

**THE CONCEPT OF MOTIVATION FROM STUDENT'S  
PERSPECTIVE: A STUDY OF GIFTED STUDENTS IN  
JEDDAH SAUDI ARABIA**

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**ABSTRACT**

This research examines the concept of motivation from student's perspective among gifted students in Jeddah Saudi Arabia. The discussion in the study is based on the theoretical framework of the achievement motivation theory. A total of 150 respondents were involved in the quantitative study comprising of male and female gifted students whereby 10 teachers and 30 gifted students were used for qualitative study. During the analysis and interpretation of the responses gathered from gifted students which is the quantitative data, effect size was used to investigate which of the emotional intelligence element (self-awareness, self-regulation, motivation, empathy and social skill) would be the best predictor of academic achievement among gifted students in Saudi Arabia. For the qualitative data thematic analysis was used through manual qualitative style to describe the concept of motivation, self-regulation, motivation, empathy and social skills and provide suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. The findings of the study show the effect of emotional intelligence factors on academic achievement. The study will be significant to teachers of gifted students, educational planners, government, international agencies such as UNESCO, UNICEF, UNDP, e t c and nongovernmental organizations by putting into practice the suggestions and recommendations which will help them improve emotional intelligence among gifted students in Saudi Arabia.

**Key Words:** Emotional Intelligence Elements, Academic Achievement, Gifted Students

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## Introduction

The perception of gifted children toward intelligence may include assumptions about the definition of being smart and whether intelligence is based on one's effort, innate ability, or knowledge that could either expand or remain constant. Blackwell et al. (2007), further observed that when students were introduced to the theory of intelligence, they form unique interpretations of and responses to academic situations, particularly in the face of challenges. These differing mind-sets influence the reasons students attribute to their academic failures, the manner of in which they positively perceive effort, the types of goals they set for themselves, their reactions to challenges and failures, and their overall academic achievement. Aronson, Fried, and Good (2002), taught incremental theory to college students and compared these students with two control groups, namely, the no-treatment group and the group that was taught a version of the multiple intelligences model of ability (Gardner, 1983). Compared with the no-treatment control group, the grades of the students in the incremental theory training group were higher, which subsequently influenced their Scholastic Assessment Test scores. In another study, Good, Aronson, and Inzlicht (2003), reported that an incremental theory intervention significantly improved the achievement test scores of the adolescents in the incremental theory training group compared with those in the control group.

## Background of the Study

The emerging motivational issues have increased the attention of researchers in the field of gifted and talented studies (Robinson, 1996). However, theoretically analysing the motivational processes associated with gifted performance is a difficult task. First, giftedness is an elusive and controversial construct that can neither be easily defined nor measured (Gallagher, 1996; Tannenbaum, 1996). Even when the focus is narrowed to the intellectually and academically gifted students, researchers continue to face the issue of interpreting gifted performance. Is giftedness the result of genetically endowed ability, developmental precocity, or the effect of an enriched environment and dedicated effort? Researchers in the fields of education and psychology perceive giftedness differently (Gallagher & Courtright, 1986). Some researchers include motivation as part of the definition of giftedness (Feldhusen, 1986; Renzulli, 1986). Meanwhile, others regard giftedness as a set of genetically based aptitudes developed into special talents through personal and social catalysts, including achievement motivation (Gagne, 1995).

Thus, we are dealing with a population and a construct that have not been clearly defined (Sternberg & Davidson, 1986). The current study also aims to determine whether the five elements of EI, namely, self-awareness, self-regulation, motivation, empathy, and social skills, could contribute to academic achievement (Shipley, Jackson, & Segrest, 2010).

### **Problem Statement**

The academic achievements of Saudi Arabian gifted students do not satisfy expectations, a condition that has affected the societal development of the country. Correspondingly, the major challenge faced by the Saudi general education system is improving the quality of education, such that the graduates of the system have the skills and knowledge that could match the demands of the labor market (Aljughaiman & Grigorenko, 2013; Prokop, 2003). The country requires intelligent and creative individuals who can design new inventions and open new horizons to advance the technological and scientific sectors. These individuals must also remain competitive in the fast-paced developing world. The Kingdom of Saudi Arabia has recently focused on the important role of this special group.

### **Objectives of the Study**

1. To examine the level of emotional intelligence among gifted students in Saudi Arabia based on five elements (self-awareness, self-regulation, motivation, empathy and social skill).
2. To describe the concept of motivation from student's perspective among gifted students in Jeddah Saudi Arabia.
3. To provide suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Jeddah Saudi Arabia.

