact of artificial intelligence on inclusive education. Their systematic study based on the impact of artificial intelligence on inclusive education through how artificial intelligence can contribute to improving access to education and personalizing learning experiences for students with disabilities. The study presented a comprehensive systematic review of current research on the impact of AI technologies in supporting students with special needs, focusing on how AI can be used to improve teacher-student interactions and enhance personalized learning with technologies such as machine learning and adaptive systems. AI can help design flexible learning environments that adapt to the needs of each student, facilitating the inclusion of students with disabilities in classrooms. The study concluded with a recommendation for the widespread integration of AI technologies into educational programs, along with appropriate training for teachers and professionals in this field, as shown by some trends, as explained by Riolo et al. (2025). The relationship between emotional intelligence and the risk of eating disorders among adolescents, focusing on the role of social media use and perceived social support. The research focused on the fact that emotional intelligence can serve as a protective factor for adolescents' mental health, helping to mitigate the risk of eating disorders, especially in the context of frequent interaction with social media. The study also focused on the psychological mechanisms behind this relationship, focusing on the mediating role of adolescents' motivations for using social media and the moderating influence of social support from peers, family, and friends. The results concluded that higher levels of emotional intelligence are associated with healthier coping strategies, which reduces the likelihood of developing eating disorders. It focused on the great importance of considering emotional intelligence as a potential protective factor in preventing eating disorders and highlights the complex interactions between social media use, social support, and emotional regulation in adolescents. Zhang et al.'s study examines how emotions spread and evolve on Twitter. (2025) During the 2021 German federal elections, within the study population, 194,151 tweets were analyzed using sentiment analysis and statistical techniques to study the role of social media in influencing group emotions, voter expression, and derogatory language directed at candidates. This was done to understand the impact and correlation between the intensity of emotions expressed in tweets and the spread of these messages. The results indicated that social media platforms, such as Twitter, increase emotional expressions, which may lead to group polarization with increased intensity of negative emotions and discourse. This makes the research contributions focused on understanding how digital platforms influence political discourse and voter behavior, particularly in terms of emotional dynamics and the spread of emotions that may influence election outcomes. Meanwhile, the research pattern was directed towards understanding the impact of peer and teacher support on the creative thinking of middle school students within a research population conducted by Shi et al. (2025), which includes a focus on emotional intelligence as a mediator and emotion regulation strategies as a mediator. In a study conducted on a group of opinions of 335 seventh-grade students in China, representing 187 boys and 148 girls, between the ages of 11 and 14, the aim was to explore the mechanisms

by which emotional intelligence helps students address peer and teacher support to enhance creative thinking. The results showed that peer and teacher support had a positive impact on creative thinking mechanisms, while emotional intelligence played a mediating role in these relationships. In addition, the ability to regulate emotions mitigated the effect of emotional intelligence on creative thinking, which indicates that students who were able to better manage their emotions were the ones who benefited more from emotional and social support. This study highlights the importance of emotional intelligence and emotion regulation in enhancing creativity by focusing on the role of supportive environments in shaping students' cognitive and emotional development. We also find that the study conducted by Sural, Griffiths, and Kirkabouron (2019) on the trait of emotional intelligence and the multiple use of social media among adults and the mediating role it plays in motives for using social media in understanding the relationship between emotional intelligence as a personality trait and the multiple use of social media among adults. The study sought to achieve its goal of exploring how social media motives play a mediating role between emotional intelligence and exaggerated or structured usage patterns. The results showed that individuals with low emotional intelligence tend to use social media for escapism or to regulate emotions, which increases the likelihood of developing usage patterns that are linked to it. On the other hand, individuals with higher levels of emotional intelligence are less exposed to use. Exaggerated use of social media or for negative psychological reasons, and concluded its recommendations by developing interventions that strengthen the role played by emotional intelligence as a means of preventing problems related to the use of social media, specifically among young age groups or those most vulnerable to psychological stress.

Research Problem: The problem is a result of the rapid development of digital media and its profound impact on children's cognitive and social skills, whether negative or positive, in light of the widespread use of social media and the learning difficulties these children face, which represent increasing challenges in adapting socially and interacting with learning environments. Their learning strategies are influenced by several factors, most notably their level of emotional intelligence, which plays a crucial role in their ability to face daily challenges. From this perspective, this study aims to analyze the relationship between learning strategies and emotional intelligence in children with learning disabilities, taking into account the impact of social media on their ability to adapt socially. This study falls within the context of the educational reality in the Kingdom of Saudi Arabia, seeking to provide a scientific and practical understanding of the challenges these children face within the changing digital environment.

