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Envisioned intellectuals: Social coping strategies for gifted students with low academic achievement in Hafr Al-Batin

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Abstract--The study aims to unravel social coping strategies for gifted students with low academic achievement in the Hafer Al-Batin region. It also aims to examine and analyze statistical differences at the function level ($\alpha \leq 0.05$), being used in social coping strategies for this type of student with regard to gender and class variables. The researcher adopted the mixed curricula of interpretive design. Two tools were used, a qualitative one in the form of a strategic questionnaire to resist stresses and a quantitative counterpart in the form of an open interview. Sample of the study comprised (30) male and female students. Findings of the study revealed that there are differences with statistical significance attributable to gender, but there were no differences with regard to the class variable. The findings also revealed that the majority of students use coping strategies to resist stress to a medium degree, while others use them to a low degree. The researcher concluded the study with several propositions and recommendations.

Keywords--Open interview, Stress resistance, Social coping strategies, The gifted with low academic achievement.

Introduction

Giftedness is one of the major social gains that the community can invest in building up any state. Due to that, all efforts should be orchestrated toward helping the gifted to develop their potential through using propitious strategies that help them psychologically and socially to keep pace with accelerating technological developments (Mohammed, Amrou & Abdul Razzaq, 2021). The ifted students excel their peers in learning, education level, interests, general intellectual ability, and academic potential (Kara & Giizel, 2019:3).

The Gagne famous model on the dynamic relation between high potentials and high performance indicates that giftedness is a natural capability or competence, while excellence is a distinguished perfection or competency, that changes or not, according to the situation through the talent development process. Thus, the gifted with potential can be recognized, but due to a certain glitch, their achievement is lower than their potential (Alkan, 2017:4).

It was believed that the gifted are highly matched and less troubled than ordinary individuals and their academic achievement is always high. But several studies pointed out that through high intellectual abilities are equal to those of adults, the physical, cognitive, and emotional development doesn't match that for such a development is asynchronous as manifested in school teaching methods due to individual emotional differences. Such an issue was confirmed by studies like those of (Ballah, 2015; Jcross & Cross, 2016' Park et.al., 2019; Kaya Bozka, 2022). These studies indicated that the gifted group suffers from numerous psychological and emotional personal, academic, and social stresses. However, the gifted encounter depression, anxiety, psychological stress, and negative feelings reflected in distress, anxiety, fury, and alienation, etc. Such students had already faced some difficulties with social interaction and physical health which made it difficult for their psychological and social adaptation. These will affect performance level, motivation, and low academic achievement, making the gifted feel exhausted.

The study of (Cheraghian, Iteidari, 2016) indicated that one of the foremost stresses related to low academic achievement of the gifted are academic ones; they lead to lack of enthusiasm for study, class absences, avoiding participation in class activities, and finally negative emotions towards the education process.

Individuals' responses to stress vary with regard to the strategies used which involve personal qualities such: as personality type, psychological sturdiness, etc. In this respect, the gifted with low academic achievement differ from their counterparts with high achievement, as the former lack confidence and rejection by others for being aggressive (Bleih, 2021).

The study by Smith (2018) indicated that resilience and the treatment strategies used were among the factors that contributed to the success of participants in programs for the gifted. To secure their status, the gifted use coping strategies to achieve equilibrium between their inclinations and practices and the stigma of giftedness which makes them vulnerable to the stress that ends up in emotional and social inconsistencies. The clearest example of that is a low academic achievement which forces them to hide that stigma (Ballah, 2015). Due to that, the current study attempts to identify the social coping strategies for gifted students with low academic achievement in the Hafr Al-Batin region.

Statement of the problem

The study problem emerged from the researcher's work with the gifted for she noted that some of those who passed the Saudi National Scale for giftedness didn't take part in various programs and contests. After scrutinizing the issue and through explanations provided by schools and people in charge of education in

the Hafr Al-Batin region, she realized that this group is distinguished for giftedness, but its academic achievement was low. Through interviewing those gifted, it was clear that they suffer from academic problems and face a lot of psychological and behavioral problems. It was clear to her that the group was neglected by both families and people in charge of the education process for they didn't focus on giftedness and intellectual excellence, but on the stigma of academic weakness instead. Such a thing was alluded to by studies: (Cheraghian, Iteidari, 2016; Hinterplattner, Wolfensberger & Lavicza, 2021; Bleih, 2021; Hasan & Ismael, 2017 and finally Salman, 2017).

