



Article

## Motivation for Academic Achievement Among Gifted Students Considering Some Variables

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### Abstract

*The current study aimed to reveal on Motivation for achievement for gifted students from the school's students at Ajloun Governorate in the light of some demographic variables (Gender, grade, and educational level of father and mother, and the economic level of the family). To achieve the purposes of the study, the researcher used a scale of Motivation for achievement depending on the theoretical framework of the foundations of guidance and Psychological counseling that the researcher developed it to suit the study sample. The validity and reliability of the scale were high, the sample consists of (127) students from Gifted students who were selected stratified randomly from upper primary and secondary classes, the arithmetic averages (T.test) and one-way analysis of variance were found. The results of the study showed that the level of Motivation for achievement among gifted students was high, and there were statistically significant differences at the degrees level of Motivation of achievement among gifted students at the level ( $\alpha \leq 0.05$ ) at grade variable in favor of seventh grade. And there weren't any statistically significant differences at gender, the educational level of parents and the economic level of the family, The results also showed that there were a positive correlation Statistical significance at the level ( $\alpha \leq 0.05$ ) between motivation for achievement and academic achievement, The results were also discussed in the light of theoretical literature and previous studies and some recommendations were proposed based on the study results.*

**Keywords** Motivation for achievement, The gifted, Parents' educational level, demographic variables.

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## Introduction

Motivation for achievement is considered an internal force that stimulates an individual's behavior and directs them towards achieving the desired goals. It can be identified through an individual's behavior and attitudes. As a result of technological development and the tremendous amount of information that an individual is exposed to, the motivation for achievement towards teaching thinking has become an important event, as the motivation towards investigation is also an important event, considering the flow of a considerable amount of information.

Motivation for achievement forms an important dimension in the lives of students in general and gifted students in particular, as the gifted student passionately desires research and investigation, especially with enrichment curricula provided to them in schools for the gifted (Abu Aql, 2020).

Motivation for achievement takes part in achieving the individual's goals as we expose him to work, as the gifted child has a high level of ambition, increasing his chance of success and confidence (Shabir, 2005). Motivation is vital in achieving high performance and achievement levels (Sternberg, 2003).

The degree of motivation for achievement is important for learning, as it is inferred through behavioral indicators and helps explain why an individual behaves in a certain way (Al-Salti, 2004).

### *Theories that explain the Motivation for Achievement*

Many theories explain human behavior, so some of the most prominent theories that explain the motivation for achievement are among them:

- 1) Vroom's theory: Vroom pointed out that the motivation for achievement is the result of three factors: expectation through the extent of the individual's awareness of ability to accomplish a specific task, the relationship between the effort expended and performance, and the method factor, which means the awareness of the relationship between performance and the desired result, and the value factor, which is the value of the result that the individual seeks to achieve through exerting a particular effort (Duqa et al., 2009).
- 2) Self-efficacy theory refers to mental development through previous success or failure, which affects a person's future thoughts and behaviors (Abu Jaber, 2008).
- 3) Cognitive learning theory is based on integrating the impact of perceived competence and the obstacles imposed on the individual by surroundings, which affects external motivation. (Duqah, 2009).

- 4) Bruner's theory: It indicates that discovery learning includes arranging the elements of the classroom situation, as it seeks beyond the elements to formulate new arrangements, which leads to avoiding negativity by processing the situation more and reaching a state of saturation (Ghabawi, 2008).
- 5) Vleu model: This theory explains the extent to which the motivation for achievement of learning in the school context is affected by the extent to which the learner perceives the value of the activity, the ability to evaluate, to succeed, and to control the implementation of a specific activity (Dugah, 2009).

The motivation for academic achievement leads to increasing academic achievement, as learning achievement is an internal state among individuals that affects a person's behavior and performance and directs people to achieve a specific goal (Suhair, 2015).

So, this study came to identify the reality of motivation for achievement among the gifted at Ajloun Governorate in the light of some variables represented by gender, class, parents' educational level, family economic level, and the level of academic achievement.

