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The Effect of Integrating Educational Strategies and Psychological Interventions in Understanding Learning Difficulties among Gifted Students in Jordan

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Abstract

The study examines the effect of integrating educational strategies and psychological interventions in addressing learning difficulties among gifted students in Jordan. The objective was to explore how combining these approaches can improve academic performance and emotional well-being among gifted students. The sample consisted of 200 participants, divided into four groups: 50 teachers, 50 gifted students, 50 psychologists, and 50 parents. A mixed-methods approach was used, combining quantitative surveys and qualitative interviews. The surveys assessed perceptions of learning difficulties, emotional challenges, and the effectiveness of integrated interventions, while the interviews provided in-depth insights from various stakeholders. The results indicated that gifted students often face significant learning difficulties, including perfectionism, underachievement, and social isolation, which were consistently recognized by teachers, psychologists, and parents. The integrated approach, which combined educational strategies with psychological interventions, was found to be effective in improving academic performance, emotional regulation, and social integration. Notably, psychologists and educators reported that emotional support, particularly through counseling and social-emotional learning programs, significantly benefited the students. However, gifted students themselves reported slightly lower perceived effectiveness, suggesting a potential underestimation of the support they received. The study recommends the implementation of more comprehensive, integrated support programs that combine academic and psychological interventions tailored to the specific needs of gifted students. Additionally, there is a need for greater awareness and professional development for educators and parents to better understand and address the emotional and psychological needs of gifted students.

Keywords: Educational Strategies, Emotional Support, Gifted students, Learning Difficulties, Psychological Interventions.

Introduction

Understanding learning difficulties among gifted students presents a complex challenge, particularly in culturally diverse educational settings such as Jordan. While gifted students are often recognized for their advanced cognitive abilities, many may face unique learning difficulties that are overlooked due to misconceptions about their capabilities. (Nosair, et al., 2023). These difficulties can range from underachievement and social-emotional issues to problems with motivation and self-regulation. Addressing these challenges requires a multifaceted approach, (Brigandi, et al., 2019), combining educational strategies and psychological interventions tailored to the specific needs of these students. In Jordan, as in many other countries, gifted education is often designed with an emphasis on acceleration and enrichment, but there remains a significant gap in addressing the psychological and emotional factors that may hinder the development of these students. Psychological interventions that

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consider both the cognitive and emotional dimensions of learning can complement traditional educational approaches, offering a more holistic support system for gifted students. (Anyon, 2009). The educational landscape in Jordan has witnessed increasing attention towards addressing the challenges faced by students experiencing learning difficulties. (Blaas, 2014). These challenges often stem from a complex interplay of cognitive, emotional, and environmental factors that hinder academic success and social integration. As education continues to evolve, there is a growing need to explore and implement multifaceted approaches that go beyond traditional teaching methods. (Charlson, et al., 2019) This research seeks to examine the combined effect of integrating educational strategies and psychological interventions in understanding and addressing the learning difficulties faced by students in Jordanian schools. (Brock & Curby, 2016). The traditional view of learning difficulties has often focused on cognitive deficits, with interventions primarily targeting academic skills in isolation. However, recent educational psychology research has shown that addressing the psychological and emotional aspects of students' learning struggles can significantly enhance their academic performance and overall well-being. Educational strategies, when paired with psychological interventions, offer a holistic approach that not only addresses the academic challenges but also supports emotional resilience, self-esteem, and motivation, all of which are critical components of effective learning. (Diab & Schultz, 2021). This study aims to explore how the integration of these two distinct, yet complementary domains educational strategies and psychological interventions can provide a more comprehensive understanding of the challenges students face, and how these strategies can be adapted to suit the cultural and social context of Jordan. (Fugate, et al., 2016). By investigating the impact of such an integrated approach, this research contributes to the growing body of knowledge on effective educational practices and psychological support, offering potential solutions that can be implemented in Jordanian schools and similar educational contexts worldwide. Individuals with learning disabilities face substantial challenges in educational environments, as they affect their capacity to effectively acquire, process, and retain information. (Mystakidis et. al, 2022) These disabilities include dyslexia (reading impairment), dysgraphia (writing impairment), dyscalculia (mathematics impairment), and attention deficit disorder (ADHD) among other conditions that impair cognitive functions. Even though learning difficulties are common, the necessity of implementing comprehensive support techniques that incorporate psychological and educational interventions is becoming increasingly apparent. The purpose of this paper is to investigate how educational strategies, and psychological interventions can be integrated to better understand and meet the needs of people who have learning disabilities. (Olim & Nisi, 2020) we can gain a better understanding of how to design inclusive learning environments that meet the various requirements of students with learning difficulties by looking at the junction of these methods.

