

# A Systematic Review of Hope as a Psychosocial Factor among Gifted Students in the Asian Context

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## Abstract

A systematic literature review was conducted to explore the role of hope as a psychosocial factor among gifted students within the Asian context, aiming to provide a comprehensive understanding of its impact on their well-being and academic performance. Five online databases (SAGE, Scopus, Taylor & Francis Online, Elsevier and WILEY) were systematically searched to identify relevant articles published between 2016 and 2024. Most studies in the review employed qualitative methods in order to have a deeper understanding about the element of hope among gifted students. This review highlights how hope is crucial for gifted students who often face unique challenges. The review also identifies research gaps, including the need for more longitudinal studies and comparative research to understand how hope among gifted students differs from their non-gifted peers. The insights gained from this review emphasises the importance of incorporating hope-focused interventions in educational and psychological support frameworks to enhance the holistic development of gifted students in Asia.

**Keywords:** Hope, Gifted Students, Hope of Gifted Students, Systematic Review, Qualitative

## Introduction

Hope, as a critical psychosocial factor, significantly influences the well-being and academic performance of gifted students. While much research has focused on hope in general student populations, the unique needs and experiences of gifted students in the Asian context require specific attention. This systematic review aims to explore how hope impacts gifted students in Asia, a region characterized by diverse educational systems, cultural values, and societal expectations.

In Asian cultures, where academic success is often highly prioritized, hope can serve as a vital motivational resource, helping gifted students navigate high expectations and pressure (Snyder, 2002). Studies suggest that hope fosters resilience, enhances academic

achievement, and promotes psychological well-being (Chang & Sivam, 2004). Additionally, the collectivist nature of many Asian societies influences the way hope is experienced and expressed, often intertwining individual aspirations with familial and communal goals (Uchida et al., 2008).

#### *What is hope in Psychological Context?*

Hope is a fundamental psychosocial factor that significantly influences the mental well-being and academic performance of gifted students. Among this population, hope involves the ability to set clear goals, develop strategies to achieve them, and maintain the motivation to pursue these pathways, even in the face of obstacles.

Recent studies have highlighted the unique challenges faced by gifted students, including heightened expectations and pressure to perform, which can impact their emotional and psychological health. The element of hope also serves as a buffer against these stressors, fostering resilience and enabling gifted students to navigate their complex educational and social environments effectively (Duckworth et al., 2021).

For gifted students, hope is closely related to their self-concept and emotional regulation. When these students possess high levels of hope, they are better equipped to manage the pressures of their academic environment and maintain a positive outlook towards their goals (Goodson et al., 2006). Additionally, hope can mitigate feelings of perfectionism and impostor syndrome, common issues among gifted individuals, by promoting a balanced perspective on success and failure (Jurišević & Worrell, 2019).

Incorporating hope into educational and psychological support frameworks can enhance the overall well-being of gifted students. Interventions that focus on building hope can help these students develop adaptive coping mechanisms, improve their academic performance, and ensure their long-term psychological health (Evans & Mathur, 2018). By understanding the role of hope as a psychosocial factor, educators and psychologists can create more supportive environments that cater to the unique needs of gifted students, fostering their potential and aiding in their holistic development.

#### *Hope and Its Importance to Gifted Students*

Hope refers to the ability to set goals, develop strategies to achieve them, and maintain the motivation to pursue these pathways. Undeniably, hope significantly influences gifted students' overall development be it academically or social-emotionally. Gifted students often face unique challenges which sometimes can lead to stress and anxiety, making the presence of hope essential for their resilience and success. Hope helps gifted students navigate their complex educational environments by fostering a positive outlook and the perseverance needed to achieve their goals (Tenney School, 2024).

As aforementioned, studies have shown that hope has close relationship with self-concept and emotional regulation. Gifted students with higher levels of hope are better equipped to manage academic pressures and maintain a balanced perspective on success and failure. Moreover, hope plays a vital role in the social and emotional development of gifted students. It encourages them to form healthy relationships, express their thoughts and ideas appropriately, and build on their abilities. By promoting a sense of competence and self-

worth, hope helps gifted students develop a positive self-identity and navigate the challenges of their unique intellectual and emotional experiences (Phys.org, 2024).

