



The Influence of Motivation towards Academic Achievement among Gifted Students in Saudi Arabia

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ABSTRACT

This research examines the influence of motivation towards academic achievement among gifted students in Saudi Arabia. The discussion in the study is based on the theoretical framework of the emotional intelligence Theory Goleman's (1995), the Mayer and Salovey Model (1995) and achievement motivation Theory. These theories are appropriate for the study because they allow the reader to understand how academic achievement is significantly influenced by motivation among gifted students in Saudi Arabia.

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Introduction

Emotional intelligence has been considered a base requirement to maintain a state of inner harmony, the most important feature of IQ, which makes it popular among those with a scientific bent of mind, is that it has a 'structural' basis in the form of brain circuitry, which is mostly inherited or genetically (Thomas, 2011). Thus, the concept of IQ provides a biological foundation for the study of personality and individual differences. It also enhances one's confidence in dealing with the challenges of living and learning in educational institutions. Researchers argued that emotional intelligence was linked to the learning process of a student (Goleman, 1996; Elias, Ubrico, Reese et al., 1992; Svetlana, 2007). Preti (2013), examined the factors affecting the development of emotional intelligence and their role in the academic achievement of students, and found links among emotional intelligence, academic achievement, and teaching emotional and social skills at school.

The emotional intelligence and academic achievement of gifted students in Saudi Arabia has become an increasing source of concern within the Saudi Education Sector (Alqefari, 2010). This concern was due to the significant role played by education in national development. Making appropriate provision for gifted and talented students is important to the development of any functioning society (Alqefari, 2010). In addition, the academic achievements of Saudi Arabian gifted students do not meet up to expectations, and this has affected societal development, correspondingly, the major challenge faced by the Saudi general education system is improving the quality of education so that the graduates of the system have skills and knowledge that match the demands of the labor market (Aljughaiman & Grigorenko, 2013; Prokop, 2003). The country requires intelligent and creative individuals who are capable of creating new inventions and opening new horizons to advance technological and scientific sectors. They must also remain competitive in the fast-paced developing world. Recently, the Kingdom of Saudi Arabia has focused on the important role of this special group.

Background of the Study

This study aims to examine the influence of motivation towards academic achievement among gifted students in Saudi Arabia. Academic achievement is subject to different theoretical views and methods of assessment. Consistent with the history of motivation theories and research, early studies on the academic achievement of gifted students relate motivation to personality traits. The search for a deeper understanding of human intelligence began in the early 1900s when Binet (1916), started administering intelligence tests to school-age children in France (Labby, Lunenburg, & Slate, 2012). France had radically changed its education philosophy by mandating that all children aged 6 to 14 years attend school. Binet's mission was to develop a measure that would help determine differences between normal children and the subnormal ones. Binet's research assistant, Simon, helped him develop a test for measuring intelligence (Binet & Simon, 1915, 1916). In 1911, after two revisions, the Binet-Simon Intelligence Scale was finally used worldwide (Terman, 1916). By 1918, the United States became the first country in the world to administer large-scale intelligence testing to its army recruits (Palter, 2014) and between 1920 and 1935, researchers at Stanford University administered thousands of eugenic tests of intelligence and personality traits to Chinese-American and Japanese-American children in California's public schools (Palter, 2014).

Goleman (1998), was the first to direct research and theoretical attention to emotional intelligence. He formulated a theory for this kind of intelligence in 1995 through his first book on emotional intelligence. In that work, he confirmed that academic, personal, and professional success cannot be fulfilled if the person does not acquire emotional and social skills (Elias, 1997). Emotional intelligence includes two fields, namely, personal competence and social competence. In this study, emotional intelligence is important because higher emotional intelligence helps gifted students to be stronger internal motivators, which can reduce procrastination, increase their self-confidence, and improve their ability to focus on a goal of their academic achievement. It also allows gifted students to create

better networks of support, overcome setbacks, and persevere with a more resilient outlook. This is because; our ability to delay gratification and see the long-term directly affects our ability to succeed (Rabindranath, 2014).

Problem Statement

A rigorous study indicated that the current curricula for gifted students in intermediate schools are designed to address many important issues regarding the development of the aspects of intelligence among gifted students. Therefore, the emotional intelligence skills of the intermediate school students, which have been observed to be a major determinant of academic achievement, must be developed and enhanced to interrupt the trend of poor academic achievement among them. A student may recover from physical pain or injury, but may never recover from the terror and degradation of his emotional state (Kahtani, 2013). Although the education of gifted and talented individuals has been intensively researched worldwide, little has been written about the education of the same population in Saudi Arabia and throughout the Arab countries. The status of the education of gifted individuals is still vague and unclear even for educators themselves (Obaidli & Ali, 2006).

