

Original Article

The Experience of Success and Failure of Gifted Students at School

Maruška Željeznov Seničar
University of Primorska, Slovenia.

Mojca Kukanja Gabrijelčič
University of Primorska, Slovenia.

Abstract

The education of gifted students is often characterized by high expectations, ambitious goals, and significant effort invested in learning. Their experiences of success and failure are shaped by a variety of factors, including personal, family, school, cultural, and social influences. This article examines how gifted students perceive and experience their own successes and failures, as well as how these experiences are perceived and responded to by their peers. Using qualitative methods, the study involved semi-structured interviews with thirty gifted students from seventh to ninth grades across ten elementary schools in Slovenia. The findings indicate that gifted students experience a range of emotions in response to success, from satisfaction to anxiety, while their reactions to failure often involve frustration and self-criticism. Peer responses to their success and failure vary significantly, ranging from supportive encouragement to jealousy and social exclusion. These findings highlight the complex interpersonal dynamics at play within school environments. Understanding and addressing these dynamics is crucial for creating inclusive, supportive, and stimulating learning environments that nurture both the academic and social-emotional well-being of gifted students.

Keywords: Experience of Success, Experience of Failure, Gifted Students, Peer Responses.

INTRODUCTION

Education systems today are increasingly tasked with addressing the diverse needs of students in a rapidly evolving global context. Among these students, the gifted population represents a unique group characterized by exceptional intellectual abilities, creativity, and motivation. While substantial research has focused on the cognitive and academic development of gifted students, there remains a significant gap in understanding their emotional and social experiences, particularly in relation to success and failure within peer-dominated school environments (García-Martínez et al., 2021; Rinn, 2020). The schooling experience for gifted students is not merely an academic endeavor but a complex interplay of personal aspirations, interpersonal relationships, and sociocultural expectations. Success and failure—often seen as critical determinants of self-concept and motivation—carry heightened emotional and social significance for gifted students. Their successes are frequently celebrated but can also result in unintended consequences, such as social isolation or peer jealousy. Conversely, their failures, though less frequent, are often accompanied by intense self-criticism and external scrutiny due to high expectations from parents, teachers, and peers (Coleman, 2012; J. R. Cross & Cross, 2015). These dynamics underscore the importance of investigating not only the individual experiences of gifted students but also the broader peer reactions that shape these experiences. Existing literature suggests that gifted students experience unique social pressures due to stereotypes and elevated expectations. While some studies have examined the role of perfectionism, resilience, and motivation in mediating their responses to success and failure, less attention has been paid to the social interactions that influence these responses (Assouline et al., 2006; Kurt, 2016). Peer reactions, in particular, can amplify or mitigate the emotional impact of achievement or setbacks, influencing gifted students' engagement, well-being, and self-perception. Positive peer interactions can foster a sense of belonging and validation, while negative responses, such as envy or exclusion, can lead to social withdrawal or decreased motivation (Baudson & Preckel, 2016). This research seeks to address these gaps by exploring the dual perspectives of gifted students' personal experiences of success and failure and their peers' reactions to these outcomes. Grounded in qualitative methodology, this study aims to elucidate the complex emotional and

behavioral responses of gifted students and the reciprocal social dynamics at play within school settings. By examining these interactions, the study contributes to a nuanced understanding of how school environments can be structured to better support the academic and socio-emotional needs of gifted students. Objectives of the study was to analyze how gifted students emotionally and behaviorally experience success and failure and to identify factors in the school environment that influence the social and emotional dynamics surrounding gifted students' achievements and setbacks. These insights have implications for educators, counselors, and policymakers seeking to create inclusive, supportive environments that nurture the holistic development of gifted students. Addressing these dynamics is essential not only for enhancing academic outcomes but also for promoting social harmony and psychological well-being in schools.

LITERATURE REVIEW

The influence of school environments on the development of gifted students is a multifaceted issue, encompassing educational practices, social dynamics, and the recognition of diverse talents and forms of giftedness. The personality of gifted students, along with related factors such as motivation, self-efficacy, attitudes toward teachers and school, self-regulation, learning skills, goal valuation, attributions, and learning strategies, are key determinants of their success or challenges in school settings (Hagenauer et al., 2021; Siegle & McCoach, 2020). With the identification of giftedness, gifted students are often faced with high expectations from themselves, teachers, parents, and peers (Berlin, 2009). Gifted students often strive to achieve personal and learning goals with high standards (Mofield & Parker Peters, 2018). Factors such as motivation, mindset, opportunity, creativity, interest, passion, and commitment to a task significantly influence a gifted student's success (Subotnik et al., 2011). Additionally, gifted students often view their talents as pathways to social success, fostering motivation, confidence in their abilities, competitive experiences, and self-actualization (Volkova et al., 2022).

Gifted students also tend to begin searching for their identity at a young age. They require guidance to understand their sense of self, explore their interests and abilities, and clarify their values (Ferbežer & Kukanja-Gabrijelčič, 2008). Gifted students often form their self-image based on the perceptual judgments of others. Consequently, the quality of a student's self-concept is closely tied to the quality of their interpersonal relationships. If significant figures in their lives (e.g., parents and teachers) consistently express negative feedback, students may begin to evaluate themselves negatively over time (Ferbežer & Kukanja-Gabrijelčič, 2008). Gifted students typically attribute their success to innate ability and effort (Assouline et al., 2006; Clinkenbeard, 2012). They often experience high levels of positive emotions when they achieve something meaningful (Jeon et al., 2015) and perceive success positively due to intrinsic motivation, academic achievement, and satisfaction with task completion (Pruett, 2004). By fostering self-confidence, communication, and critical thinking skills, gifted students maintain confidence in their intellectual abilities and a positive self-image (Folsom, 2009; VanTassel-Baska et al., 2004).

However, success can also lead to challenges. Gifted students may become overwhelmed by perfectionism, set unrealistic goals, or feel a constant need to outperform others (Pruett, 2004). They may face dilemmas such as choosing between social acceptance and personal achievement (Kurt, 2016), often moderating their self-expression to balance success with maintaining positive peer relationships (Luus & Watters, 2012). When faced with failure, gifted students often attribute it to insufficient effort (Assouline et al., 2006), poor strategies (Clinkenbeard, 2012), bad luck, or external factors (Henry et al., 2019). Reactions to failure are shaped by factors such as perfectionism, achievement motivation, classroom adjustment (Eident et al., 2022), and the high expectations imposed by themselves (Coppens et al., 2019; Ogurlu, 2016), teachers and parents (Speirs Neumeister et al., 2009), and peers (J. R. Cross & Cross, 2015). Perfectionism has a profound impact on responses to failure, often leading to doubt and anxiety (Fletcher & Speirs Neumeister, 2012). Comparisons with peers' performance can also exacerbate anxiety (Kennedy & Farley, 2018). Reactions to failure may include frustration, anger, low self-esteem, and fear of unmet expectations (Perry, 2008). Gifted students may also experience shame, stress, destructive perfectionism, and feelings of unworthiness, as well as intense pressure, social isolation, and disengagement from school due to stigmatization and unrealistic expectations (Blaas, 2014; Shilvock, 2017). Despite these challenges, metacognitive strategies such as error analysis, information retrieval, and correction can help gifted students overcome setbacks, promote deeper learning, and enhance future performance (K. M. Lee et al., 2017). The social learning environment at school plays a crucial role in the development of gifted students. This includes relationships between students and teachers, as well as peer relationships and the gifted student's self-perception as a learner. A stimulating social learning

environment is fostered through meaningful interactions between teachers and students, as well as among students themselves (Allodi, 2010).