## **Study Problem**

Modern changes are the rapid development wheel that emphasizes the importance of knowledge as human capital, which is an important wealth for building societies. Therefore, it is necessary to provide appropriate care and a supportive environment to develop their abilities and talents and to pay attention to developing their motivation towards achievement and academic progress. The importance of studying motivation for achievement among the gifted includes the need for self-insight and self-affirmation in adolescence due to its effects on gifted students' psychological, emotional, and behavioral aspects.

Motivation for achievement is one element that affects an individual's behavior. So human activity and its diversity are primarily due to the motivation and interests of individuals. Their multiplicity and diversity lead to diversification in their behavioral patterns and choices to achieve specific goals (CLINKENBEARD, 2012).

Motivation for achievement is also considered one of the most important motivations for learning and academic achievement, due to its impact through high-efficiency implementation and distinguished performance in a short time (Al-Namlah, 2016).

The previous studies, Phillips & Lindsay (2006), Al-Sulaili (2008), Abuameerah & Asqudi (2012), Al-Tayeb (2015), Al-Hamidi (2019), and Al-Ghamdi's study (2019) indicate the importance of achievement motivation among gifted students.

So, the current study attempted to answer the central question: Are there any statistically significant differences at the level of ( $\alpha \leq 0.05$ ) at the level of motivation for achievement among gifted students at Ajloun schools regarding gender, class, educational level of the family (father, mother), family economic level, and academic achievement?

So, the current study came to answer the following questions:

- 1) What is the level of motivation for achievement among the gifted students at Ajloun schools?
- 2) Are there any statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the level of motivation for achievement among gifted students regarding gender and grade variables?
- 3) Are there any statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the level of motivation for achievement among gifted students regarding the family's educational level (father, mother)?
- 4) Are there any statistically significant differences at the level ( $\alpha \leq 0.05$ ) in the motivation for achievement among gifted students concerning the economic level?
- 5) Is there a correlation between total motivation and academic achievement among gifted students?

## Study Objectives

This study aims to:

- Disclosing the level of motivation for achievement for gifted students at Ajloun Governorate / Jordan.
- Detecting the presence of statistically significant differences at the level of (0.05) at the level of motivation for achievement among gifted students according to gender and grade variables.
- Detecting the presence of statistically significant differences at 0.05 in motivation for achievement among gifted students according to the family's educational level (father, mother).
- Disclosing the presence of statistically significant differences at 0.05 in motivation for achievement among gifted students according to the family's economic level.

- Detecting the correlation between total motivation and academic achievement among gifted students.

*Objective limits of the study:*

- This study is limited to revealing the level of motivation for achievement among gifted students at schools in Ajloun Governorate and its relationship to some variables.
- The results of this study are generalized based on the psychometric implications provided by the research tools, such as validity and reliability.
- The generalizability of the results depends on the sample's characteristics and the degree of population represented.

*Study time limits:*

The study sample was limited to 127 seventh-grade students and first secondary from gifted students who enrolled at King Abdullah,2 Schools for Excellence/Ajloun, from the Ajloun Education Directorate for 2024/2025.

*Spatial limits of the study:*

This study was applied at King Abdullah Schools for Excellence/Ajloun, from the Ajloun Education Directorate

*Conceptual limits and operational definitions:*

This study was applied according to the definition of (Houton) presented in Al-Zaghoul (2005), which the researcher developed for the study, and procedurally, it is the degree that the gifted student obtains on the scale of motivation for achievement learning.

*Importance of studying*

The importance of this study disclose the level of motivation for achievement for gifted students, in light of some variables(gender, class and educational level of the father and mother, the economic level of the family and Academic achievement) among gifted students in primary and secondary schools, which helps researchers to identify their tendencies, abilities, their potential and their view of the future and the environment influence. Moreover, the importance of demographic variables lies in the overlap with the civilization pattern and the pattern of family and society as a whole, as studying the age stage helps to know the mental development and the individual's

influence on the surrounding values in society, as well as that cultural level of the family and the type of activity that parents practice affect the way of their children thinking.

The importance of theoretical study is represented in the following aspects:

- Caring for the gifted is the goal of any society, which is to advance and prosper its individuals.
- Standing on a level of motivation for achievement, gifted students are a part of national wealth, and the educational process is of great importance to educators and counselors considering some variables (gender, class, and educational level of the father and mother, the economic level of the family, and Academic achievement).

