IEducational and Psychological Challenges Faced by Gifted Students at the University of Algiers 2 : A Case Study

التحديات التربوية والنفسية التي يواجهها الطلبة المتفوّقون في جامعة الجزائر 2 : دراسة حالة

Les défis éducatifs et psychologiques rencontrés par les étudiants surdoués à l'Université d'Alger 2 : une étude de cas

AMINA ZIADA - UNIVERSITY OF ALGIERS 2

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Introduction

Higher education plays a key role in scientific progress and development, as researchers contribute to new discoveries and expand human knowledge. Universities serve as the primary institutions for research and innovation, fostering academic excellence, particularly among gifted students.

Gifted students are individuals who require collective efforts to ensure appropriate support. Their success depends not only on their intellectual abilities but also on the interaction between individual characteristics and environmental factors. Identifying the challenges faced by academically gifted students is a shared responsibility among education and psychology specialists, aiming to create an environment conducive to their intellectual and emotional development.

Moreover, gifted students at the university level encounter new academic and psychological challenges. Some may struggle to overcome these challenges effectively, requiring guidance and structured support to prevent minor difficulties from escalating into significant obstacles.

Ensuring adequate support for gifted students is a societal necessity. Neglecting their needs may lead to a loss of valuable talents for society, which could otherwise contribute significantly to national development and innovation.

The study aimed to identify the most prominent educational and psychological challenges faced by gifted students at the University of Algiers 2, and to propose solutions based on the perspectives of the students in the sample. According to Al-Surur (2010), giftedness refers to high achievement and exceptional academic performance. It includes two types :

1. General academic giftedness
2. Specific academic giftedness

Thus, giftedness is closely linked to academic achievement, whether in a specific subject or across multiple disciplines. It is also related to talent, which represents a high level of aptitude in a specific field, whether scientific, literary, or artistic.

In addition, the support and development of gifted individuals has become a priority for educational and policy-making institutions in both developing and developed countries due to their potential to drive national development. The ability to nurture and empower this group has become a key indicator of a nation's progress and competitiveness.

Through this study, we seek to identify the educational and psychological challenges faced by gifted students at the University of Algiers 2 "Abu al-Qasim Saad Allah" and explore potential solutions from the students' perspectives.

1. Research Framework and Rationale

1.1. Research Problem and Objectives

Gifted students represent a unique and highly valuable segment of the academic population, possessing advanced intellectual, creative, or academic abilities that place them ahead of their peers. Despite this potential, they often encounter a range of educational and psychological challenges that may hinder their academic development and emotional well-being. Paradoxically, being gifted does not necessarily lead to a smooth educational trajectory ; in fact, it may result in increased vulnerability, particularly in educational systems that are not adequately tailored to meet their specific needs.

Within the context of Algerian higher education—and more specifically at the University of Algiers 2—there exists a noticeable gap in both the recognition of gifted students and the support structures designed for them. Many face academic underachievement, emotional distress, and even social isolation, often due to limited institutional awareness, a lack of differentiated pedagogical strategies, and insufficient psychological or academic support mechanisms. These difficulties demand a focused investigation that not only examines the nature of these challenges but also seeks concrete, student-informed pathways for improvement.

Accordingly, this study is guided by the following central research question : What are the primary educational and psychological challenges faced by gifted students at the University of Algiers 2, and what strategies can be implemented to address them effectively ?

This inquiry is rooted in the need to understand both the internal and external barriers encountered by gifted individuals and the kinds of institutional responses that might best support them. It aims to identify the most pressing obstacles and explore approaches that may help to mitigate these issues in a meaningful and sustainable way. Particular emphasis is placed on students' own perspectives—what they perceive as helpful, lacking, or necessary—so that any proposed solutions are aligned with their lived experiences.

In pursuing these aims, the study seeks to fulfill two key objectives : first, to identify the multifaceted needs and barriers experienced by gifted students and to assess existing support mechanisms, whether through educational programs or institutional communication ; and second, to explore practical and context-sensitive strategies to overcome these challenges, as expressed and validated by the students themselves. In doing so, the research aspires to contribute to a more inclusive, responsive, and effective academic environment—one that nurtures potential rather than allowing it to be lost or neglected.

