



## Research Article

# Indicative needs for gifted students with underachievement

Ahood Moeed Alqahtani

Faculty of Education Gifted Education Department, King Faisal University, Kingdom of Saudi Arabia

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### Abstract

This study aimed at investigating the effect of using self-regulated learning strategies on raising the academic achievement of one of the female gifted students. The study used the descriptive methodology that follows the case study on the female gifted student with underachievement. A measure has been used to detect the extent of excessive sensitivity to criticism in the female gifted student, the scale of learning styles, analysis of documents to find out the beginning of this problem, and the use of the interview tool to clarify the problem from the point of view of female gifted student with underachievement and indicative sessions that include applying self-regulated learning strategies with the female gifted student. The results have yielded that the female gifted student with underachievement suffers from a decline in certain courses. Thus, learning style is known. Also, the excessive sensitivity ratio of the criticism has been measured, and it has been found that it is very high (approximately 160). Thus, indicative sessions of a selective nature were used. The effectiveness of these sessions has been demonstrated in using self-regulated learning strategies with female gifted student with underachievement through the rise of academic achievement from 82% to 89% during the year. After sessions, post-measurement of the excessive sensitivity to criticism has been made, and it has been found that the excessive sensitivity ratio has decreased from 160 to 149 (approximately 10 degrees on the scale used). After mentioning the results of the study, it can be said that the effect of training on self-regulated learning was evident on the academic achievement of the gifted student.

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## Introduction

The interest in the gifted people has become surrounded by challenges because the level of goals is increasing. This is due to the desire of countries and societies to rise and keep pace with progress in various areas of life; there is no doubt that achieving progress requires attention for the gifted people; interest in them will lead to positive results. Providing full care to those with brilliant minds will increase production and maintain their countries and societies in a prominent position among other countries. But with this interest in the gifted people, we should highlight the important fact that they face psychological and social problems in adapting to those around them, which is a natural matter, as these are characteristics that accompany those with talent or high ability. Among these problems is the underachievement of gifted students (Davis, Rimm & Siegle, 2011).

The problem of underachievement among gifted students was one of the misconceptions about talent and excellence mentioned (Jarwan, 2014), and many studies indicated that most of the gifted were revealed in the adulthood stage, although they suffered from underachievement in their early academic stage. Here, we must intervene from the indicative side to know the reasons of this problem and provide an academic guiding treatment plan that is presented to each individual student due to the difference in their needs that can hinder their progress if we do not deal with them in a correct way. The issue of underachievement among gifted students is not new, by referring to the speech of the National Education Committee in 1983 entitled "A Nation in danger, an incentive to reform education". This report addressed gifted students with underachievement and explained that the performance they provide in the

academic track isn't compatible with their abilities. The basis that led them to these results is not mentioned, but those interested in raising the gifted people made it clear that it is an important problem that must be worked out to find solutions to it (Al-Sabati, 2017).

The underachievement of gifted students is defined as "the discrepancy between the individual's academic performance and the indicators of his or her actual abilities such as intelligence:" meaning that the individual's scores in IQ tests, teacher observations and innovation metrics emphasize the existence of high mental abilities. However, academic achievement is low compared to these capabilities (Rimm, 2000). This means explained that underachievement is the inability of an individual to exploit his capabilities and employ them in reaching the appropriate academic level for the possibilities he has. It is clear that that gifted students suffer of some problems the cause the collision of their personal characteristics with the social environments, and the problems were multiple, among which he mentioned the underachievement, a problem of a cognitive nature as it is related to academic achievement (Jarwan, 2014).