The study of individual differences between individuals at the level of motivation for achievement has great importance to direct and invest in their capabilities and to confront the psychological problems and disorders they suffer from. This disparity in social variables varies according to gender (males and females) and grade level, which indicates the student's chronological age, and social upbringing, including differences in the cultural environment (educational level of the father and mother), social environment, values, and customs. And beliefs, the family's economic level, and its impact on the family.

It is important to study the differences in the level of motivation for achievement among gifted students to realize the differences between the levels of demographic variables. The practical importance of the research is also evident in the following aspects:

- Emphasizing the importance of revealing the motivation for achievement because of its close relationship to psychological state, social relationships, and professional future.
- This study provides a test to measure the level of motivation for achievement, which has suitable psychometric properties for the Jordanian and Arab environment in general.

So, this study revealed the level of motivation for achievement for gifted students, considering some variables (gender, class, educational level of parents, the family's economic level, and Academic achievement).

#### *Study Definitions:*

The gifted (US Bureau of Education definition as mentioned in Jarwan, 2015, p. 42): Gifted children: Those who show evidence of high performance at intellectual, creative, artistic, leadership, and special academic areas, and need services and

activities not usually provided by the school. It is to develop such preparations or encounters fully.

The procedural definition of a gifted child is diagnosed as gifted by the Ministry of Education and is studying at King Abdullah Schools for Excellence/Ajloun (His academic achievement is high, and he undergoes a collective intelligence test.)

Motivation for achievement, as mentioned by Belhaj Forouja (2011) from the definition of Edwards Mori, is the constant desire to strive for success, accomplish complex tasks, and overcome obstacles efficiently, with the least effort, and the best level of learning.

It is procedurally defined as the degree to which gifted students perform on the motivation of achievement scale developed for this study.

Academic achievement: It is a cognitive mental activity of the student inferred from the total grades obtained in the performance of study requirements (Al-Dahri, 2011).

It is procedurally known as the average grade a student gets in school.

#### *The Previous studies*

Many studies have been carried out on motivation for achievement over the past decades:

A study conducted by Phillips and Lindsay (2006) aimed to reveal the factors that affected the motivation of the gifted. The sample consisted of 15 students aged 14/15 in England who were interviewed individually. The results indicated the impact of providing education, learning, support, social and emotional factors on students, and the role of motivation in achieving a high level of achievement.

Al-Sulaili (2008) also conducted a study to reveal the level of cognitive, emotional, and social characteristics and achievement motivation among gifted students with learning difficulties in the intermediate stage in Kuwait. The sample consisted of 60 students from the eighth and ninth grades, and the characteristics scale was used on them. The results indicated that the level of motivation for achievement among gifted students with learning difficulties was medium.

A study by Al-Ghamdi (2019) aimed to disclose the degree of motivation for achievement and ambition among a sample of gifted students in the intermediate stage in the Al-Baha region/Saudi Arabia. The study sample consisted of 100 male and female students from the intermediate stage for the academic year 2018. Two tools were used to measure ambition and motivation for achievement to achieve the study's objectives. The results showed that the level of motivation for achievement and ambition was high among gifted students in the intermediate stage, and there was a

difference in the level of motivation for achievement in favor of gifted male students. There are no differences attributable to the gender variable.

In a study conducted by Al-Tayeb (2015) aimed to determine the relationship between achievement motivation and leadership trait for a sample of 420 gifted students in the primary stage in Khartoum, the achievement motivation scale and the leadership trait scale were used. The results indicated that the students had a high level of achievement motivation and leadership level, and there were no statistically significant differences between males and females in the level of achievement motivation.

A study by Abuameerah & Asqudi(2012) aimed to find the relationship between achievement motivation and academic achievement of secondary school students in Jordan. A questionnaire was used to measure achievement motivation. The results indicated that the level of achievement motivation is high and that there is a relationship between achievement motivation and academic achievement. There are no differences in the sample responses according to the gender variable.

Al-Hamidi (2019) also conducted a study to identify the level of motivation for mental achievement among gifted students in Jeddah Governorate and the differences in that degree according to the gender variable. The descriptive approach was used on a sample of 400 gifted male and female students in the Jeddah region to achieve the study's objectives. The developed mental achievement motivation scale was applied to the Saudi environment, consisting of 43 paragraphs. The results showed that the motivation for mental achievement among gifted students was medium on the total scale and sub-dimensions.

