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Examining emotional intelligence levels among students with learning disabilities: Insights and implications

Khaled Ahmad Obeidat[1+]
Munjed M Najadat[2]

[1,2]*Special Education Department, Faculty of Educational Sciences, Ajloun National University, Jordan.*
[1]*Email: khalid.obidat@anu.edu.jo*
[2]*Email: m.njadat@anu.edu.jo*

(+ Corresponding author)

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ABSTRACT

The present study aimed to examine the levels of emotional intelligence among students with learning disabilities and to determine the impact of gender and grade level on their emotional intelligence levels. The study adopted a descriptive methodology to analyze emotional intelligence levels among students and to extract relevant findings. The study population consisted of 395 students, while the sample included 151 male and female students from the fifth and sixth grades in public schools in the Northern Jordan Valley region of Jordan. A scale was developed to assess the levels of emotional intelligence among students with learning disabilities, and its validity and reliability were confirmed. The results indicated low levels of emotional intelligence among students with learning disabilities across all domains (self-awareness, emotional regulation, empathy, and social skills). Additionally, the findings showed no statistically significant differences in emotional intelligence levels among students with learning disabilities based on gender across all domains. Similarly, no statistically significant differences were found based on grade level across all domains. The study recommends implementing training and awareness programs on emotional intelligence for teachers during their university education and after their employment in schools providing educational and pedagogical services for students with learning disabilities.

Contribution/Originality: This study distinguishes itself from previous literature by being the first to integrate three rarely combined research variables: emotional intelligence, students with learning disabilities, and the rural geographic environment in the Hashemite Kingdom of Jordan, thereby addressing a knowledge gap in the field of special education.

1. INTRODUCTION

Learning disabilities refer to children who have difficulty in one or more psychological processes (Al-Awathem & Alnaim, 2024), which affect their ability to receive, store, process, and respond to information (Adesokan, 2022). This difficulty is not caused by mental, visual, or hearing disabilities (Doe & Smith, 2021). It is an independent disability that can range from mild to severe (Kahani, Manavipor, & Fard, 2024). Learners may have more than one type of learning difficulty (Khasawneh, 2021). The term learning disabilities refers to a differentiated group through the use and acquisition of learners' abilities in writing, reading, and mathematics (Nasaireh & Obeidat, 2022), which may result from central nervous system dysfunction, cognitive disabilities, or brain injuries. Darwazeh, Clarke, and Wilson (2021) learning disabilities do not include environmental factors, such as cultural or economic deprivation, or lack of learning opportunities (Darawsheh, Al-Darabah, Bedaiwy, Gmach, Alfandi, Elsharkasy, & Khasawneh, 2023).

Learning disabilities are defined as a general term referring to a heterogeneous group of disorders (Orim, Ishifundi, Edim, & Samuel, 2023) that affect the acquisition and use of various abilities, such as listening, speaking, reading, writing, thinking, and mathematical abilities (Stein, Hoeft, & Richter, 2024). These disorders are believed to stem from central nervous system (CNS) dysfunction (Zysberg & Kasler, 2017). However, these problems do not directly lead to learning disabilities (Al-Awathem & Alnaim, 2024). Learning disabilities may occur in conjunction with other disabilities, such as sensory or mental impairments or internal emotional disorders. They may also result from external influences, such as cultural differences or the quality of education, but they are not directly caused by these circumstances (Karande et al., 2022). The ability to regulate one's emotions, including pain, sadness, and anger, and to communicate effectively with others (Dumitrascu, 2017) and to understand one's emotional and mental state at any time is a powerful and independent tool and a form of intelligence (Filice & Weese, 2024). Emotional intelligence is a type of intelligence that complements individuals' mental intelligence (Iaia et al., 2024).

Goleman (1995) defined emotional intelligence as the ability to regulate one's emotions, manage stress effectively, empathize with others, and understand internal emotional states (James, 2018). Additionally, it includes an individual's awareness of their emotions and their ability to utilize them in making sound life decisions. Kurtoğlu (2018), which involves dealing with people and the feelings of others (Lievore, Cardillo, & Mammarella, 2025).