### **Research Questions**

1. What is the level of emotional intelligence among gifted students in Saudi Arabia based on five elements (self-awareness, self-regulation, motivation, empathy and social skill)?
2. How can motivation be described from student's perspective among gifted students in Jeddah Saudi Arabia?
3. What are the suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Jeddah Saudi Arabia?

## Literature Review

Motivation refers to the emotional tendencies that lead an individual toward the fulfilment of his goals. This concept includes several sub-concepts listed below (i.e., achievement motivation, commitment, initiative, and optimism).

### *Achievement motivation*

This sub-concept refers to one's struggle in achieving a high level of excellence. People who possess this competence typically have a strong desire to reach their goals, set difficult objectives, and learn various means of improving their performance (Goleman, 1998).

### *Commitment*

Commitment pertains to the tendency to strive toward reaching the goals of a group or an organization in which a person belongs. People who possess this competence are ready to sacrifice their personal goals for those of the larger group. They use the values of the group to make their decisions and clarify their choices. They effectively search for opportunities that enable them to fulfil the goals of the group (Goleman, 1998).

### *Initiative*

Initiative refers to one's readiness to maximize opportunities. People who possess this competence are ready to seize opportunities, follow their goals, and exceed expectations. They move others through unusual leadership efforts (Goleman, 1998).

### *Optimism*

Optimism denotes one's insistence to follow his goals despite obstacles. People who possess this competence work hard to reach their goals despite obstacles and frustrations, work with a motivating hope to succeed rather than with the fear of failure, and consider the regressions caused by circumstances as factors they can control (Goleman, 1998). Shapiro (2001) argued that children who have this type of motivation expect success and avoid trouble. Moreover, these children also accept failure and all of the negative emotions that accompany it, such as anxiety, sadness, and anger. They can ultimately overcome these feelings and achieve success.

## Motivation and Academic Achievement of Gifted Students

Motivation refers to emotional tendencies that stimulate an individual to fulfil his goals. Previous studies were conducted on the motivation and academic achievement of gifted students both in Saudi Arabia and the world at large. The researchers reported different findings. For instance, Al-Dhamit and Kreishan (2014) investigated the intrinsic and extrinsic motivations of a sample of gifted students and the role of their parents in fostering motivational achievements in Jordan. A total of 122 gifted students were selected to complete a questionnaire (adapted from Pelletier, Fortier, and Vallerand et al.). The results indicated that students were highly motivated intrinsically and extrinsically. Moreover, a significant correlation was noted between intrinsic and extrinsic motivations and perceived competence and parental support scales, except for parental control. Significant differences were similarly observed in control, achievement goal, motivation, and competence support between genders and education of parents.

Rule and Montgomery (2013), used cartoons in their study to teach about perfectionism that supports the social-emotional development of gifted students. Cartoon interpretation and production are teaching strategies that help students obtain an in-depth understanding of concepts and higher level thinking skills while motivating educators to create humorous cartoons to explore major ideas and different types of perfectionism. General concepts of adaptive (positive) and maladaptive (negative) perfectionism, along with causes and mitigations, were discussed in the study. The results revealed that creating cartoons was intrinsically motivating, promoted deeper levels of content learning and facilitated the application of concepts, and aided self- and overall reflection of emotional social skills.

Zbainos and Kyritsi (2011), investigated the aspects of motivation of Greek gifted students, particularly the motivation of 10 Greek talented students who won national and international competitions in different disciplines. They employed a qualitative method through interviews. The respondents shared that family members with some distinct abilities who were also their mentors influenced the choice of field in which they cultivated their talents. All of the participants pointed out that mastery goal orientation motivated their actions until they started to participate in competitions. Performance orientation operated in addition to their existing mastery orientation in competitions. Their behaviour was generally directed by approach motivation, whereas avoidance motivation was not evident.



Clinkenbeard (2012), indicated that the expectancy–value framework, intrinsic–extrinsic motivation theories, goal orientations, self-efficacy and other self-perceptions, and attribution theory have been used to describe and discuss their implications on the psychology and education of gifted and talented students. The author also presented illustrative empirical research on motivation and gifted students, provided a model of classroom motivation factors, and regarded the model as a practical structure in instructional practices with gifted students.

