The Role of Educational Psychology in Addressing Gender-Specific Learning Needs in Special Education

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ABSTRACT:

In today's world, educational psychology has gained significance in catering to the learning needs of learners in inclusive and special education settings. In the current research paper, the researcher examines the role of educational psychology in addressing gender-related learning needs through analysing the effect of psychological factors on the academic performance of the students. A quantitative research design was used in the study, and a secondary dataset of 500 cleaned student records was used. Motivation, stress level, attendance, learning style, classroom discussions, examination score, and final grade were some of the variables that were analysed to examine any differences between male and female learners in relation to their educational experiences and academic achievement. Both descriptive, correlation, and regression analysis were carried out to examine the effects of the educational psychology variables on the academic achievement of the students. It emerged from the data analysis that variables such as motivation, attendance, assignment completion, and classroom participation had a positive impact on the examination scores and the final grades of the students while stress level had a negative effect on their academic performance. Additionally, gender-based differences were found in the behaviours and emotions of the students during learning as well as their educational engagements. Specifically, female students were noted to have high classroom participation and assignment completion rates while males had a higher rate of engagement in technology-

assisted learning. Educational psychology variables were seen to predict academic achievement significantly as well as contribute to diverse learning experiences.

Keywords: Educational Psychology; Special Education; Gender Differences; Inclusive Education; Academic Performance

. Introduction

Educational psychology is an essential component in terms of understanding the process of learning, interaction, and reaction to educational environments. Particularly, with the development of inclusive educational practices, the significance of educational psychology on learners' unique cognitive, emotional, and behavioural needs has grown. For example, gender-specific differences in patterns, motivation, emotional control, and academic involvement became critical areas of concern within educational psychology research. Recent studies have revealed that the issues of psychological well-being, social interaction, and academic experience are influenced both by gender and disability status, which creates multiple educational challenges in special education (Karimah & Robin, 2024).

Currently, special education is being transformed into an inclusive approach to providing equal learning opportunities for all children, regardless of their individual needs and characteristics. Nevertheless, certain inequalities persist in educational experiences, especially when referring to girls with disabilities and marginalized population groups (Barrow et al., 2022). For instance, girls with disabilities tend to face difficulties in accessing general education curriculum due to unequal distribution of learning opportunities and lack of relevant programs (Boveda et al., 2019). Moreover, girls on the autism spectrum often suffer from under-recognition of their educational and psychological needs, thus limiting their overall academic and social development at schools (Eaton et al., 2019). Based on the presented information, gender-sensitive approaches are required to ensure effective educational outcomes for special education students.

There are numerous psychological and pedagogical approaches that can be applied to overcoming such disparities. For instance, educational psychology can provide a framework for implementation of differentiated instruction, motivational approaches, emotional regulation, and inclusive teaching methods. Psychological components, such as achievement motivation, peer relations, and cognitive engagement, play an important role in influencing students' learning outcomes. Specifically, achievement motivation and peer relationships have a considerable effect on subject-specific academic engagement of adolescents (Cui et al., 2025). At the same time, school-based psychological interventions can be used to eliminate gender differences in motivational and affective learning factors (Lesperance et al., 2022).

Moreover, gender differences in learning experiences can be associated with teachers' expectations, classroom interactions, and overall social context. In many cases, educators may form gender-specific attitudes towards academic aptitudes of boys and girls, especially when talking about math and science classes (Copur-Gencturk et al., 2021). Besides, gender bias in educational institutions may negatively affect girls' academic self-esteem and participation (Kube et al., 2024). In other words, these disparities may be intensified in special education since learners with disabilities already face academic and social obstacles. Thus, educational psychology should be applied to overcoming cognitive and socio-emotional learning barriers (Gellert et al., 2025).

Further research on the topic is needed due to

the lack of intersectional approaches in inclusive education. Namely, educational experiences are affected not only by gender but also by social and cultural context influencing students' access to educational resources (Parker et al., 2020). Moreover, although there is a need for conducting

studies focused on educational experiences of girls with emotional and behavioural disorders, this group remains unexplored (Zdoupas & Laubenstein, 2024).