Usually, the problem of underachievement is accompanied by some characteristics, including low self-esteem, preoccupation with external activities or bad habits during the study. Gifted students with the nature of their abilities, they learn faster than usual and completely in different way, and these gifted students are always in the regular classes that offer cognitive content in traditional ways that do not fit their capabilities, and the environment that does not support the education of gifted students with the appropriate teaching methods is a cause of underachievement for gifted students (Davis, Rimm & Siegle, 2011). The problem of gifted students with underachievement is usually accompanied by a psychological problem such as excessive sensitivity, which is one of the characteristics that accompany those with high mental abilities. Which Dombrowski mentioned in his theory: super excitement (Mendaglio, 2008). Which can affect one or more of the five aspects that he identified (mental, emotional, sensory, imaginary, and kinetic abilities). We can define excessive sensitivity as: an exaggerated reaction to something or a variable, and it is the engine of talent (Al Eqbali, 2018). The increased sensitivity to criticism is a characteristic that appears as a result of situations or events, and it is usually accompanied by a feeling of aggravated anxiety, and overcome them by exaggeration in feelings and shame, anger, being affected by past events, being preoccupied with thinking about the future, and being accompanied by feelings of self-infirmness and their view of life. People with excessive sensitivity to criticism are often rigid in nature and hesitant to make decisions while dealing with them (Al-Ateeq & Abu Asaad, 2010).

### **Reasons for Underachievement Problem among Gifted Students**

The causes of underachievement among gifted students can be summed up in three factors as explained (Abu Asaad, 2014) and confirmed by (Davis, Rimm & Siegle, 2011) These are social factors, including a self-inferiority view, as well as social academic self, racism and discrimination, and social problems. It turns out was stated that the reasons for underachievement are still complex and unclear, and vary according to the gifted students (Badr, 2013). The cause of the problem may be family factors such as the economic and social level of the family or the separation of the parents. There are factors specific to the school environment; this factor may affect the student's negative perception by the teacher and his or her colleagues and the lack of adequate support for the student, as well as the lack of motivation; one of the reasons for underachievement. The report mentioned previously in the introduction confirmed a remarkably underachievement among the gifted students community and that most of them achieve results less than their potential, and some point out that one of the reasons for this is the design of the submitted curriculum that has been uniformly designed for all groups and often reduces their motivation due to lack of curriculum for the challenge and innovation element. Identifying the correct cause may depend on the detection process of IQ choices, collectable readiness tests, and adaptive measures of gifted student problems besides behavior assessment lists provided by teachers and creative metrics to ensure all student abilities before identifying him a gifted student with underachievement (Nazeer, 2015).

### **Characteristics of Gifted Students with Underachievement**

that the characteristics of gifted students with underachievement can be divided into four characteristics that are described in the following table1:

**Table 1.***Characteristics of Gifted Students Underachievement (Badr, 2013)*

Characteristics of academic achievement behaviors	Social characteristics	Emotional properties	Behavioral characteristics
<ul style="list-style-type: none"> <li>• Make less effort</li> <li>• Postponement and procrastination</li> <li>• Escape from school</li> <li>• Non-competition.</li> <li>• Exam anxiety</li> <li>• Difficulty to focus and paying attention</li> <li>• Variation between oral and written test scores</li> <li>• Low expectations</li> <li>• Lack of motivation and perseverance</li> <li>• o Search for the easy</li> </ul>	<ul style="list-style-type: none"> <li>• Ignorance from peers</li> <li>• Lack of relationships</li> <li>• Feeling rejected by others</li> <li>• The desire for isolation and alienation</li> <li>• Lack of social skills</li> </ul>	Low academic self-perception: <ul style="list-style-type: none"> <li>• Self-criticism</li> <li>• Decreased mental ability</li> <li>• Fear of failure</li> <li>• Tendency to perfection</li> <li>• Establishing inflexible standards</li> <li>• Reduced career ambition</li> <li>• Excessive criticism of others</li> <li>• Negativity towards others</li> <li>• Blaming others for underachievement.</li> <li>• Despair and frustration</li> <li>• Lack of expression and lack of emotional control.</li> <li>• Apathy and indifference.</li> </ul>	Aggressive behavior: <ul style="list-style-type: none"> <li>• Rejection of requirements</li> <li>• Talk boycott</li> <li>• Refuse to work</li> <li>• Failure to make a self-decision</li> <li>• Disobedience and rebellion</li> </ul> Withdrawal behavior: <ul style="list-style-type: none"> <li>• Not communicating with others</li> <li>• Avoid risk</li> <li>• Wide imagination</li> <li>• Single work</li> </ul>