Furthermore, research indicates that hope is a significant factor in sustaining motivation among gifted students. This is demonstrated in a study by Kaya and Islekeller-Bozca (2021), which explores the role of hope and optimism in enhancing the motivation of gifted students. The findings suggest that motivation in gifted students is likely to increase when it is reinforced by hopeful attitudes. Additionally, hope has been identified as a vital motivational factor for gifted students, particularly in achieving their personal goals and aspirations (Celik & Mertol, 2018). Therefore, hope can be regarded as a critical element in fostering motivation among gifted students.

### **Review Methodology**

In order to fulfil the objectives of the review, the following steps were implemented: (1) establishment of inclusion and exclusion criteria for article selection, (2) identification of the relevant work through a defined search strategy (3) data extraction and quality appraisal of the chosen studies, and (4) summarization, synthesis and interpretation of the findings (Saif-Ur-Rahman et al., 2022).

### **Inclusion and Exclusion Criteria**

In determining which studies were appropriate for inclusion in the review, the following inclusion and exclusion criteria were applied. A detailed description of these criteria is provided in Table 1.

### **Search Strategy**

To ensure comprehensive coverage of relevant citations, a broad search of published articles was conducted across multiple electronic databases. The databases were SAGE, Scopus, Taylor & Francis Online, Elsevier and WILEY. All articles published from 2016 to 2024 were reviewed, with the search being limited to those written in English. This process yielded 501 articles, from which relevant studies were subsequently selected for the review. Their potential relevance was assessed, leading to the exclusion of 400 articles deemed irrelevant. The search employed key terms such as 'hope of gifted students' or 'hope AND gifted students' or 'hope AND gifted' or 'hope of gifted students in Malaysia' or 'gifted students in Malaysia'. The details of the database searches are provided in Table 2. The search was conducted on 197 articles on the SAGE database, which resulted in 9 with key terms. An examination of 73 articles on Scopus resulted in identification of 6 articles. Among the 129 articles searched on the Taylor and Francis Online database, 8 articles were identified. Out of 50 articles searched in Elsevier, 1 article was found relevant. Of 52 articles searched in the WILEY database, 2 articles were identified.

Table 1

*Inclusion and Exclusion criteria*

Inclusion	Exclusion
The research topic and scope are relevant to the research questions	The research topic and scope are not relevant to the research questions
The concepts and definitions of terms are relevant to the research questions	The concepts and definitions of terms are not relevant to the research questions
Qualitative studies, quantitative studies, case studies, thesis, dissertation, books	Articles without any concrete research design, e.g. concept papers and proposals
Studies on gifted students, teachers teaching gifted students	Studies on non-gifted students, teachers not teaching gifted students
Studies focused on the Asian context	Studies focused on outside the Asian context
Studies written in English language	Studies written in other than English language
Articles published from 2016 to 2024	Articles published before 2016