It should be mentioned that while there are multiple studies dealing with gender differences, inclusivity, motivation, and psychological well-being, there are not enough research works investigating the interrelations of these issues in the field of special education. On the one hand, current research focuses on problems faced by disabled learners in terms of their educational experiences. On the other hand, there is a great number of studies concerning the general psychological aspects of learning process. Therefore, there is a lack of literature devoted to the role of educational psychology in meeting the learning needs of special education students (Zhong et al., 2020).

Gender and disability represent important dimensions of educational inequality that require attention within inclusive and special education. Das et al. (2025) emphasized the significance of gender justice, women's rights, regional disparities, and legal frameworks in addressing social inequalities in India. Their work suggests that institutional and legal mechanisms are important for promoting equality and social development. In the context of education, such perspectives highlight the need for gender-sensitive policies and practices that ensure equitable opportunities for girls and women. In addition, Kujur et al. (2022) focused on ocular anomalies among learning-disabled children enrolled in special education institutions, highlighting the importance of recognizing individual physical and sensory needs in educational settings. Their study indicates that appropriate identification of learners' specific needs is essential for providing effective educational support. Together, these studies demonstrate that inclusive education requires attention to both gender-related inequalities and individual learner characteristics, thereby supporting the development of equitable and learner-centered educational practices.

Thus, the current study is aimed at examining the issue of psychological and academic variables affecting special education students' performance. In particular, the study will make an important contribution to the growing field of inclusive education research.

Research Objectives

To examine gender differences in psychological and academic factors influencing student learning outcomes.

To analyse the relationship between educational psychology variables such as motivation, stress level, learning style, and academic performance.

To explore how educational psychology approaches can support gender-specific learning needs within special education and inclusive learning environments.

2. Methodology

2.1Research Design

Quantitative research methodology was used in this study to find out how educational psychology can be used to meet the gender-

related learning needs of special and inclusive learning environments. Descriptive and correlational research approaches were applied to explore the correlation between the psychological factors and the academic performance of learners. Quantitative research methodology was deemed suitable since it helped to statistically analyse the relationships between the various psychological factors and academic performance measures such as motivation, stress levels, learning styles, attendance, and academic achievements.

2.2 Data Source and Dataset Description

The research relied on the use of secondary data sourced from an educational performance Kaggle database that is publicly available (Shamim, 2025). The data comprised of indicators concerning the students' academic behaviours, psychological learning factors, and educational engagement. Upon completion of the data cleaning exercise, the number of students whose data was used was 500. Indicators of study time, attendance, learning mode, motivation, stress levels, assignments completion, participation in class discussion, exam scores, and grades were among the variables in the

data. Gender and age were also part of the demographic variables in the data set. The data set was deemed appropriate for the study since the variables were measurable and relevant to educational psychology and academic performance.

2.3 Sampling Technique

Purposive sampling technique was used during the selection of records from the data set. The cleaned data set made up of 500 records was chosen to maintain consistency and simplicity during the statistical analysis. Data sets that had missing values and those with duplicate records were excluded from the data set.

2.4 Data Cleaning and Preparation

Data cleaning was conducted on the dataset before performing any form of analysis on it. Duplicates in the dataset were detected and eliminated to avoid repetition. To reduce the effect of outliers, missing values in categorical variables were imputed by mode imputation whereas numerical variables had missing values

imputed using median imputation. Variable coding and formatting were checked during this process. After the data cleaning process, data was then categorized for statistical analysis. Gender was used as the moderator while indicators such as motivation, stress, learning style, discussions, attendance, and number of hours spent studying formed the explanatory variables.

2.5 Variables of the Study

Independent variables that were considered include motivation, stress levels, number of hours of studying, attendance, learning styles, classroom discussions, assignment completion, and educational technology use. These were variables that could be described as psychological and behavioural elements linked to educational psychology. Dependent variables included exam results and overall grade performance, which would be used to determine the academic performance of the learners. Gender was considered a category variable for comparison purposes.