Thus, the statement of the problem might be incorporated into the following question: "What are the social coping strategies for the gifted students with low academic achievement in the Hafr Al-Batin region?"

The major question generates the following sub-questions.

Study questions

The study attempts to answer the following questions:

- 1) What are the social coping strategies that are most frequently used by gifted students with low academic achievement in the Hafr Al-Batin region?
- 2) Are there differences with statistical significance at the level ($\alpha \leq 0.05$) in using the coping strategies between the gifted males and females?
- 3) Are there differences with statistical significance at the level ($\alpha \leq 0.05$) in using the coping strategies by the gifted that might be attributed to class?

Significance of the study

The significance stems from two perspectives: theoretical and practical.

First, the theoretical: This springs from the importance of the targeted group, the gifted, on whom the prosperity of the nation relies, besides the relevant information obtained related to social coping strategies and their qualitative interpretations by the gifted with low academic achievement in Hafr Al-Batin.

Second, the practical: This might be outlined in the following two points:

- 1) The researcher hopes that the current study might be a credit in the domain of giftedness and creativity which might benefit those who are interested in social coping strategies and it might enrich education libraries as well.
- 2) The study might be a core for further similar studies.

Limitations of the study

These are:

Space limitations: public schools in Hafr Al-Batin region.

Time limitations: The academic year 2021/2022.

Objective Limitations: Social coping strategies adopted by gifted students with low academic achievement in Hafer Al-Batin.

Determinants of the study

These are:

- 1) Validity of sample members' responses to questions of the study.
- 2) Limited sources and studies that tackled the issue.

Theoretical framework:

World leaders realized that effective education whose aim is to create a set of talents in the labor force is essential to acquire a competitive merit in the economy of today's knowledge. Due to that interest in teaching the gifted at all levels increased.

The gifted and their needs

Sponsoring the gifted from childhood is important for the sustainability of human development. But who are the gifted? The first accredited definition of the term was that of the American ministry of education 1972 which stated that the gifted and outstanding children are those whose performance potentials are high in the general intellectual domain, creative thinking, leadership, and academic readiness. Therefore, they need certain services and activities that schools do not generally provide to boost such readiness and potential (Jarwan, 2015).

The Saudi ministry of education (2022) defined the term "gifted student" to be the person who has innate readiness and extraordinary potential or an excellent performance that distinguishes him from his peers in one field or more which the community appraises, especially in the domains of mental excellence, creative thinking, academic achievement, and special skills.

This type of student needs special non-cognitive services that should be included in their programs. The National Association for Gifted Children (NAGC) experts agreed that social and emotional services should be added up to programs for the gifted to be a supporting mechanism for such a group (Purcell & Eckert, 2013).

The gifted with low academic achievement

The term appeared for the first time at John Hopkins University in the U.S to highlight the gifted student's partial achievement for some or all courses designed for the gifted despite the talent he owns. His low achievement is demonstrated in the discrepancy between the IQ results of the talented and ordinary students.

Qualities of gifted students with low academic achievement

Opinions of scholars regarding these qualities varied. According to the studies of (Bicakci % Baloglu, 2020, 774) and that of (Jawaldeh, 2019), when ten of the following qualities are noted in any student, they should be greatly cared for. These are:

- Incomplete or bad assignment.
- Discrepancy between the student's verbal and practical performance.
- Overactive imagination.
- Low achievement in some academic courses.
- Diverse interests.
- Low self-esteem.
- Alienation and aggressive behaviors.
- Hypersensitivity towards others.

- Distraction and indifference
- Inability to concentrate and to accomplish what is assigned to him.
- Hostile attitude towards school and authority in general.
- Rejection of any help given by the teacher.