Bey and Al-Shaibani (2023) conducted a study that aimed to know the relationship between achievement motivation and academic talent among third- and fourth-year middle school students in the middle schools of El Oued State. It relied on the descriptive approach, and the study sample consisted of 60 students divided into 30 gifted and 30 non-gifted students. The researcher "*Sumia Hadeſ's*" achievement motivation scale, which contains 19 items, was applied to them. The results showed statistically significant differences between the motivation scores of gifted and non-gifted middle school students, and there are no statistically significant differences in the achievement motivation scores of gifted students between males and females that can be attributed to differences in gender. There are also no statistically significant differences in the achievement motivation scores of gifted students between the third intermediate level and the fourth intermediate level that can be attributed to differences in level.



*Comment on previous studies*

It is clear from previous studies that there are studies that searched motivation for achievement for ordinary and gifted students, considering some variables (gender, class, and educational level of the father and mother, the economic level of the family, and Academic achievement), all studies have a sample from schools of gifted students, such as Philippi & Lindsay (2006), Al-Sulaili (2008), Abuameerah & Asqudi (2012), Al-Tayeb's (2015) and Al-Hamidi's (2019), Al-Ghamdi's (2019) and Bey and Al-Shaibani (2023). Moreover, all studies followed the descriptive analytical approach in revealing the motivation for achievement among gifted students.

So the current study came to reveal the level of motivation for achievement for gifted students in light of some variables (gender (male and females), class (seventh grade and first secondary) and educational level of the father and mother, the economic level of the family and Academic achievement) among gifted, noting that the study sample consists of secondary and upper primary school students from gifted students at Ajloun Governorate/Jordan.

*The study population and its sample*

The study community includes all gifted students at the Ajloun Education Directorate/Jordan for the year (2024/2025), from primary and secondary school students (368) of the gifted. The study sample consisted of 127 students (male and female) who were chosen randomly and stratified. It consisted of (69) students from the seventh grade and (58) from the first secondary grade from King Abdullah School for Excellence at Ajloun Education Directorate/Jordan, as in Table 1.

*Table 1. Number of students (sample members) according to study variables*

variables	categories	Repetition	The ratio
gender	male	55	43.3
	female	72	56.7
class	Seventh	69	54.3
	First Secondary	58	45.7
Educational level of father	High school and below	46	36.2
	University	45	35.4
	Postgraduate studies	36	28.3

Educational level of the mother	High school and below	18	14.2
	University	71	55.9
	Postgraduate studies	38	29.9
Level Family Economics	500 or less	26	20.5
	More than 500 dinars	101	79.5
Total		127	

It is clear from Table (1) that the total number of gifted students (127), including (55) Males and (72) Females, they are distributed according to the class. (69) from the seventh grade, (58) from the first secondary, They are also distributed according to the father's educational level, (46) students whose fathers are from the category the High school and below, and (45) students whose fathers are from the category University, (36) students whose fathers are from the category postgraduate studies, They are also distributed according to the educational level of mothers to (18) student whose mothers from the category High school and below, and (71) student whose mothers from the category of University (38) student whose mothers from the category of postgraduate studies.

#### *Study tool (Motivation for achievement scale)*

In this study, the researcher used the motivation for achievement scale, depending on the theoretical framework for the foundations of guidance and counseling of Psychological Definition (Houton), as referred to in Al-Zaghoul (2005), which was developed by Abu Asaad (2014). The researcher developed it to suit the Jordanian environment. For the current study, and to measure the Total level of motivation for achievement, and each paragraph of the scale was answered according to the fifth gradation Likert, which is (always, often, sometimes, rarely, Very rarely) on a scale of (1-5), where the total mark from (5) The cut-off point is higher than (3.1) High, between (2.5-3.1) Medium, and less than (2.5) Low. The total score was also found out of 5. The total scale consists of (14) items.