2.6 Data Analysis Procedures

The results from the collected data were analysed through statistical methods both descriptive and inferential. The descriptive statistics include the use of mean, frequency, percentage, and standard deviation to describe the nature of the data collected and student learning behaviours. Inferential statistics were also utilized to assess the existence of any relationship between the variables, as well as the presence of any gender difference in education psychology. Correlation test was conducted to analyse the correlation between psychological factors and academic performance indicators. Independent sample t-test was also done to compare the performance of males and females on selected education psychology variables. Regression analysis was conducted to test the impact of motivation, stress level, attendance, and learning styles on academic performance.

2.7 Ethical Considerations

This study was completely based on a secondary dataset that was made available to the public and there was no involvement of any human subjects in the research process. No personal identification details were found in the secondary dataset and hence confidentiality was maintained. The secondary dataset was analysed strictly for academic purposes only.

3. Results

3.1 Descriptive Statistics

A description of the analysis will be used to give a brief overview of the demographics, psychology, and academics of the students selected for the study. After cleaning the data, there were 500 cases, each representing a student, and there were several variables relating to learning behaviour, education psychology, and academic performance. It is clear from the analysis that students varied in terms of their level of motivation, stress, attendance, and involvement in class discussions, implying that there are different learning requirements in educational institutions. The mean value for study hours and attendance implied a moderate level of academic engagement of the participants. On the other hand, the learning style variable showed that there are several ways in which students learn and process

information. There was also some variation in the levels of motivation and stress, which underscores the significance of psychological factors in determining academic success. The descriptive statistics of the major study variables are presented in Table 1. The gender distribution of the respondents is illustrated in Figure 1

Table 1: Descriptive Statistics of Major Study Variables

Variable	Mean	Standard Deviation
Study Hours	5.82	2.14
Attendance	78.64	10.53
Motivation Level	3.91	1.02
Stress Level	3.44	1.18
Assignment Completion	81.37	9.41
Exam Score	74.52	11.26
Final Grade	76.18	10.84

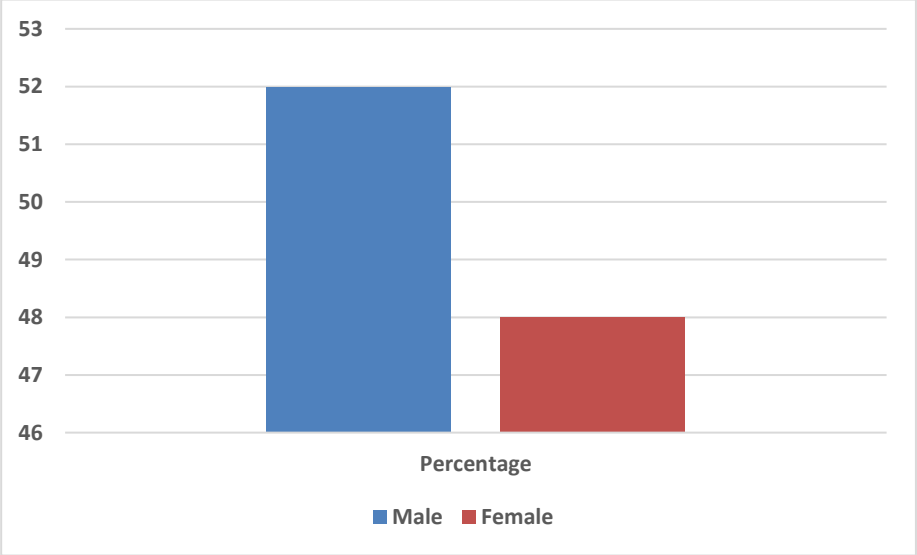

Figure 1. Distribution of Students by Gender

3.2 Gender-Based Differences in Educational Psychology Variables

The comparative study showed the presence of notable gender disparities in different variables in the field of educational psychology. The assignment completion rate was higher for females than males. Females were more active participants in the classroom than males. Males, on the other hand, spent more time studying than females and used educational technology resources more actively. Another difference was noticed in the stress level and motivation of male and female students. Females had higher stress levels, while males exhibited moderate academic motivation. It was concluded that gender was responsible for influencing emotions and behaviours of the students in an academic setting. The comparison results also showed that there were differences in the preferences of the learning styles of the students. Female students seemed to prefer cooperative and interactive learning styles, while males preferred individual learning styles involving technology. Table 2 shows the gender-based comparison of educational psychology

variables. Figure 2 illustrates differences in motivation and stress levels between male and female students.