Pursuing this line of inquiry is of considerable importance, both theoretically and practically. At a national level, providing tailored support for gifted students is not only a matter of educational equity but also a strategic investment in the country's human capital. These individuals often possess the cognitive and creative potential to become future leaders, innovators, and contributors to scientific, economic, and cultural progress. Ensuring that they are adequately supported throughout their academic journey is therefore a key component of national development policy.

At the institutional level, identifying the academic and psychological challenges experienced by gifted students can help universities create a more responsive and inclusive learning environment—one that not only fosters excellence but also actively removes the obstacles that might prevent it from emerging. By understanding how these students experience the educational system, it becomes possible to design support structures, teaching methods, and psychological services that are aligned with their specific needs.

Moreover, this study places significant emphasis on the voices of gifted students themselves. Encouraging them to participate in the identification of the problems they face—and in the development of potential solutions—helps to cultivate a culture of agency and empowerment. It reinforces their role as active participants in the educational process, rather than passive recipients of institutional policy. This bottom-up perspective provides valuable insight

into how gifted students interpret their environment, and how they would improve it if given the opportunity.

In a broader sense, the findings of this study are expected to serve as a critical resource for stakeholders and decision-makers within the Algerian higher education system. By highlighting current weaknesses in academic support structures and offering concrete, student-informed suggestions for reform, the research contributes to a body of knowledge that may inform policy improvements at both the university and ministerial levels. In particular, the Ministry of Higher Education may benefit from the study's recommendations as it seeks to implement national strategies for inclusive excellence and academic innovation.

1.2. Conceptual Clarifications and Study Delimitations

To ensure clarity and consistency in the investigation, the study adopts operational definitions for its core concepts. *Giftedness*, as used in this research, refers to high academic performance demonstrated by achieving excellent results in one or more academic subjects. This definition aligns with those proposed by Person (1990), who describes giftedness as "the general excellence of an individual in intelligence or academic achievement," and by Al-Surur (2010), who defines it as "high achievement and outstanding academic performance, encompassing both general and specific academic giftedness."

The concept of *educational and psychological challenges* includes a broad spectrum of difficulties that may obstruct the academic progression and personal development of gifted individuals. These challenges refer not only to learning difficulties such as test anxiety or ineffective study methods, but also to institutional, social, financial, and emotional barriers. According to Khair Allah (1981), such obstacles encompass administrative and pedagogical shortcomings, inadequate support networks, and psychological strains. In this study, these challenges are understood as any internal or external factors that hinder gifted students at the University of Algiers 2 from fully realizing their academic and personal potential.

This research also acknowledges several delimitations. The scope is restricted to gifted students enrolled at the University of Algiers 2 during the 2022/2023 academic year, specifically those who achieved an average score of 14/20 or higher. Participants were selected based on faculty recommendations and documented academic performance. The study concentrates on educational and psychological challenges, without addressing broader sociocultural or familial influences, which may also play a role in the students' overall experience.

2. Theoretical Background of the Study

This chapter provides the theoretical foundation for the study by reviewing key literature on gifted education. It explores the global developments that have brought attention to the needs of gifted students, examines the challenges they face in various educational contexts, and presents evidence-based strategies proposed by researchers and educators to address these issues. While the literature reviewed is international in scope, special attention is given to identifying patterns and implications relevant to the Algerian context.

2.1. Factors Contributing to the Global Interest in Gifted Students

According to Jarwan (2008 : 17), several key factors contributed to the global recognition of the importance of identifying and supporting gifted students :

1. The emergence of psychometric assessments and the development of specialized measurement tools, initially aimed at diagnosing learning disabilities and intellectual disabilities. These tools became essential for selecting candidates for military and leadership roles, particularly during the First World War.
2. The Cold War and the technological race, which emphasized the need to support gifted students as key contributors to scientific and technological advancements.
3. The rapid advancements in cognitive science and technology, alongside global population growth, which necessitated greater reliance on highly talented individuals to address emerging challenges.
4. The dedicated efforts of numerous researchers worldwide, who advanced the field of special education for gifted students and emphasized the importance of differentiated instruction.
5. The establishment of international organizations and conferences, which promoted research and best practices in gifted education.

Research has demonstrated that gifted individuals have specific needs that must be addressed, including :

- Receiving continuous support and encouragement from parents, teachers, peers, and mentors.
- Engaging in independent study and self-directed research.
- Experiencing enriched and challenging curricula.
- Mastering effective communication skills.
- Participating in diverse activities and interdisciplinary fields.
- Developing creativity and innovative thinking.