The validity implications of the scale, the transactional correlation between each paragraph and the total score, and between each paragraph and its connection, and between dimensions and the total score were found in a survey sample from outside the study sample, which consisted of 30 students. The correlation coefficients

of the paragraphs with the tool ranged between (0.38-0.83), and the field (0.37-0.84). As shown in this Table.

Table (2) Correlation coefficients between the paragraph and the total score

Paragraph number	1	2	3	4	5	6	7	8	9	10	11	12	13	14
Correlation coefficient between paragraph and total score	.67(**)	.51(**)	.41(*)	.38(*)	.70(**)	.46(**)	.40(*)	.58(**)	.46(*)	.71(**)	.49(**)	.51(**)	.65(**)	.58(**)

\* Statistically significant at the significance level (0.05).

\*\* Statistically significant at the significance level (0.01).

All correlation coefficients appear acceptable and statistically significant; therefore, none of these paragraphs were deleted.

#### Stability of Achievement Motivation Scale

To ensure the reliability of the study tool, the test-retest method was verified by applying the scale and reapplying it two weeks later to a group outside the study sample consisting of 30 Students. Then, Pearson's correlation coefficient was calculated between their two times. It was (0.86).

#### Study variables

The study included the following variables:

- Independent variable: gender, grade, and educational level of the father and mother (High school or below, university, postgraduate studies), the economic level of the family, and academic achievement.
- Dependent variable: The level of achievement motivation for learning.

#### Statistical processing

Data were prepared and statistically analyzed using the program SPSS, to:

- Calculating the reliability coefficient of the total study scale by re-application, using Pearson's correlation coefficient.
- Arithmetic averages and Standard deviations for performance scores on the total motivation scale for achievement and its dimensions were also calculated.
- It was also used (T. Test) to identify the level of statistical significance of the differences between the arithmetic means according to the gender variable (male, female), the class (Seventh and first secondary), and the educational level of the parents.

- One-way analysis of variance is used to identify the statistical significance of the differences between the arithmetic means according to parents' educational level.
- The correlation coefficient was also found between the performance of the sample (gifted) on the total level of motivation for achievement scale and academic achievement.

## Results of the Hypothesis and Discussion

Results related to the first question:

The first question in the study is:(What is the level of motivation for achievement among the gifted students in Ajloun schools?).

Arithmetic means and standard deviations were extracted at the motivation scale for achievement to answer this question. Moreover, Table 3 shows this.

*Table (3) Arithmetic means and standard deviations of the scale of motivation for achievement according to arithmetic averages*

The number	Paragraph	Arithmetic mean	Standard deviation	Level
1	I approach studying with passion and comfort.	3.62	1.228	high
2	I refuse any advice the teacher gives me.	1.56	.897	low
3	I do my homework to please my teacher.	1.91	1.235	low
4	My teacher is the type who attracts me to the lesson.	3.62	1.272	high
5	My school takes care of my interests and seeks to develop them.	3.01	1.616	high
6	I have a specific goal that I strive to achieve.	4.17	1.216	high
7	When I feel tired, I stop studying for another day.	2.89	1.393	medium
8	I feel stressed when I cannot memorize lessons.	3.63	1.362	high

The number	Paragraph	Arithmetic mean	Standard deviation	Level
9	I feel good when I complete my homework.	4.60	.937	high
10	I study on my own without pressure from my parents.	4.13	1.079	high
11	I love the subject because I love the teacher.	3.59	1.405	high
12	I can challenge all obstacles that stand in the way of achieving my goal.	3.99	1.109	high
13	I study for fear of failure, not for success.	2.19	1.484	medium
14	The presence of obstacles increases my desire to achieve my goal.	3.50	1.356	high
	Total score	3.32	.430	high

The Table shows (3) The arithmetic means ranged between (1.56-4.60), where paragraph (I feel good when I complete my homework) began with a high arithmetic mean (4.60). At the same time, the paragraph (I refuse any advice the teacher gives me) was at the last, with a low score (an arithmetic mean of 1.56). The results of this study agree with those of Philiips & Lindsay (2006), Abuameerah & Asqudi (2012), Al-Tayeb's study (2015), and Al-Ghamdi's study (2019), which indicated a high level of motivation for achievement among gifted students, while the results of this study do not agree with Al-Sulaili's study (2008) and Al-Hamidi's study (2019), which indicated a medium level of motivation for achievement among gifted students.