There have been many studies indicating similar characteristics among students with learning difficulties and underachievement, in terms of negative self-perception, the entire school community, and the learning process itself (Mc-Coach, 2000; McCoach & Siegle, 2003). However, there are reasons for underachievement among gifted students: the motivation that drives the learning process and the motivation for it to continue to achieve goals, and this was confirmed by the study of both (Ziegler & Stoeger, 2005). Note that there are reasons that may not be highlighted for teachers who deal with gifted students with underachievement: 'The students' lack of knowledge of learning strategies, study strategies and time management in their learning process (Keller, 1993; Phillips, 2017). Here the importance of educating students and helping them to know these methods appears, and perhaps choosing a regulated learning methodology is very important because it makes them in an effective state as they start setting their goals and monitoring the progress of achieving them while following up on the cognitive and behavioral change and development, adding the organization and ending with evaluation by the students themselves. Self-regulated learning can be defined as a set of steps or actions in which individuals are active, directed and self-regulated through these three elements: behavior, feelings, and knowledge to achieve the desired goals (Schunk & Zimmerman, 2012). A group of studies confirmed the effectiveness of self-regulated learning in improving and raising student motivation, progress and academic achievement, It has been found that the use of strategies has had an impact on raising academic achievement for ordinary and gifted students, and enhancing academic self-motivation (Youssef, 2014; Brittney, 2017; Al-Najjar, 2017).

### Problem of Study

Through working in the educational field and dealing with gifted students, a decrease in the academic achievement of one of the gifted students was observed in several courses, with anger feelings, lack of acceptance of opinions and views, and the negative self-perception, all are excessive emotions. To find the causes of the problem, we need to find answers to the following questions that determine the problem of the study:

- What is the pre-test score for the gifted student on the cash excessive sensitivity scale?
- What is the level of the academic underachievement obtained by the gifted student?
- What is the viewpoint of the gifted student on the problem of her underachievement?

- What is the effect of training on self-regulated learning strategies in reducing the excessive sensitivity of the gifted student on the excessive sensitivity scale to criticism?
- What is the effect of training on self-regulated learning strategies in raising the academic achievement of the gifted student?

## Method

### Research Model

This study is based on the descriptive approach based on the case study as indicated by it (Creswell & Creswell, 2017), which aims to describe, analyze and interpret specific phenomena by combining quantitative methods and various methods with the aim of reaching the largest amount of data that serves the purpose of the study and achieving its goals. This study was confined to the Islamic Al-Faisaliyah schools in Al-Dahran city, the eastern region in Saudi Arabia. The study was carried out during in the academic year 2019/ 2020. This study was limited to learning the impact of self-regulated learning strategies by applying them to a remedial academic guidance plan to raise school achievement and reduce excessive sensitivity. This study was limited to a talented female student in the middle stage of the Dahran, classified as gifted according to the talent scale.

### Sampling Participants

The study population consists of all the talented female students in the middle school grades 2019., as it was according to the basic condition that the students pass the national standard to detect gifted students. The study sample consists of an intentional sample consisting of one gifted student(female) in Islamic Al-Faisaliyah schools in Al-Dahran city, specifically in the second intermediate class. The student was chosen based on the nomination of the supervisor of the gifted students in the school based on the low academic achievement she has, and she obtained low grades in some classes, and she needs help to raise her academic achievement.

### Data Collection Tools

#### The Documentation Analysis

The documents related to the academic achievement of the gifted student was reviewed to know the beginning underachievement and the reasons for finding solutions (Lincoln & Guba, 2007).

#### Interview

In order to achieve the goals and questions of the study, Interview was relied on to know the gifted student view on the problem of underachievement indicated that the importance of the interview is to take information from the human sources. That is to make clear what views we want to reach (Lincoln & Guba, 2007). I asked one question to the gifted student; (What is the reason for your low achievement?). I audio recorded the interview in order that I could pay more attention ‘rather than the burden of hurriedly writing, allowing the conversations to flow, I had anticipated that perceptions and concerns would be voiced and expanded as to give adequate information On the reasons for the decline in academic achievement (Mills, 2003; Rubin & Rubin, 2005).

#### Learning Styles Scale (LSS)

Learning Styles Scal (Aljughaiman, 2018). LSS was used to find the style of the gifted student. This is because most educational problems result from not knowing the appropriate learning style for each individual.