Students with learning disabilities often face challenges in emotional intelligence that negatively affect their relationships with others Liu et al. (2025) and inability to interpret the feelings of others (Melhem & Al-Shamayleh, 2022). This affects their relationships with their parents and siblings (Mercader-Rubio, Ángel, Ruiz, & Carrión Martínez, 2022). The inability to explain friends' feelings, which in turn leads to the rejection of this group in society, prompted this study to assess the level of emotional intelligence in children with learning disabilities (Vovchenko, Leonova, Soroka, Klymenko, & Tsekhmister, 2022). Emotional intelligence (EI) plays a crucial role in students' academic and social development, particularly among those with learning disabilities. Previous research has shown that students with learning disabilities often struggle with emotional regulation, social interaction, and self-awareness, which can negatively impact their overall educational experience. However, few studies have focused specifically on understanding the levels of EI in this group and exploring targeted interventions. This study aims to bridge this research gap by analyzing the EI levels of students with learning disabilities and providing recommendations for educational practices. The study seeks to enhance understanding of how emotional intelligence affects students with learning disabilities, thereby laying a foundation for future research and educational interventions.

2. RESEARCH OBJECTIVES AND QUESTIONS

This study examines emotional intelligence (EI) levels among students with learning disabilities in schools within the Northern Jordan Valley. Using a descriptive methodology, we administered a validated EI scale to a randomly selected sample of 151 students (from a population of 395) during the 2024/2025 academic year. The research addressed two primary objectives:

1. What is the level of emotional intelligence among students with learning disabilities?
2. Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of the responses of the study sample on the emotional intelligence scale among students with learning disabilities, attributed to variables such as gender and grade?

3. PREVIOUS STUDIES

Previous studies have consistently demonstrated the effect of emotional intelligence on students with learning disabilities. Feraco, Pellegrino, Casali, Carretti, and Meneghetti (2025) highlighted that emotional intelligence significantly contributes to students' ability to cope with academic challenges. Similarly, Mitsea, Drigas, and Skianis (2024) found that gender differences play a role in emotional intelligence, with female students generally exhibiting

higher levels of emotional intelligence. While Reiff et al. (2001) reported comparable emotional intelligence (EI) levels across genders but significantly lower adaptability and stress management skills in students with learning disabilities versus peers, aligning with our findings and underscoring intervention needs, prior research leaves critical gaps. Specifically, Mitsea et al. (2024) documented gender-based EI differences (females > males), contrasting with our non-significant results. Furthermore, Feraco et al. (2025) established EI's significant impact on academic performance through improved challenge management. This study bridges these insights by investigating concrete strategies to enhance EI competencies in this population.

Iaia et al. (2024) and Melhem and Al-Shamayleh (2022), the results of which are consistent with the results of the current study on the low level of emotional intelligence among students with learning disabilities confirms the need for customized educational interventions to enhance these skills. The study also benefited from previous research in designing the scale, which measures emotional intelligence among students with learning disabilities.

4. METHODOLOGY

To achieve the study objectives, the descriptive methodology was adopted, as it is suitable for examining emotional intelligence levels among students with learning disabilities, analyzing data, and drawing conclusions.

The study population included all students with learning disabilities in public schools affiliated with the Ministry of Education in the Northern Jordan Valley district, totaling 395 students. These students were enrolled in 20 schools equipped with resource rooms, including the following schools: Hafi School, Al-Hussein Bin Talal School, Aisha School, Noor School, Nuha School, Khalid Bin Al-Walid School, Omar Bin Al-Khattab School, Northern Jordan Valley School, Tariq Bin Ziyad School, Muthana Bin Al-Harith School, Hamza School, Samer School, Arar School, Lynn School, Salma School, Ghazal School, Mahdi School, and Alia School, during the first semester of the 2024-2025 academic year. The study sample consisted of 151 students with learning disabilities from the fifth and sixth grades, as shown in Table 1.

Table 1. Distribution of the study sample according to their demographic characteristics.

Variable	Classification	Frequency	Percentage%
Gender	Male	74	49
	Female	77	51
	Total	151	100.0
Grade	Fifth	87	58
	Sixth	64	42
	Total	151	100.0

4.1. Research Instruments

Emotional Intelligence Scale: To assess the emotional intelligence levels of students with learning disabilities and to develop the study scale, relevant theoretical literature was consulted, including Mercader-Rubio et al. (2022), Poulou (2020), and Feraco et al. (2025).