The psychological stress of the gifted

Interest in the gifted focused only on academic needs and ignored the social and emotional ones. Such a kind of interest extended till the beginning of the seventies and eighties of the last century when it was found that quite a good number of the gifted quit schools because of low academic achievement (Sroor, 2010: 253). This encouraged shedding light on the possibility of being subjected to stress which affected their emotional stability, henceforth, their mental and social development (Jarwan, 2015: 203).

The cause of these stresses might be either related to environmental factors, personal qualities, or to psychological and behavioral ones that lead to disturbances. Life development and complexity aggravated psychological stress causing health problems that exhaust individuals and subject them to psychiatric illnesses (Souli, 2018: 25-27).

There is no doubt that everyone confronts several types of stress such as work stress, family stress, nurturing children, financial and health problems, etc. But subjecting the teacher to work stress leaves dire consequences on his performance and personality. It negatively affects his psychological and social adaptation besides his professional and family relations.

Stress definition

The term has numerous interpretations. In the human domain, it means distress and oppression; it also means adversity and burden (Souli, 2018: 21). In the dictionary of psychology, the term refers to the counteraction to several external stresses that lead to a change in the mental, emotional, and motivational processes (Silami, 1980: 14).

Smeiran & Masaeed (2018) defined it as the external and internal forces that affect personality of the individual creating emotional and physiological disturbances. But what makes a situation stressful or not is the individual's response to that situation.

Theories of psychological stress interpretations

The behavioral theory sees that psychological stress is the outcome of the education process that deals with stressful situations the individual went through and was classified as terrific and perplexing. According to the theory of compatibility between the individual and the environment, stress occurs when the gap between these two elements widens. As for the cognitive approach, it confirms that responses to stresses vary among individuals whose perception of the environment changes, controlling their ability to face them (Souli, 2018: 31-35).

The Hans Selye theory tackled the issue of stress from a psychological perspective which sees that psychological stress is a kind of dependent variable of response to environmental stress, while Spelge's theory relates anxiety to stress, so whatever causes anxiety is considered stressful (Nawaiseh, 2020).

Stress sources

After a methodological review of several studies, Bicakci & Baloglu, (2021) concluded that stress sources of gifted students with low achievement can be outlined in the following:

- Personal factors
- Friends and family
- School environment

Social coping: Concept and classification

Coping is an English noun derived from the verb cope with whose Arabic equivalent might be resistance, adaptation, and compatibility strategies. The term coping was concurrently produced with the concepts of adaptability and defense (Souli, 2018). (Hinterplatter, Wolfensberger & Lavicza, 2022) defined coping as the range of an individual's handling of events and stressful situations in which he utilizes a set of cognitive and behavioral efforts. Rasheedi & Arfaj (2021) defined coping strategies as a set of activities and plans that the individual does to deal with events to reduce situations.

Classifying coping strategies

These were classified by Meqdad, (2017), and Omar Abdul Raziq (2021) as follows: First, Strategies that focus on the problem: This involves the attempt to identify and solve the problem by creating alternative solutions.

Second, Strategies that focus on emotions: This involves the efforts exerted to control emotions to reduce emotional difficulty caused by the event.

Third, Strategies of Avoidance: This involves denial and the indirect move around the stressful situation to control the negative feelings (Qahtani, 2021).

Literature review

The researcher will outline some of the studies that are relevant to the issue of concern as follows:

The study of Rasheedi & Arfaj, (2021) aimed to unravel the relation between self-esteem and coping strategies of males and females regarding study variables. They used the descriptive analytical method. The study sample comprised (342) male and female gifted students at Ihsa city in Saudi Arabia. The scales of self-esteem and coping strategies were used. The study found that there were no differences with statistical significance between the total degree of self-esteem and coping strategies.

The study of Mohammed, Omar, and Abdul Razaq (2021) aimed to detect the strategies used by such students in coping with psychological stress through

various variables. They adopted the descriptive analytical approach. The study sample comprised (43) students with low academic achievement. The scale for handling psychological stress was used. Results of the SPSS conducted revealed that there were no differences with statistical significance concerning class variables, pertaining to the use of coping strategies.