Table 2

*Search Details*

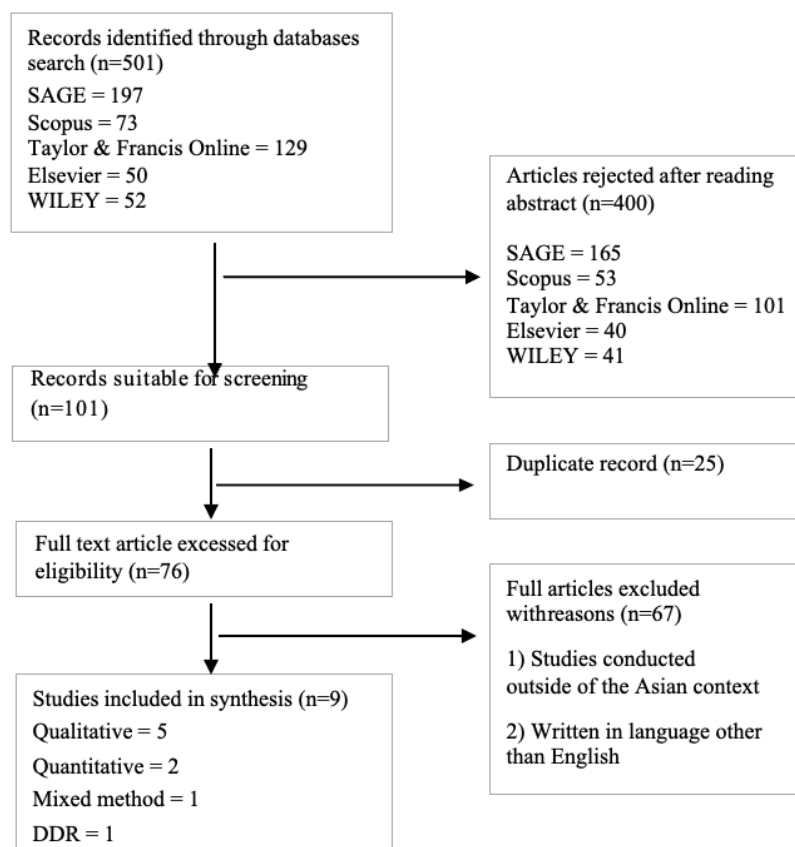
Databases searched	Subheadings and key words used	Articles searched	Articles identified
<b>SAGE</b>	hope of gifted students hope AND gifted students hope AND gifted hope of gifted students in Malaysia gifted students in Malaysia	197	9
<b>Scopus</b>	hope of gifted students hope AND gifted students hope of gifted students in Malaysia gifted students in Malaysia	73	6
<b>Taylor &amp; Francis Online</b>	hope of gifted students hope AND gifted students gifted students in Malaysia	129	6
<b>Elsevier</b>	hope of gifted students hope AND gifted students hope of gifted students in Malaysia	50	1
<b>WILEY</b>	hope AND gifted students hope AND gifted gifted students in Malaysia	52	2

A systematic screening procedure was employed to thoroughly evaluate all identified studies. Figure 1 illustrates the progression through various stages of the literature search, as adapted from the PRISMA flow diagram (Moher, Liberati, Tetzlaff, Altman, & Group, 2009). The initial phase involved evaluating the relevance of the identified articles through an examination of the titles and abstracts. A total of 501 articles were assessed for relevance, with 400 abstracts were excluded due to their irrelevance to the review objectives. Of the

remaining 101 records, 25 were identified as duplicates and thus excluded, resulting in 76 articles eligible for comprehensive review. The following step is to screen the eligible articles. 67 articles were excluded due to a few reasons. The reasons those articles were excluded from being reviewed are because (a) studies conducted are outside of the Asian context, e.g. the United States of America, the United Kingdom, and Africa, (b) written in language other than English such as Persian and Portuguese. According to the inclusion criteria, a total of 9 articles were selected for data synthesis. This selection comprised 5 qualitative studies, 2 quantitative studies, 1 mixed method study and 1 design and development research (DDR) study.

### Data Extraction

The subsequent step following the identification of the relevant articles for review was the extraction of relevant data. This specific review aims at exploring hope as a psychosocial factor among gifted students in the Asian context in which the relevant information that would be extracted from the articles include the study setting, the study design and also the gaps.



### Results

The review was done based on a few aspects namely countries in which the articles published, number of articles published over 9 years period of time, and the research design used in the studies. Figure 2 shows the number of articles published based on country. From the review, out of 9 articles, 2 of the articles were published from Turkey (Ogurlu, 2016 and Çetinkaya, 2023), 2 from Malaysia (Razak et al., 2022 and Aziz & Ling, 2024) and another 2 articles from China (Chen et al., 2017 and Yan et al., 2024). Meanwhile, Korea (Lee et al., 2021), Palestine (Al-Hroub, 2023) and Lebanon (Al-Hroub, 2022) published 1 article each from 2016 to 2024.