Research hypotheses: To determine the statistical relationship between these variables, the following hypotheses these hypotheses help build a robust research framework to explore the relationship between learning strategies, emotional intelligence, and the impact of social media on the social adaptation of children with learning disabilities. Do you have additional requirements or other aspects you would like to develop within your research

– **Primary Hypothesis (H1):** There is a statistically significant relationship between the learning strategies of children with learning disabilities and their level of emotional intelligence.

1. **Alternative Hypothesis (H2):** The use of social media negatively impacts the ability of children with learning disabilities to adapt socially by affecting their emotional and communication skills.

2. Alternative Hypothesis (H3): Children with high levels of emotional intelligence are better able to adapt socially to the challenges posed by digital communication environments.

3. Alternative Hypothesis (H4): There are statistically significant differences among children with learning disabilities in their levels of emotional intelligence based on their exposure to social media content.

4. Alternative Hypothesis (H5): Adaptive learning strategies improve the social functioning of children with learning disabilities, especially when combined with emotional intelligence development methods.

Research Questions: In light of the research problem and the proposed hypotheses, this study seeks to explore the relationship between learning strategies and emotional intelligence in children with learning disabilities, taking into account the impact of social media on their ability to adapt socially. Therefore, the following questions were identified

- **General Question:** What is the relationship between learning strategies and emotional intelligence in children with learning disabilities, given the impact of social media on their ability to adapt socially?

- **Sub-questions:**

- What is the relationship between learning strategies and emotional intelligence in children with learning disabilities? Related to the main hypothesis H1

- How do social media affect the social adaptation of children with learning disabilities in terms of their emotional and social skills? Related to hypotheses H2 and H4

- Does developing emotional intelligence and using adaptive learning strategies contribute to improving the social adaptation of children with learning disabilities? Related to hypotheses H3 and H5

Methodology: The study adopted the descriptive experimental approach as the most appropriate method to achieve its objectives. The research was conducted in an educational institution specializing in supporting children with learning difficulties. The institution offers structured programs that enhance emotional intelligence and develop adaptive learning strategies, which provided a suitable environment for testing the study's hypotheses and examining the causal relationships between variables

- **Study Approach:** The study adopts a descriptive experimental approach, combining: Descriptive analysis of the phenomenon emotional intelligence and learning strategies, and experimental investigation of causal or correlational relationships between the key variables.

- **Key Variables:**

- 1) Independent Variable: Learning strategies used by children with learning disabilities.

- 2) Mediating Variable: Emotional intelligence.

- 3) Dependent Variable: Social adaptation in the context of challenges posed by social media.

Data collection methods: relying on a set of data through the preparation of structured questionnaires or scales to measure and link the most important work measures in identifying the phenomenon, by describing the types of learning strategies.

- Emotional intelligence using a validated emotional intelligence scale for children.
- Measuring the level of social adaptation, especially in digital environments/social media.
- Behavioral observations and feedback from teachers or caregivers may complement self-reports or children's responses.

Sample Selection

- Population: Children diagnosed with learning disabilities.
- Sampling Method: A purposive sample from an educational institution specializing in supporting children with learning disabilities.
- Sample Size: Determined based on a power analysis, but typically around 55 participants to allow for meaningful statistical analysis.

Analysis Methods

- **Descriptive Statistics:**

To summarize demographic data, means, and standard deviations of key variables.

Cronbach's Alpha	N of Items
.807	6

Table (1) Reliability Statistics

Table shows the internal consistency of the scale used in the study. Cronbach's alpha value of 0.807 indicates a good level of reliability, indicating that the six items in the scale consistently measure the intended construct. This supports the suitability of the scale for further statistical analysis.