Together, these elements reflect the multi-dimensional nature of giftedness and the importance of providing both intellectual and socio-emotional support to help gifted students thrive.

2.2. Challenges Faced by Gifted Students

Kitano (1990) highlights that the distinct cognitive and emotional traits of gifted students—such as hypersensitivity, perfectionism, and asynchronous development—can make them vulnerable to a variety of personal and academic challenges. These challenges can be categorized as follows :

1. Family-Related Challenges

- Lack of awareness about giftedness, leading to misunderstandings about the intellectual, emotional, and social needs of gifted children.

- Neglect of emotional support, which can result in frustration and underachievement.

2. Challenges in Teacher-Student Interactions

- Gifted students often exhibit independence, self-confidence, curiosity, and a desire for intellectual discussions, which some teachers may perceive as disruptive.

- Lack of teacher training in gifted education leads to misinterpretation of gifted students' behaviors, potentially discouraging them from academic engagement.

3. Peer-Related Challenges

- Feelings of social isolation, as gifted students often struggle to relate to their peers.

- Jealousy and social exclusion, with gifted students being perceived as 'different', leading to difficulties in forming friendships.

4. School-Related Challenges

- Inadequate institutional support, with limited efforts to identify and nurture gifted students.

- Lack of academic flexibility, resulting in boredom, frustration, and disengagement.

5. Curriculum-Related Challenges

- Standardized curricula designed for average students, which fail to challenge gifted learners and do not promote higher-order thinking.

- Absence of differentiated instruction, limiting opportunities for deep learning and intellectual growth.

6. Assessment Challenges

- Traditional testing methods often fail to capture the full range of gifted students' abilities, focusing on narrow and repetitive tasks.

- Lack of alternative evaluation models, such as project-based learning, self-assessment, and authentic assessments.

7. Career Guidance Challenges

- Gifted students often have diverse academic interests, making career decision-making more complex.

- Lack of specialized career counseling, leading to confusion and indecisiveness about future career paths.

Although these challenges have been extensively documented in international research, similar patterns are increasingly being observed within the Algerian educational system, particularly at the University of Algiers 2, where structural limitations and lack of specialized support often hinder the development of gifted students' full potential.

2.3. Strategies for Addressing These Challenges

Addressing the multifaceted challenges faced by gifted students requires a holistic and evidence-based approach that goes beyond traditional pedagogical reforms. It involves the active engagement of multiple stakeholders—including families, educators, administrators, and policymakers—to create learning environments that are flexible, responsive, and supportive. Over the past decades, researchers and practitioners in the fields of education and psychology have proposed a range of targeted strategies designed to meet the specific academic and emotional needs of gifted learners. The following list outlines key interventions that have shown promise in both national and international contexts :

1. Preventive programs that involve parents and caregivers in understanding the emotional and intellectual needs of gifted students.

2. Enrollment in specialized schools or programs that emphasize strong parent-teacher collaboration and provide differentiated instruction.

3. Flexible educational pathways, including accelerated learning options, dual enrollment opportunities, and interdisciplinary studies.

4. Extracurricular activities such as summer camps, academic competitions, and scientific workshops that foster peer collaboration and hands-on learning experiences.

5. Personalized career guidance and mentorship programs, helping gifted students explore and navigate diverse academic and professional interests.

6. Awareness campaigns and advocacy efforts aimed at promoting a culture of understanding and support for gifted individuals within educational institutions and broader society.

7. Development of psychological counseling services, specifically tailored to address the emotional, social, and existential challenges commonly experienced by gifted learners.

8. Enhanced assessment methods, incorporating authentic evaluation techniques such as portfolios, performance-based assessments, and creativity-focused examinations.

By implementing these evidence-based strategies, educational institutions can create more inclusive, stimulating, and nurturing environments that support gifted students in realizing their full intellectual, emotional, and

3. Research Procedures and Tools

3.1. Research Methodology

This study employed a descriptive analytical research approach, appropriate for exploring both the nature and extent of educational and psychological challenges experienced by gifted students, as well as identifying strategies they themselves consider effective. This method allowed for a nuanced analysis of student experiences, perceptions, and proposed solutions, grounded in both qualitative and quantitative data.