#### Scale Excessive Sensitivity to Criticism

The scale of the excessive sensitivity to criticism (Abu Asaad, 2014), which aims to know the degree of sensitivity to criticism of others among gifted students.

#### Guidance sessions

The treatment plan for the gifted students with underachievement included 22 indicative sessions, through which self-regulated learning strategies are presented and explained to the gifted student, and applied during the session, and the session lasts between 35 to 45 minutes per week.

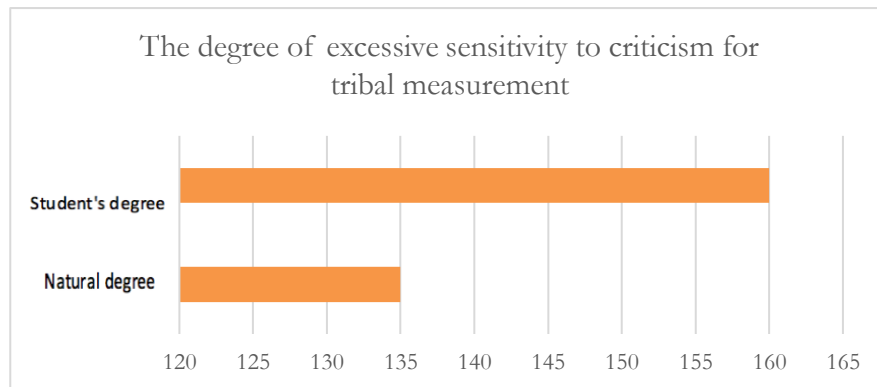
#### Procedure

Selecting the sample intentionally by identifying one gifted female student with underachievement from the gifted class at Al-Faisaliyah Islamic Schools in the academic year 2019/ 2020. Collection of documents related to the gifted student to review and determine the beginning of the problem. The researcher was able to obtain some documents through Noor system of the Ministry of Education. The school administration agreed to meet the gifted student, and the appropriate date was set for the student. The interview with the student took half an hour, and the information was recorded in writing. Applying the scale of learning patterns and the scale of the excessive sensitivity to criticism

to the student by the researcher. The application of the weekly indicative sessions for the student by the researcher. Reapply the scale of excessive sensitivity to see how effective sessions are to reduce them. Analyze, extract, discuss and come up with a number of recommendations.

### Results

To get to know the results of the research experiment, the scale of the excessive sensitivity to criticism was used (Abu Asaad, 2014). Where the scale shows that the higher the mark above the average degree (which is 135) this indicates the presence of excessive sensitivity to criticism, and the lower the average indicates the absence of it, the student got a score of 160 on the scale, and by comparing this result with the average of the degrees of the scale, we find that the student has an increase in excessive sensitivity to criticism.