Dimension	Mean	Std. Deviation
Emotional Awareness (EA1–EA6)	1.3333	.34720
Emotional Expression (EE1–EE4)	1.1296	.23663
Emotional Regulation (ER1–ER4)	1.3472	.40462
Stress Management (D1–D5)	1.4667	.41844
Social Skills (S1–S4)	1.1806	.33087
Coping with Challenges (C1–C5)	1.2815	.36346

Table (2) The Mean Scores and Standard Deviations for Each of the Six Dimensions

Table shows the mean scores and standard deviations for each of the six dimensions of the scale. The mean values range between 1.1296 (dimension two) and 1.4667 (dimension four)

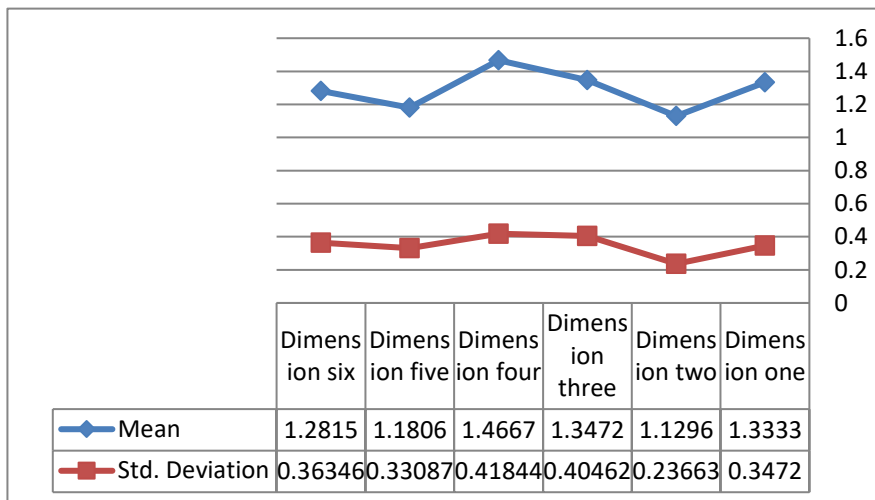


Figure (1): Means and Standard Deviations of the Six Scale Dimensions

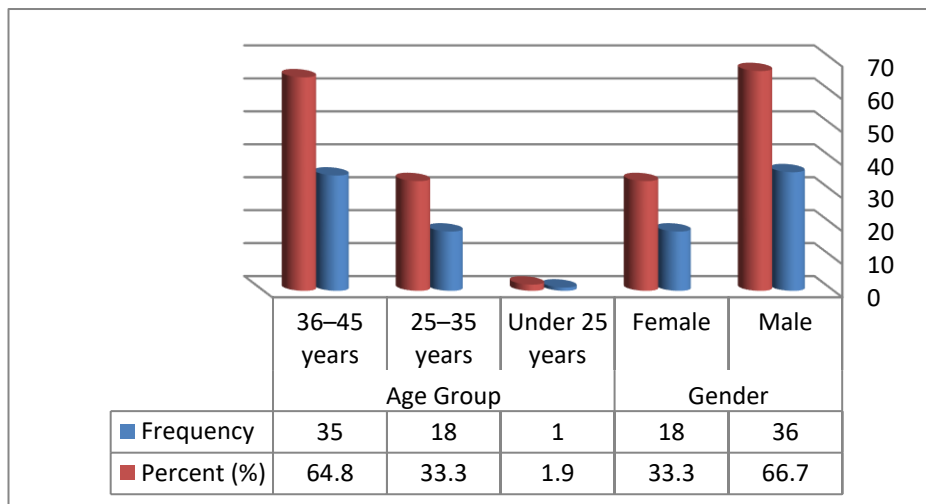
Figure Comparison of mean scores and standard deviations across the six dimensions of the Emotional and Coping Strategies Scale. The figure visually compares the mean scores (blue line) and standard deviations (red squares) for the six measured dimensions

Variable	Category	Frequency	Percent (%)	Cumulative Percent (%)
Gender	Male	36	66.7	66.7
	Female	18	33.3	100.0
Age Group	Under 25 years	1	1.9	1.9
	25–35 years	18	33.3	35.2