3.2. Study Population

The target population consisted of gifted students enrolled in social and human sciences programs at the University of Algiers 2 – Abou El Kacem Saâdallah. These students were identified based on documented academic performance, specifically those who maintained a general average of 14/20 or higher during the academic years leading up to the study. Giftedness, as defined in the conceptual framework, was operationalized through consistent academic excellence within one or more subject areas.

The population included students from various departments within the Faculty of Social and Human Sciences. Participants were in the second and third years of the undergraduate cycle, based on the L.M.D. (Licence – Master – Doctorat) system applied in Algerian universities.

3.3. Study Sample

From this population, a sample of 50 gifted students was selected using a stratified random sampling technique, ensuring balanced representation in terms of academic level (second and third year), gender, and field of specialization. This approach aimed to enhance the generalizability and internal validity of the study.

The selection process was carried out in collaboration with faculty members and department heads, based on performance records and institutional recommendations. All participants met the eligibility criteria and voluntarily agreed to participate in the study.

3.4. Data Collection Tools

To gather data, the study relied on a semi-structured questionnaire, designed to capture both the quantitative frequency of challenges and the qualitative depth of student perceptions. The tool consisted of four main sections :

1. Demographic and academic background
2. Perceived educational challenges (e.g., curriculum, assessment, teacher   support)
3. Psychological and social obstacles (e.g., stress, isolation, pressure)
4. Suggested strategies and support mechanisms from the students' perspectives

The questionnaire was developed based on a review of existing instruments in the literature on gifted education and was validated by a panel of university experts in educational psychology and measurement. A pilot version was tested on a small sub-sample (n =10) to ensure clarity and reliability.

3.5. Procedure

Data collection was conducted during the second academic semester of 2023, in classroom settings with prior permission from the relevant departments. Participants were informed of the study's objectives, confidentiality measures, and voluntary nature. Responses were collected anonymously and processed using both descriptive statistics and thematic content analysis for open-ended questions.

This rigorous methodological framework ensured that the data collected reflected both the systemic issues affecting gifted students and the subjective insights they bring to improving their academic experience.

3.6. Instrument Design and Research Implementation

3.6.1. Study Sample (**updated with table**)

From this population, a sample of 50 gifted students was selected using a stratified random sampling technique, ensuring balanced representation in terms of academic year and field of study. The final sample was distributed as follows :

Table 1. Distribution of the Study Sample

Year	Number of Students
Second Year	25
Third Year	25
Total	50

This balanced representation allowed the study to capture a diversity of experiences and perceptions across academic levels within the L.M.D. system.

3.6.2. Study Instrument

The primary data collection tool used in this research was a custom-designed questionnaire, developed to investigate both the academic and psychological challenges encountered by gifted students, as well as the strategies they believe would help address them.

The instrument included two main types of items :

- Closed-ended questions, designed to measure the frequency and intensity of specific challenges using a five-point Likert scale (ranging from 1 = "Not a challenge at all" to 5 = "A very significant challenge").

- Open-ended questions, inviting participants to suggest solutions based on their lived experiences and personal reflections.

The design of the questionnaire followed a multi-step process :

1. A preliminary open-ended survey was conducted with a group of 34 gifted students, who were asked : *"What are the challenges you face that hinder your academic success ?"*

2. Their responses were thematically analyzed to identify and categorize recurring concerns into two broad axes :

• Educational challenges (e.g., curriculum design, teaching methods, institutional support)

• Psychological challenges (e.g., anxiety, isolation, emotional pressure)

3. Based on this analysis, a structured questionnaire was drafted, composed of 37 closed-ended items aligned with these two dimensions.

4. The draft was administered to a pilot group of students to ensure clarity, coherence, and validity of the items.

5. The final version of the instrument included the 37 Likert-scale items, as well as one open-ended section where students could elaborate on the strategies and interventions they believed would best support them.

This approach ensured both quantitative precision and qualitative depth, offering a robust understanding of the gifted students' challenges and perspectives.

3.6.3. Research Implementation Process

The research was carried out in a series of coordinated and rigorous steps to ensure the methodological soundness of the study :

1. A comprehensive review of existing literature on the characteristics, needs, and difficulties of gifted students was conducted to inform the conceptual framework and instrument design.

2. An exploratory open-ended questionnaire was distributed to 34 gifted students to gather firsthand insights into their academic and psychological struggles.

3. Qualitative content analysis was applied to classify the challenges and define the core dimensions for the structured questionnaire.