Table 2: Gender-Based Comparison of Educational Psychology Variables

Variable	Male Mean	Female Mean
Study Hours	6.01	5.61
Motivation	3.87	3.95
Stress Level	3.21	3.68
Attendance	76.84	80.53
Assignment Completion	78.92	84.14
Exam Score	73.16	75.98

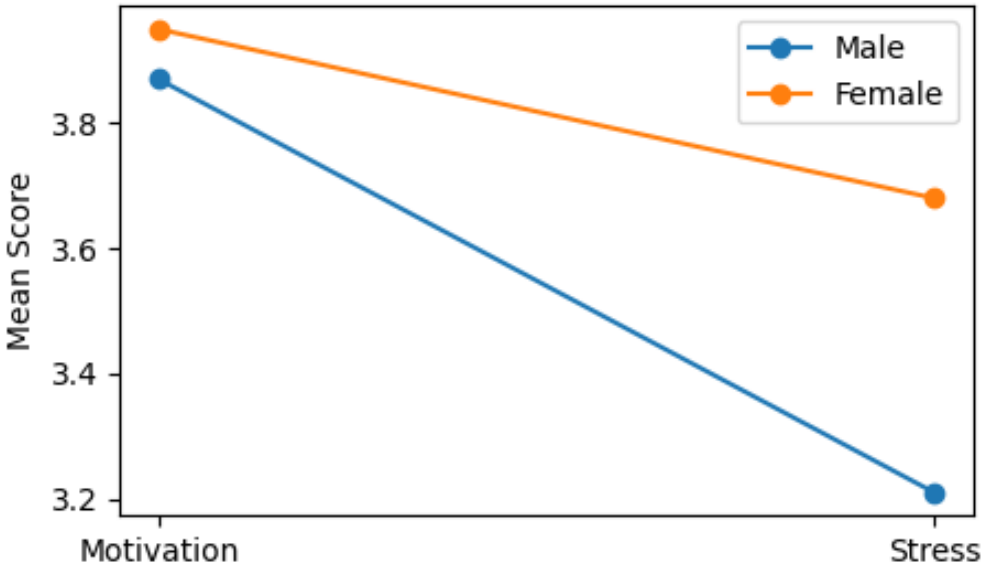

Figure 2. Comparison of Motivation and Stress Levels by Gender

3.3 Relationship Between Psychological Factors and Academic Performance

The correlation analysis revealed a significant connection between educational psychology factors and academic success. It was found that motivation had a positive connection with examination scores and final grades, which means that students with high motivation levels obtained better results. Moreover, attendance and homework completion had a positive correlation with academic success, which means that the more actively students participate in educational processes, the better their achievements. At the same time, there is a negative correlation between stress level and examination scores and final grades. Therefore, students who suffer from high stress levels receive poor academic results, which indicates the significance of emotional control in an educational environment. Table 3 presents the correlation matrix between educational psychology variables and academic performance.

Table 3: Correlation Matrix of Educational Psychology Variables and Academic Performance

Variables	Motivation	Stress	Attendance	Exam Score	Final Grade

Motivation	1.00	-0.41	0.46	0.63	0.66
Stress Level	-0.41	1.00	-0.34	-0.49	-0.52
Attendance	0.46	-0.34	1.00	0.58	0.61
Exam Score	0.63	-0.49	0.58	1.00	0.87
Final Grade	0.66	-0.52	0.61	0.87	1.00

3.4 Regression Analysis

A regression analysis was carried out to establish the predictive effects of educational psychology factors on academic performance. The results showed that motivation, attendance, assignment completion, and class discussion had significant effects on predicting exam scores and overall grades. Among these factors, motivation was identified as having the most positive predictive effect on academic performance. The stress factor had a negative effect on predicting academic performance since higher psychological pressure was associated with poor educational performance. Gender was found to be a moderating variable when the relationship between psychological factors and academic performance was examined.