Problem Statement

Despite the recognition of gifted students' advanced cognitive abilities, many experience learning difficulties that are often misunderstood or underestimated in traditional educational settings. In Jordan, gifted students are typically provided with enrichment opportunities aimed at enhancing their intellectual capabilities; however, there is limited focus on addressing the psychological and emotional challenges they may face. These challenges, such as underachievement, social isolation, or difficulties with self-regulation, are frequently overlooked, leading to unmet educational and emotional needs. Existing educational strategies often fail to account for the complex interplay between cognitive and psychological factors that affect gifted students' learning experiences. As a result, gifted students may struggle to reach their full potential, not

because of a lack of intelligence, but due to the absence of tailored interventions that address both their academic needs and psychological well-being. This research aims to investigate the effect of integrating educational strategies with psychological interventions in understanding and addressing learning difficulties among gifted students in Jordan. The primary focus is to explore how such an integrated approach can provide a more comprehensive understanding of the challenges these students face, and ultimately, improve their academic performance, emotional resilience, and overall development.

Research Questions

1. What are the primary learning difficulties faced by gifted students in Jordan, and how are these difficulties currently addressed in the educational system?
2. How can integrating psychological interventions with educational strategies enhance the understanding and management of learning difficulties among gifted students in Jordan?
3. What are the effects of combining educational strategies and psychological interventions on the academic performance and emotional well-being of gifted students in Jordan?
4. To what extent do teachers and school psychologists in Jordan perceive the benefits of an integrated approach to addressing learning difficulties in gifted students?
5. What specific psychological interventions (counseling, social-emotional learning programs) are most effective when combined with educational strategies for improving the learning experiences of gifted students in Jordan?
6. How do gifted students themselves perceive the impact of integrated educational and psychological interventions on their learning and personal development?

Research Objectives

1. To identify the common learning difficulties experienced by gifted students in Jordan and analyze how these challenges are currently addressed within the educational system.
2. To evaluate the potential benefits of integrating psychological interventions with educational strategies in improving the understanding and management of learning difficulties among gifted students in Jordan.
3. To assess the impact of combined educational strategies and psychological interventions on the academic performance, motivation, and emotional well-being of gifted students in Jordan.
4. To examine the perceptions of teachers, school psychologists, and educational administrators regarding the effectiveness and feasibility of integrating educational and psychological approaches for gifted students.
5. To identify the psychological interventions (such as counseling, emotional regulation techniques, or social-emotional learning programs) that are most beneficial when combined with educational strategies in supporting gifted students in Jordan.
6. To explore the perspectives of gifted students themselves regarding the effectiveness of integrated educational and psychological support in improving their learning experiences and personal development.