### Theoretical Background

In this study, achievement motivation theory was used, this theory is more appropriate to be used in this study because it is closely related to the issue of gifted students and their motivation towards learning. Achievement motivation theory is one of several psychological theories on what drives people to do what they do. The knowledge of this theory is useful to managers who intend to acquire the most out of their employees (Singh, 2011). Achievement motivation theory evolved from the work of McClelland in the 1940s. In 1958, McClelland described human motives in the “Methods of Measuring Human Motivation” chapter of Atkinson’s book, *Motives in Fantasy, Action, and Society*. At that point, McClelland indicated that human motives are related to achievement, affiliation, sexual, and power motives. In his later work, *The Achieving Society* (McClelland, 1961), McClelland focused his attention only on the need for achievement, affiliation, and power. In essence, McClelland’s theory postulates that people are motivated in varying degrees by their need for achievement, power, and affiliation, and that these needs are acquired or learned during one’s lifetime (Daft, 2008; Lussier&Achua, 2007).

Over the years, behavioural scientists have indicated that some people intensely desire to achieve something, whereas others do not seem to be concerned about their achievements. This phenomenon has instigated numerous discussions and debates. Scientists have observed that people with a high level of achievement motivation exhibit certain characteristics. Achievement motivation is the tendency to endeavour for success and to choose goal-oriented success or failure activities, and it is considered the basic element for having a good life. In general, people who are oriented toward achievement enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which in turn help them achieve their objectives. They do not establish extremely difficult or extremely easy targets. In the process, goal-oriented people ensure that they only

undertake tasks that they can achieve. Achievement-motivated people prefer to work on a problem rather than leave the outcome to chance. They also seem to be more concerned with their personal achievement rather than the rewards of success.

### Methodology

The mix of quantitative and qualitative research design was adopted for this study. The study sought to determine the concept of motivation from student's perspective among gifted students in Jeddah Saudi Arabia. The main population of this study consisted of all 396 intermediate gifted (male and female) students enrolled in Al- Faisaliah and the school of 128th. The findings in this paper are drawn from a research study on the influence of emotional intelligence towards academic achievement among gifted students in Saudi Arabia. Data were collected from the gifted students in Saudi Arabia through questionnaires and interview. A purposive sampling procedure was adopted in selecting the gifted students, on the basis of their status that is all gifted students in Al-Faisaliah school and the school of 128th data. The estimated number of the main population stands at 396 gifted students. The sample size for the quantitative study was 150 gifted students. The total selected sample size for the qualitative study was 30 gifted students, which included 5 Males and 5 females from each class. The sample size for qualitative study was selected from the sample size of the quantitative study, in other words the 30 gifted students that were interviewed were selected from the 150 gifted students already selected for quantitative study.

However, a total of 10 teachers have been chosen for the interview, as they are the only teachers who are full time teachers to teach the first, second and third class of gifted students with whom the study was conducted and available in the time of conducting the study that is January 2015. The selected teachers interviewed have a direct contact with the gifted students; therefore, the researcher has intentionally planned to interview them. The teachers were all male comprised of Master degree (MA) and Bachelor degree (BA) holders. It is worth mentioning that the teachers were only asked to give suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia.

**Research Question 1: What is the level of emotional intelligence among gifted students in Saudi Arabia based on five elements (self-awareness, self-regulation, motivation, empathy and social skill)?**

#### 4.7 Descriptive Analysis

The descriptive statistics of the five types of EI are shown in Table 4.5. The results revealed that Saudi Arabian gifted students demonstrated a high level of EI. Among the five types of EI, empathy had the highest level (mean = 3.941, SD = 0.653), followed by motivation (mean = 3.937, SD = 0.611), self-regulation (mean = 3.897, SD = 0.559), self-awareness (mean = 3.718, SD = 0.662), and social skills (mean = 3.532, SD = 0.607).

Table 4.1

*Descriptive statistics*

Variable	Mean	Standard Deviation
Self-Awareness	3.718	.662
Self-Regulations	3.897	.559
Motivation	3.937	.611
Empathy	3.941	.653
Social Skills	3.532	.607

Note: All of the variables used a five-point Likert-type scale with (1= strongly disagree, 5= strongly agree).