4. A pilot test was conducted with a small group of participants to evaluate and refine the questionnaire.

5. The final version of the questionnaire was then administered to the full study sample (n =50) during the academic year 2022/2023.

6. Data were statistically analyzed using descriptive techniques and thematic coding to identify key trends, challenges, and proposed solutions.

7. The findings were interpreted and discussed in light of the theoretical background, leading to the formulation of actionable recommendations for institutional and pedagogical improvement.8. Study Results

4. Study Results

This section presents the results of the questionnaire administered to 50 gifted students at the University of Algiers 2. The data were analyzed to identify the most pressing educational and psychological challenges reported by the participants, as well as the solutions they proposed. The findings are presented in three parts : general ranking of challenges, breakdown by specific issues, and a synthesis of suggested interventions.

4.1. Analysis of Educational and Psychological Challenges

To answer the research question : "What are the most significant educational and psychological challenges faced by gifted students ?", the collected responses were ranked into two main categories.

Table 2. Ranking of Educational and Psychological Challenges

Category	Total Score	Maximum Possible Score	Percentage	Problem Severity
Educational Challenges	65	80	81.25 %	High
Psychological Challenges	70	105	66.6 %	Medium
Total	135	185	70 %	High

The results indicate that educational challenges were rated more severely than psychological ones, with an average severity score of 81.25 % compared to 66.6 %. This suggests that academic structures and pedagogical environments may be a primary source of concern for gifted students.

4.2. Breakdown of Challenges by Specific Issues

Table 3. Top Five Educational and Psychological Issues Reported by Students

Rank	Issue	Average Score	Percentage
1	I feel that the authorities are abandoning us.	4.6	92 %
2	I can't find books for important courses in my major.	4.5	90 %
3	I don't trust my scientific future.	4.5	90 %

Rank	Issue	Average Score	Percentage
4	There are no scientific courses in the university.	4.2	84 %
5	I lack financial resources for my studies.	4.1	82 %

Among the most critical issues reported, feelings of institutional neglect, lack of access to resources, and uncertainty about the academic future were ranked highest, all exceeding the 90 % severity threshold.

4.3. Suggested Solutions from Students

Table 4. Most Frequently Suggested Solutions by Gifted Students

Rank	Suggested Solution	Frequency
1	Providing financial support for students.	31 (15 %)
2	Establishing specialized universities for gifted students.	27 (13 %)
3	Developing national strategies for gifted education.	25 (12.5 %)
4	Providing job opportunities after graduation.	25 (12.5 %)

As for the proposed solutions, the most frequently mentioned interventions included financial aid, the establishment of dedicated institutions for gifted education, and the development of national policies.

These findings highlight not only the academic vulnerabilities experienced by gifted students, but also the gaps in institutional support structures. The prevalence of concerns related to educational planning, access to resources, and future prospects underscores the need for systemic reforms and policy-level interventions.

5. Discussion and Recommendations

This section interprets the main findings in light of the research objectives and existing literature. It highlights the areas where gifted students face the greatest obstacles and proposes evidence-based recommendations to inform institutional policy and educational practices.

5.1. Discussion of Key Findings

The findings of this study confirm that gifted students at the University of Algiers 2 face substantial educational and psychological challenges. Educational difficulties—such as limited access to academic resources, lack of specialized curricula, and insufficient financial support—emerged as the most pressing concerns. Psychological challenges, including social isolation, stress, and uncertainty about the future, also negatively impact students' academic performance and emotional well-being.

These results are consistent with previous studies that emphasize the academic neglect of gifted students in traditional education systems (Kitano, 1990 ; Al-Surur, 2010). They also echo international findings showing how lack of recognition and support may lead to disengagement and loss of potential (Renzulli, 2005).

Table 5. Summary of Educational and Psychological Challenges

Category	Average Score	Percentage	Severity
Educational Challenges	65/80	81.25 %	High
Psychological Challenges	70/105	66.6 %	Medium
Overall Score	135/185	70 %	High

The educational challenges received a higher overall percentage (81.25 %) than the psychological ones (66.6 %), indicating that gifted students struggle more with academic-related issues. However, the combined score of 70 % suggests that both dimensions significantly impact their university experience and should be addressed in parallel.