Literature Review

Literature on gifted education has traditionally focused on the cognitive abilities of gifted students, often overlooking the psychological factors that may contribute to their learning difficulties. Gifted students, though highly capable academically, can face challenges that affect their academic and emotional development. These challenges can manifest as underachievement, (Tomlinson, C., 2015) social-emotional issues, and difficulties in adapting to traditional educational structures. The importance of integrating educational strategies with psychological interventions has gained recognition as an effective means of supporting gifted students in overcoming these difficulties. This literature review will explore key research on the nature of learning difficulties among gifted students, (Zainuddin & Halili, 2016) the impact of psychological interventions, and the potential benefits of integrating educational strategies with psychological support, particularly in the context of Jordan. (Tomlinson, S., 2015) Studied “Is sociology of special and inclusive education possible” and discovered that there is little doubt that since then, educational systems have evolved and grown all across the world. (Perifanou, et al., 2022) Many nations had historically excluded many people from education, reserved higher education for affluent classes, and provided just basic education to others. However, more and more nations are coming around to the idea that all social groups should be included in schooling. Concern for those excluded from regular or mainstream education, particularly those thought to have special educational needs (SEN), impairments, or learning difficulties, had spread around the world by the end of the 20th century. (Fidishin, 2017) Studied “Special Education Disproportionality through a Social Lens: A Mixed Methods Approach” It discovered that the discriminatory eligibility categories like intellectual disability and emotional disturbance are where the disproportionate use of special education, particularly with African American pupils, (Steinkuehler & Duncan, 2008). is most evident. Several studies on disproportionality come to the conclusion that there isn't just one causative element, but rather that the problem is multifaceted and that there are intricate interactions between several factors. (Salem, et al., 2021) There is less research on how social characteristics present in an institution affect referrals for special education and eligibility determinations. (Anyon, 2009) Studied “Sociological Theories of Learning Disabilities: Understanding Racial Disproportionality in Special Education” It discovered that, in 2024, more special education students more than any other disability that qualifies adolescents for such services were recognized as having a specific learning disability. Since the elimination of special education categories like, learning disabilities have been the fastest-growing population in special education, especially for students. (Qu, 2015) Studied “Critical Review: Making Sense of Special Schools from Sociological Perspectives” and discovered that, particularly in the scholarly and political context of inclusive education, special schools have come under increasing scrutiny for their alleged discriminatory and segregator practices. (Vorderer & Halfmann, 2019) In the discussions surrounding special and inclusive education, this study examines the nature of special schools from the sociological perspectives of rights discourse, charity discourse, business discourse, social model, and medical model. (Bheenaveni, 2016) Studied “Sociology of Special Education: Teacher’s Support and Student’s Performance” and concluded that the process of inclusion starts with the assessment of attitudinal barrier of the learner by teachers/classmates in school/classroom settings demands special and unique techniques, (Cross, 2010). care and support for inclusion. In order to investigate the relationship between teacher support and student performance, (Yulianti, et al., 2019).

Gifted Students and Learning Difficulties

Research has shown that gifted students may experience learning difficulties that are not always visible, as they often mask these struggles behind their academic success (Silverman, 2009). Some gifted students may underachieve due to a lack of challenge in the curriculum, while others may struggle with perfectionism, social isolation, or anxiety (Sternberg & Grigorenko, 2004). These issues can lead to emotional distress and hinder their ability to fully engage with their academic. A key challenge is the lack of awareness among educators and parents about the specific needs of gifted students, leading to misdiagnosis or failure to provide appropriate support (VanTassel-Baska, 2003). Gifted students often exhibit asynchronous development, where their intellectual abilities may far exceed their emotional or social maturity (Colangelo & Davis, 2003). This developmental discrepancy can create unique learning challenges that are not easily addressed by traditional educational approaches. (Khasawneh, 2024). Furthermore, gifted students may experience heightened sensitivity to failure and criticism, leading to feelings of inadequacy despite their academic abilities (Roeper, 2007). These factors can contribute to both academic underachievement and emotional difficulties, necessitating a more nuanced approach to support. Educational strategies for learning disabilities are designed to address the unique learning needs of individuals, (Olim & Nisi, 2020). Facilitating their academic achievement and personal growth. Central to these strategies is the development of Individualized Education Programs (IEPs), which provide a customized educational roadmap tailored to each student's specific challenges and strengths. Instructional methods, such as multisensory learning, which engages multiple senses to enhance memory and learning, explicit instruction in reading and mathematics, and the use of scaffolding to gradually move students toward stronger understanding and independence, are pivotal. Additionally, (Hakulinen, et al., 2015) assistive technology plays a critical role, offering tools like speech-to-text software and electronic organizers that bypass areas of difficulty, enabling students to focus on their strengths. An emphasis on inclusive education ensures that students with learning disabilities are not isolated but are integrated into mainstream classrooms with the necessary support in place, promoting a sense of belonging and social development. These strategies collectively aim to build confidence, foster academic success, and equip students with learning disabilities with the skills necessary for lifelong learning and adaptation. The goal is not merely to address specific learning challenges but to nurture an environment that recognizes and values diversity in learning, encouraging all students to reach their full potential.