The study of Ballah (2020) aimed to unveil the strategies of difficulties pertaining to professional decision coping and those of psychological endurance. The study sample comprised (80) talented students of the secondary level. The findings revealed that there was a statistical functional relation between the two aforementioned strategies among sample members. It was also found that there were differences in the coping strategies for decision-making difficulties in favor of females pertaining to dependence on others. Withdrawal, and reluctance, but the domains of heedfulness, rush, postponement, and psychological endurance were in favor of males.

The study of Kaya & Bozca (2022) aimed to detect the feelings and hopes of gifted and intelligent students and their strategies for dealing with stress. The two researchers adopted the quantitative and qualitative approach by posing open-ended questions to profoundly examine the experience of those students during the pandemic period. The findings revealed that there was a correlation coefficient with statistical significance pertaining to dealing with stresses and the difficulties the students faced in social coping, technology use, motivation, and physical health.

The study of Hinterplattner, Eolfensberger & Lavicza (2022) aimed to detect the conscious waiting period with the high performance of the gifted students in their universities by comparing it with that of secondary level students to discover the reasons behind the students' dealing with waiting time in two different classes. The interviews were conducted with gifted students in universities and the results were analyzed qualitatively. The findings revealed that waiting in class in secondary schools and universities was generally attributed to weak teaching.

The study of Papadopoulos (2021) aimed to examine relations of self-esteem cognition in certain fields and behaviors of gifted children 5-6 years old regarding esteem. To achieve the objectives of the study, the researcher selected (108) gifted Greek children (5-6) years of age and preschool teachers to detect the relationship between the cognitive ability of certain self-concepts and international self-esteem.

The result revealed that there was a positive correlation pertaining to competency exams and international self-esteem, in addition to gender differences in international self-esteem besides somatic differences in favor of boys. The study of Almukhambetova & Torran (2020) aimed to detect university students' adaptability to problems they encounter in their studies. It attempts to explain the role of internal and external motivations which oblige gifted students to adapt themselves and achieve positions in higher education.

The study provided interesting concepts for the term's achievement or failure of the gifted students in an environment which believes that giftedness implies a

high level of intelligence and academic achievement; the gifted were measured by achievement-based scales. The study of Smith (2018) aimed to detect the factors that contribute to the success of the gifted with various cultural and linguistic backgrounds. The study sample comprised (63) gifted and smart people who graduated from gifted programs. Their visions were tested via questionnaires. It was found that resilience and coping strategies were among the most important factors that contributed to the success of participants in programs for the gifted.

Method and procedures

Study methodology

To achieve the objectives of the study, the researcher used the Mixed Design Method to collect enough quantitative and qualitative data together. This design is dependable because it combines the merits of both methods; the quantitative data help determine situations and assessments, while the qualitative data help in explaining situations. The added value of this method lies in its ability to help readers to comprehend the study and results, thus increasing credibility (Gutterman, 2015).

The researcher used the interpretative design as one of the mixed types. In the first stage, quantitative data were collected from the questionnaire on stress coping, then analyzed to determine the strategies that the gifted students with low academic achievement use. Afterward, qualitative data were collected for the two-four-student concentration groups and from unorganized individual interviews with the gifted. These helped to explain the strategies by exploring participants' perspectives regarding the practice of such strategies and the reasons behind them.

Table (1): Demographic distribution of study population

Gender	Number	Percent
Male	30	60%
Female	20	40%
Total	50	100%

Table (1) shows that the percentage of gifted male students with low achievement was 60%, while the female counterpart was 40%.

Study population

The population comprised (50) male and female gifted students with low achievement at the intermediate level in the city of Hafr Al-Batin in Saudi Arabia for the academic year 2021/2022.

Study sample

A sample of (30) students was randomly selected from the original population of the gifted with low achievement at the intermediate level as presented in table (2).

Table (2): Distribution of the study sample

Gender	Number	Percent
Male	20	67%
Female	10	33%
Total	30	100%

Table (2) reveals that the percentage of male gifted students with low academic achievement was 67%, while that of the female students was 33%.