The classroom functions as a social group, with several key aspects influencing its dynamics: values and norms, group structure, group goals, student roles, interactions, and group identity. These aspects significantly impact peer relationships and the social value of gifted students within the classroom. Quality peer relationships are a crucial protective factor during adolescence. However, stereotypes about gifted students—often perpetuated by media portrayals that depict them as socially awkward or idiosyncratic—shape how they are perceived and treated by their peers (Baudson & Preckel, 2016; Vialle et al., 2007).

The social status of gifted students in the classroom is pivotal. In inclusive classrooms that value diversity and individuality, gifted students are more likely to receive peer support. Conversely, in competitive environments, their success may cause discomfort, envy, or rejection among peers (Freeman, 2010). Gifted students with strong interpersonal skills often receive positive feedback from peers, while others may experience social isolation or bullying. They can be seen as both a source of inspiration due to their achievements, motivation and as targets for peer violence due to traits such as high expectations, sensitivity, a strong sense of justice, and an intense personality (Guilbault & McCormick, 2023). Škrabánková (2022) notes that cognitively gifted students experience more psychological violence than physical violence from peers, often tied to their perceived failures or social differences. Gifted students may feel frustration, anger, or disappointment when rejected by peers or when they lack equally competent classmates to engage with (Phelps et al., 2023). Their academic success and interests often lead to peers perceiving them as different or as threats, resulting in social rejection (S.-Y. Lee et al., 2012). Negative peer reactions to gifted students' successes often include envy, rejection, and stigmatization (J. R. Cross et al., 2015). Similarly, their failures can elicit negative peer responses due to high expectations, leading to social challenges and further stigmatization (J. R. Cross et al., 2015). Positive peer feedback significantly impacts gifted students' academic success, social development, motivation, and engagement in school (Patric, 2007; Shao et al., 2024;). The mechanisms through which positive peer responses facilitate success include emotional support, empathy, encouragement, and validation, enhancing self-efficacy and resilience, and fostering motivation and perseverance (Laursen & Veenstra, 2021). Intellectual stimulation through peer interactions, such as collaborative learning and shared ideas, promotes critical thinking, problem-solving, and deeper learning. Peer acknowledgment and validation of achievements encourage continued effort and commitment to success. These positive interactions are particularly impactful in educational settings, where peer recognition strengthens both academic and social trajectories.

Research consistently highlights the importance of the social learning environment for the cognitive and psychophysical development of gifted students (T. L. Cross & Cross, 2017; Davis et al., 2011; Hargrove, 2010). Gifted students face unique challenges in peer relationships, such as rejection, harassment, or stigmatization, as well as in interactions with adults, including teachers, counselors, and school leaders (T. L. Cross & Cross, 2017). This study focused on understanding how gifted students experience success and failure and how their peers react to these outcomes. Gaining insights into this aspect of the social learning environment is essential for teachers, counselors, and educational institutions to help gifted students fully develop their talents and potential.

METHODOLOGY

Research Design

This study employed a qualitative research method, specifically utilizing semi-structured interviews. This approach was chosen to explore the subjective experiences and perceptions of gifted students, allowing for in-depth and detailed responses that align with the research questions. The study sought to address the following research questions:

RQ1: How do gifted students experience their success and failure?

RQ2: How do gifted students experience their peers' reactions to their success and failure?

Sample and Data Collection

A purposive sampling strategy was employed to select participants. The sample consisted of 30 gifted students from Slovenian elementary schools, distributed across three grade levels: 10 students from the seventh grade, 10 students from the eighth grade, 10 students from the ninth grade. The students' ages ranged from 12 to 14 years: 8 students were 12 years old, 12 students were 13 years old, 10 students were 14 years old.

The sample was stratified by gender, comprising 18 gifted female students and 12 gifted male

students, ensuring representation across grades and genders for a broader understanding of gifted students' experiences. Schools were selected from ten of Slovenia's twelve statistical regions to ensure a geographically diverse sample.

Data Collection

The study employed semi-structured interviews, incorporating both closed and open-ended questions. This format provided flexibility to delve into the students' experiences while covering key areas of interest. All interviews were conducted face-to-face in the students' schools by the researcher. Duration: Each interview lasted approximately 15 minutes. The research was conducted from October 15, 2023, to December 31, 2023, in selected elementary schools. All interviews were audio-recorded for transcription and data analysis purposes. The audio recordings were securely stored and destroyed after transcription to ensure privacy. A verbatim transcript of each interview was created, serving as the primary research document. To address the research objectives, the following sample questions were posed to participants: (a): How do you feel about success and failure, and how do you respond to them? (b): How do your peers react to your success and failure?

By employing this structured yet flexible methodology, the research provided valuable insights into how gifted students experience and perceive success, failure, and peer reactions in their educational environments.

Analyzing of Data

After the interviews were conducted, the audio recordings were transcribed, and the responses were systematically analyzed. The interview transcript served as the primary research document. All audio recordings were carefully reviewed and thematically organized according to the research questions. The researcher carried out the transcription process to ensure accuracy and familiarity with the data. The analysis followed an open coding method, which involved:

Identifying: Extracting key segments of the data relevant to the research questions; Labeling: Assigning descriptive labels to significant themes, concepts, and patterns that emerged from the data; Categorizing: Grouping related codes into broader categories to reflect overarching themes. The coded data was then interpreted in the context of the research questions. This process allowed for a deeper understanding of the experiences of gifted students, specifically their perceptions of success, failure, and the reactions of their peers. Through this systematic approach, meaningful insights were gained to inform conclusions about the social and emotional dynamics of gifted students in their educational environment.

RESULTS

Analysis of the responses after the interviews will be presented in this section. In response to the question "How do gifted students experience their success and failure?" gifted students' reactions to success and failure are given in Table 1 and Table 2.

Table 1. Gifted students' reaction to success

A gifted student's reaction to their own success	
Neutral reaction	Self-evidence
Positive reaction	Emotional reaction: Well-being, satisfaction, joy, pride, rewarded effort, self-confidence. Behavioral response: Praise in front of others, high expectations and high goals, curiosity, showing success.
Negative reaction	Emotional reaction: Pressure, shame, arrogance, no sense of achievement. Behavioral reaction: Not emphasizing success, overestimating success, low expectations – surprise.

Table 1 illustrates the neutral, positive, and negative responses of gifted students to their success. A neutral response, characterized by viewing success as self-evident (i.e., expected by both the gifted student and adults), raises developmental concerns. Gifted students with this perspective may later struggle with failure, self-worth, and self-development in specific areas.

Gifted students reported a range of positive emotional responses to success, including well-being, satisfaction, joy, pride, rewarded effort, self-confidence. These emotions validate their work, effort, and sacrifices, reinforcing their path toward their goals. Positive emotions also influence behavior. Students noted behaviors such as: praising themselves in front of peers, setting even higher goals, delving deeper into specific topics out of curiosity. Achievement serves as a powerful motivator,

affirming their learning and efforts. However, it also creates a drive for perfection. One student described her goal for the school year as achieving the highest scores on all tests. While striving for perfection can foster growth, it may lead to overexertion and burnout. This was evident in the study, where three ninth-grade female students reported experiencing burnout because of their relentless pursuit of excellence.

"When you succeed, I'm happy because you achieve and because I know that I tried hard enough..." (S8); "I'm happy for my success because I know I've worked hard and I'm becoming confident..." (S10); "I'm happy. I'm constantly under pressure to study, sometimes I even study after ten o'clock in the evening until two in the morning to be ready for school..." (S13).

Negative reactions to success among gifted students are often linked to emotional states such as shame, arrogance, and low self-esteem. Some students may downplay or avoid highlighting their success to prevent feelings of shame or to avoid appearing boastful. This avoidance may stem from a fear of being perceived as arrogant, where they place themselves above others in an effort to demonstrate their worth. Additionally, some gifted students experience surprise at their success, which may be tied to low self-worth or a lack of confidence in their abilities. In many cases, gifted students actively avoid flaunting their success to reduce stress and maintain harmony within the classroom. They are particularly mindful of not making their peers feel inadequate or uncomfortable. This behavior underscores the importance of classroom dynamics—values, norms, individual roles, and the acceptance of differences and diversity. These factors play a crucial role in shaping how gifted students respond to their achievements, influencing their emotional well-being and social interactions in the educational environment.