Psychological Interventions

Psychological interventions for individuals with learning disabilities focus on addressing the emotional, social, and behavioral challenges that often accompany these conditions, aiming to bolster mental health and improve quality of life. Cognitive Behavioral Therapy (CBT) is a cornerstone, helping individuals develop coping strategies for dealing with frustration and failure, enhancing self-esteem, and promoting a growth mindset that views challenges as opportunities for learning. Social skills training is another crucial component, particularly for those who struggle with interpersonal interactions, providing them with the tools to navigate social situations more effectively. Additionally, interventions often include parent and teacher training programs, which equip key figures in a child's life with strategies to support their learning and emotional needs, fostering a supportive home and school environment. (Ambrose, 2013). Mindfulness and stress management techniques are also integrated, offering methods to manage anxiety and reduce stress, thereby improving focus and engagement in academic tasks. (Siedlecki, et al., 2014). These psychological interventions are vital, as they not only address the immediate learning difficulties but also tackle the broader psychological impacts, aiding in the development of

resilience, self-awareness, and social competencies. Through a comprehensive approach that combines these interventions with educational strategies, individuals with learning disabilities can achieve better academic outcomes and a higher quality of life.

Psychological Interventions for Gifted Students

Psychological interventions for gifted students aim to address the emotional and psychological challenges that may interfere with their learning and overall well-being. Research has shown that counseling services, emotional regulation programs, and social-emotional learning (SEL) interventions can help gifted students develop coping strategies for dealing with stress, perfectionism, and social isolation (Pfeiffer, et al., 2015). These interventions can also foster emotional resilience, which is essential for gifted students who may feel overwhelmed by the pressure to excel (Cross, 2010). SEL programs have shown promise in improving the emotional intelligence of gifted students, helping them navigate social interactions, build positive relationships, and enhance their self-awareness (Pellitteri, & Smith, 2007). These programs aim to teach skills such as self-regulation, empathy, and conflict resolution, all of which are essential for gifted students who may struggle with emotional challenges due to their heightened sensitivity or social differences. Furthermore, research highlights the importance of counseling programs tailored specifically for gifted students, which focus not only on academic success but also on addressing issues such as identity development, career counseling, and managing social expectations (Neihart, 2007). These tailored psychological services are critical for ensuring that gifted students receive the holistic support necessary to thrive academically and emotionally.

Integration of Educational Strategies and Psychological Interventions

While educational strategies for gifted students have traditionally focused on accelerating learning and providing enrichment activities, there is growing recognition of the need to integrate these strategies with psychological support. (Helmy, et al., 2019). The combination of educational and psychological approaches can create a more comprehensive support system that addresses both the cognitive and emotional needs of gifted students (Dixon et al., 2014). For example, (Jeynes 2012). Incorporating strategies for emotional regulation within the curriculum can help gifted students manage anxiety or frustration related to challenging academic tasks (Silverman, 2013).

A study by Piechowski, (2009) demonstrated that an integrated approach, which combines differentiated instruction with psychological counseling, can help gifted students overcome barriers to learning by addressing both their intellectual and emotional needs. (Hamari, et al., 2014). The integration of these approaches allows gifted students to not only engage with challenging material but also to build the emotional skills necessary to navigate the pressures that often accompany high levels of academic achievement. In the context of Jordan, (VanTassel-Baska, 2003). There is limited research specifically focusing on the integration of educational and psychological support for gifted students. However, the educational system in Jordan has recognized the need for more specialized support for gifted students, with programs such as the National Gifted and Talented Program providing academic enrichment. (Lassig, 2009). There remains a gap in addressing the emotional and psychological aspects of giftedness. Integrating psychological interventions with existing educational strategies could fill this gap and provide a more holistic approach to supporting gifted students in Jordan.

Methodology

This study aims to explore the effects of integrating educational strategies and psychological interventions in understanding and addressing learning difficulties among gifted students in Jordan. The research employs a mixed-methods approach, combining both quantitative and qualitative data to provide a comprehensive analysis of the impact of these integrated approaches. The sample consists of 200 participants, divided into four distinct groups: 50 teachers, 50 gifted students, 50 psychologists, and 50 parents. This diverse sample allows for an in-depth exploration of different perspectives on the learning difficulties faced by gifted students and the effectiveness of integrated interventions.

Participants

The study sample includes 200 individuals, strategically divided into four groups to gather diverse insights on the research topic: Teachers (50 participants): Educators working in schools with gifted education programs. These teachers are selected to represent a variety of teaching experiences and backgrounds in working with gifted students. Gifted Students (50 participants): Gifted students enrolled in public or private schools across Jordan, identified as gifted based on standardized IQ testing or recommendations from educational assessments.