Study tools

First: Quantitative tool

The researcher used Tobin's scale for measuring stress which was translated by Taha Adawi (2019) as it was applied to Egyptian and Qatari environments. The sample comprised (523) persons. The scale contained (72) items with some demographic questions. Responses were arranged according to 5-point Likert scale (doesn't happen, infrequently happens, happens sometimes, frequently happens, and very frequently happens). Points range between 1= doesn't happen and 5= very frequently happens. The scale enjoys good psychometric features. Correlation coefficients between the degree of dimensions and the total degree of the scale range from (0.65-0.92). The Cronbach Alpha coefficient of the scale as a whole amounted to (0.92). The values of the Cronbach alpha coefficient range between (0.05-0.87).

Validity of internal consistency

To verify the validity of the scale, the Pearson correlation coefficient was used to measure the degree of each domain of the scale as compared with the total degree. The following table (3) elucidates correlation coefficient values.

Table (3): Pearson's correlation coefficients between stress coping strategies and the total degree of the scale

No.	Strategies	Correlation coefficient	Statistical function
1	Problem-solving	.654**	0.00
2	Cognitive reconstruction	.794**	0.00
3	Emotion disclosure	.882**	0.00
4	Social support	.834**	0.00
5	Trouble evading	.811**	0.00
6	Imaginary thinking	.707**	0.00
7	Self-criticism	.698**	0.00
8	Social withdrawal	.669**	0.00
9	Problem involvement	.813**	0.00
10	Emotions involvement	.906**	0.00
11	Freedom from problem	.850**	0.00
12	Release of emotions	.774**	0.00

13	Busyness	.920**	0.00
14	Liberation	.911**	0.00

The table shows that correlation coefficient values are positive and statistically functional and that confirms the validity of the internal uniformity of study axes.

Scale validity

To verify the validity of the scathe le, Cronbach alpha coefficient was used. The following table (4) elucidates the coefficient of the study axes measured through sample members' responses.

Table (4): Cronbach alpha coefficient

No.	Axes	Items number	Cronbach alpha coefficient
1	Problem-solving	9	0.52
2	Cognitive reconstruction	9	0.65
3	Emotion disclosure	9	0.57
4	Social support	9	0.68
5	Trouble evading	9	0.68
6	Imaginary thinking	9	0.50
7	Self-criticism	9	0.72
8	Social withdrawal	9	0.58
9	Problem involvement	18	0.75
10	Emotion involvement	18	0.80
11	Freedom from problem	18	0.75
12	Releasing emotions	18	0.77
13	Busyness	36	0.87
14	Liberation	36	0.85
15	Total scale	72	0.92

Second: Qualitative tool (data collection)

The researcher used a semi-organized interview; three focus groups were formed. Every group comprised four students, three-binary interviews, and four-individual ones in which students are different each time. The questions were experimentally applied to one participant who was purposively chosen from those who completed the questionnaire at the quantitative stage of the study. Therefore, the questions' order was modified, some of them were deleted and one was modified to become of the deductive type.

The interviews were conducted in a quiet place in the center of the gifted education administration. The interviews were recorded and notes were manually jotted down. The open questions were addressed to sample members to get visions deeper than those of the questionnaire. They were afterward presented to (8) experts in education and gifted teaching.

The number of questions was considered sufficient, as the aim of the interview was to comprehend the common visions and experiences of a homogenous group (Guest et. al., 2006).

Every interview lasted for (30) minutes in which students presented their experiences with stressful situations that annoy them, whether from school or from outside. They were also asked about the way they dealt with those situations, their causes and the potential reasons behind them, coping, and types of stresses that make the participant prefer one strategy over the other. School internal and external factors might be behind stressful situations to which the gifted with low achievement were exposed and led to this result. Participants of the focus groups and the binary counterpart debated the issues. As for individual interviews, the ideas and experiments presented were acceptable so the interviewer didn't interfere in the interview giving the students the chance to express themselves freely sharing with them their attitudes, emotions, and visions. The interview questions were as follows:

- 1) What was the most difficult situation you encountered during the semester? In your opinion, why was it a challenge?
- 2) How did you deal with it? Why did you choose this strategy to handle it?
- 3) Are there stressful situations of different types: academic, social, or emotional, you would like to talk about?