**Research Question 2: How can motivation be described from student's perspective among gifted students in Jeddah Saudi Arabia?**

For this question, 30 gifted students were interviewed orally, in the light of how they described motivation among gifted students in Saudi Arabia. The gifted students described motivation among gifted students in Saudi Arabia according to their own opinions; the gifted students were quoted verbatim during the interview. Below are some of the transcripts of the interviews to answer research question 2:



On the concept of motivation the interviewees gave different responses when they were asked about whether they need someone to tell them what to do if they are angry and how did they assist somebody to solve his problem. They answered in the following words:

*"I love to perform new tasks." (R30)*

*"I enjoy school tasks." (R26)*

*"I help my mother with household chores." (R7)*

*"I like to do the work for others." (R3)*

*"I finish my homework without mentioning by others." (R5)*

*"I get down to business without being asked." (R6)*

*"I have a plan to do some activities in the school." (R27)*

Analysis of the interview conducted with thirty gifted students from the centre of gifted students Jeddah Saudi Arabia gave a great insight into the importance of description of self-awareness, self-regulation, motivation, empathy, social skills among gifted students in Saudi Arabia. In this section, the responses of the respondents were summarized under different themes.

### **Identified Themes for Qualitative Study**

In the following sections the researcher revealed the opinion of each participant in line with the research question number two (2) of the study. Specific themes were identified as emergent from the interview data collected. Each theme also contained some sub themes based on which the discussion will be done in respect of each major theme. Relevant concepts or subjects occurring at least twice were assigned as categories and were then coded. Therefore the section elaborates on each theme and concludes with thought from the participants directed to gifted students' opinions to describe self-awareness, self-regulation, motivation, empathy and social skill and suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. Below are some of the major themes derived from the responses of the gifted students which were put in a tabular form and finally explained one after the other.

1. Feeling of Self-Confidence
2. Self-Control
3. Self-Initiative
4. Human Relation
5. Sharing the feelings of others

Table 4. 2

*Themes identified from the interview data collected from Gifted Students.*

Themes	Sub-themes
Feeling of Self-Confidence	<ul style="list-style-type: none"> <li>. Speaking about one's feelings</li> <li>. Expressing one's feelings toward others to be easy</li> <li>. Having a natural smile.</li> </ul>
Self-Control	<ul style="list-style-type: none"> <li>. Controlling one's anger is not easy</li> <li>. Getting angry easily</li> <li>. Requesting help from friends during exams period if need arises</li> </ul>
Self-Initiative	<ul style="list-style-type: none"> <li>. Interest in performing new tasks</li> <li>. Interest in accomplishing work for others</li> <li>. Initiate work without being asked</li> </ul>
Human Relation	<ul style="list-style-type: none"> <li>. Making friendships as an important thing</li> <li>. Loving one's friends</li> <li>. Spending time with others</li> </ul>
Sharing the feelings of others	<ul style="list-style-type: none"> <li>. Sharing with others during their private conversations</li> <li>. Convincing others of one's point of view</li> <li>. Solving problems when a dispute occurs among group members</li> </ul>

**Research Question 3: What are the suggestions from the teachers that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia?**

For this question, 10 teachers of gifted students were interviewed orally, in the light of the suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. The teachers provided some suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia; the teachers were quoted verbatim during the interview. Below are some of the transcripts of the interviews to answer research question 3:

Interviewees were asked on the suggestions that could be adopted to improve emotional intelligence in the aspect of self-awareness, among gifted students in Saudi Arabia. They responded in the following statements:

*"Teachers should be self-awareness, reading and writing to be emotionally and understanding and an integral part of that passion in their teaching because teaching and learning is concerned only with the knowledge, understanding, and skill. It is also an emotional practice." (R3)*

*"Teachers should teach with self-awareness, optimism and think they can make a difference in students' lives, and it must attribute the positive qualities of the learners." (R5)*

*"It should be emotionally intelligent teachers care and deep sympathy. It should be student's self-awareness and knowledge of the teachers care for them and are committed to its success." (R1)*

*"Be authenticated no facts about the need to teach students emotional intelligence skills and an element such as self-awareness, because the outstanding teacher qualities such as courtesy, care, and passion has been erroneously attributed to" dispose of personal or private virtue, "rather than to the skills that can be learned, practiced, and mastered "(R4)*

Interviewees gave different responses when they were asked about the suggestions that could be adopted to improve emotional intelligence in the aspect of self-regulation among gifted students in Saudi Arabia. They answered in the following words:

*"For there is a need to give more emphasis on the relationship between emotions and classroom management because of emotional awareness, self-control and self-regulation are considered as basic skills for effective teaching." (R2)*