The Emotional Intelligence Scale consists of 30 paragraphs distributed over 4 areas: self-awareness, which includes 8 paragraphs.

1. The second area: Emotion management by (9) paragraphs.
2. The third area: Empathy with (7) paragraphs.
3. The fourth area: Social Skills with (7) paragraphs.

The apparent validity of the Emotional Intelligence Scale was verified by presenting it in its form to a group of competent arbitrators from the faculty members of Jordanian universities, numbering (12) arbitrators who specialize in special education. To establish construct validity, the scale underwent pilot testing with a subsample of 30 students (drawn from the study population but excluded from the main sample). Pearson correlation coefficients were computed to verify item-domain alignment across all constructs, with detailed results presented in Table 2.

Table 2. Pearson correlation coefficient values for the relationship between paragraphs and the scale and domain to which they belong.

Item no.	Coefficient of correlation with the domain	Tool correlation coefficient	Item No.	Coefficient of correlation with the domain	Tool correlation coefficient	Item no.	Coefficient of correlation with the domain	Tool correlation coefficient
1	0.751**	0.634**	10	0.871**	0.592**	19	0.807**	0.516
2	0.723**	0.653**	11	0.747**	0.605**	20	0.761**	0.541**
3	0.642**	0.395*	12	0.578**	0.496**	21	0.713**	0.463**
4	0.751**	0.622**	13	0.455*	0.464**	22	0.727**	0.705**
5	0.732**	0.641**	14	0.843**	0.572**	23	0.569**	0.628**
6	0.668**	0.680**	15	0.913**	0.677**	24	0.672**	0.646**
7	0.806**	0.764**	16	0.841**	0.496**	25	0.496**	0.398*
8	0.763**	0.681	17	0.787**	0.585**			
9	0.860**	0.621**	18	0.773**	0.505			

Note: * and **Statistically significant at the level of significance (0.01) and (0.05).

5. STUDY PROCEDURES

The process of preparing this study was carried out in several stages as follows:

1. At this stage, measures used to detect emotional intelligence among students with learning disabilities were prepared, and appropriate indications of their sincerity and stability were extracted.
2. A task facilitation form was sent to the entities where the standard was applied and approval was obtained.
3. The study tool (Emotional Intelligence Scale) was applied and distributed to students with learning disabilities in the Directorate of Education in schools affiliated with the Directorate of Education of the Northern Jordan Valley Brigade.
4. The data were collected in preparation for entering them into the computer.
5. Analyze data using statistical methods, discuss the results, and identify the most important recommendations.

6. STATISTICAL METHODS

Data analysis aligned with the study's objectives using SPSS. The following statistical procedures were applied:

1. Validity and Reliability Assessment: Pearson correlation coefficients and Cronbach's alpha
2. Research Question 1: Descriptive statistics (means, standard deviations) for EI domain scores.
3. Research Question 2: Independent samples t-tests (gender) and ANOVA (grade level)

This analytical approach not only quantifies EI challenges among students with learning disabilities but also identifies actionable intervention pathways for socio-academic improvement.

The analysis of data not only highlights the challenges faced by students with learning disabilities in emotional intelligence but also provides insights into possible interventions that could help improve their social and academic outcomes.

7. RESULTS

Results of the first question: What is the level of emotional intelligence in students with learning disabilities?

To assess emotional intelligence (EI) levels among students with learning disabilities, descriptive statistics (means and standard deviations) were computed for all EI domains. Results presented in Table 3 show the domains ranked by the magnitude of mean scores.

Table 3 shows that the arithmetic means of the fields of the "Emotional Intelligence Scale" ranged between 2.06 and 2.24. The fourth field, social skills, had the highest mean of 2.24 and was classified as low. The second field, emotion management, had a mean of 2.18, ranking second, and was also considered low. The first field, self-awareness, had a mean of 2.17, ranking third, and was classified as low. The third field, empathy, had a mean of 2.06, ranking fourth, and was considered low. The overall mean of the tool was 2.16, also indicating a low level.