Reliability and objectivity of qualitative data

The recordings were transcribed and analyzed through careful reading; notes were taken in writing, the light was shed on texts and codified, similar ones were put together, and the interrelated subjects were specified. A comprehensive objective analysis was done and guidelines from some literature were taken into consideration to ensure the reliability of results through a triad of sources and analysts. Holiste formula was used to verify the reliability of this tool; a qualitative analysis was done by three analysts. Responses of the examined were re-analyzed after one month after the first analysis. This is what is known as reliability via time. The Holiste formula is:

$$2X \text{ idea analysis agreed upon} \div \text{total number of ideas of both times} = \\ 39 \times 2 \div (53 + 52=105)$$

Thus, the result, according to the Holiste reliability coefficient, is (0.74), a propitious reliability ratio.

Results of the study's qualitative and quantitative data

In answering the first question which reads "What are the most frequently used strategies ...?" The researcher used arithmetic means and standard deviations in the quantitative analysis. Because the study sample is small, the researcher used the median and centile or quarters: the first 25, the second 50, and the third 75, as demonstrated in the following table (5).

Table (5): Arithmetic means and standard deviation of sample members' responses in accordance with the scale

No.	Strategies	Arithmetic mean	Standard deviation	Rank
1	Problem-solving	2.66	0.67	12
2	Cognitive reconstruction	2.50	0.65	14
3	Emotion disclosure	2.76	0.61	10
4	Social support	2.77	0.67	8
5	Trouble evading	2.87	0.73	4
6	Imaginary thinking	2.89	0.58	1
7	Self-criticism	2.85	0.76	7
8	Social withdrawal	2.85	0.61	6
9	Problem involvement	2.58	0.59	13
10	Emotion involvement	2.76	0.60	9
11	Freedom from problem	2.88	0.59	2
12	Releasing emotions	2.85	0.61	5
13	Busyness	2.67	0.56	11
14	Liberation	2.87	0.53	3
Total scale		2.76	0.49	

The previous table reveals that imaginary thinking ranked “first” with a medium degree of (2.89) mean and (0.58) deviation; the strategy of problem liberation ranked “ second” with a medium degree of (2.87) mean and (0.53) deviation; problem evading strategy ranked “ fourth” with a medium degree of (2.87) mean and (0.73) deviation; the strategies of emotions release, social withdrawal, and self- criticism ranked “fifth”, “sixth”, and “seventh” respectively with a medium degree and (2.85) mean; social support ranked “eight” with a medium degree of (2.77) mean and (0.67) deviation. The strategies of emotional involvement and emotional disclosure ranked “eighth” and “ninth” respectively with a medium degree and (2.76) mean. The strategy of busyness ranked “eleventh” with a medium degree of (2.67) mean and (0.73) deviation. The strategies of problem-solving and problem involvement ranked “twelfth” and “thirteenth” respectively with a medium degree and (2.66) mean. Finally, the strategy of cognitive reconstruction ranked “fourteenth” with a medium degree of (2.5) mean and (0.67) deviation.

The qualitative analysis revealed that the talent of imagination and bad adaptability of the gifted with low academic achievement imagine what they need as that reduces the damage caused by stressful situations. To obtain a better verification for data accuracy due to the small size of the sample, the researcher used non-parametric statistics as the following table (6) reveals.