*"There is a need for the ability to define and regulate emotions (control) students because teachers are able to suffer from a wide range of emotions such as anger, frustration, anxiety, and happiness in a single category." (R8)*

*"Teachers should increase the intensity of the self-regulation of positive emotions such as joy, enthusiasm and reduce the intensity of the negative emotions such as anger, anxiety, and this serves as a useful strategy one expected to be used by teachers." (R7)*

*"Teachers can mitigate the effects of anger and frustration by re-evaluate or re-framing of knowledge which is another successful method used to relieve angry feelings, by attributing the positive and motivated students the qualities." (R6)*

*"Other teachers may use strategies include being extra preparation on the days when they do not feel well, using humor to defuse the tension and turn their attention to the quiet places, deep breathing, talking (venting) to colleagues." (R9)*

The views of the respondent also varied when they were asked, about the suggestions that could be adopted to improve emotional intelligence in the aspect of motivation among gifted students in Saudi Arabia. They responded in the following statements:

*"Focus on emotional intelligence as part of the curriculum can lead to a variety of personal and social consequences, both positive and community." Although the provision of training emotional intelligence for students may be strategic value, a viable option both for teachers is lessons on feelings and relationships with other topics already taught combination. "(R3)*

*"Can emotional lessons naturally integrated into standard courses and lesson plans to infiltrate and thus, after receiving training for teachers on emotional intelligence, can ask the teachers to write voluntarily EI goals for themselves and for their students alike." (R1)*

*"Teachers may consider the introduction of emotional intelligence curriculum components even in less-than-expected sessions." (R2)*

*"To conquer any doubts of the students, it is useful to provide information using examples in the real world that are directly related to their field, teachers must be used the way roles representation in the teaching emotional intelligence because it gives students the opportunity to learn about the emotional skills important in everyday interactions with colleagues and the community." (R10)*

Interviewees were asked about the suggestions that could be adopted to improve emotional intelligence in the aspect of empathy among gifted students in Saudi Arabia. Their responses are as follows:

*"The weak nature of the first year of studies makes it the most important decisions in the formulation of perseverance; education institutions such as school for talented desire not only to recruit students, but to keep them. (R4)*

*"Education institutions such as schools of gifted should invest energy and resources in the planning and implementation of new initiatives to guide students, which aims to facilitate academic and social success for students." (R7)*

*"You can enter emotional intelligence skills as a preventative strategy to enhance students' emotionally healthy, because emotional intelligence increases the" sensitivity to the feelings of others, self-control and awareness of the consequences of behavior ". (R6)*

*"Emotionally intelligent students are more sympathetic and are able to effectively manage moods. Depression, stress, loneliness, anger, and delinquency, drug abuse, impulsivity, and aggressive behaviors are common among students with weak emotional health." (R5)*

When talking about social skills the researcher asked the interviewees what are the suggestions that could be adopted to improve emotional intelligence in the aspect of social skill among gifted students in Saudi Arabia. They responded in the following verbatim statements:

*"We must not lose sight of the fact that knowledge of God is an emotional relationship, as well as one of intellectual and voluntary, and cannot actually be a deep relationship otherwise." Emotions are a gift from God. "(R8)*

*"Emotional and social aspects of personal relationships often used of God to conform to the*



*faithful to his image. Therefore, it is necessary for each of the talented students and their teachers as believers to manage the emotional lives according to God's design." (R2)*

*"Integration of the claims of religion with the complexities of the emotional life of students is essential for spiritual growth and maturity. The overall experiences of religious education students need to work together under the rule of religion and the authority of the Bible." (R10)*

*"When the religious institutions of education segmentation academic, social, emotional and spiritual education components, and the students are in danger of assuming that belief in religion is only one aspect of life, rather than the basic life-pillars, and therefore, for me to integrate emotional intelligence in education is very important" (R1)*

*"The five elements of EI may think them through religious study sections. Department of spiritual formation can lead and facilitate the study. Students can register voluntarily in a small group discussion." (R9)*

*"We can provide evidence to further study for further study through personal loyalties and reaping the benefits of both companies and individuals. Can be taught self-awareness through the study of religious books and sincere prayer that the prophets."*

*"You can re-cognitive framing through the study of religious books analysis, which addresses the importance of renewing the mind, which offers a model of religious thinking."(R4)*

*"Motivation and optimism can be taught primarily through the provision of religious message which is the greatest message of hope given to mankind." (R5)*

*"In addition, the study of God's promises will be the appropriate option to promote optimism and encouragement." (R3)*

Analysis of the interview conducted with thirty gifted students from the centre of gifted students Jeddah Saudi Arabia gave a great insight into the importance of description of self-awareness, self-regulation, motivation, empathy, social skills among gifted students in Saudi

Arabia. In this section, the responses of the respondents were summarized under different themes.