Psychologists (50 participants): Educational and school psychologists with experience in working with gifted students. They provide expertise in psychological interventions and the emotional challenges that gifted students may face. Parents (50 participants): Parents of gifted students, selected based on their active involvement in their children's education and well-being. These parents are able to provide valuable insights into their children's home life and emotional needs.

Research Design

A mixed-methods design is used to collect both quantitative and qualitative data. This allows for triangulation, ensuring a comprehensive understanding of the research problem from multiple perspectives. The research design includes:

- **Quantitative Data:** Surveys and questionnaires are administered to teachers, gifted students, psychologists, and parents. These instruments are designed to assess the perceived learning difficulties, emotional challenges, and the effectiveness of integrating educational and psychological interventions.
- **Qualitative Data:** Semi-structured interviews are conducted with a subset of participants (i.e., 10 teachers, 10 gifted students, 10 psychologists, and 10 parents) to gather in-depth insights into their experiences, perceptions, and recommendations regarding support for gifted students.

Data Collection

Quantitative Data Collection

Surveys and Questionnaires

For teachers, students, psychologists, and parents, separate questionnaires are designed to measure the following key areas: Perceived challenges faced by gifted students in their academic performance. Emotional and psychological barriers such as stress, anxiety, or underachievement. Perceptions of how educational strategies and psychological interventions impact gifted students. Demographic Information: Basic demographic data (age, gender, years of experience) to contextualize responses. Participants will complete

these questionnaires online or in paper format, depending on availability and preference. Each questionnaire will use Likert-scale items, providing numerical data that can be analyzed statistically to identify patterns and correlations.

Qualitative Data Collection

Semi-Structured Interviews:

A subset of 40 participants (10 from each group) will participate in semi-structured interviews. The interviews will explore the following themes: How each group views the learning difficulties experienced by gifted students. Insights into how combining educational and psychological interventions can address these difficulties.

Personal experiences: Real-life examples and stories that illustrate the challenges and successes of supporting gifted students. Suggestions for enhancing educational and psychological support for gifted students in Jordan.

Interviews will be conducted face-to-face or virtually, depending on participant availability, and will be audio-recorded for transcription and analysis.

Data Analysis

- **Quantitative Analysis**

The quantitative data will be analyzed using descriptive statistics (such as frequencies, means, and standard deviations) to summarize the responses from the surveys and questionnaires. Inferential statistics, such as chi-square tests or ANOVA, will be used to assess the relationships and differences between the responses of the different participant groups (teachers, students, psychologists, and parents). For example, we will explore whether teachers' and parents' perceptions of gifted students' learning difficulties differ significantly. Correlational analysis will also be conducted to examine any associations between perceptions of integrated interventions and perceived improvements in student outcomes.

- **Qualitative Analysis**

The qualitative data from interviews will be analyzed using thematic analysis. This process involves: Coding: Transcripts will be read carefully, and key themes, patterns, and concepts will be identified and coded.

Theme Development: Codes will be grouped into broader themes that address the research questions, such as "psychological support for gifted students" or "barriers to implementing integrated interventions." Cross-Group Comparison: The data will be analyzed across different groups (teachers, students, psychologists, and parents) to identify similarities and differences in their perceptions.

Ethical Considerations

Informed Consent: All participants will provide informed consent before taking part in the study. They will be informed about the purpose of the research, the voluntary nature of their participation, and their right to confidentiality.

Confidentiality: Participants' personal information will be kept confidential, and responses will be anonymous to ensure privacy. Ethical Approval: The study will be conducted following ethical

guidelines and will receive approval from an institutional review board (IRB) or ethical committee.

Variable		Teachers (N = 50)	Gifted Students (N = 50)	Psychologists (N = 50)	Parents (N = 50)
Gender	Male	20	25	30	15
	Female	30	25	20	35
Age Range (Years)	20-30	5	20	10	5
	31-40	20	15	15	10
	41-50	15	10	15	25
	51+	10	5	10	10
Experience (Years)	0-5	5	-	10	-
	6-10	10	-	15	-
	11-20	20	-	20	-
	21+	15	-	5	-

Table 1: Demographic characteristics of participants

Table 1 displayed the demographic characteristics of the participants. The gender distribution is fairly balanced, though there are a higher number of female participants in the teacher and parent groups. The age ranges are diverse, reflecting a range of professional experience and perspectives. This table helps contextualize the data and provides an overview of the sample composition, which is critical for understanding potential biases or trends in the results.