	36–45 years	35	64.8	100.0
Educational Qualification	Educational Diploma	1	1.9	1.9
	Bachelor's Degree	39	72.2	74.1
	Master's Degree	8	14.8	88.9
	Doctorate	6	11.1	100.0
Experience with Children with Learning Disabilities	High	15	27.8	27.8
	Good	23	42.6	70.4
	Moderate	16	29.6	100.0
Number of Children Handled	Less than 5 children	11	20.4	20.4
	5–10 children	14	25.9	46.3
	More than 10 children	29	53.7	100.0
Type of Learning Disability	Reading difficulties	31	57.4	57.4
	Writing difficulties	8	14.8	72.2
	Arithmetic difficulties	4	7.4	79.6
	Attention and concentration difficulties	11	20.4	100.0

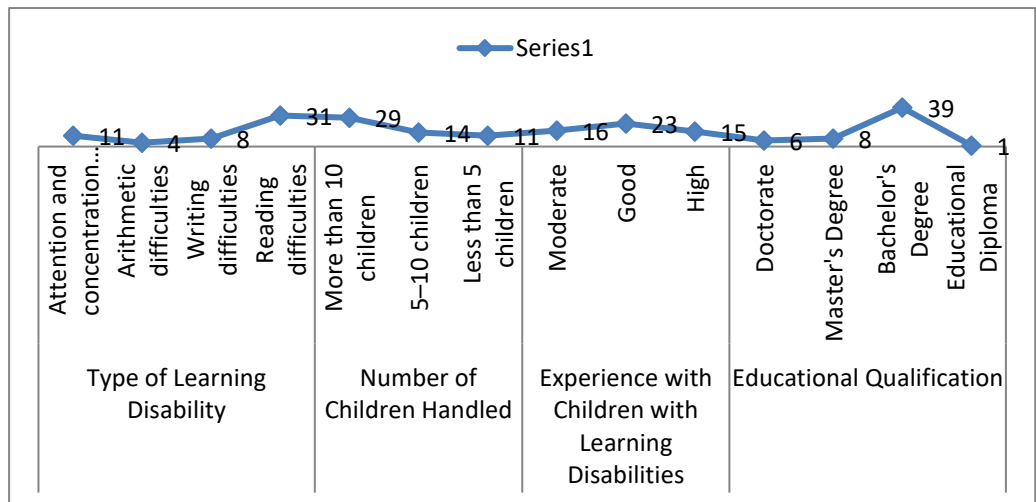
Table (3): Frequency Distribution of the Demographic Variables of the Study Sample (n = 54)

Table presents the demographic distribution of the study sample, which consisted of 54 participants. The majority were female (66.7%) and most fell within the 36–45 years age range (64.8%). A significant proportion held a bachelor's degree (72.2%), while 42.6% reported having good experience dealing with children with learning disabilities. Over half (53.7%) had worked with more than 10 children. In terms of the types of learning disabilities encountered, reading difficulties were the most common (57.4%)



The Figure (2) The Relationship Between Age Group and Gender.

The figure shows the relationship between age group and gender according to frequency data and percentages for the research community of female teachers in the Kingdom of Saudi Arabia within the research community.



The figure (2) Criteria according to the dimensions of the study community.

The figure shows an interpretation based on the resulting values of frequencies and percentages for each dimension of the study in terms of its treatment according to the research variables.

Correlations		one	two	three
one	Pearson Correlation	1	.392**	.392**
	Sig. (2-tailed)		.003	.003
	Sum of Squares and Cross-products	6.389	1.708	2.917
	Covariance	.121	.032	.055
	N	54	54	54
two	Pearson Correlation	.392**	1	.432**
	Sig. (2-tailed)	.003		.001
	Sum of Squares and Cross-products	1.708	2.968	2.194
	Covariance	.032	.056	.041
	N	54	54	54
three	Pearson Correlation	.392**	.432**	1
	Sig. (2-tailed)	.003	.001	
	Sum of Squares and Cross-products	2.917	2.194	8.677
	Covariance	.055	.041	.164
	N	54	54	54

Table (4): Pearson Correlations Between the Three Variables (one, two, three)

(n = 54; p < 0.01, 2-tailed)

Table shows that since all Sig. values are less than 0.05, this indicates that there are significant correlations between the various dimensions of emotional intelligence in this study. Thus, the first hypothesis, which states that there is a statistically significant correlation between learning strategies and emotional intelligence, is supported.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.743	2	1.871	17.237	.000 ^b
	Residual	5.537	51	.109		
	Total	9.280	53			
a. Dependent Variable: four						
b. Predictors: (Constant), siex, five						