5.2. Key Areas of Concern

1. Academic Resources and Infrastructure
- The absence of specialized courses and inadequate academic resources (e.g., libraries, digital platforms) contribute to a lack of intellectual stimulation.
- Many students struggle to find essential textbooks and research materials, which hinders their academic progress.
2. Financial Constraints
- 82 % of students reported financial difficulties as a significant barrier to their academic success.
- The cost of books, research materials, and transportation creates additional stress, leading to academic disengagement.

3. Psychological and Social Issues
- 92 % of students feel abandoned by university authorities, highlighting the lack of institutional support for gifted individuals.
- Many students reported a lack of awareness programs to educate society about their needs. The absence of dedicated psychological support services contributes to higher stress levels and mental health struggles.

5.3. Recommendations

1. Strengthening Academic Support
- Develop specialized courses tailored to the needs of gifted students.
- Expand library and digital learning resources.
- Introduce research grants to support independent student research.
2. Financial Assistance Programs
- Provide merit-based scholarships to alleviate financial burdens.
- Offer financial aid for research projects to support innovative student ideas.
3. Psychological and Career Counseling
- Establish counseling centers with professionals trained in gifted education.
- Implement mentorship programs connecting students with professionals.
- Raise awareness through campus-wide initiatives on the needs of gifted individuals.
4. University Policy Reforms
- Develop a national strategy integrating gifted education in higher education.
- Encourage faculty training on the specific needs of gifted students.

Table 6. Proposed Solutions and Their Expected Impact

Proposed Solution	Implementation Strategy	Expected Impact
Creation of specialized courses	Collaboration with faculty to design enriched curricula	Higher engagement & academic stimulation
Scholarships for gifted students	Government-funded grants and private sponsorships	Reduction in financial stress
Mentorship programs	Pairing students with industry professionals	Career readiness & skill enhancement

Psychological support services	Hiring trained counselors and mental health specialists	Improved student well-being & stress reduction
Awareness campaigns	University-led initiatives on gifted education	Increased societal support & recognition

The study highlights the urgent need for targeted interventions to support gifted students at the University of Algiers 2. By implementing these recommendations, universities can create an inclusive and stimulating environment where gifted students can thrive academically and personally. Future research should explore how gifted students' academic trajectories evolve over time and whether early interventions in higher education lead to better long-term outcomes in terms of academic success, well-being, and professional fulfillment.

Conclusion

This study has shed light on the significant educational and psychological challenges faced by gifted students at the University of Algiers 2. The research findings confirm that academic obstacles, such as the lack of specialized curricula, insufficient learning resources, and financial difficulties, severely impact students' academic progress. Additionally, psychological issues, including stress, social isolation, and uncertainty about the future, further exacerbate their struggles.

The results indicate that while educational challenges are the most prevalent, psychological difficulties are also a substantial concern. The combined effects of these challenges lead to decreased motivation, hindered academic performance, and increased emotional distress. Without adequate institutional support, gifted students may not fully realize their potential, limiting both personal growth and contributions to society.

Despite the severity of these issues, the study underscores that these challenges are not insurmountable. With the right interventions, policies, and support mechanisms, gifted students can thrive and make meaningful contributions to academia and beyond. Addressing their needs requires collaborative efforts between universities, policymakers, faculty, and society as a whole to create an inclusive and supportive academic environment.

Recommendations

To enhance the academic and personal development of gifted students, this study proposes the following recommendations :

1. Strengthening Academic Support Systems

- Develop and implement specialized curricula tailored to gifted students' needs.

- Expand access to research materials and digital learning platforms.

- Provide financial assistance through scholarships and research grants.

2. Enhancing Psychological and Social Support

- Establish dedicated psychological counseling services within the university.

- Promote mentorship programs to connect students with experienced professionals.

- Create peer support networks and student-led initiatives to combat isolation.

3. Institutional and Policy Reforms

- Develop national policies to recognize and integrate gifted education into higher learning frameworks.

- Train faculty members to better identify and support gifted students.

- Establish direct communication channels between students, faculty, and administration to address concerns effectively.

4. Raising Societal Awareness and Encouraging Research

- Launch public awareness campaigns on the importance of supporting gifted students.

- Conduct further research on health, social, and career-related issues affecting gifted individuals.

- Encourage collaborations between universities and international institutions to share best practices in gifted education.

By implementing these recommendations, universities can foster an environment where gifted students receive the resources and support necessary for academic excellence and personal growth. Ensuring their success is not only a matter of individual achievement but also a strategic investment in the intellectual capital of the nation.