Non-parametric Tests Npar

Table (6): First, medium, and third quarters' results

No	Percentiles			
		First quarter 25 th	Medium 50 th	Third quarter 75 th
30	Problem-solving	3.1111	2.6667	2.1944
30	Cognitive reconstruction	3.0556	2.4444	1.8889
30	Emotion disclosure	3.1111	2.7778	2.2222
30	Social support	3.3889	2.7222	2.1944
30	Trouble evading	3.4444	2.7778	2.2222
30	Imaginary thinking	3.2778	2.9444	2.3333
30	Self-criticism	3.5556	2.6667	2.2222
30	Social withdrawal	3.1389	2.7778	2.4444
30	Problem involvement	3.0763	2.4725	2.1375
30	Emotions involvement	3.2525	2.7225	2.1650
30	Freedom from problem	3.3613	3.0550	2.4300
30	Release of emotions	3.2938	2.7525	2.3350
30	Busyness	3.1913	2.4500	2.2175
30	Liberation	3.3225	2.7800	2.3938
30	Total	3.1853	2.6600	2.2800

Table (6) presents the results of the first quarter for all strategies, besides the total which ranked “weak”. Among the results of the median, the busyness strategy got the lowest mean (2.4500), a “weak” rank; cognitive reconstruction strategy and problem involvement ranked “weak” with a mean of (2.444, 2.4725) respectively. The busyness strategy ranked “medium” with a mean of (3.1919), while other strategies and the total ranked “medium” of the two values. Results of the rest besides the scale were “medium”; but all results of the third quarter ranked “medium”.

Results of analyzing qualitative data confirm and illustrate the quantitative results. The qualitative stage elucidates statistical test results and clarifies why the gifted with low academic achievement used coping strategies. The results of the qualitative analysis are outlined as follows:

- Involvement with problem-solving and expressing emotions and feelings. These strategies focus on attempts of gifted students with low achievement to solve the problem, ask for social support, and express their emotions.
- The most frequently obliging stress was a low academic achievement. the gifted student tried to solve the problems and stressful situations through analysis which brought up the following:
 - Motivation: lack of the spirit of the challenge for class material, as some of that, reiterate the same information and never arouses challenge, besides students' inclination to take easy courses.
 - Self-organizing: the gifted don't manage their time properly because their level of knowledge doesn't match with those using general, public curricula. Henceforth, they use personal standards demonstrated through controlling personal emotions or the environment for which

they ask for support from friends and brothers who got experience in that domain.

Such ways of dealing with the problem forced the gifted with low achievement to continuously interact with the stressful environment trying to solve the problem by circumventing it when the solution becomes impossible for him.

- Liberation of the gifted student with low academic achievement from personal and social interactions.

These students are masters of fantasy which is reflected in their handling stressful situations through the following:

- Social withdrawal and self-self-criticism are for them the reason behind what happened with regard to ignoring the problem, evading contemplating over the situation, and inability to change that situation. The student didn't try to repulse students who tease or bully him. Instead, he isolates himself and never tries to answer questions in class for fear of being mocked by classmates.

The reasons for social withdrawal might be outlined as follows:

- Limitation of social support: the gifted lives in an environment, hostile to giftedness and doesn't support intellectuals.
- His nostalgia for the primary stage in which he used to have friends whom he doesn't have at the intermediate level.
- He might be more impacted by divorce cases or family disintegration than others.
- Personal qualities like procrastination, anxiety, and lack of self-respect, due to feelings of perfectionism. Such qualities might go beyond that to blaming himself for the stressful situations he lives in.
- Coercive choice in which the gifted student deliberately doesn't solve platform assignments to avoid female comments.
Thus, low achievement affects self-esteem; this agrees with the findings of those of (Jawalldeh & Maharmeh, 2018).
- Avoid problem-solving through wishful thinking as "I imagine that I can influence ideas and feelings of the teacher".

In answering the second question which reads "Are there differences with statistical significance... attributed to gender variable?"

In answering the question and because of the small size of the sample, the researcher used Mann-Whitney Test which is a non-parametric test used with small samples for two independent variables as presented in table (7).

Table (7): Results of Mann-Whitney⁶ test pertaining to gender variable (Male, female)

	Gender	Number	Rank mean	Total scale value
Mann-Whitney U	ذكور	20	18.43	41.500
	اناث	10	9.65	
	Total	30		
Z				-2.574-
Asymp. Sig. (2-tailed)				.010

Results of table (7) present the Mann-Whitney value (41.500) and (Z) value (-2.574), in addition to Asymp. sig. (2-tailed) value which is less than the specified function level ($\alpha = 0.05$). Therefore, the alternative hypothesis, which states that there are differences with statistical significance in favor of males, as their mean rank was higher than that of females, was accepted.

