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Examining the Predictive Role of Self-regulation on Characteristics of Gifted Middle School Students in Jordan

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ABSTRACT This study examines the predictive role of self-regulation on characteristics of gifted students in Jordanian middle schools. A sample of 200 gifted students from two schools in Jordan completed self-report measures of self-regulation, academic achievement, creativity, leadership, and social-emotional development. Results indicated that self-regulation significantly predicted academic achievement, creativity, and leadership and social-emotional development, accounting for 9.1 percent, 5.7 percent and 4.4 percent of the variance in each outcome, respectively. Gender did not significantly influence the relationship between self-regulation and the outcomes of interest. The findings suggest the importance of promoting self-regulation skills in the education of gifted students in Jordan and other similar contexts. The study's limitations, future directions, and implications for gifted education are discussed.