Table 3. Arithmetic averages and standard deviations of the fields of study, listed in descending order according to their arithmetic averages.

Rank	Domain number	Area	Arithmetic mean	Standard deviation	Mark
1	4	Social skills and relationships	2.24	0.92	Low
2	2	Emotion management	2.18	1.01	Low
3	1	Self-awareness	2.17	1.02	Low
4	3	Empathy	2.06	0.77	Low
Scale as a whole: emotional intelligence			2.16	0.78	Low

7.1. First: The Field of Self-Awareness

The arithmetic averages and standard deviations of the "self-awareness" paragraphs were calculated, considering their descending order based on their arithmetic averages, as shown in Table 4.

Table 4. Arithmetic means and standard deviations of the paragraphs in the self-awareness field.

No.	Rank	Item	Arithmetic mean	Standard deviation	Mark
1	1	I have kind feelings for others.	2.29	1.54	Low
2	5	I can easily express my feelings to others.	2.27	1.62	Low
3	4	My feelings help me deal with others.	2.24	1.51	Low
4	7	I control my negative emotions.	2.17	1.38	Low
5	6	I can recognize my true feelings most of the time.	2.15	1.32	Low
6	3	I benefit from my negative and positive feelings in my public life.	2.09	1.52	Low
7	2	I understand other people's feelings easily.	1.96	1.40	Low
Industry as a whole			2.17	1.02	Low

Table 4 results indicate low self-awareness across all items (M = 1.96-2.29). The highest-scoring item was *'I have thin feelings towards others'* (M=2.29), followed by *'I can express my feelings easily'* (M=2.27). The lowest-performing item was *'I understand others' feelings easily'* (M=1.96). The overall domain mean was 2.17, confirming consistently low self-awareness.

7.2. Second: The Field of Emotion Management

Table 5 presents the mean scores (M) and standard deviations (SD) for emotion management items, ranked in descending order by mean value.

Table 5. Arithmetic means and standard deviations of the paragraphs in the field of emotion management.

No.	Rank	Item	Arithmetic mean	Standard deviation	Mark
1	4	I can control my anger after going through an upsetting situation.	2.33	1.49	Low
2	3	I can wait my turn tirelessly.	2.31	1.44	Low
3	2	I can stay calm for a while.	2.17	1.40	Low
4	1	I control my emotions and actions.	2.15	1.42	Low
5	5	I still have hope and optimism even after my failure.	2.05	1.15	Low
6	6	I easily forget my negative feelings	2.03	1.16	Low
Industry as a whole			2.18	1.01	Low

Table 5 reveals consistently low emotion management scores across all items (M = 2.03-2.33). The highest-ranking item was *'I control my anger after disturbing situations'* (M=2.33), followed by *'I wait tirelessly for my turn'*

(M=2.31). The lowest-scoring item (*'I forget negative feelings easily'*, M=2.03) and the overall domain mean (M=2.18) confirm pervasive challenges in emotional regulation.

7.3. Third: Empathy

Table 6 presents mean scores (M) and standard deviations (SD) for emotion regulation items, ranked in descending order by mean value.

Table 6. Arithmetic means and standard deviations of empathy field paragraphs.

No.	Rank	Item.	Arithmetic mean	Standard deviation	Mark
1	5	Praise others if you feel they deserve it.	2.16	1.44	Low
2	6	I feel reassured when others accompany me.	2.15	1.52	Low
3	4	I understand other people's feelings easily	2.15	1.30	Low
4	2	I want to help others	2.03	1.16	Low
5	1	I listen well to others when they talk to me about their problems.	2.00	1.02	Low
6	3	I can sense that others are upset, even if they do not express it.	1.88	0.95	Low
Industry as a whole			2.06	0.77	Low

The results of Table 6 show that the arithmetic means of the paragraphs in the field of "empathy" ranged between 1.88 and 2.16. The highest score was for paragraph 5, which states, "I praise others if I feel that they deserve it," with an arithmetic mean of 2.16, indicating a low score. The second highest was paragraph 4.6, which states, "Others feel reassured when they are with me" and "I understand the feelings of others easily," with an arithmetic mean of 2.15, also indicating a low score. The lowest was paragraph 3, which states, "I can tell when others are upset, even if they do not say so," with an arithmetic mean of 1.88, indicating a low score. The overall mean for the field of "empathy" was 2.06, which is also considered a low score.