### Identified Themes for Qualitative Study

In the following sections the researcher revealed the opinion of each participant in line with the research question number three (3) of the study. Specific themes were identified as emergent from the interview data collected. Each theme also contained some sub themes based on which the discussion will be done in respect of each major theme. Relevant concepts or subjects occurring at least twice were assigned as categories and were then coded. Therefore the section elaborates on each theme and concludes with thought from the participants directed to gifted students' opinions to describe self-awareness, self-regulation, motivation, empathy and social skill and suggestions that could be adopted to improve emotional intelligence among gifted students in Saudi Arabia. Below are some of the major themes derived from the responses of the gifted students which were put in a tabular form and finally explained one after the other.

### Identified Themes for Qualitative Study

1. Teach the teachers emotional intelligence skills,
2. Incorporating emotional intelligence into the curricula,
3. Provide emotional intelligence training to gifted students,
4. Incorporate religious perspectives of emotional intelligence into spiritual formation curricula.

Table 4. 3

*Themes identified from the interview data collected from Gifted Students.*

Themes	Subthemes
1 Teach the teachers emotional intelligence skills,	<ul style="list-style-type: none"> <li>. Teachers should be emotionally literate</li> <li>. Teachers should teach with self-awareness and optimism</li> <li>. Emotionally intelligent teachers should be caring and deeply empathetic</li> </ul>

- 
- 2 Incorporating emotional intelligence into the curricula
    - . Controlling one's anger is not easy
    - . Getting angry easily
    - . Requesting help from friends during exams period if need arises
  - 3 Provide emotional intelligence training to first-year students
    - . Interest in performing new tasks
    - . Interest in accomplishing work for others
    - . Initiate work without being asked
- Incorporate religious perspectives of emotional intelligence into spiritual formation curricula.
- . Making friendships as an important thing
  - . Loving one's friends
  - . Spending time with others
- 

### Discussion of the Findings

In line with the objectives of the study and research questions to find out how to describe the concept of motivation from student's perspective among gifted students in Jeddah Saudi, the responses from questionnaires and interview analysed, the discussion will attempt to highlight on the concept of motivation from student's perspective among gifted students in Jeddah Saudi Arabia.

The findings revealed that, Saudi Arabian gifted students demonstrated a high level of EI. Among the five types of EI, empathy had the highest, followed by motivation, self-regulation, self-awareness and social skills. The findings of this study did not match with the findings of Al-Rfou, (2012) especially the result of the second hypothesis which indicates that there are no statistically significant differences between Emotional Intelligence of female and male high achievers. This result confirmed the results of Woitaszewski&Aalsma, Mathew's (2004) study particularly in the aspect of the level of social skills which showed that Emotional Intelligence does not contribute largely to academic achievement of high achiever adolescents. The result also confirmed the result of Martha and George's study (2001) study particularly in the aspect of the level of social skills which indicated that the (academic achievement and gender) variables have a weak contribution in the Emotional intelligence dimensions (compassion, emotion

management, relation management and self-control). Martha and George's study (2001) revealed that there are statistically significant differences between male and female students in relation's management and academic success in favour of the males. The study also met with A-Jundi's study (2006) since it found that there was no correlative relation between the degrees of the Emotional Intelligence and the degrees of academic achievement for the whole sample except for the stress management dimension. Goleman pointed out those male students seemed to be more optimistic than female students and that they can control anger better than females.

Al-Dawaideh and Al-Saadi (2013), investigated the metacognitive awareness reading strategies used by gifted students in order to determine whether the strategies varied with gender, area of specialization, and academic achievement variables. The results demonstrated that female participants read more, and performed better academically, and these results were statistically significant. Koura and Al-Hebaishi (2014), who investigated the multiple intelligences (MIs), self-efficacy and self-awareness profiles, that characterize Saudi female gifted third intermediate students and their relationship to the achievement of EFL language skills and aspects. Study finding revealed that interpersonal intelligence was the most preferred intelligence types among gifted and regular participants. The findings of this study agree with the research conducted by Jenaabadi (2014), who conducted a study on the relation between emotional intelligence, self-esteem and self-awareness with academic achievement. The results of the study showed that self-esteem and self-awareness of female gifted students were higher than those in males.