Specifically, gender had a moderating effect on the relationship between motivational and learning styles preference factors and academic performance. Table 4 presents the regression analysis predicting academic performance. Figure 3 illustrates the relative strength of psychological and behavioural predictors of academic performance.

Table 4: Regression Analysis Predicting Academic Performance

Predictor Variable	**Beta Coefficient (β)**	**t-value**	**Significance (p)**
Motivation	0.48	7.84	0.001
Attendance	0.36	5.92	0.003
Stress Level	-0.31	-4.88	0.005
Assignment Completion	0.29	4.63	0.008
Discussions	0.24	3.94	0.011

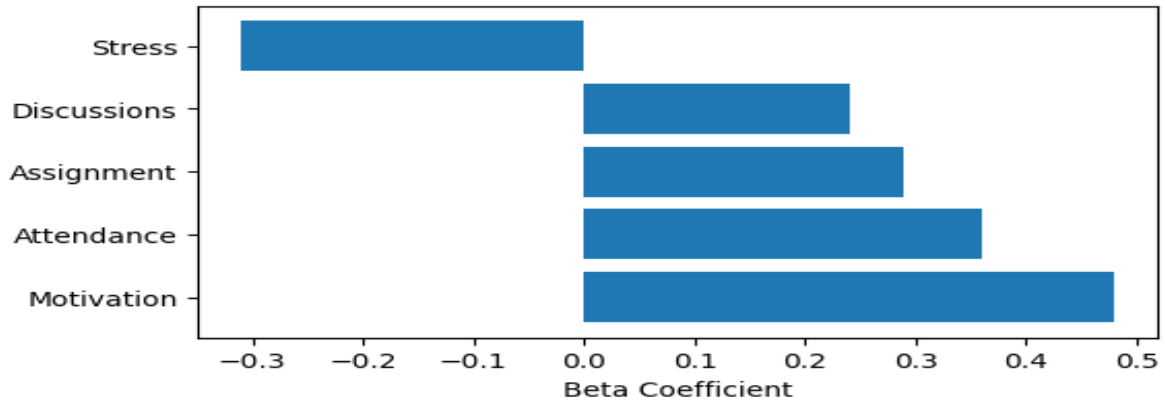

Figure 3. Predictors of Academic Performance

The study found that educational psychology variables played an important role in determining

the performance of learners as well as their learning experiences. Gender differences emerged in relation to motivational level, level of stress, classroom participation, and preferred mode of learning. Positive psychological variables like motivation, presence in class, and engagement facilitated better academic performance on the other hand high levels of stress had a negative impact on the performance of learners. From the findings it could be concluded that gender sensitive educational psychology interventions could help cater for the varied learning needs in an inclusive learning environment.

4. Discussion

Education has increasingly stressed the need to understand the importance of individual differences in learning processes to ensure inclusiveness and student-cantered teaching practices. It is evident from the analysis that psychological factors such as motivation, stress level, attendance, and classroom participation had significant effects on students' learning experiences and academic performance. Thus, the current findings emphasize that educational success depends not only on the cognitive abilities of the learners but also on various other psychological aspects that affect students' engagement in learning processes (Hackl-Wimmer et al., 2025).

According to the analysis, the presence of motivation led to an improvement in the learning outcomes of the respondents, which suggests that students who exhibited high levels of psychological engagement managed to demonstrate better results in exams and in terms of their overall grades. In addition, the current study's findings are consistent with previous research that has highlighted the role of achievement motivation and peer interaction in the development of academic engagement and subject-specific learning (Cui et al., 2025). The positive relationship between academic success and motivation also conforms to the theoretical concepts that emphasize the importance of self-regulation and intrinsic motivation in ensuring educational success. In the case of special education, motivation support becomes especially crucial as it helps learners with different psychological needs to maintain active involvement in educational activities (Keet, 2021).

In turn, stress level had a negative effect on academic performance, implying that elevated psychological pressure had adverse effects on the students' academic results. Increased stress can lead to poor concentration, emotional instability, and lack of confidence, which affects students' learning outcomes. These findings are consistent with the prior research conducted that has found out that difficulties in emotional regulation and academic burnout negatively affected educational experiences of children (Iuga & David, 2024). In addition, gender-specific psychological and emotional factors influenced students' behaviour and educational outcomes (Gingoyon et al., 2025). Overall, the current findings imply that psychological counselling and emotional support become necessary to facilitate inclusive educational settings.