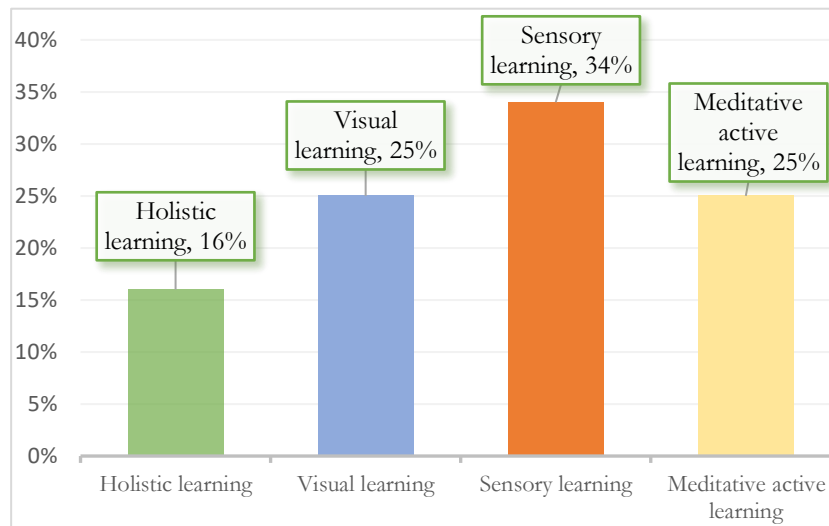


**Figure 1.**

*Degree of Extreme Sensitivity*

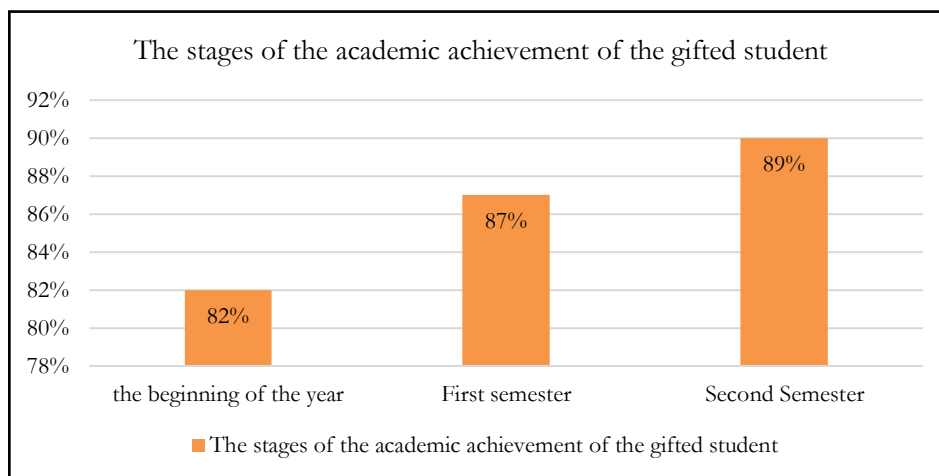
After that the information was collected and interpreted through analyzing the documents available in the school through the (Noor) system, which maintains the academic records of students since they entered the school, and looking at the records for the primary stage, we find that the student is distinguished and superior according to the system followed by the continuous evaluation. We find that the decline started when it entered the middle stage; Where the student got an average of 82% in the first intermediate class, and the decrease was in several subjects, including the basic scientific subjects (mathematics, science, English, and computer), in addition to receiving a warning in the special courses in partnership with the King Abdulaziz and His Companions Foundation for Giftedness and Creativity.

After applying the Scale Excessive Sensitivity to Criticism and analyzing the documents for the student The student was interviewed, and she was asked directly about the reasons for the underachievement in the aforementioned courses, where the gifted student explained that she is suffering from some tension while practicing and applying mathematics laws; fear of forgetting, in addition to being constantly frustrated by the teacher. This is because she is a gifted student and expected a lot from her. It also faces difficulty in linking between theoretical and practical material in the computer course and in the English language in terms of writing skill. As for the science course, she does not know the reason for the low level, and she attributed this to her way of studying; Accordingly, the learning styles scale has been applied to know the student's learning style in order to be a starting point for solving this problem, and it has been shown that the gifted student has a sensual and intuitive pattern that is concerned with learning through work and active practice and exploring the world around her: which is that the student learns how to accomplish his work by making it intangible, by transforming theoretical information and shaping it into practical reality.



**Figure 2.**  
*Learning Patterns Test*

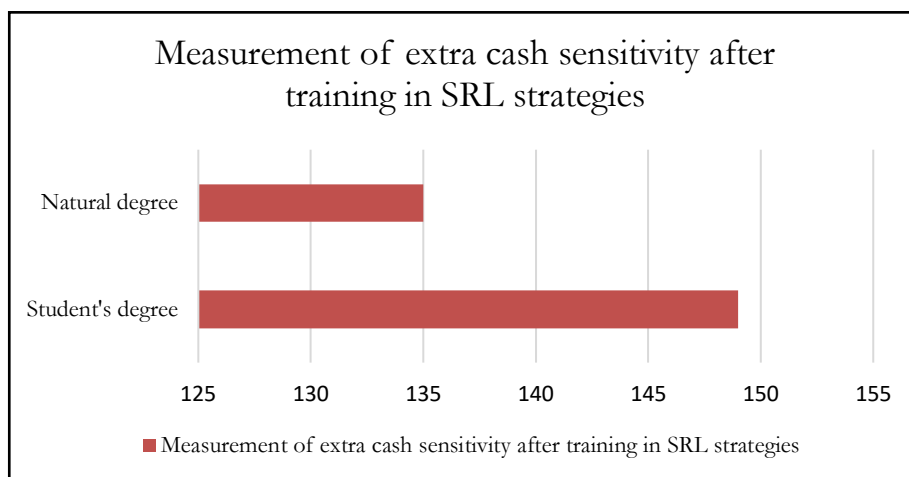
After reaching basic information on the problem of underachievement, an academic advisory plan consisting of 22 sessions was implemented. Self-regulated learning strategies were used to enhance the study process and to use the learning style enjoyed by the gifted student. 9 sessions were applied in the first semester, and the results of the indicative sessions in which the learning strategies were used and the results of the indicative sessions in which self-regulated learning strategies were used resulted in the achievement of the gifted student; the achievement increased from 82% to 87% during the first semester. 11 mentoring sessions were completed with the gifted student during the second semester, and the student received an average of 89% at the end of the school year.