As one gifted student explained, she becomes self-conscious when praised: "Praise goes to my head and raises the bar" (S2). This reaction presents a dynamic challenge within the classroom, as other students may perceive her as overly confident or arrogant, potentially leading to negative reactions such as teasing or challenges. "I do not want to emphasize my success because it's less stressful and also easier ..." (S1); »I am happy about my own success. I do not want to expose about my success because I do not want to stand out " (S3); "I am happy, but I do not expose it" (S4); "I do not want to show off too much or blurt things out because others may feel bad" (S5). "... I'm ashamed..."; (S20) "I expect myself to be successful. I don't feel anything special." (S17).

Table 2. The Response of Gifted Students to Their Own Failure

The response of a gifted student to their own failure	
Neutral response	-
Positive response	Emotional response: optimism, taking responsibility, self-motivation Behavioural response: grade correction, perfectionism, setting new goals, conversations, troubleshooting, learning organization plan.
Negative reaction	Emotional reaction: worry, anger, discomfort, self-deprecation, disappointment, dissatisfaction, rationalization, feeling incompetent. Behavioural reaction: difficulty accepting failure.

None of the gifted students in the study exhibited a neutral response to failure (e.g., accepting failure without concern). Instead, they demonstrated a variety of positive strategies and behaviors for coping with failure. These positive reactions included: (a) Discussing the failure with teachers, friends, or parents, (b) Analyzing errors and correcting grades, (c) Increasing learning and effort, (d) Better organizing study time by creating schedules, and (e) Seeking additional instruction from the teacher.

Here are some positive behavior responses of gifted students: "If I don't get all the points, I go see what I did wrong." (S12); "I feel very bad when I fail, I expect too much from myself, I'm a perfectionist. If I get a bad grade, I go to correct it right away..." (S23); "If I fail, I tell myself... I must try harder and work harder..." (S13); "... I talk to a friend who is also talented and understands me ..." (S14). "I'm going to look at the whole test to see if I can get any more points. Then I talked to the teacher." (S 11); "I usually expect success, but if not, I try to motivate myself that it could be worse, I look at the average ..." (S2); "I have a best friend, a classmate, I trust her the most. It is difficult to find a friend because they have different characteristics and beliefs ..." (S22).

Among the negative emotional responses, gifted students expressed feelings of worry, anger,

discomfort, disappointment, and incompetence. These are common emotional reactions to failure. The intensity and duration of these emotions vary, and they are often linked to the high expectations that gifted students set for themselves, as well as the expectations others (peers, teachers, parents, mentors) have of them. While failure brings negative emotions, it is equally important to examine the behavior that follow, especially those that focus on the future, development, error correction, and stress management.

Educators can support students by providing constructive feedback and encouraging reflective practices, which help foster resilience and a positive approach to failure, ultimately enhancing both academic success and personal growth. A growth mindset, which emphasizes that intelligence and abilities can be developed through effort and learning, encourages resilience and adaptive responses to failure (Dweck, 2006). In contrast, students with a fixed mindset may view failure as a reflection of their inherent abilities, leading them to avoid challenges and experience reduced motivation (Claro et al., 2016; Henry et al., 2019; Yeager & Dweck, 2020). Research has shown that students who see their failures as opportunities for growth tend to have more positive outcomes, while those who view failure as a threat to their self-worth often experience heightened anxiety and disengagement (Liu & Huang, 2011; Vaughn et al., 2022).

The negative aspects of failure included: (a) Intense emotional reactions (anger, disappointment, difficulty coping with failure, worry), (b) Activation of defense mechanisms (e.g., comparison with others, comparison with class test averages, rationalization such as "it was a difficult test"), and (c) Self-deprecation and feelings of incompetence.

This statement from a gifted student describes the impact of high expectations of self and others on gifted students in school very well: "I expect a lot from myself, I want to have everything sorted out perfectly, because when you are gifted, others demand a lot from you, to always be the best, to always do your work, and if you get a bad mark, everyone looks at you as if something terrible has happened ...". "Sometimes I worry that I might do more than I have done ..." (S9). The gifted student's statement shows a description of perfectionism, which is associated with worry, anxiety and perfection.

"... I'm angry with myself for not trying hard enough..." (S11); "I don't feel good because every assessment determines who I am and how much I'm worth." (S9); "... I don't care because I need points for high school." (S3); "I'm disappointed if I put in a lot of effort, but then I can also feel incompetent, but then I work a lot to win." (S19).

The self-image of a gifted person is closely linked to self-confidence, as a positive self-image is essential for developing self-confidence. Self-confidence, which is the belief in one's own abilities, is key to a gifted child's success and an expression of their talent in a particular area. Most of the information we have regarding the positive self-image of gifted students comes from research on primary school children and adolescents (Ferbežer & Kukanja-Gabrijelčič, 2008). According to their research, there are three main reasons for low self-esteem and self-image in potentially gifted children: (a) when they are unable to demonstrate or express their abilities, (b) when they have high abilities in multiple areas but are unaware of them, and (c) when they have unrealistic expectations and desires (Ferbežer & Kukanja-Gabrijelčič, 2008).

A negative self-image, often linked to poor self-awareness and self-esteem, is characteristic of gifted individuals who are unable to realize their potential, leading to a lack of success (Plucker & Callahan, 2008). A negative self-assessment reduces the willingness to take risks, tackle difficult tasks, and set goals. It also manifests in a lack of motivation and focus. Students with a high fear of failure are more likely to engage in maladaptive coping strategies, such as procrastination and self-handicapping, which can hinder academic performance and lead to feelings of helplessness (Chae & Shin, 2016; Chuang et al., 2024). For example, perfectionism, often linked to fear of failure, can result in procrastination due to the overwhelming pressure to achieve flawless results (Saltürk, 2022). This relationship is further complicated by the emotional toll that repeated failures take on students, leading to a decline in self-efficacy and motivation (Henry et al., 2019; Vaughn et al., 2022). In the current study, we did not observe maladaptive coping strategies, such as procrastination or self-handicapping, among the gifted students. Supportive educational environments can mitigate the negative impacts of failure by fostering resilience and adaptive coping strategies (Ajjawi et al., 2019). In contrast, a lack of support can result in feelings of isolation and helplessness, especially for students who struggle to adapt to academic challenges (Ajjawi et al., 2019; Boese et al., 2013).

In response to the question "How do peers respond to the success and failure of gifted students?" gifted students' reactions are given in Table 3 and Table 4.

Table 3. Peer Responses to Gifted Students' Success

Peers' response to gifted students' success	Response
Positive response	They afford it They compete Comparison
Negative response	Provocation Jealousy Ignoration

The reaction of peers to the success of gifted students varies. Regarding positive reactions, gifted students reported that their peers congratulate and praise them for their achievements, recognizing their hard work, dedication, and success. This can be attributed to the gifted student's good social status in the class, as well as to a healthy and constructive classroom dynamic that values effort, learning, and achievement. Positive comparison and competition with gifted students can contribute to a supportive and motivating learning environment, where gifted students serve as role models and sources of inspiration for learning and success. Positive peer response to gifted students' success: "They grant me success because they know I tried..." (S12); "Nothing. It's normal for me to be successful." (S3); "My peers allow me to succeed because they know I'm trying..." (S11). "When we get the test results, they compare themselves to me or compete (I only got two points less than you)..." (S1).