7.4. Fourth: The Field of Social Skills

The arithmetic averages and standard deviations of the "social skills" paragraphs were calculated, taking into account their descending order according to their arithmetic averages, as shown in Table 7.

Table 7. Arithmetic means and standard deviations of the paragraphs in the field of social skills.

No.	Rank.	Item	Arithmetic mean	Standard deviation	Mark
1	6	I feel friendly towards everyone I meet.	2.31	1.35	Low
2	4	It's easy to describe my feelings to others.	2.29	1.56	Low
3	2	I love my closest friends.	2.26	1.68	Low
4	3	It's important to have friends.	2.26	1.50	Low
5	5	I feel trusted by others.	2.25	1.42	Low
6	1	I can talk to strangers easily.	2.06	1.21	Low
Industry as a whole			2.24	0.92	Low

The results in Table 7 show that the arithmetic means of the paragraphs in the "social skills" field ranged between 2.06 and 2.31. The highest mean was for paragraph 6, which states, "I feel friendly towards everyone I meet," with a mean of 2.31, indicating a low score. The second highest was paragraph 4, which states, "It is easy to describe my feelings to others," with a mean of 2.29, also indicating a low score. The lowest was paragraph 1, which states, "I can talk to strangers easily," with a mean of 2.06, indicating a low score. The overall mean for the "social skills" field was 2.24, which is considered a low score. The second result: Are there statistically significant differences at the level of

significance ($\alpha = 0.05$) between the averages of the responses of the study sample on the scale of emotional intelligence among students with learning disabilities, attributed to variables (gender, grade)?

Descriptive statistics (M±SD) for emotional intelligence scores, disaggregated by gender and grade level, appear in Table 8to address Research Question 2.

Table 8. Arithmetic means and standard deviations Emotional intelligence level of students with learning disabilities according to variables (Gender, grade).

Variable	Category		Self-awareness	Emotion management	Empathy	Social skills	Overall score
Gender	Male	Mean (M)	2.26	2.12	2.08	2.27	2.19
		SD	1.11	1.00	0.76	0.95	0.83
	Female	Mean (M)	2.08	2.23	2.04	2.21	2.14
		SD	0.93	1.03	0.78	0.90	0.73
Grade	Fifth	Mean (M)	2.17	2.12	2.06	2.24	2.15
		SD	1.07	0.95	0.74	0.89	0.77
	Sixth	Mean (M)	2.16	2.23	2.06	2.23	2.17
		SD	0.97	1.08	0.81	0.96	0.79

Table 8 shows the apparent variation in the arithmetic averages and standard deviations. The level of emotional intelligence among students with learning disabilities is analyzed according to variables such as gender and grade. To determine the significance of statistical differences between the arithmetic averages, bilateral variation analysis was used on the fields and the tool as a whole. Table 9 shows the results.

Table 9. Binary variance analysis of the impact of (gender, grade) level of emotional intelligence in students with learning disabilities.

Source of variance	Domains	Total squares	Degrees of freedom	Mean squares	F-value	Statistical significance
Gender Hoteling= 0.047 H= 0.158	Self-awareness	3.209	1	3.209	3.095	0.081
	Emotion management	0.043	1	0.043	0.041	0.839
	Empathy	0.241	1	0.241	0.400	0.528
	Social skills	0.319	1	0.319	0.370	0.544
	Overall score	0.497	1	0.497	0.813	0.369
Grade Hoteling = 0.020 H= 0.570	Self-awareness	2.070	1	2.070	1.996	0.160
	Emotion management	0.048	1	0.048	0.046	0.830
	Empathy	0.163	1	0.163	0.271	0.603
	Social skills	0.190	1	0.190	0.220	0.640
	Overall score	0.432	1	0.432	0.706	0.402
Error	Self-awareness	152.420	147	1.037		
	Emotion management	152.659	147	1.038		
	Empathy	88.449	147	0.602		
	Social skills	126.867	147	0.863		
	Overall score	89.905	147	0.612		
Total	Self-awareness	155.636	149			
	Emotion management	153.185	149			
	Empathy	88.690	149			
	Social Skills	127.190	149			
Overall Score		90.419	149			