**Figure 3.**  
*The Development of Academic Achievement*

After the development of academic achievement, the excessive sensitivity scale to criticism (Abu Asaad, 2014) was re-used after the indicative sessions were completed, and the student received a score of 148 for the post-measurement compared to the pre-measuring, there is a decrease in the level of hyper sensitivity to criticism.





**Figure 4.**

*Degree of Excessive Sensitivity to Criticism After Training in SRL*

### Discussion and Conclusion

In light of the results of this study, it is evident that the gifted student with underachievement suffers from a decrease in certain courses, with her answer about the basis of the problem, it was found that there were factors that contributed to the underachievement. However, the student explained that her study process may be one of the main obstacles. Accordingly, a scale was used to know the pattern of learning, and it was found that the learning pattern is sensory and intuitive; which means that the method of learning must be more effective, and that tends to the nature of discovery and practice, and this may be unable to be practiced by teachers in the classes, in addition to that the rate of excessive sensitivity to criticism was measured because the gifted student with underachievement does not favor criticism and directing some criticism to her on a personal level. The rate of excessive sensitivity to criticism is very high (approximately 160), and based on what was mentioned, indicative sessions were used with a selective nature, present strategies to the student and clarify the goal of the process of using them in the specific courses. The effectiveness of these sessions has been shown in the use of self-regulated learning strategies with the talented female student with underachievement through high academic achievement from 82% to 89% during the year. Post-measurement of excessive sensitivity to criticism was measured after the sessions ended. It was found that the rate of excessive sensitivity decreased from 160 to 149 (approximately ten degrees on the scale used), but the results are developing steadily, which gives an indication that the process of development needs to be continued and closely followed. After mentioning the results of the study, it can be said that the effect of training on self-regulated learning was evident on the academic achievement of the gifted student. This result is supported by a group of studies (DiBenedetto & Zimmerman, 2010; Zimmerman, 2009; Stoeger & Ziegler, 2006; Schunck & Zimmerman, 2007; Bidjerano & Dai, 2007; Boekaerts, 2006; McCombs, 1989). That clarified the effect of self-organized learning practice on academic achievement, and not only for ordinary students, but for gifted and underachieving students (Reis & Greene, 2014; Stoeger, Fleischmann & Obergriesser, 2015; Ridgley, DaVia Rubenstein & Callan, 2020). The role of counseling is important in the education of gifted students, as it helps guide them to solve their problems in healthy ways, just as the problems are diverse, including academic problems, which were addressed in this study, so early training in self-regulated learning is a way that may help in solving academic problems for gifted students with underachievement. The gifted teacher, mentor, and teacher must also prepare for cooperation and problem solving so that gifted students can learn in an appropriate and comfortable environment and take advantage of all their potential.

### Recommendations

In light of the results of the study, the researcher recommends the following:

- Training of school staff from teachers who deal with gifted students to learn the reasons for underachievement and diagnosing it to avoid the problem from its beginning.
- Referral of cases to The Supervisor of Gifted and Psychological Specialist to make the necessary work in terms of designing treatment plans and applying measures according to the case.
- The application of various methods based on the results of research and scientific studies to ensure acceptable results according to the chosen case.

- Follow up on cases who have undergone treatment plans; And by following a plan to follow their progress according to the plan.

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