Negative reactions to success include jealousy, envy, and the disregard of gifted students' achievements. One reason some gifted students in the study choose not to highlight their successes in the classroom is because they believe it is better not to "put themselves out there." They prefer to keep their achievements private to avoid provoking envy or jealousy from others, which could lead to relationship difficulties. As a result, they may choose to remain in the middle range, avoiding attention. Gifted individuals often feel different from others due to their distinct abilities (Silverman, 2013). A gifted student's statement highlights a common trait among gifted individuals: the feeling of not belonging with their peers. In fact, one student expressed that she feels disconnected from her generation and prefers to spend time with older peers: "Other peers are used to me being smart and nerdy, they probably do not understand what it means to be a nerd. When they make fun of me, it gets on my nerves because they do not understand, they are still childish I have the feeling that I am not part of this generation " (S29).

Gifted students often experience relationships in a unique and deeper way, and they tend to have a heightened sense of injustice. One gifted student shared an unpleasant experience with a friend that caused her significant psychological pain. However, she channeled these difficult emotions into creativity, transforming her emotional turmoil into a piece of writing about friendship. This work ultimately won a competition. Overcoming challenging emotions through creativity, along with high skills and perseverance, is a key characteristic of gifted students.

" [...] last year I had a friend in class who became friends with another classmate after a while and they became good friends, but they excluded me and made fun of me, that hurt me because I did not understand why but without them I could not write a letter about friendship with which I won the competition ... " (S4); "Sometimes they are jealous ... " (S29); "Students sometimes compete with me, compare themselves to me, that bothered me, but now I'm used to it ... " (S19).

Troop-Gordon and Ranney (2014) suggest that successful students may inadvertently provoke negative reactions from their peers due to underlying jealousy. Gifted students face high expectations regarding their success, peer pressure, labelling, and parental expectations, all of which can lead to significant stress and anxiety (Koksal et al., 2022). This pressure is further exacerbated by the competitive nature of peer interactions, where maintaining a high status becomes a source of anxiety. The competitive environment fosters a culture where success is not only expected but also serves as a measure of one's worth within the peer group. Peer interactions are closely tied to emotional autonomy, suggesting that adolescents often conform to peer pressures in order to gain recognition (Kaya & Erdem, 2021).

The gifted students in the study reported the following negative reactions from their classmates to their failure (Table 4): (1) spreading rumors (e.g., word quickly spread throughout the school that they were unsuccessful), (2) teasing and insults (e.g., "See, you're not as smart as you think you are"), (3) various comments (e.g., "You can't always be the best in class"), and (4) the emergence of group conflict. The reaction of classmates to the failure of gifted students can sometimes create unrest or conflict within the group dynamics of the class. Conflict in the classroom is an inherent part of group dynamics, and its positive resolution depends on the group structure, including students' roles, norms, and internal relationships (Forsyth, 2014). Norms that define what behavior is considered desirable or undesirable can often be sources of conflict in the classroom. The findings of this study open up new avenues for research in the area of group dynamics in inclusive

classrooms, where students have diverse educational needs.

Table 4. Peer Reaction to the Failure of a Gifted Student

Peers' reaction to the gifted student's failure	Reaction
Neutral reaction	They do not talk They do not care
Positive reaction	Talk to classmates, comfort, leave me alone, show understanding
Negative reaction	Gossip, teasing, worrying, comments, "drama" in class, surprising classmates, expectations, rudeness, comparisons, competition with each other, social exclusion.

In the research, among the neutral reactions of peers to the failure of gifted students, it was noted that some peers were indifferent or uninterested, not showing concern either way. However, gifted students also described several positive reactions from their classmates in response to their failure, including: (a) classmates offering comfort and encouragement (e.g., "The test was really difficult"); (b) classmates attempting to understand the situation; (c) classmates helping to interpret the material or process certain content; (d) classmates respecting the gifted student's space and not interfering (i.e., leaving them alone); (e) classmates expressing concern ("If she doesn't know, what am I supposed to do?"); and (f) classmates feeling proud of their achievements and successes.

We highlight one example of some positive reactions from peers to gifted students' failure:

"The students say that I am hardworking, that they are proud of me, but they also say that I should calm down, that I should let things slide because I am overwhelmed ..." (S 22); "My friends comfort me if I fail" (S 25); "My peers help me when I'm unsuccessful or not doing well..." (S 30).

An example of a positive reaction is described by a gifted student who feels accepted by her classmates. Her peers recognize her hard work and effort, responding with comfort and offering suggestions to ensure she is not overwhelmed.

Negative reactions from peers to the failure of gifted students are often much stronger than reactions to their success. In the study, gifted students reported experiences such as gossip, teasing, expressions of worry, negative comments, "drama" in class, surprising classmates, high expectations, rudeness, comparisons, competition, and social exclusion. "If I am not successful, there's drama in class, they call me names too, I also tell them I am wrong and then they stop ..." (S8).

Another example is the negative reaction of classmates to the failure of a gifted student. Her failure has a profound impact on the psychodynamics of the group and on relationships with classmates. A gifted student may be highly ranked in the psychodynamics of the class as a "benchmark" for success, as someone who is always successful but is not accepted by her classmates as a "member" of the community, i.e., not even when she is unsuccessful.

"Peers behave like this, some start talking about me in other classes because they think that I am better and that I must succeed in everything..." (S19); "They perform according to other classes, have offensive remarks" (S20); "If I am unsuccessful, they have some comments, but they are not offensive..." (S23).

Negative peer responses often manifest as ridicule or mockery, which can be particularly damaging. In educational settings, students who fail to meet academic expectations may face teasing or derogatory comments from their peers. Research indicates that such ridicule can lead to increased anxiety and decreased self-esteem (Hawker & Boulton, 2000). According to the gifted students in the study, their classmates: (a) lack an understanding of giftedness (they rarely discuss it); (b) view some students as inherently "smart" or "nerdy"; (c) accept them like any other student, but with better grades; (d) accept them because of certain privileges, such as participation in international projects; and (e) sometimes exclude them from social groups.

Negative responses to failure, particularly in peer contexts, can significantly affect emotional regulation and social dynamics. Students who experience peer rejection may show heightened negative emotional responses, complicating their coping strategies and leading to maladaptive behaviors (Goodman & Southam-Gerow, 2010). This emotional turmoil is often intensified by the social context, as peers play a crucial role in shaping emotional responses to failure (Klimes-Dougan et al., 2014). Negative peer influences can also decrease academic performance, as research has shown that peer dynamics significantly impact students' performance (Moneva & Legaspino, 2020).

Another common response is social ostracism, where peers withdraw their support or companionship

following an individual's failure. This form of rejection can lead to feelings of loneliness and isolation, compounding the negative effects of failure (Williams, 2007). By fostering supportive environments and promoting healthy, constructive classroom dynamics, schools can help create a culture that views failure as a stepping stone to success rather than a source of ridicule and shame.

DISCUSSION

The purpose of this article was to analyze and compare the emotional and behavioural reactions of gifted students to their success and failure, as well as the reactions of their peers, in order to gain a deeper understanding of how gifted students experience success and failure. The research revealed significant differences in the reactions of gifted students to success and failure, influenced by their personality, classroom dynamics, school environment, and other factors.

The study's findings align with existing literature while also uncovering new insights. Positive reactions to success, such as feelings of satisfaction, pride, and increased self-confidence, mirror the findings of Pruett (2004) and Folsom (2009), who noted that gifted students often derive intrinsic motivation and a positive self-image from their achievements. However, the study also highlights negative reactions such as shame, arrogance, and pressure, which echo Pruett's (2004) discussion of the potential for perfectionism and the stress that accompanies success.

Regarding failure, the study supports previous research suggesting that gifted students often experience high levels of self-criticism and perfectionism (Kitsantas et al., 2017; Neumeister, 2004). The emotional toll of failure, including feelings of incompetence, frustration, and anxiety, underscores the challenges these students face when coping with setbacks. This finding is consistent with Blaas (2014), who explored the psychological impact of failure on gifted students, noting the potential for lower self-esteem and heightened stress.