Table(5) Pearson and Spearman Correlation Matrix to Test Hypotheses H1 and H2

This ANOVA table evaluates the overall significance of the regression model. The model significantly predicts the dependent variable ‘four’, $F(2, 51) = 17.237$, $p < .001$, indicating that the predictors ‘siex’ and ‘five’ collectively explain a significant portion of the variance in the outcome variable

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.365	.193		1.892	.064	.022	.752
	five	.490	.154	.388	3.174	.003	.180	.800
	siex	.408	.141	.355	2.905	.005	.126	.690
a. Dependent Variable: four								

Table(6) Coefficientsa Correlation (to test H1 and H2).

This table presents the correlation coefficients between key variables used to test Hypotheses H1 and H2. Significant positive correlations were found among the variables at the **0.01** significance level (2-tailed), indicating meaningful relationships between the constructs under investigation

T-tests or ANOVA (to test group differences based on social media exposure (to test H3 and H4)

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.741	4	.435	4.590	.003 ^b

	Residual	4.648	49	.095		
	Total	6.389	53			

Table (7): ANOVA Summary for Regression Model Testing Group Differences Based on Social Media Exposure (H3 and H4)

This table displays the results of an ANOVA used to assess the overall significance of a multiple regression model predicting the variable

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	(Constant)	.419	.232		1.807	.077	.047	.884
	five	.123	.169	.117	.730	.469	.463	.216
	two	.446	.219	.304	2.043	.046	.007	.886
	three	.132	.127	.154	1.040	.304	.123	.387
	four	.258	.132	.311	1.951	.057	.008	.523

Table (8): Regression Coefficients for Predicting Variable 'One' Based on Social Media Exposure Factors (H3 and H4)

This table shows the specific contribution of each predictor to the dependent variable Regression or path analysis to test mediation effects of emotional intelligence

ANOVA						
		Sum Squares	df	Mean Square	F	Sig.
one	Between Groups	1.476	5	.295	2.883	.024
	Within Groups	4.913	48	.102		
	Total	6.389	53			
two	Between Groups	.796	5	.159	3.520	.009
	Within Groups	2.171	48	.045		
	Total	2.968	53			
three	Between Groups	1.057	5	.211	1.331	.267
	Within Groups	7.620	48	.159		
	Total	8.677	53			

four	Between Groups	2.930	5	.586	4.430	.002
	Within Groups	6.350	48	.132		
	Total	9.280	53			

Table (9): One-Way ANOVA Results for Testing Mediation Effects via Emotional Intelligence Variables

This table displays the results of one-way ANOVAs conducted for four dependent variables (one, two, three, and four) to examine group differences potentially explained by the mediating effect of emotional intelligence

Model Summary									
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df 1	df 2	Sig. F Change
1	.691 _a	.478	.435	.27323	.478	11.196	4	49	.000

Table (10): Model Summary of Multiple Regression Testing Mediation Pathways

This table summarizes the overall fit of a multiple regression model predicting a dependent variable of “five,” “two,” “three,” and “four.” This indicates that approximately 43.5% of the variance in the outcome variable is explained by the four predictors, supporting the role of these variables—which are likely to be

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3.343	4	.836	11.196	.000 ^b
	Residual	3.658	49	.075		
	Total	7.001	53			

Table (11): ANOVA Summary for Regression Model Predicting ‘Siex

This table this table presents the results of an ANOVA assessing the overall significance of the regression model predicting the variable ‘siex’ from ‘five’, ‘two’, ‘three’, and ‘four’

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std.	Beta			Lower	Upper

			Error				Bound	Bound
1	(Constant)	.130	.206		.634	.529	.283	.543
	five	.203	.150	.185	1.354	.182	.098	.504
	two	.113	.194	.074	.584	.562	.276	.503
	three	.362	.113	.403	3.209	.002	.135	.588
	four	.202	.117	.233	1.724	.091	.033	.437

Table (12): Regression Coefficients for Predicting 'Siex' from Variables 'Five', 'Two', 'Three', and 'Four'

This table details the individual contributions of each predictor to the dependent variable 'siex'