New initiatives tailored to the Saudi environment are urgently needed. These initiatives are must aim to improve academic achievement of gifted students and identify the factors that influence this. This need was stressed by several Saudi researchers (Kahtani, 2013). Most available studies have focused on different aspects of the problem. However, such research inquiries may have information gaps that do not match the Saudi environment. Therefore, the current research aims to address this research gap. The intelligent and creative individuals were categorized based on the test given by the Saudi Ministry of Education. These individuals were placed in special schools located in Jeddah (Ministry of Education, 2013). Saudi researchers, such as Algamdi (2007), affirmed that the concerned parties should focus on gifted students and monitor their academic achievement level. In addition, authorities should create scientific educational mechanisms to sustain the development of gifted students, including the detection of any factors that may hinder their performance.

The researcher found that the scores of the gifted students varied in the past three years because of the emotions of students and because these scores have also been affected by school, society, or family. The total scores of 150 (78 male and 72 female) students were used by the researcher in the duration of three years from the examination records to determine the level of emotional intelligence and academic achievement among gifted students in Saudi Arabia, bearing in mind the understanding of emotional intelligence and achievement motivation theories. The researcher's observations and experiences also contributed in identifying the research gap in this area of study.

This study verifies the current research problem by conducting interviews with four teachers of the intermediate schools in the study area before the commencement of the actual study. The interview questions are mainly focused on the influence of emotional intelligence on academic achievement of gifted students in Saudi Arabia. Three of the four teachers reported that a basic teaching method is lacking, which can affect the students' academic achievements. All teachers agree that current teaching methods and learning tools, such as e-learning, are not in demand among the gifted students. They also acknowledge the problems they confront when helping their students improve their emotional intelligence.

Objectives of the Study

1. To investigate the influence of motivation on academic achievement among gifted students.
2. To describe the concept of motivation among gifted students in Saudi Arabia
3. To provide suggestions from the teachers that could be adopted to improve motivation among gifted students in Saudi Arabia.

Research Questions

1. Is there any significant influence of motivation on academic achievement among gifted students?
2. How can the concept of motivation be described among gifted students in Saudi Arabia?
3. What are the suggestions from the teachers that could be adopted to improve motivation among gifted students in Saudi Arabia?

Research Hypotheses

Ho1. There is no significant difference between motivation level of male and female students.

Literature Review

Motivation and Academic Achievement of Gifted Students

Motivation refers to emotional tendencies that lead an individual towards fulfillment of his goals. Researches were conducted by previous researches on gifted students motivation and academic achievement both in Saudi Arabia and world at large. All the researchers came with different results in their findings, for instance Al-Dhamit and Kreishan (2014), investigated a sample of school gifted students' intrinsic and extrinsic motivations, 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.) to investigate the mentioned constructs. Results showed that students were highly intrinsically and extrinsically motivated. The results also showed significant correlation between intrinsic and extrinsic motivations and perceived competence and parental support scales except for parental control. Other interesting findings were also found regarding the aforementioned constructs. The results further reveal some significant differences in control, achievement goal, motivation and competence support between genders and education of parents.

Rule and Montgomery (2013), conducted a study using cartoons to teach about perfectionism supporting gifted students' social-emotional development. Cartoon interpretation and production are teaching strategies that can assist students in a deeper understanding of concepts and practice of higher level thinking skills while motivating gifted education creating 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, are discussed in the study. The study revealed that creating cartoons was intrinsically motivating, promoted deeper levels of content learning, and facilitated application of concepts, and aided self- and overall reflection of emotional social skills.

Zbainos and Kyritsi (2011), conducted a study to investigate aspects of motivation of Greek gifted students. The study investigated the motivation of 10 Greek talented students who had won national and international competitions in different fields of talent. The method of investigation was qualitative through interviews. Their narrations demonstrated that their occupation with what would later become their talents started either by chance, or by a member of the family who distinguished some ability and operated as their mentor. In the

process all participants described mastery goal orientation motivating their actions, until they started participating in competitions, where performance orientation operated additionally to their existing mastery orientation. In general, their behavior was directed by approach motivation, while avoidance motivation did not seem to be present at all.

Clinkenbeard (2012), when writing on motivation and gifted students theories and implications for gifted and talented students, mentioned that the expectancy-value framework, intrinsic-extrinsic motivation theories, goal orientations, self-efficacy and other self-perceptions, and attribution theory are described and discussed with respect to implications for 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 it as a practical structure within which to consider instructional practices with gifted students.