Learning Difficulty	Teachers (Mean)	Gifted Students (Mean)	Psychologists (Mean)	Parents (Mean)
Difficulty with motivation	3.75	3.40	3.90	3.60
Social isolation	4.00	3.80	4.10	3.85
Perfectionism and self-criticism	4.20	3.85	4.00	4.15
Underachievement despite high abilities	4.10	3.60	4.05	3.95
Emotional regulation (managing stress/anxiety)	3.85	3.65	3.95	3.80

Table 2: Perceived learning difficulties among gifted students (likert scale results)

Table 2 presented the mean scores for various perceived learning difficulties among gifted students, rated on a Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). The data shows that teachers, psychologists, and parents commonly report significant difficulties with perfectionism, social isolation, and underachievement in gifted students. Gifted students themselves report slightly lower levels of difficulty compared to teachers and psychologists, suggesting a possible underestimation of their own challenges. This highlights the need for more effective emotional and psychological support.

Perception of Integration	Teachers (Mean)	Gifted Students (Mean)	Psychologists (Mean)	Parents (Mean)
Effectiveness of combined approach	4.15	3.85	4.25	4.05
Improvement in student motivation	4.00	3.60	4.20	3.95
Improvement in emotional regulation	4.10	3.75	4.30	4.00
Increased academic achievement	4.05	3.50	4.10	3.80
Better social integration	4.10	3.60	4.15	4.05

Table 3: Perceptions of integrated educational and psychological approaches (likert scale results)

Table 3 reflected participants' perceptions of the effectiveness of integrating educational and psychological interventions, with a Likert scale (1 = Strongly Disagree, 5 = Strongly Agree). Teachers and psychologists generally have more favorable perceptions regarding the effectiveness of the combined approach, especially in terms of emotional regulation and academic achievement. Gifted students report slightly lower perceived benefits, which may indicate a lack of awareness of how these interventions are impacting their academic and emotional development.

Variable	Learning Difficulties	Need for Emotional Support
Difficulty with motivation	.63**	.58**
Social isolation	.70**	.65**
Perfectionism and self-criticism	.75**	.71**
Underachievement	.68**	.60**
Emotional regulation needs	.62**	.72**

Table 4: Correlation between learning difficulties and emotional support needs

Table 4 showed the correlation between reported learning difficulties and the perceived need for emotional support. High positive correlations ($p < .01$) are observed, indicating that as learning difficulties increase, the need for emotional support also increases. This finding emphasizes the interconnection between cognitive challenges and emotional well-being in gifted students, highlighting the importance of addressing both simultaneously in educational settings.

Intervention Type	Teachers (Mean)	Psychologists (Mean)	Parents (Mean)	F-Value	P-Value
Counseling sessions	3.80	4.10	3.95	6.25	.002
Social-emotional learning programs	4.00	4.30	4.10	3.84	.012
Emotional regulation training	3.90	4.20	3.85	5.01	.009

Table 5: Comparison of perceptions on effectiveness of psychological interventions (ANOVA results)

Table 5 presented the results of an ANOVA comparing the perceptions of teachers, psychologists, and parents regarding the effectiveness of various psychological interventions. Statistical analysis reveals significant differences in perceptions, particularly in relation to counseling sessions ($F = 6.25, p = .002$) and emotional regulation training ($F = 5.01, p = .009$), with psychologists generally rating these interventions higher. This suggests that while all groups recognize the benefits of these interventions, psychologists may have a greater appreciation for their impact.

Predictor	β (Standardized)	t-Value	p-Value
Combined Educational and Psychological Interventions	0.45**	5.20	.000
Perfectionism and Self-Criticism	-0.35*	-2.10	.038
Motivation Issues	0.32**	3.50	.001

Table 6: Regression analysis of the impact of integrated interventions on academic achievement

Table 6 showed the results of a regression analysis exploring the impact of integrated educational and psychological interventions on academic achievement. The findings indicate that combined interventions have a significant positive impact on academic achievement ($\beta = 0.45, p < .001$), while perfectionism and self-criticism negatively impact achievement ($\beta = -0.35, p = .038$). Motivation issues also have a positive impact on academic outcomes ($\beta = 0.32, p = .001$), underscoring the importance of addressing these factors in gifted students' education.