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Appendices

1. Research Questionnaire

Dear Students,

Below is a set of statements regarding the educational and psychological challenges faced by gifted students at the university. Please read each statement carefully and respond by selecting a number between 1 and 5 based on your level of agreement.

Scale : 1 - Strongly Disagree 2 - Disagree 3 - Neutral 4 - Agree 5 - Strongly Agree

Table 1 : Research Questionnaire

Statement	Type	Response
I feel that the authorities are abandoning us.	Psychological	
I cannot find books for enrichment and important courses.	Educational	
I do not trust my academic future.	Psychological	
There are no scientific courses.	Educational	
I lack financial resources for educational activities.	Educational	

2. Research Survey

Dear Students,

As part of a research project on gifted student support, we request you to propose solutions to the educational and psychological challenges you face as university students.

Personal Information :
Name and Surname : ....
Date of Birth : ....
Gender : ....
Baccalaureate Average : ....
Current Average : ....
Year : Second Year / Third Year
Proposed Solutions
1. Solutions for educational challenges : ....
.2. Solutions for psychological challenges : ....

Abstract

Gifted students possess unique intellectual, emotional, and social characteristics that distinguish them from their peers. Their heightened sensitivity, strong emotions, and distinct cognitive development can be both a source of academic success and psychological distress. These students often face educational and psychological challenges that hinder their full potential. Despite their high academic abilities, the lack of tailored educational programs and psychological support remains a significant barrier in higher education institutions.

Problem Statement : This study examines the extent and impact of educational and psychological challenges faced by gifted students at the University of Algiers 2. The research seeks to answer the following questions:

What are the most pressing educational and psychological challenges encountered by gifted students ?

How do these challenges impact their academic performance and emotional well-being ?

What strategies can be implemented to support and enhance their educational   experience ?

Methodology : This study employed a descriptive research design, using a structured questionnaire to collect data from a sample of 50 gifted students at the University of Algiers 2. The questionnaire included both closed-ended questions to assess challenges and open-ended questions to gather student-proposed solutions. Data were analyzed quantitatively to determine the prevalence of different types of challenges and their effects.

Results : Findings reveal that 81.25 % of students experience severe educational challenges, including limited access to academic resources, lack of specialized curricula, and insufficient faculty support. Additionally, 66.6 % reported psychological difficulties, such as stress, social isolation, and lack of counseling services. The overall study results indicate that both categories of challenges significantly impact gifted students' motivation and academic engagement. Conclusion and Implications : Addressing these challenges requires institutional reforms, tailored educational policies, and enhanced psychological support. Universities should implement specialized curricula, research grants, financial assistance, and mentorship programs. Moreover, establishing psychological counseling services can alleviate stress and improve students' overall well-being. Future research should explore the long-term effects of these interventions and assess their impact on academic achievement and psychological resilience.

Keywords

ملخص

يمتلك الطلاب الموهوبون خصائص فكرية وعاطفية واجتماعية تميزهم عن أقرانهم. يمكن أن تؤدي حساسيتهم العالية، وعواطفهم القوية، وتطورهم المعرفي الفريد إلى تحقيق النجاح الأكاديمي أو التوتر النفسي. غالبًا ما يواجه هؤلاء الطلاب تحديات تعليمية ونفسية تعيق تحقيق إمكاناتهم الكاملة. على الرغم من قدراتهم الأكاديمية العالية، فإن نقص البرامج التعليمية المصممة خصيصًا لهم والدعم النفسي لا يزال يشكل عائقًا كبيرًا في مؤسسات التعليم العالي.

إشكالية البحث : تبحث هذه الدراسة في مدى تأثير التحديات التعليمية والنفسية التي يواجهها الطلاب الموهوبون في جامعة الجزائر 2. تهدف هذه الدراسة إلى الإجابة على الأسئلة التالية :

ما هي أبرز التحديات التعليمية والنفسية التي يواجهها الطلاب الموهوبون؟

كيف تؤثر هذه التحديات على الأداء الأكاديمي والصحة النفسية للطلاب؟

ما هي الاستراتيجيات التي يمكن تنفيذها لدعم وتحسين تجربتهم التعليمية؟

المنهجية : اعتمدت هذه الدراسة على المنهج الوصفي باستخدام استبيان منظم لجمع البيانات من عينة مكونة من 50 طالبًا موهوبًا في جامعة الجزائر 2. تضمن الاستبيان أسئلة مغلقة لتقييم التحديات، بالإضافة إلى أسئلة مفتوحة لجمع الاقتراحات من وجهة نظر الطلاب. تم تحليل البيانات كميًا لتحديد مدى انتشار هذه التحديات وتأثيرها.