The study also sheds light on the peer dynamics experienced by gifted students. Positive peer reactions to success, such as praise and recognition, can inspire and motivate their peers. However, negative peer reactions, including jealousy, provocation, and social exclusion, reflect the challenges discussed by J. R. Cross et al. (2015) and Guilbault and McCormick (2023), who highlighted the envy and stigmatization gifted students often face.

The study further emphasizes the dual nature of peer interactions in response to failure. On the one hand, peers may offer support and understanding, as noted by S.-Y. Lee et al. (2012), who highlighted the protective role of positive peer relationships. On the other hand, failure can lead to negative responses such as gossip, teasing, and social isolation, which can intensify the emotional distress experienced by gifted students. This finding aligns with Phelps et al. (2023), who observed that gifted students may struggle with group dynamics and peer acceptance, particularly when their perceived superiority is challenged by failure.

Research suggests that individuals who possess desirable traits or achieve notable success may provoke jealousy among their peers, particularly if they challenge the established social hierarchy (Kraft & Mayeux, 2018). Such jealousy can result in relational aggression, where peers engage in behaviors designed to undermine or belittle the successful individual. This negative dynamic can create a hostile environment, discouraging gifted students from pursuing their goals or sharing their successes, leading to social withdrawal and isolation.

Gifted students' self-esteem is closely tied to academic success and achievement. As noted by Siegle et al. (2017), gifted students typically have high academic self-esteem and are aware of their abilities, often attributing their success to both natural talent and hard work (Clinkenbeard, 2012). However, their perceptions of performance are influenced by how peers and teachers view their achievements (Watts, 2020). Gifted students, often recognized for their high achievements, do not always receive positive reactions from their peers, who may feel threatened or excluded (Škrabánková, 2022).

The study also revealed that peers' negative reactions to failure were stronger than those to success, particularly in the form of drama, gossip, and social exclusion. This may be related to the high expectations placed on gifted students by both teachers and peers, as well as the social status gifted students often hold within the classroom.

These findings have significant implications for educational practice, especially in supporting gifted students' academic and social development. The mixed reactions to success and failure suggest the need for educators to offer balanced feedback and support mechanisms that address both the high expectations placed on gifted students and the emotional consequences of their achievements and setbacks. Strategies for fostering resilience, such as teaching effective coping skills and promoting a growth mindset, are essential (Mofield & Parker Peters, 2018).

Moreover, the study highlights the importance of creating inclusive and supportive classroom

environments where diversity and individuality are valued. Taylor et al. (2004) indicate that social support can help mitigate the negative psychological effects of failure, fostering a sense of belonging and acceptance. Dweck's (2006) work on growth mindset demonstrates that positive reinforcement from peers can encourage resilience in the face of failure. Peers who share their own experiences of overcoming failure can help create a culture of openness where failure is seen as an opportunity for growth. Schunk and Zimmerman (2008) found that students who received peer feedback after failure were more likely to improve in subsequent tasks.

In conclusion, by fostering positive peer interactions and providing emotional and academic support, educators can help gifted students navigate the complex dynamics of success and failure, ultimately promoting both their academic success and personal well-being.

CONCLUSION

The purpose of this study was to analyze and compare the emotional and behavioral reactions of gifted students to success and failure, alongside the responses of their peers, in order to gain a comprehensive understanding of how these students experience achievement and setbacks. The findings reveal a complex interplay between internal factors, such as personality and perfectionistic tendencies, and external influences; including classroom dynamics, peer relationships, and school environments. This underscores the multifaceted nature of gifted students' experiences and the need for a nuanced approach to their support.

The school learning environment must address the social-emotional needs of gifted students, particularly in the context of high self-expectations, perfectionism, and the perception of success and failure. One significant research question pertains to the negative reactions of peers to the failure of gifted students, including rumors, teasing, comments, rudeness, and social exclusion. Additionally, the reactions of peers to the success of gifted students, such as challenge, jealousy, and envy, should be carefully considered. Although these reactions are related to success and failure, they often manifest similarly in both contexts. The interplay between peer pressure and self-perception is crucial to understanding the negative responses gifted students may face. Che et al. (2021) investigate how individuals' definitions of success are influenced by peer pressure and self-perceived confidence levels. Their findings suggest that those who define success based on peer expectations may experience greater anxiety and lower self-esteem, especially when they fail to meet those expectations. This underscores the importance of helping gifted students develop a strong, intrinsic understanding of success, independent of external pressures and comparisons.

Gifted students' reactions to success are not universally positive, as traditionally assumed. While some students experience pride, satisfaction, and confidence, others feel pressure, shame, or even a diminished sense of achievement. This dichotomy suggests that the construct of success is not a straightforward motivator, but a multifaceted phenomenon shaped by personal expectations, societal pressures, and previous experiences. For instance, students who view success as self-evident may struggle to internalize their achievements, leaving them vulnerable to self-doubt and disengagement when faced with failure. These findings extend beyond existing literature, highlighting a tension between success as a source of validation and its potential to create stress and unrealistic expectations.

The study also sheds light on the reactions of gifted students to failure, which are marked by heightened self-criticism, frustration, and anxiety. These emotional responses reflect a pervasive challenge among gifted students: their deep identification with academic success. While prior research has established links between perfectionism and vulnerability to failure, this study brings attention to how these dynamics interact with external factors, such as peer and teacher reactions, to exacerbate the emotional toll of setbacks. Failure often becomes a magnifying lens for pre-existing insecurities, underscoring the importance of equipping gifted students with robust coping mechanisms and a growth-oriented mindset.

Peer dynamics play a pivotal role in shaping gifted students' experiences of both success and failure. The findings reveal a paradox: peers may serve as both sources of encouragement and agents of exclusion. Positive reactions, such as praise and recognition, reinforce a sense of belonging and shared accomplishment, fostering resilience and motivation. Conversely, negative peer reactions, including jealousy, social exclusion, and relational aggression, amplify the emotional challenges of success and failure. This duality highlights the need to address the social ecology of classrooms, where competitive dynamics and stereotypes about giftedness often dictate how peers perceive and interact with high-achieving students.

These findings emphasize the critical role of educators in mediating the experiences of gifted students. By fostering classroom environments that celebrate diversity and encourage constructive

peer interactions, educators can mitigate the negative social-emotional impacts observed in this study. Moreover, the emphasis on external validation in gifted students' self-perceptions of success suggests the need for interventions that promote intrinsic motivation and redefine failure as a learning opportunity. This approach could help reduce the anxiety and perfectionism associated with external expectations and peer scrutiny.

In conclusion, the study reveals emotional and social factors that influence how gifted students experience success and failure. These insights challenge simplistic narratives of giftedness as unproblematic and suggest that effective support strategies must account for the diversity of these students' experiences. Future research should deepen this analysis by examining the longitudinal impact of success and failure on gifted students' development and exploring strategies for fostering more inclusive and supportive educational environments.

RECOMMENDATIONS

For future educational and scientific research, we suggest that studies be conducted with a larger sample size and across diverse cultural contexts, as this would allow for broader generalization of the findings to the wider population. Additionally, it would be valuable to conduct interviews and observe gifted students and their peers within the context of classroom dynamics—specifically focusing on the roles, values, norms, interactions, and emotional responses related to success and failure. It would also be insightful to explore how gifted students respond to the success and failure of their peers, as this can further illuminate the complexities of peer relationships in the classroom.