The researcher didn't find any difference between the males and females' use of some coping strategies through conducting the qualitative study (interviews). Consequently, she examined the functional differences of every strategy as elucidated in table (8).

Table (8): Mann-Whitney test results for all coping strategies included in the scale and for the scale as a whole

Test statistics															
	Problem-solving	Cognitive reconstruction	Emotion disclosure	Emotion disclosure	Trouble evading	Imaginary thinking	Self-criticism	Social withdrawal	Problem involvement	Emotion involvement	Freedom from problem	Releasing emotions	Busyness	Liberation	Total scale
Mann-Whitney U	7.500	34.000	48.500	54.500	71.000	77.000	80.500	63.000	10.000	49.000	75.000	66.500	24.500	72.500	41.500
Wilcoxon W	62.500	89.000	103.500	109.500	126.000	132.000	135.500	118.000	65.000	104.000	130.000	121.500	79.500	127.500	96.500
Z	-4.081-	-2.915-	-2.275-	-2.006-	-1.280-	-1.015-	-.862-	-1.632-	-3.960-	-	-1.101-	-	-	-	-
Asymp. Sig. (2-tailed)	.000	.004	.023	.045	.201	.310	.389	.103	.000	.025	.271	.140	.001	.226	.010
a. Grouping Variable: Gender															
b. Not corrected for ties.															

Table (8) shows that the following strategies: problem-solving, cognitive reconstruction, emotion disclosure, support, problem involvement, feeling involvement, and busyness were all statistically functional, while strategies of evading, imaginary thinking, self-criticism, social withdrawal, freedom from the problem, emotions release, and liberation didn't show any differences between males and females as that was confirmed through conversations and interviews with both sexes.

In answering the third question which reads "Are there differences with statistical significance.... About study tool?" Because the number of participants was small, the researcher used Kruskal Wallis test which is a non-parametric one that is used when levels of independent variables are three or more, instead of ANOVA, as presented in table (9).

Table (9): Results of Kruskal Wallis Test pertaining to a class variable

Statement	Total	Rank mean	Number	Class
Kay Square	.297	13.75	6	First Intermediate
Degree of freedom	2	15.94	16	Second Intermediate
Function level	.862	15.94	8	Third Intermediate
			30	Total
Kruskal Wallis Test				a.
b. Grouping Variable class				

The results of the analyzed qualitative data confirm that students of different classes use the same strategies, but with different ratios. Some of those were medium that varied according to the situation or type of stresses the students confronted, their sizes, and their diversified uses of strategies which were mostly medium, but some were less than medium as presented previously.

Conclusion and recommendations

Conclusion

After examining the qualitative and quantitative results of the study, the researcher came up with the following results:

- 1) There were differences with statistical significance between males and females in using the following strategies: problem-solving, cognitive reconstruction, emotions disclosure, support, problem involvement, emotions involvement, and busyness which were all in favor of males. Such a result might be attributed to the male personality that I distinguished some adolescent features. But there were no differences between them in their use of the following counterparts: evading, imaginary thinking, self-criticism, social withdrawal, freedom of problem, emotional release, and liberation as confirmed through interviews with males and females.
- 2) There were no differences between them with regard to the strategy of stress copying attributable to class as they were almost of the same age with one-year differences between any class and the one -year's difference between any class and the one higher.
- 3) The majority of intermediate-level students use strategies of stress coping to a medium degree which is diversified by stress type and situation. Diversity and uses of the strategies were very close as they mostly ranked.

Recommendations

The researcher recommends the following:

- 1) Teachers and students should interact actively.
- 2) Independence of gifted students should be developed.
- 3) Consolidating organized self-learning through motivation is one of the factors that help in improving the achievement of the gifted with low academic achievement.

- 4) Conducting further studies on stress strategies of gifted students in the kingdom of Saudi Arabia.

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