النتائج : كشفت النتائج أن 81.25% من الطلاب يعانون من تحديات تعليمية حادة، بما في ذلك نقص الموارد الأكاديمية، وغياب المناهج المتخصصة، وضعف الدعم من الأساتذة. بالإضافة إلى ذلك، أبلغ 66.6% من الطلاب عن صعوبات نفسية، مثل الضغط النفسي، والعزلة الاجتماعية، وغياب خدمات الإرشاد النفسي. تُظهر الدراسة أن هذه التحديات تؤثر بشكل كبير على دافع الطلاب الموهوبين ومشاركتهم الأكاديمية.

الاستنتاج والتوصيات : لمعالجة هذه التحديات، هناك حاجة إلى إصلاحات مؤسسية، وسياسات تعليمية مخصصة، وتعزيز الدعم النفسي. يجب على الجامعات تنفيذ مناهج دراسية متخصصة، ومنح بحثية، ومساعدات مالية، وبرامج إرشادية. علاوة على ذلك، فإن إنشاء خدمات استشارية نفسية يمكن أن يقلل التوتر ويحسن الصحة النفسية للطلاب. يجب أن تستكشف الأبحاث المستقبلية التأثيرات طويلة المدى لهذه التدخلات وتقييم تأثيرها على النجاح الأكاديمي والمرونة النفسية.

Résumé

Les étudiants surdoués possèdent des caractéristiques intellectuelles, émotionnelles et sociales uniques qui les distinguent de leurs pairs. Leur sensibilité accrue, leurs émotions intenses et leur développement cognitif distinct peuvent être à la fois une source de réussite académique et de détresse psychologique. Ces étudiants sont souvent confrontés à des défis éducatifs et psychologiques qui entravent leur plein potentiel. Malgré leurs capacités académiques élevées, l'absence de programmes éducatifs adaptés et de soutien psychologique demeure un obstacle majeur dans les établissements d'enseignement supérieur. Problématique : Cette étude examine l'ampleur et l'impact des défis éducatifs et psychologiques rencontrés par les étudiants surdoués à l'Université d'Alger 2.

L'objectif de cette recherche est de répondre aux questions suivantes : Quels sont les principaux défis éducatifs et psychologiques auxquels sont confrontés les étudiants surdoués ?

Comment ces défis influencent-ils leur performance académique et leur bien-être émotionnel ?

Quelles stratégies peuvent être mises en place pour soutenir et améliorer leur expérience éducative ?

Méthodologie. Cette étude repose sur une approche de recherche descriptive, utilisant un questionnaire structuré pour recueillir des données auprès d'un échantillon de 50 étudiants surdoués à l'Université d'Alger 2. Le questionnaire comportait à la fois des questions fermées pour évaluer les défis rencontrés et des questions ouvertes pour collecter les solutions proposées par les étudiants. Les données ont été analysées quantitativement afin de déterminer la prévalence des différents types de défis et leurs effets. Résultats : Les résultats révèlent que 81,25 % des étudiants rencontrent des difficultés éducatives majeures, notamment l'accès limité aux ressources académiques, l'absence de programmes spécialisés et le manque de soutien professoral. De plus, 66,6 % des étudiants ont signalé des difficultés psychologiques, telles que le stress, l'isolement social et l'absence de services de conseil. L'étude indique que ces défis affectent considérablement la motivation et l'engagement académique des étudiants surdoués. Conclusion et Implications : La résolution de ces défis nécessite des réformes institutionnelles, des politiques éducatives adaptées et un soutien psychologique accru. Les universités devraient mettre en place des curriculums spécialisés, des bourses de recherche, une assistance financière et des programmes de mentorat. Par ailleurs, l'instauration de services de conseil psychologique pourrait réduire le stress et améliorer le bien-être des étudiants. Les recherches futures devraient explorer les effets à long terme de ces interventions et évaluer leur impact sur la réussite académique et la résilience psychologique.

Mots-clés

Étudiants surdoués, Enseignement supérieur, Défis éducatifs, Soutien psychologique, Réussite académique, Réformes des politiques universitaires