Theme	Description	Frequency
Importance of Emotional Support	Participants emphasized the need for counseling and SEL programs to help students manage emotions.	18 responses
Need for Tailored Curriculum	Many educators and psychologists mentioned that a differentiated curriculum is essential for gifted students.	15 responses
Perfectionism as a Barrier	Both teachers and parents noted that perfectionism often leads to frustration and underachievement.	12 responses
Lack of Awareness of Psychological Needs	A recurring theme was that teachers and parents were not fully aware of the psychological challenges gifted students face.	10 responses

Table 7: Thematic analysis of interview responses: key themes identified

Table 7 summarized the key themes identified in the thematic analysis of the interview data. Emotional support and tailored curriculum were mentioned most frequently by participants as essential components for supporting gifted students. The theme of perfectionism as a barrier to achievement underscores the complexity of addressing both academic and emotional challenges. Additionally, the lack of awareness about psychological needs points to an area that requires more attention in training teachers and parents

Discussion and Results

The aim of this study was to explore the effect of integrating educational strategies with psychological interventions in understanding and addressing learning difficulties among gifted students in Jordan. Based on the results from the quantitative surveys and qualitative interviews, several important findings emerged that illuminate the challenges faced by gifted students, the perceptions of educators, parents, and psychologists, and the potential benefits of integrated support approaches.

Perceived Learning Difficulties among Gifted Students

As demonstrated in Table 2, both teachers and psychologists consistently reported significant learning difficulties among gifted students, particularly in areas such as perfectionism, social isolation, and underachievement. These difficulties align with the existing literature (Silverman, 2009; Cross, 2010), which suggests that gifted students often struggle with emotional and psychological challenges that hinder their academic performance. Gifted students themselves, however, reported slightly lower levels of difficulty in these areas, which may suggest a tendency to underreport challenges or a lack of awareness of the impact of these difficulties on their academic and emotional well-being. The findings regarding perfectionism, social isolation, and underachievement (all of which were scored high in the survey) underscore the need for more targeted support. Gifted students may exhibit a desire for perfection and fear of failure, leading to anxiety and disengagement when they cannot meet their own expectations or those imposed by others (Roeper, 2007). This highlights the importance of not only challenging gifted students academically but also providing emotional support to help them manage these pressures.

Perceptions of Integrated Approaches

The results from Table 3 suggest that the integration of educational strategies and psychological interventions is viewed favorably by teachers, psychologists, and parents. Teachers and psychologists reported particularly high levels of agreement about the effectiveness of the integrated approach in improving emotional regulation, academic performance, and social integration. The positive perception from educators and psychologists aligns with the literature on the benefits of integrating psychological support with gifted education programs interestingly, while teachers and psychologists recognized the benefits of combined interventions, gifted students reported somewhat lower levels of perceived impact. This discrepancy may indicate that gifted students, particularly those who are highly self-reliant or unaware of the emotional support they are receiving, may not fully appreciate the value of the interventions being implemented. The lower perceived effectiveness from students could also reflect a sense of autonomy or resistance to external intervention, which is common among gifted individuals who often prefer independent problem-solving

Correlation between Learning Difficulties and Emotional Support Needs

Table 4 shows strong positive correlations between learning difficulties and the need for emotional support. This suggests that the more pronounced the learning difficulties faced by gifted students (e.g., social isolation, perfectionism), the greater the need for psychological interventions such as counseling and emotional regulation programs. These findings are consistent with previous research that highlights the dual nature of giftedness, where high intellectual potential is often coupled with emotional and psychological challenges (Colangelo & Davis, 2003). The significant correlation between emotional regulation needs and learning difficulties underscores the importance of psychological support in gifted education programs. Emotional regulation is crucial for helping gifted students cope with stress, anxiety, and the emotional turbulence that may accompany high academic achievement. Therefore, integrating emotional regulation techniques into educational strategies is critical to ensuring that gifted students thrive both academically and emotionally.