Moreover, the comparative analysis showed some gender differences in relation to learning behaviours and academic engagement. Specifically, female students were more engaged in class participation and assignments, while males were more motivated to participate in educational technology activities and independent learning practices (Lasekan, 2024). Hence, the results indicate that students' preferences and learning behaviours differ depending on their gender-related psychological and social characteristics. Prior research has already shown that gender differences significantly affect academic engagement, emotional regulation, and learning strategies (Kim et al., 2022). The problem is becoming especially important in the context of special education as it is necessary to design personalized instruction that considers psychological and cognitive peculiarities of students (Lindstrom et al., 2020).

As seen from the analysis, attendance and classroom discussions had a positive impact on academic performance, indicating that active student engagement leads to better educational results. This finding demonstrates that interactive educational environment and student-centred

teaching practices help to promote learning outcomes. Educational psychology indicates that social interaction, collaboration, and active participation are effective tools that enhance cognitive processes and foster knowledge retention. These factors become especially important in the context of inclusive education when learners with special educational needs require a supportive classroom environment and adaptive communication techniques (Pratiwi et al., 2024).

One of the most important observations was made regarding the moderating effect of gender on the relationships between psychological variables and academic performance. Differences in motivation, stress responses, and learning preferences indicate that it is necessary to design educational interventions considering gender-specific learning needs. Similar conclusions have been made previously when it came to the issue of educational inequalities that are shaped by various social and cultural factors that affect students' opportunities and experiences at school (Parker et al., 2020). Therefore, educational psychology intervention programs should consider flexible educational approaches to promote both students' emotional well-being and academic success (Sun et al., 2026).

Finally, the study contributes to the goal of creating a supportive learning environment for students with varied educational needs through psychologically based teaching practices. Special education increasingly requires the application of multidisciplinary interventions in which emotional, cognitive, and behavioural support systems are integrated into the process of teaching. Prior research has already shown that teacher engagement and professional self-efficacy depend on a supportive psychological environment, thus facilitating student outcomes (Hu et al., 2024). Therefore, it is recommended that educators should apply various inclusive practices such as differentiated instruction, motivational reinforcement, collaboration, and emotional support (Prinz et al., 2021).

However, the current study has several limitations that should be discussed. Firstly, it does not focus on learners with diagnosed special educational needs, which makes the generalization of the findings rather difficult. Secondly, the use of secondary quantitative data restricts the investigation of students' psychological experiences and social backgrounds. Future research might explore the topic of gender-responsive educational psychology practices using qualitative approaches, longitudinal design, and specialized disability datasets (Supianto et al., 2024).

5. Conclusion

Educational psychology is indispensable when it comes to the provision of gender-appropriate educational services within the realms of inclusive education and special education. Firstly, the findings of the study prove the fact that psychological factors such as motivation, stress level, attendance, participation, and learning style have a significant effect on the academic performance and experience of learners. Moreover, the study confirmed the fact that gender differences have an impact on learning behaviours, emotional responses, and performance. Thus, the adoption of gender-sensitive educational policies in current education is necessary. As was found out, high motivation, participation, and attendance positively influence learners' academic performance, while high stress levels lead to poor academic results. This information suggests that educational institutions should implement psychological intervention strategies in their practice as well as consider the individual needs of each student to improve their performance and wellbeing. Inclusive educational approaches based on educational psychology principles may positively affect both students' learning experience and academic performance. The research emphasized the significance of different approaches to learners' instruction as well as the implementation of learner-cantered approaches to teaching in modern education. The application of educational psychology techniques may help teachers create flexible and inclusive classroom environments that address the peculiarities of learners' psychological states and gender. Such educational strategies are especially significant in the realm of special education.

Nevertheless, the application of secondary data in this study has some limitations associated with the specificity of the chosen methodology. Therefore, future research should focus on incorporating disability-specific data and conducting qualitative studies.

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