The researcher attributes this result to the fact that gifted students have higher abilities to persist and be determined than others. Their mental abilities push them to work and exploit their potential to achieve their goals. In addition, the school environment in King Abdullah II Schools for Excellence includes competition and enrichment programs that stimulate high achievement.

#### Results related to question 2

The second question : ( Are there any statistically significant differences ( $\alpha \leq 0.05$ ) at the level of motivation for achievement among gifted students regarding gender and class variables?

To answer this question, the total level of motivation for achievement was found at the gender variable, as shown in Table 4.

Table 4: The total level of motivation for achievement at the gender variable

Statistical significance	degrees of freedom	value "T"	Standard deviation	Arithmetic mean	number	gender	Dimensions
.074	125	3.251	55	.400	3.28	male	Guidance Needs Scale
			72	.452	3.34	female	

Table (4) shows that the total level of motivation for achievement among gifted students at the gender was high either at males or females, The results showed that there are not any statistically significant differences at ( $\alpha \leq 0.05$ ) at the total level of motivation for achievement at gender variable among gifted students, The results of this study are consistent with Abuameerah & Asqudi(2012), Tayeb's (2015), and Bey & Al-Shaibani (2023) Which indicated that there were not any differences at the level of motivation for achievement based on the gender variable. The results of this study also do not agree with Al-Ghamdi's study (2019), which indicated the existence of differences at the level of motivation for achievement at the gender variable in favor of males.

This result can be explained by the fact that gifted students, both males and females, have a high ability to solve problems, be creative, and be enthusiastic to pursue, achieve, and acquire.

The level of total motivation for achievement among gifted students at class variable (seventh and the first secondary) was found as shown in Table 5.

Table (5): The level of total motivation for achievement among gifted students at the class variable

	the line	Arithmetic mean	Standard deviation	number	value "T"	degrees of freedom	Statistical significance
Motivation level Total	Seventh	3.39	.366	69	5.309	125	.023
	The first Secondary	3.23	.485	58			

It is clear from Table 5 that the level of motivation for achievement total, among gifted students, on the change in line for the students of the Seventh, and the class, the first secondary was at a high level, as there are statistically significant differences. At

the level of ( $\alpha \leq 0.05$ ) At level Motivation for achievement total Among gifted students On the changer On the class variable Among gifted students In favor of the seventh grade, the results of this study are consistent with And study Bey and Al-Shaibani (2023) The researcher did not find (to the best of his knowledge) anything that does not agree with the current study.

The results of this study can be interpreted as gifted students from the seventh grade at the beginning of the upper basic stage going through a stage of maturity and change in interests and ambitions as they move to King Abdullah II Schools for Excellence at the beginning of the seventh grade, which increases their enthusiasm for learning and their motivation for achievement.

#### *Results related to Question 3 And discuss it*

Your AN AL Question 3 In the study text, there are statistically significant differences at the level of ( $\alpha \leq 0.05$ ). At the level of motivation for achievement, Students are Talented According to the variables of the family's educational level (father, mother).

To answer this question, account-level motivation for achievement total among gifted students on the changing educational level of father (High school General and below, university Postgraduate studies), as in Table 6.

*Table (6): Level Motivation for achievement Total Among gifted students on the variable of educational level for father*

Educational level of father	number	Arithmetic mean	Standard deviation	value "F"	degrees of freedom	Statistical significance
High school General and below	46	3.34	.411	1.224	124	.298
University	45	3.25	.458			
studies Alia	36	3.37	.419			

It is clear from Table 6 that the level of motivation for achievement total among gifted students on the father's educational level variable ranged between 3.25 and 3.37. They are high values.

Moreover, as it turns out, there are significant statistical differences at the ( $\alpha \leq 0.05$ ) level. At the level of motivation for achievement and the change in the father's educational level, the researcher did not find (to the best of his knowledge) any study that agreed or disagreed with the current study.

The results of this study can be interpreted as parents seeking new methods, whether they have a postgraduate education, university education, or a secondary school education, or less, to help their children succeed.

As calculated, the level of motivation for achievement among gifted students is variable in terms of educational level for the mother (High school general and below, university postgraduate studies), as in Table 7.