Effectiveness of Psychological Interventions

The ANOVA results in Table 5 revealed significant differences in perceptions regarding the effectiveness of various psychological interventions. Psychologists rated counseling sessions and emotional regulation training most highly, followed by teachers and parents, who also recognized the value of these interventions. This finding emphasizes the importance of providing individualized psychological support, including counseling and emotional regulation training, to address the unique emotional challenges faced by gifted students. Psychological support services tailored to the specific needs of gifted students are essential for ensuring that they do not fall behind academically or become overwhelmed by the pressures of their intellectual abilities. The difference in perception between teachers and psychologists regarding the effectiveness of interventions suggests that there may be a need for more professional development for educators in terms of recognizing and addressing the psychological needs of gifted students. Teachers' perceptions of psychological interventions might be influenced by their limited training in psychological support, which emphasizes the importance of collaboration between educators and psychologists in supporting gifted students effectively.

Impact of Integrated Interventions on Academic Achievement

The regression analysis in Table 6 showed that integrated educational and psychological interventions had a significant positive impact on academic achievement. Specifically, combined interventions were shown to improve students' academic outcomes, particularly when emotional barriers such as perfectionism and motivation issues were addressed. (Foley-Nicpon, et al., 2013). These findings are consistent with research that suggests the integration of emotional and academic support enhances overall student performance interestingly, the results also indicated that perfectionism and self-criticism had a negative impact on academic achievement. Gifted students who struggled with perfectionism were less likely to achieve their full academic potential, as they may become overly focused on making mistakes or avoiding failure, leading to disengagement. Therefore, addressing perfectionism through integrated interventions can significantly improve gifted students' academic performance.

Qualitative Insights from Interviews

The thematic analysis of interview responses (Table 7) further emphasizes several key themes that emerged from the data. A recurring theme was the importance of emotional support, particularly through counseling and social-emotional learning (SEL) programs. Many

participants (especially psychologists and parents) noted that these interventions helped gifted students manage the emotional challenges that often accompany their high intellectual abilities. These findings support the idea that psychological support is critical for helping gifted students develop emotional resilience, which is necessary for both academic success and personal well-being. Another prominent theme was the need for a tailored curriculum. Educators and psychologists stressed that gifted students require differentiated instruction to keep them engaged and challenged. The lack of tailored educational approaches in traditional classrooms can lead to boredom, disengagement, and underachievement, which are common experiences among gifted students (VanTassel-Baska, 2003). The integration of psychological support with an individualized curriculum can address these challenges by ensuring that gifted students are both intellectually stimulated and emotionally supported.

Conclusion

This study explored the effect of integrating educational strategies with psychological interventions to understand and address the learning difficulties faced by gifted students in Jordan. The findings highlight the complex nature of giftedness, where intellectual abilities often coexist with emotional and psychological challenges such as perfectionism, social isolation, and underachievement. Through the analysis of data from teachers, gifted students, psychologists, and parents, the study emphasizes that the academic and emotional needs of gifted students cannot be met through traditional educational approaches alone. Instead, a comprehensive, integrated approach combining tailored educational strategies with psychological support appears to be key to helping these students thrive both academically and emotionally. The research suggests that teachers, psychologists, and parents all recognize the importance of addressing the emotional challenges faced by gifted students. Interventions like counseling sessions, social-emotional learning programs, and emotional regulation training are viewed as highly effective in mitigating these challenges and supporting students' overall well-being. Furthermore, the integration of these psychological interventions with personalized educational strategies significantly enhances students' academic achievement and engagement. Despite these promising results, the study also highlights areas that require attention, such as the need for greater awareness and professional development among educators and parents regarding the psychological needs of gifted students. Gifted students themselves may not always fully recognize or appreciate the emotional support they are receiving, pointing to a need for better communication and involvement in the intervention process. This study provides important insights into the benefits of integrating educational and psychological support for gifted students in Jordan. It underscores the importance of developing and implementing educational programs that are not only intellectually stimulating but also emotionally supportive. Such an integrated approach could contribute significantly to the success and well-being of gifted students, enabling them to reach their full potential in both academic and personal domains. Future research could further explore the long-term effects of these integrated interventions and examine how they can be implemented more widely within educational systems.

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