Furthermore, it would be beneficial to investigate how to create a healthy classroom environment where diversity is celebrated and embraced. This could include examining strategies that promote inclusivity and acceptance among students. In addition, we recommend triangulating the research by incorporating the perspectives of teachers, as their responses to students' successes and failures play a crucial role in shaping classroom dynamics. Understanding how teachers' reactions influence the development of a positive classroom culture and the emotional well-being of individual students is essential. We also believe that well-developed teacher emotional intelligence (EI) is a significant factor in fostering emotional development in students and maintaining a healthy classroom environment. Teachers with high EI are better equipped to recognize and respond to the emotional needs of their students, which can enhance both academic and social-emotional outcomes.

Upon these considerations, we propose several activities aimed at sensitizing teachers and students to interpersonal relationships, empathy, and support, to create an environment conducive to the optimal development of gifted students. These activities could focus on: (a) Competencies for promoting a positive and inclusive classroom and school climate; (b) Competencies for having consultative conversations with gifted students; (c) Competencies for recognizing gifted students' reactions to success or failure; (d) Competencies for recognizing gifted students' reactions to the success and failure of their peers; (e) Competencies for addressing the social and emotional needs of gifted students. By developing these competencies, educators will be better positioned to create a supportive and inclusive learning environment where gifted students can thrive academically, socially, and emotionally.

LIMITATIONS

While the study provides valuable insights into the emotional and behavioral reactions of gifted students to success and failure, it also has limitations that should be considered in future research. One key limitation is the use of a purposive sample. While purposive sampling is appropriate for qualitative studies, it restricts the generalizability of the findings. To enhance the generalizability and applicability of the results, future research could benefit from larger and more diverse samples, exploring the experiences of gifted students across different cultural contexts, educational settings, and socioeconomic backgrounds. Additionally, the study focuses solely on the perspectives of gifted students. However, a more comprehensive understanding of the social dynamics surrounding gifted students could be achieved by incorporating the viewpoints of other stakeholders, including teachers, parents, and peers. Understanding how these groups perceive and interact with gifted students can provide a broader context for interpreting the emotional responses and behaviors observed. Furthermore, longitudinal studies would provide valuable insights into how the experiences of gifted students evolve over time, particularly as they transition from elementary to secondary education. This could help to explore whether the emotional and social challenges gifted students face change as they encounter new academic and social environments. Longitudinal research would also allow for an examination of how early experiences of success and failure influence gifted students' development and coping strategies as they progress through their

educational journey.

In sum, while this study offers important findings, addressing these limitations in future research could further enrich our understanding of the experiences of gifted students and inform the development of more effective support strategies in educational settings.

ETHICS STATEMENTS

The study involving human participants was reviewed and approved by the Faculty of Education at the University of Primorska, Slovenia, ensuring compliance with ethical standards and guidelines for research involving minors. All participants provided their written informed consent, acknowledging their voluntary participation and understanding of the study's purpose, procedures, and potential risks. Informed consent was obtained from both parents and students before participation. Consent forms were distributed and collected through school counsellors, who coordinated the research with school principals. Participants were assured complete anonymity. Pseudonyms replaced real names in all research documents. Audio recordings were securely handled and deleted once transcription was complete.

In addition, the confidentiality and anonymity of the participants were maintained throughout the research process, with data being securely stored and only accessible to authorized personnel. The research adhered to ethical principles of respect, integrity, and fairness, ensuring that the rights and well-being of the participants were always protected.

REFERENCES

- Ajjawi, R., Boud, D., Zacharias, N., Dracup, M., & Bennett, S. (2019). How do students adapt in response to academic failure? *Student Success*, 10(3), 84-91. <https://doi.org/10.5204/ssj.v10i3.1403>
- Allodi, M. W. (2010). The meaning of social climate of learning environments: Some reasons why we do not care enough about it. *Learning Environments Research*, 13, 89-104. <https://doi.org/10.1007/s10984-010-9072-9>
- Amelia, I., Hasanah, D., & Yahya, M. M. (2026). Strategies of Moral Faith Teachers in Integrating SDGs-Based Character Education in Islamic Boarding Schools. *Profetika: Jurnal Studi Islam*, 27(01), 135-154. <https://journals2.ums.ac.id/profetika/article/download/14952/5590>
- Assouline, S. G., Colangelo, N., Ihrig, D., & Forstadt, L. (2006). Attributional choices for academic success and failure by intellectually gifted students. *Gifted Child Quarterly*, 50(4), 283-294.
- Baudson, T. G., & Preckel, F. (2016). Teachers' conceptions of gifted and average-ability students on achievement-relevant dimensions. *Gifted Child Quarterly*, 60(3), 212-225. <https://doi.org/10.1177/0016986216647115>
- Berlin, J. E. (2009). It's all a matter of perspective: Student perceptions on the impact of being labeled gifted and talented. *Roeper Review*, 31(4), 217-223. <https://doi.org/10.1080/02783190903177580>
- Blaas, S. (2014). The relationship between social-emotional difficulties and underachievement of gifted students. *Journal of Psychologists and Counsellors in Schools*, 24(2), 243-255. <https://doi.org/10.1017/jgc.2014.1>
- Boese, G. D., Stewart, T. L., Perry, R. P., & Hamm, J. M. (2013). Assisting failure-prone individuals to navigate achievement transitions using a cognitive motivation treatment (attributional retraining). *Journal of Applied Social Psychology*, 43(9), 1946-1955. <https://doi.org/10.1111/jasp.12139>
- Chae, S. E., & Shin, J.-H. (2016). Tutoring styles that encourage learner satisfaction, academic engagement, and achievement in an online environment. *Interactive learning environments*, 24(6), 1371-1385. <https://doi.org/10.1080/10494820.2015.1009472>
- Che, F. N., Strang, K. D., & Vajjhala, N. R. (2021). Using experiential learning to improve student attitude and learning quality in software engineering education. *International Journal of Innovative Teaching and Learning in Higher Education*, 2(1), 1-22. <https://bit.ly/4079EWI>
- Chuang, Y.-R., Huang, F., Herman, K., & Zhang, B. (2024). Potential moderation across racial groups in perceptions of authoritative school climate and peer victimization and student engagement. *School Psychology Review*, 53(6), 632-648. <https://doi.org/10.1080/2372966X.2022.2109058>