Table 9 indicates non-significant gender differences ($\alpha = 0.05$) across all EI domains (self-awareness, emotion management, empathy, social skills) and the composite score. This suggests comparable emotional intelligence levels between male and female students with learning disabilities, likely attributable to:

1. Similar family and social conditions generate comparable anxiety levels.
2. Homogeneous educational environments in Northern Jordan Valley schools.
3. Equivalent pedagogical services provided by the Directorate of Education.

There were no statistically significant differences ($\alpha = 0.05$) attributed to the grade variable in the fields of self-awareness, emotion management, empathy, social skills, or in the overall score. This indicates that the level of emotional intelligence among students with learning disabilities is not affected by their age. Regardless of the students' age, their emotional intelligence levels were generally similar. This result can be attributed to the convergence of age between fifth and sixth grades, which fosters similar social and environmental attitudes across these age groups. Additionally, the convergence of interests, which contributes to the homogeneity of chronological age, and the shared attitudes and challenges they face, explain the average level of emotional intelligence observed in both groups.

8. DISCUSSION

This study provides significant insights into the emotional intelligence levels of students with learning disabilities. These findings align with those of previous studies, indicating that these students struggle with self-awareness, emotion regulation, and social skills. These difficulties can be linked to intrinsic cognitive challenges and external social influences. Future interventions should focus on tailoring educational programs to enhance emotional intelligence among these students. The findings of this study align with those of previous research, confirming that students with learning disabilities generally exhibit lower levels of emotional intelligence. These findings highlight the need for structured educational interventions that focus on enhancing self-awareness, emotion regulation, empathy, and social skills. One possible explanation for these results is that students with learning disabilities often face difficulties in interpreting social cues and effectively managing stress.

To address these challenges, schools should implement social-emotional learning (SEL) programs that provide direct instruction on emotional intelligence skills. Additionally, educators and parents should collaborate to create supportive environments that reinforce emotional learning both at home and in the classroom.

One of the key findings of this study is that students with learning disabilities struggle significantly with emotional regulation and social interaction. For example, a case study by Liu et al. (2025) found that students who received structured emotional intelligence training showed improved peer relationships and academic performance. This finding supports the argument that targeted interventions can enhance both emotional well-being and educational success.

Furthermore, Karande et al. (2022) emphasized the role of family and school environments in shaping students' EI. Therefore, collaborative efforts between educators and parents are essential to foster emotional growth.

The first question asked: What is the level of emotional intelligence of students with learning disabilities?

Based on the results of the first question, it can be said that students with learning disabilities lack emotional intelligence skills related to managing emotions, empathy, social skills, and self-awareness, which can be attributed to the personal characteristics of students with learning disabilities. They have difficulty managing emotions and balancing feelings of anger, often showing exaggerated reactions or emotional behaviors towards their peers. Additionally, they tend to have low self-esteem, motivation, self-confidence, and a tendency to withdraw. Students with learning disabilities exhibit deficiencies in the dimensions of emotional intelligence (self-awareness, emotion management, empathy, social skills, motivation), which may stem from their characteristics. This is because they adopt a negative self-concept as a result of their experiences of failure, leading to low motivation and reduced self-confidence and self-awareness. This result may also be attributed to family upbringing. Research suggests that family dynamics play a crucial role in the level of emotional intelligence because it is the first influence on a child's personality during early childhood, a period in which the child's personality is developed. The fundamental goal is the growth of the individual's personality and psychological formation. Therefore, the family should have principles of emotional intelligence to instill them in their children's personalities.