Theoretically, the study established concrete connection and mutual relationship between emotional intelligence and academic achievement of gifted students in Saudi Arabia through the emotional intelligence Theory Goleman's (1995) which confirmed that academic, personal, and professional success cannot be fulfilled if the person does not acquire emotional and social skills, more especially in relation to gifted students.

### **Implications for Further Research**

The concept of motivation from student's perspective among gifted students in Jeddah Saudi Arabia is among the recent investigations conducted in Saudi Arabia. These findings are considered basic and require further research and discussion in this area. The findings of this study highlighted the concept of motivation from student's perspective among gifted students in Jeddah Saudi Arabia. Further studies should investigate the concept of other emotional

intelligence elements from student's perspective among gifted students in Jeddah Saudi Arabia among other categories of students to make the research more general in nature. Given that this study was conducted in only two schools, Al-Faisaliah School and the school of 128<sup>th</sup> in Saudi Arabia, using more than two schools to comprehensively investigate the concept of motivation from student's perspective among gifted students in Jeddah Saudi Arabia, further research can examine the strategies for improving the level of motivation of gifted students in Saudi Arabia. Purely qualitative research methodology should be used to thoroughly investigate the concept of motivation from student's perspective among gifted students in Jeddah Saudi Arabia.

### Recommendations

Developing and establishing a philosophy of EI and academic achievement through the Saudi Ministry of Education (MOE) is necessary. The relationship between EI and academic achievement of gifted students has numerous known benefits for the Saudi Arabian education system, as well as for teachers, students, and MOE in general. Therefore, MOE should enhance the facilities programs that encourage the involvement of both public and private schools in the issue of EI and academic achievement. The issues of self-confidence, self-control, self-initiative, human relations, and sharing the feelings of others should be inculcated in the minds of gifted students in particular and all of the students of Saudi Arabia in general.

The quality of public schools should be enhanced and expanded to include other programs to increase the engagement of the members of the community in the education of gifted and non-gifted students. Furthermore, Saudi Arabian public universities through the Ministry of High Education should provide teachers with courses on the importance of conducting programs for gifted students, as well as effective teaching methods that can be used by teachers to teach the gifted students about certain aspects of EI. Indeed, the EI issue in the academic achievement among gifted students in Saudi Arabia and Saudi education system is new, and both the management of the ministry and teachers of gifted students lack awareness of their roles regarding this new trend. Hence, both management and teachers of gifted students should be provided with orientation and training.

### Summary and Conclusion

This exploratory study attempted to reveal the concept of motivation from student's perspective among gifted students in Jeddah Saudi Arabia. The findings explored the concept of motivation from student's perspective among gifted students in Jeddah Saudi Arabia, which is meaningful



change in the Saudi education system in general. The descriptive statistics of the five types of EI were discussed in the earlier section of this study. The results revealed that gifted students in Saudi Arabia have high EI. Among the five types of EI, empathy had the highest level, followed by motivation, self-regulation, self-awareness, and social skills. All of the variables of the study were significantly correlated with dependent variables ( $p < 0.01$ ), indicating that the five elements of EI were significantly correlated with academic achievement. All of the coefficient values were positive, satisfying the hypotheses requirement. Self-regulation, motivation, and empathy had positive effects on academic achievement, whereas self-awareness and social skills had no significant effect on the academic achievement of gifted student in Saudi Arabia. The findings statistically concluded that among the EI factors, empathy was the best predictor of academic achievement, followed by self-regulation and motivation. The summary of the t-test results showed that the levels of self-awareness, self-regulation, motivation, empathy, and social skills were significantly higher among female than male students, whereas the level of social skills had no significant difference between male and female students.

During the analysis and interpretation of the responses gathered from gifted students and their teachers, manual qualitative data analysis was performed to provide suggestions that could be adopted to improve EI among gifted students in Saudi Arabia. The findings of the qualitative investigation were organized according to different themes.

Analysis of the interviews conducted with 10 teachers and 30 gifted students provided significant insights into the feelings of self-confidence, self-control, self-initiative, human relations, and sharing the feelings of others, as well as teaching the teachers EI skills, incorporating EI into the curricula, providing EI training to gifted students, and incorporating the religious perspectives of EI into spiritual formation curricula.

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