- Claro, S., Paunesku, D., & Dweck, C. S. (2016). Growth mindset tempers the effects of poverty on academic achievement. *Proceedings of the National Academy of Sciences*, 113(31), 8664-8668. <https://doi.org/10.1073/pnas.1608207113>
- Clinkenbeard, P. R. (2012). Motivation and gifted students: Implications of theory and research. *Psychology in the Schools*, 49(7), 622-630. <https://doi.org/10.1002/pits.21628>
- Coleman, A. N. (2012). Effects of one special school on gifted and high ability students' project quality, academic engagement, and investment in academic learning [Doctoral dissertation, University of Alabama]. University Libraries. <https://ir.ua.edu/handle/123456789/1472>
- Coppens, L. C., Hoogerheide, V., Snippe, E. M., Flunger, B., & van Gog, T. (2019). Effects of problem–example and example–problem pairs on gifted and nongifted primary school students' learning. *Instructional Science*, 47, 279-297. <https://doi.org/10.1007/s11251-019-09484-3>
- Cross, J. R., & Cross, T. L. (2015). Clinical and mental health issues in counseling the gifted individual. *Journal of Counseling and Development*, 93(2), 163-172. <https://doi.org/ggjin4>
- Cross, J. R., O'Reilly, C., Kim, M., Mammadov, S., & Cross, T. L. (2015). Social coping and self-concept among young, gifted students in Ireland and the United States: A cross-cultural study. *High Ability Studies*, 26(1), 39-61. <https://doi.org/10.1080/13598139.2015.1031881>
- Cross, T. L., & Cross, J. R. (2017). Social and emotional development of gifted students: Introducing the school-based psychosocial curriculum model. *Gifted Child Today*, 40(3), 178-182. <https://doi.org/10.1177/1076217517713784>
- Davis, H. A., Gabelman, M. M., & Wingfield, R. D. (2011). "She let us be smart:" low-income African American first-grade students' understandings of teacher closeness and influence. *The Journal of Classroom Interaction*, 46(1), 4-16.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. Random House Publishing Group.
- Eident, C., Matthews, M., Gilson, C., & Byker, E. (2022). Examining the opportunities and access to gifted programs: Unintended social and emotional consequences. *University of Carolina at Charlotte Undergraduate Research Journal*, 2(1), 26-45. <https://doi.org/10.55370/urj.v2i1.1422>
- Elesin, A. M. J., & Yahya, M. M. (2018). An Overview of Islamic Guidance and Counselling. *KWASU Journal of Religious Studies*, 2(2), 41-51.
- Ferbežer, I., & Kukanja-Gabrijelčič, M. (2008). Svetovanje nadarjenim učencem [Counselling gifted students]. *Zavod RS za šolstvo*.
- Fletcher, K. L., & Speirs Neumeister, K. L. (2012). Research on perfectionism and achievement motivation: Implications for gifted students. *Psychology in the Schools*, 49(7), 668-677. <https://doi.org/10.1002/pits.21623>
- Folsom, C. (2009). Teaching for intellectual and emotional learning (TIEL): Bringing thinking and moral-ethical learning into classrooms. In T. Cross & D. Ambrose (Eds.), *Morality, ethics, and gifted minds* (pp. 285-300). Springer. https://doi.org/10.1007/978-0-387-89368-6_21
- Forsyth, D. R. (2014). *Group dynamics*. Cengage Learning.
- Freeman, J. (2010). *Gifted lives, what happens when gifted children grow up*. Routledge.
- García-Martínez, I., Gutiérrez Cáceres, R., Luque de la Rosa, A., & León, S. P. (2021). Analysing educational interventions with gifted students. Systematic review. *Children* 8(5), Article 365. <https://doi.org/10.3390/children8050365>
- Goodman, K. L., & Southam-Gerow, M. A. (2010). The regulating role of negative emotions in children's coping with peer rejection. *Child Psychiatry and Human Development*, 41, 515-534. <https://doi.org/10.1007/s10578-010-0185-2>

- Guilbault, K. M., & McCormick, K. M. (2023). Underachievement of gifted learners in school. In K. H. Collins, J. J. Roberson & F. H. Ribeiro Piske (Eds.), *Underachievement in gifted education* (pp. 25-41). Routledge.
- Hagenauer, G., Wallner-Paschon, C., & Kuhn, C. (2021). Austrian students' experiences of supportive relationships with teachers, peers, and parents and the mediating effect of school belonging in the context of their academic and non-academic outcomes. *Zeitschrift für Bildungsforschung*, 11, 93-116. <https://doi.org/10.1007/s35834-021-00300-y>
- Hargrove, K. (2010). "If I had only known ...". *Gifted Child Today*, 33(1), 14-15. <https://doi.org/10.1177/107621751003300106>
- Hawker, D. S. J., & Boulton, M. J. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 41(4), 441-455. <https://doi.org/10.1111/1469-7610.00629>
- Henry, M. A., Shorter, S., Charkoudian, L., Heemstra, J. M., & Corwin, L. A. (2019). FAIL is not a four-letter word: A theoretical framework for exploring undergraduate students' approaches to academic challenge and responses to failure in STEM learning environments. *CBE-Life Sciences Education*, 18(1), Article 11. <https://doi.org/10.1187/cbe.18-06-0108>
<https://doi.org/10.1177/001698620605000402>
- Jeon, J., Chun, M., & Lee, H. (2015). An analysis of science gifted students' achievement emotions. *Journal of Gifted/Talented Education*, 25(1), 139-159. <https://doi.org/10.9722/JGTE.2015.25.1.139>
- Kaya, M., & Erdem, C. (2021). Students' well-being and academic achievement: A meta-analysis study. *Child Indicators Research*, 14, 1743-1767. <https://doi.org/10.1007/s12187-021-09821-4>
- Kennedy, K., & Farley, J. (2018). Counseling gifted students: School-based considerations and strategies. *International Electronic Journal of Elementary Education*, 10(3), 361-367. <https://doi.org/10.26822/iejee.2018336194>
- Kitsantas, A., Bland, L., & Chirinos, D. S. (2017). Gifted students' perceptions of gifted programs: An inquiry into their academic and social-emotional functioning. *Journal for the Education of the Gifted*, 40(3), 266-288. <https://doi.org/10.1177/0162353217717033>
- Klimes-Dougan, B., Pearson, T. E., Jappe, L., Mathieson, L., Simard, M. R., Hastings, P., & Zahn-Waxler, C. (2014). Adolescent emotion socialization: A longitudinal study of friends' responses to negative emotions. *Social Development*, 23(2), 395-412. <https://doi.org/10.1111/sode.12045>
- Koksal, E. A., Soykan, S., & Kahyaoglu, H. (2022). The effect of arcs motivation model on students' academic achievement and motivation. *International Online Journal of Educational Science*, 14(3), 598-608. <https://bit.ly/3VRxP9h>
- Kraft, C., & Mayeux, L. (2018). Associations among friendship jealousy, peer status, and relational aggression in early adolescence. *The Journal of Early Adolescence*, 38(3), 385-407. <https://doi.org/10.1177/0272431616670992>
- Kurt, L. J. (2016). Career counseling for gifted students: Understanding student needs and strategies for success. *The Practitioner Scholar: Journal of Counseling and Professional Psychology*, 5(1), 156-168. <https://bit.ly/3B7GsWg>
- Laursen, B., & Veenstra, R. (2021). Toward understanding the functions of peer influence: A summary and synthesis of recent empirical research. *Journal of Research on Adolescence*, 31(4), 889-907. <https://doi.org/10.1111/jora.12606>
- Lee, K. M., Jones, M. K., & Day, S. X. (2017). The impact of academic competency teasing and self-concept on academic and psychological outcomes among gifted high school students. *Learning and Individual Differences*, 56, 151-158. <https://doi.org/10.1016/j.lindif.2016.10.020>