These findings were consistent with the findings of the study of Iaia et al. (2024) and Melhem and Al-Shamayleh (2022); examined Reiff, Hatzes, Bramel, and Gibbon (2001) which indicated that the level of emotional intelligence of

students with learning disabilities was low, and also agreed with the study of Anderson (2021) that the level of emotional intelligence of students with learning disabilities was low. This disagrees with the findings of the Adesokan (2022) study, which indicated that students with learning disabilities have an average level of emotional intelligence, and also disagrees with the study of Al-Awathem and Alnaim (2024). This indicated that the level of emotional intelligence of students with learning disabilities was average and also disagreed with the study of Darawsheh et al. (2023). This indicates that students with learning disabilities have lower levels of emotional intelligence than their peers without learning disabilities. Discussing the second question, which states: Are there statistically significant differences at the level of significance ($\alpha = 0.05$) between the averages of the responses of the study sample on the scale of emotional intelligence among students with learning disabilities, attributed to variables (gender and grade)?

The results of the second question showed no statistically significant differences ($\alpha = 0.05$) due to the impact of gender and grade variables on all areas (self-awareness, emotion management, empathy, social skills) and the overall score. That is, the level of emotional intelligence of students with learning disabilities is not affected by their gender or grade level. This disagrees with the results of the study by Kahani et al. (2024). Doe and Smith (2021) and Feraco et al. (2025). which indicated that there is a statistically significant relationship in the level of emotional intelligence attributed to the effect of the grade and gender variable, and agreed with the results of both as well with the study of Karande et al. (2022) and Khasawneh (2021). This indicates that there were no statistically significant differences between the responses of the study sample on the emotional intelligence scale attributed to the impact of grade and gender variables. This study highlights the urgent need for structured emotional intelligence development programs in educational settings. Teachers and parents must collaborate to create a supportive environment that fosters emotional growth and social adaptability. Further research with larger and more diverse samples is recommended to validate these findings and refine the intervention strategies.

The results of the study have implications for research and practice in the field of educational methodology because they indicate that the low level of emotional intelligence among students with learning disabilities clearly affects them in all social, personal, and academic contexts. Emotional intelligence is one of the most important types of intelligence, and individuals must develop their abilities in this area. In light of the above, specific recommendations have emerged to implement educational programs to develop the emotional intelligence skills of students with learning disabilities and to train teachers to apply them. Therefore, students with learning disabilities must be placed in an effective environment. Certain limitations may affect the generalizability of the results of this study, such as the absence of random sampling, allocation, and a relatively small group of participants, necessitating non-parametric statistics. To mitigate these constraints, participants were matched across groups based on cognitive and learning factors, ensuring group equivalence before intervention, and detailed descriptions of methodological issues were provided. By recognizing and addressing these issues, we enhance the transparency and accuracy of our findings, thereby increasing the credibility of our research.

9. CONCLUSION

The results of the study have implications for research and practice in the field of educational methodology because they indicate that the low level of emotional intelligence among students with learning disabilities clearly affects them socially, personally, and academically. Emotional intelligence is one of the most important types of intelligence that an individual must possess to develop their abilities. In light of the above, specific recommendations have emerged to implement educational programs aimed at developing the emotional intelligence skills of students with learning disabilities and training teachers to apply these skills. Students with learning disabilities must be placed in an effective environment. It is undeniable that there are limitations that may affect the generalizability of the results of this study, such as the absence of random sampling, allocation, and a relatively small group of participants, necessitating non-parametric statistics. To mitigate these constraints, participants were matched across groups based on cognitive and learning factors, ensuring group equivalence before intervention, and detailed descriptions of

methodological issues were provided. By recognizing and addressing these issues, we enhance the transparency and accuracy of our findings, thereby increasing the credibility of our research.

Based on the results of this study, the following recommendations are made:

1. Develop training programs for teachers to enhance their ability to develop emotional intelligence in students with learning disabilities.
2. Design educational curricula that take into account emotional intelligence and include interactive learning strategies that promote empathy and social communication.
3. Future research should employ larger and more diverse samples and utilize mixed-method approaches to enhance the validity and generalizability of the findings.
4. Integrate emotional intelligence skills into the educational plans for students with learning disabilities to ensure their inclusion in the daily educational process.
5. Conduct comparative studies between students with learning disabilities and their peers without disabilities to understand the differences more thoroughly.

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Transparency: The authors state that the manuscript is honest, truthful, and transparent, that no key aspects of the investigation have been omitted, and that any differences from the study as planned have been clarified. This study followed all writing ethics.
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