Articles published based on country (n=9)

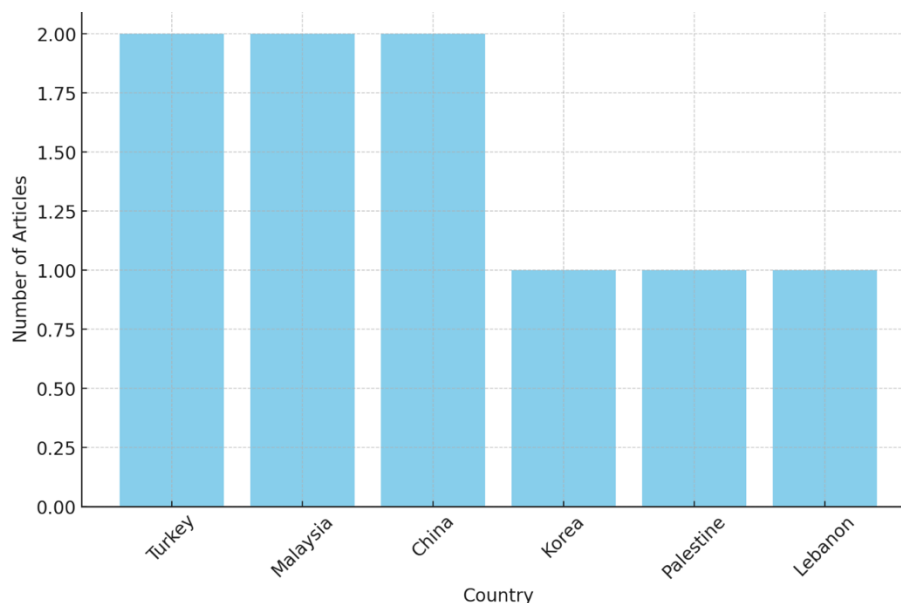


Figure 2: Articles on hope as a psychosocial factor based on country

Figure 3 shows the number of articles published from 2016 to 2024. Based on the year of publication, it is evident that there is an increase in the number of articles published from 2016 until 2024. In 2016 and 2017, there was only 1 article published but the following 3 years (2018, 2019 and 2020), there was no article published. However, in 2021, there was 1 article published. In 2022, 2023 and 2024, there was an increase in the number of articles published with 2 articles were published for each year.

No. of articles published over 9 years

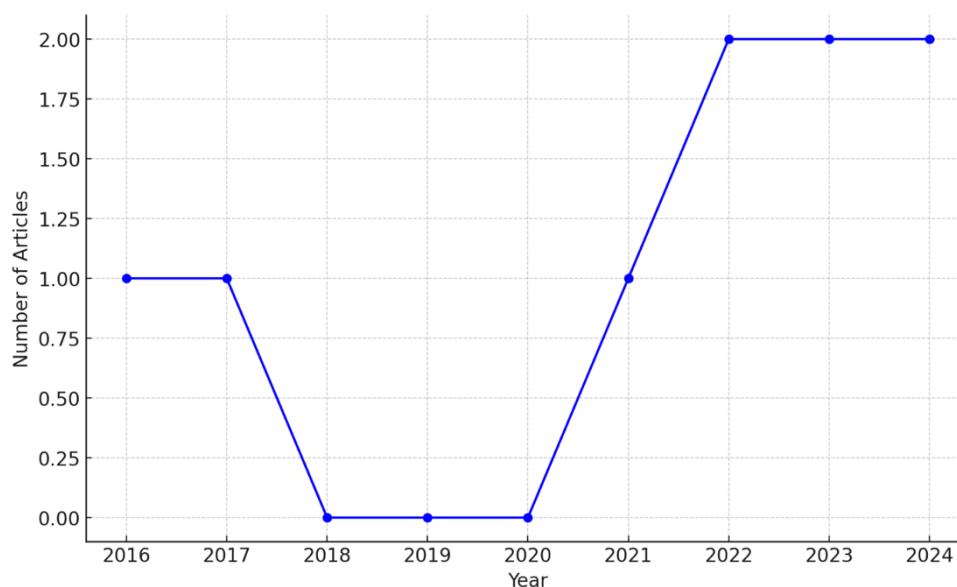


Figure 3: Number of articles published from 2016 to 2024

Figure 4 shows the types of research design used in the studies. From the review, it was found that most researchers opted for a qualitative design with 5 out of 9 articles used this research design. This research design is more preferred in the study of hope as a psychosocial factor among gifted students as it allows a greater understanding of participants' perspectives and experiences compared to quantitative research (Charli et al., 2022).