- Lee, S.-Y., Olszewski-Kubilius, P., & Thomson, D. T. (2012). Academically gifted students' perceived interpersonal competence and peer relationships. *Gifted Child Quarterly*, 56(2), 90-104. <https://doi.org/10.1177/0016986212442568>
- Liu, M., & Huang, W. (2011). An exploration of foreign language anxiety and English learning motivation. *Education Research International*, 2011, Article 493167. <https://doi.org/10.1155/2011/493167>
- Luus, S., & Watters, J. J. (2012). Gifted early adolescents' negotiating identity: A case study of self-presentation theory. *Australasian Journal of Gifted Education*, 21(2), 19-32. <https://bit.ly/3VuWOPi>
- Maisuna, M. Y., & Aliyu, M. M. (2025). Pros and Cons of Artificial Intelligence (AI) in the Light of Islamic Laws' Verdicts (Fatawa). *Journal of Development and Society, Faculty of Social Science*, 7(1). <https://uniabujafsos.com.ng/index.php/jdsfoss/article/download/25/19>
- Maisuna, M. Y., Tambiyi, G. Y., & Gall, M. ICT and the Enhancement of English Language and Literature-in-English. [https://www.academia.edu/download/79911115/Tambiyi Michael Jesus in the Old Testament.pdf](https://www.academia.edu/download/79911115/Tambiyi_Michael_Jesus_in_the_Old_Testament.pdf)
- Mofield, E. L., & Parker Peters, M. (2018). Mindset misconception? Comparing mindsets, perfectionism, and attitudes of achievement in gifted, advanced, and typical students. *Gifted Child Quarterly*, 62(4), 327-349. <https://doi.org/10.1177/0016986218758440>
- Mohamed, A. A., Yahya, M. M., & Sabir, M. R. (2026). Evaluating Vygotsky-Based Professional Development Models for Islamic Educators. *Amandemen: Journal of Learning, Teaching and Educational Studies*, 4(1), 35-51. <https://amandemen.my.id/index.php/i/article/download/114/48>
- Moneva, J. C., & Legaspino, F. (2020). Peer influence and performance task of senior high school students. *IRA International Journal of Education and Multidisciplinary Studies*, 16(1), 76-83. <https://doi.org/10.21013/jems.v16.n1.p11>
- Neumeister, K. L. S. (2004). Factors influencing the development of perfectionism in gifted college students. *Gifted Child Quarterly*, 48(4), 259-274. <https://doi.org/10.1177/001698620404800402>
- Ogurlu, Ü. (2016). Üstün zekâlı ortaokul öğrencilerinde umutsuzluk ve gelecek beklentisi [Hopelessness and future expectations among gifted middle school students]. *Turkish Journal of Education*, 5(1), 4-17. <https://doi.org/10.19128/turje.30206>
- Patric, A. L. (2007). Social promotion of high school students [Master's theses, State University of New York]. State University of New York Digital Commons @Brockport. <https://bit.ly/4f4EAeN>
- Perry, S. L. (2008). Gifted underachievement and its dynamic etiology. *Graduate Journal of Counseling Psychology*, 1(1), Article 10. <https://bit.ly/3ZHGZrh>
- Phelps, C., Brazzolotto, M., & Shaughnessy, M. F. (2023). Identification and teaching practices that support inclusion in gifted education. *Journal of Gifted Education and Creativity*, 10(1), 1-9. <https://bit.ly/3ONBwJe>
- Plucker, J. A., & Callahan, C. M. (2008). Critical issues and practices in gifted education: What the research says. Prufrock Press Inc.
- Pruett, G. P. (2004). Intellectually gifted students' perceptions of personal goals and work habits. *Gifted Child Today*, 27(4), 54-57. <https://doi.org/10.4219/gct-2004-149>
- Rinn, A. (2020). Social, emotional, and psychosocial development of gifted and talented individuals. Routledge. <https://doi.org/10.4324/9781003238058>
- Saltürk, A. (2022). A qualitative study among self-identified perfectionists and procrastinators in academic tasks. *Participatory Educational Research*, 9(2), 1-24.

<https://doi.org/10.17275/per.22.26.9.2>

- Schunk, D. H., & Zimmerman, B. J. (2008). *Motivation and self-regulated learning: Theory, research, and applications*. Routledge.
- Shao, Y., Kang, S., Lu, Q., Zhang, C., & Li, R. (2024). How peer relationships affect academic achievement among junior high school students: The chain mediating roles of learning motivation and learning engagement. *BMC Psychology*, 12, Article 278. <https://doi.org/10.1186/s40359-024-01780-z>
- Shilvock, K. M. (2017). The plight of the gifted student: A call to action. *Empowering Research for Educators*, 1(1), Article 7. <https://bit.ly/3OMIDCJ>
- Siegle, D., & McCoach, D. B. (2020). Underachievers. In D. Siegle & D. B. McCoach (Eds.), *Critical issues and practices in gifted education* (3rd ed., pp. 521-534). Routledge. <https://doi.org/10.4324/9781003233961-39>
- Siegle, D., McCoach, D. B., & Bloomfield, E. (2017). Achievement orientation model: Understanding how what we believe determines whether we achieve 1. In D. Siegle, D. B. McCoach & E. Bloomfield (Eds.), *From giftedness to gifted education* (pp. 301-318). Routledge. <https://doi.org/10.4324/9781003235262-14>
- Silverman, L. K. (2013). Breakthroughs in assessment of the gifted. In T. S. Yamin (Ed.), *Educating gifted and talented children – turning research to practice: 20th Biennial World Conference* (pp. 8-9). The World Council for Gifted and Talented Children.
- Škrabánková, J. (2022). Covert bullying of gifted children at school. In F. H. R. Piske & K. H. Collins (Eds.), *Identifying, preventing and combating bullying in gifted Education* (pp. 21-36). Age Publishing.
- Speirs Neumeister, K. L., Williams, K. K., & Cross, T. L. (2009). Gifted high-school students' perspectives on the development of perfectionism. *Roeper Review*, 31(4), 198-206. <https://doi.org/10.1080/02783190903177564>
- Subotnik, R. F., Olszewski-Kubilius, P., & Worrell, F. C. (2011). Rethinking giftedness and gifted education: A proposed direction forward based on psychological science. *Psychological Science in the Public Interest*, 12(1), 3–54. <https://doi.org/10.1177/1529100611418056>
- Taylor, S. E., Sherman, D. K., Kim, H. S., Jarcho, J., Takagi, K., & Dunagan, M. S. (2004). Culture and social support: Who seeks it and why? *Journal of Personality and Social Psychology*, 87(3), 354-362. <https://doi.org/10.1037/0022-3514.87.3.354>
- Troop-Gordon, W., & Ranney, J. D. (2014). Popularity among same-sex and cross-sex peers: A process-oriented examination of links to aggressive behaviors and depressive affect. *Developmental Psychology*, 50(6), 1721-1733. <https://doi.org/10.1037/a0036417>
- VanTassel-Baska, J., Feng, A. X., Quek, C., & Struck, J. (2004). A study of educators' and students' perceptions of academic success for underrepresented populations identified for gifted programs. *Psychology Science*, 46(3), 363-378.
- Vaughn, S., Grills, A. E., Capin, P., Roberts, G., Fall, A. M., & Daniel, J. (2022). Examining the effects of integrating anxiety management instruction within a reading intervention for upper elementary students with reading difficulties. *Journal of Learning Disabilities*, 55(5), 408-426. <https://doi.org/10.1177/00222194211053225>
- Vialle, W., Heaven, P. C. L., & Ciarrochi, J. (2007). On being gifted, but sad and misunderstood: Social, emotional, and academic outcomes of gifted students in the Wollongong Youth Study. *Educational Research and Evaluation*, 13(6), 569–586. <https://doi.org/10.1080/13803610701786046>
- Volkova, E. N., Miklyaeva, A. V., & Khoroshikh, V. V. (2022). Subjective predictors of psychological well-being of gifted adolescents. *Psychological Science and Education*, 27(1), 92-103. <https://doi.org/10.17759/pse.2022270108>

- Watts, J. (2020). "Ask me and I will tell you": Gifted boys' perceptions of self and school. *Gifted Child Today*, 43(1), 46-54. <https://doi.org/10.1177/1076217519880579>
- Williams, K. D. (2007). Ostracism. *Annual Review of Psychology*, 58, 425-452. <https://doi.org/cmn6c6>
- Yahya, M. M., & Adedeji, O. A. (2024). Global Collaboration and Partnerships in Poverty Alleviation: Islamic Legal Perspective. *Journal of Islamic Studies and Arabic Language*, 3(2), 148-165. https://www.researchgate.net/profile/Alwy-Mohamed/publication/399984800_Islamic_Law_and_English_Law_as_Sources_of_Nigerian_Law_An_Analytical_and_Comparative_Study/links/6971ef5bf5b9fd48849b4409/Islamic-Law-and-English-Law-as-Sources-of-Nigerian-Law-An-Analytical-and-Comparative-Study.pdf
- Yahya, M. M., & Adedeji, O. A. (2024). Global Collaboration and Partnerships in Poverty Alleviation: Islamic Legal Perspective. *Journal of Islamic Studies and Arabic Language*, 3(2), 148-165. <https://journals.iuiu.ac.ug/index.php/jisal/article/download/718/522>
- Yeager, D. S., & Dweck, C. S. (2020). What can be learned from growth mindset controversies? *American Psychologist*, 75(9), 1269-1284. <https://doi.org/10.1037/amp0000794>