*Table 7: Level Motivation for achievement total among gifted students on the variable of educational level*

Educational level of father	number	Arithmetic mean	Standard deviation	value "F"	degrees of freedom	Statistical significance
High school General and below	18	3.25	.433	.337	124	.715
University	71	3.31	.464			
studies Alia	38	3.35	.362			

It is clear from Table 7 that the level of motivation for achievement total among gifted students on the variable, the mother's educational level, ranged between 3.35 and 3.35. They are high values.

Furthermore, as it is clear from the Table (7) He does not crown significant differences Statistics At the level of ( $\alpha \leq 0.05$ ) At level Motivation for achievement total Among gifted students On the variable of educational level For mother, The researcher did not find (to the best of his knowledge) any study that agreed or disagreed with the current study.



The results of this study can be interpreted as mothers, whether they have a postgraduate education, university education, or a secondary school education or less, seeking to develop a love of science and achieve accomplishments and goals.

*Results related to Question 4 And discuss it*

Your AN AL Question 4 In the study text, (Are there statistically significant differences at the level of ( $\alpha \leq 0.05$ )? At the level, motivation for achievement, Students have Talented, Depending on the level variables economic for the family?).

To answer this question, the account was completed at the account level. Motivation for achievement, Total, and its dimensions among gifted students on the change R Level Economical for family (Less than 500 dinars, 500 or more), as in the Table (8).

*Table (8): level Motivation for achievement Total Among gifted students on variable Level Economic For the family*

Dimensions	Level	number	Arith metic mean	Standard deviation	value “T”	degrees of freedom	Statistical significance
Motivation for achievemen t Total	500 or less	101	3.35	.423	.154	125	.696
	More than 500 dinars	26	3.31	.433			

Moreover, as it is clear from Table 8, He does not find significant differences. Statistics at the level of ( $\alpha \leq 0.05$ ). At level Motivation for achievement total Among gifted students on level variable Family economic, the researcher did not find (to the best of his knowledge) any study that agreed or disagreed with the current study.

The results of this study can be interpreted as gifted students, whether from families with an economic level of less than 500 dinars or 500 or more, their families tend to help them achieve and learn.

*Results related to question five and discuss them*

The question was: Fifth, the study states: (Is there a correlation between the level of Motivation Total and academic achievement among gifted students?).

To answer this question, Pearson’s correlation coefficient was calculated for the relationship between the level of motivation and academic achievement of gifted students, as shown in Table 9.

Table (9): Pearson's correlation coefficient for the relationship between achievement motivation and academic achievement for gifted students

Average	Statistician used	Dimension
.229(**)	Correlation coefficient	Gauge Motivation
.010	Statistical signifi	Total

Table 4. Cumulative Table for used strategies.

Strategy	How often is it used?
Trial and error (Choice and intelligent guessing)	11
Finding a pattern	7
Logical reasoning	7
Making a drawing or a diagram	7
Working backwards	2

It is clear from the Table (9) The existence of a correlation positive not statistically significant at the significance level ( $\alpha \leq 0.05$ ) between level Motivation for achievement and academic achievement For the talented, This is consistent with study with study ((Philiips & Lindsay, 2006) And study Abuameerah & Asqudi (2012) which indicates a relationship Positive between level Motivation for achievement and academic achievement for gifted students.

The existence of a relationship at this level can be explained by motivation for achievement and academic achievement for the gifted because motivation for achievement is a means of predicting academic behavior, which affects the individual's success or failure. Individuals live by what they are driven to do and feel anxiety about achieving it. Also, realizing self-efficacy and mental awareness are very important towards learning and achieving a high level of achievement, performing tasks, and practicing school activities that they are assigned, which increases their ability to process information and learn.

## Recommendations

Considering the research results, the researcher recommends:

- Necessity: Building guidance programs that improve motivation for achievement among gifted students.

- The need to consider individual differences among students and the impact of environmental factors, and graphics, among the talented, as the study indicated.

## Suggestions

Considering the research results, the researcher also suggests the following:

- More studies need to be conducted on motivation for achievement in other categories of people with special needs.
- Conduct a study on the relationship between motivation for achievement, family upbringing patterns, and self-concept for the gifted.

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