### Research Design Used

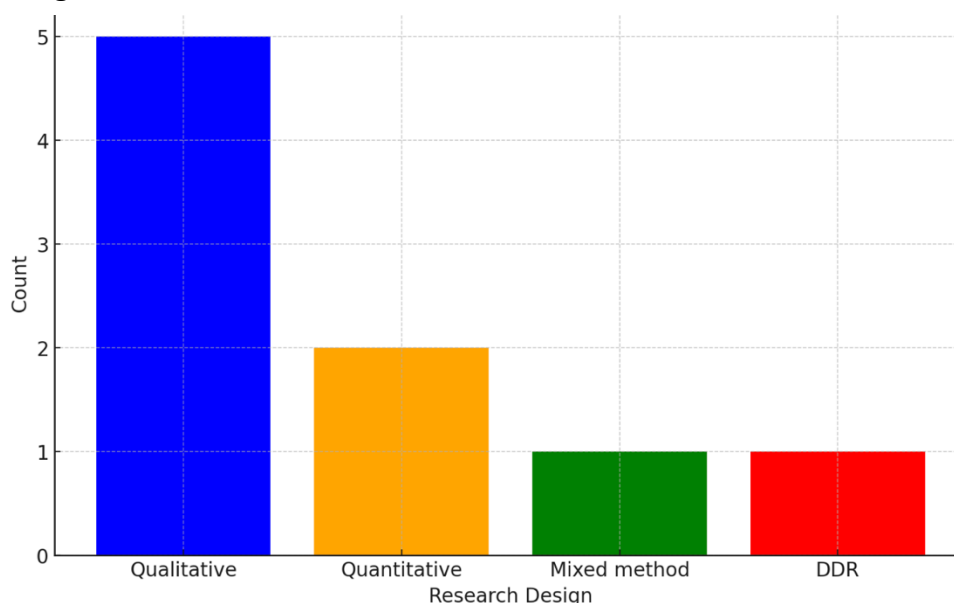


Figure 4: Types of research design used in the study

### Research Gaps

Based on the identified articles, it is evident that research on hope as a psychosocial factor among gifted students especially in the Asian context is still needed. More research on this element is required in order to have an in depth understanding about this element and how it impacts the gifted students (Bernardo et al., 2022). Moreover, another factor that should be taken into consideration in understanding hope as a psychosocial factor is the impact of cultural and socioeconomic diversity on this element and future expectations among them (Wood et al., 2023). In terms of methodological, most of the studies focus on the current state of hope and future expectations but do not examine how these factors evolve over time. Therefore, longitudinal studies are required to understand whether positive expectations and hope influence gifted students' long-term outcomes (Fraser et al., 2022). Other than that, since many studies conducted used qualitative research design, more comparative studies are also needed in order to understand how the element of hope of gifted students differ from those of their non-gifted peers. This will help to tailor the necessary interventions more effectively (Casino-García et al., 2021).

### Contribution of This Study

This systematic review of hope as a psychological factor among gifted students in the Asian context provides essential insights into the role of hope in fostering resilience, motivation, and overall wellbeing. Moreover, it highlights the importance of hope as a crucial element in supporting not only the academic success of gifted students but also their personal fulfilment.

### Conclusion

In conclusion, this review emphasises the importance of hope as a vital psychosocial factor in the lives of gifted students in the Asian context. Addressing the identified research gaps will contribute to a more comprehensive understanding of how hope influences these



gifted students' development. Moreover, further research is necessary to inform targeted interventions that cater to their academic performance and emotional wellbeing.

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