Discussion of Results: We find that the validity and reliability of the instrument used are evident. The results in Table (1) show that the reliability coefficient (Cronbach's alpha) reached 0.807, indicating a good level of internal consistency between the scale items. This indicates that the instrument used is reliable and accurately measures the targeted concept, supporting its suitability for use in subsequent statistical analyses. In the means and standard deviations of the scale dimensions, we find Table (2) and Figure (1). We note that the highest mean was for the "Stress Management" dimension (1.4667) and the lowest mean was for the "Emotional Expression" dimension (1.1296). This reflects variation in the levels of emotional intelligence skills and coping strategies among the sample members. The relatively low standard deviations indicate homogeneity in the participants' responses, while the demographic characteristics in Table (3) indicate that the sample consists predominantly of women (66.7%), with the majority in the age group (36–45 years). Furthermore, the largest percentage holds a bachelor's degree (72.2%). More than half of the participants (53.7%) dealt with more than 10 children with learning difficulties, and reading difficulty was the most common (57.4%). The relationship between emotional intelligence variables and strategies is evident in Table (4), with statistically significant correlations (at the 0.01 level) between the three variables, as the correlation coefficients reached 0.392 and 0.432, which supports the first hypothesis, which states that there is a relationship between emotional intelligence and learning and adaptation strategies, while the results of the regression analysis to test hypotheses H1 and H2 through Table (5) and Table (6) show that the regression model was statistically significant ($F = 17.237, p < 0.001$). The variables "five" and "siex" significantly contributed to predicting the dependent variable "four," with probability values less than 0.01, indicating a strong relationship between these variables. In light of the hypotheses, we find that testing the differences between groups (H3 and H4) in Table (7) showed that the regression model was significant ($F = 4.590, p = 0.003$), meaning that factors associated with social media use significantly influence variable "one." Table (8) revealed that variables "two" and "four" had a significant effect ($p = 0.046$ and $p = 0.057$, respectively), while the effects of the other two variables were not significant. The hypotheses are extended in light of testing the mediation effects, as the results in Table (9) indicate significant differences between groups for some variables, such as "one," "two," and "four," while the differences in "three" were not significant. This supports the possibility of mediating effects for some dimensions of emotional intelligence, while Table (10) reinforces this result, showing that the regression model explains 43.5% of the variance in the dependent variable, a good percentage that reflects the influence of the independent variables and, in light of the hypotheses, leads to additional analysis to predict the "siex" variable. The results of Tables (11) and (12) also showed that the model was significant ($F = 11.196, p < 0.001$). However, the only variable that significantly contributed to predicting "siex" was "three" ($p = 0.002$), while the rest of the variables were not significant. This indicates that some dimensions play a pivotal role in

explaining the differences in this variable, as the hypotheses conclude that the results demonstrate the existence of statistically significant relationships between emotional intelligence and coping strategies. They also show the influence of some demographic and social variables, particularly those related to the experience of dealing with children with learning difficulties. The results of the path and mediation analyses support the role of emotional intelligence as a mediating factor in explaining the relationships between the variables, which reinforces the importance of developing emotional intelligence skills among teachers.

Recommended : In light of the results presented, it is clear that training programs should be included to develop the emotional intelligence skills of kindergarten teachers, especially in aspects related to regulating emotions and dealing with classroom challenges, as well as developing educational strategies based on emotional intelligence to enhance positive interaction with children with learning difficulties, which contributes to improving the academic and behavioral performance of these children. It is also important to encourage kindergarten administrations to measure the level of emotional intelligence among teachers periodically, and link it to indicators of professional performance to motivate researchers to conduct future studies that address the relationship between emotional intelligence and other variables such as self-motivation, professional stress, and teacher job satisfaction, to expand the knowledge base in this field in order to design intervention programs based on scientific evidence, taking into account individual differences in experience and level of education among teachers

Conclusion: This study aims to explore the relationship between emotional intelligence and learning strategies among kindergarten teachers in the context of working with children with learning disabilities. The results showed statistically significant relationships between the studied variables, confirming that emotional intelligence plays a pivotal role in shaping the effectiveness of coping and learning strategies. This study aims to provide scientific evidence supporting the use of emotional intelligence as a tool to enhance the quality of educational interactions and develop training programs aimed at developing these skills. This, in turn, contributes to improving teachers' professional performance and providing a more supportive learning environment for children with special needs.

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