Meier and Preckel (2014), studied the pivotal role of need for cognition, different motivational variables related to learning and achievement in order to identify which types of academic motivation predict students' attendance of a special class for the gifted. The sample of 5th grade students in special classes for gifted and compared them to students in regular classes ($N = 921$; 31% in gifted classes) while controlling for confounding factors students' cognitive ability, academic achievement, sex, and parental level of education. Logistic regression analysis revealed that need for cognition (NFC) best predicted attendance of special classes for the gifted as compared to academic self-concepts, academic interests, or mastery and performance goals. The study suggested that it might be useful to explore NFC as an indicator for students' need for advancement options. In addition, the authors hoped that the findings might stimulate the discussion on whether students high in NFC would benefit from being included in gifted programs.

The studies on emotional differences Jenaabadi (2014) between male and female genders asserted that female's emotional reactions were better than males. In the same vein, Besharat et al (2006), states emotional intelligence of female students higher than that in male students According to (Goleman, 1995), emotional intelligence has been universally highlighted as critical factor to human success. Emotional intelligence of a person mainly depends on the aspects which are very important for the successful and effectual socialization of an individual (Kar et al 2014). It has been highly inclined by culture of the society where the individual belongs to (Berrocal et al. 2005). When education is getting expanded with a high level existence of competition for the students to excel in their career, the role of emotional intelligence becomes relevant and necessary (Kar et al 2014). As a result, students are puzzled to organize their emotions to confront the academic challenges. Numerous studies stated that emotional intelligence can have a major impact on several elements of everyday life (Stys & Brown, 2004). Study conducted by Palmer, Donaldson, and Stough (2002), concluded that EI was a predictor of life satisfaction. Moreover, people with high emotional intelligence show signs of healthier psychological adaptation (Stys & Brown, 2004). According to Brackett, Mayer, & Warner (cited in Stys & Brown, 2004), when the level of emotional intelligence of an individual is high, he/she is likely to possess various characteristics such as positive interactions with peers and family, attending to health and appearance. According to Mayer, Caruso, and Salovey (1999), higher parental warmth and attachment is highly correlating to higher emotional intelligence.

On the other hand, higher emotional intelligence reports positive interpersonal relationship of an individual (Stys & Brown, 2004).

Methodology

The mix of quantitative and qualitative research design was adopted for this study. The study sought to determine the gender difference and emotional intelligence elements among gifted students in Saudi Arabia reasons. 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 this 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 qualitative 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.

Findings

The study used both quantitative and qualitative methods of analysis. The quantitative study shows the influence of motivation on academic achievement among gifted students in Saudi Arabia. The qualitative study shows how the concepts of motivation, is described among gifted students in Saudi Arabia and the suggestions from the teachers that could be adopted to improve motivation among gifted students in Saudi Arabia.

Research Question 1: Is there any significant influence of motivation on academic achievement among gifted students?

Ho1. There is no significant influence of motivation on academic achievement among gifted students.

The results of the multiple regression analysis between emotional intelligence and academic achievement among gifted students are presented in Table 4.7. The R^2 was 0.446 indicating that 44.6 percent of the variation of academic achievement can be explained by emotional intelligence of students. The result show self-regulation ($\beta = 0.256$, $p < 0.01$), motivation ($\beta = 0.150$, $p < 0.05$), and empathy ($\beta = 0.371$, $p < 0.001$) were positively effect on academic achievement whereas self-awareness ($\beta = 0.084$, $p > 0.05$) and social skills ($\beta = 0.041$, $p > 0.05$) have no significant effect academic achievement of gifted student in Saudi Arabia. Thus Ho1b, Ho1c, and Ho1d were supported and Ho1a and Ho1e were not supported.

Research Question 2: How can the concept of motivation be described among gifted students in Saudi Arabia?

Table 1. Distribution of the population

Class	Males	Females	Total
First class	71	62	133
Second class	66	68	134
Third class	69	60	129
Total	206	190	396

Table 2. Distribution of quantitative study respondents according to class grade and gender

Class	Males	Females	Total
First class	27	23	50
Second class	25	26	51
Third class	26	23	49
Total	78	72	150

Source: Al Faisaliah School and the school of 128th data.

Table 3. Distribution of qualitative study respondents according to class grade and gender

Class	Male	Female	Total
First class	5	5	10
Second class	5	5	10
Third class	5	5	10
Total	15	15	30

Table 4. Multiple Regressions

Hypothesis	Variables	Standardize Beta	Decision
Ho1a	Self-Awareness	0.084	Rejected
Ho1b	Self-Regulation	0.256**	Accepted
Ho1c	Motivation	0.150*	Accepted
Ho1d	Empathy	0.371***	Accepted
Ho1e	Social Skill	0.041	Rejected
F value		23.167***	
R ²		0.446	
Adjusted R ²		0.427	

Note: *p<0.05; **p<0.01; ***p<0.001

Table 5. Themes identified from the interview data collected from Gifted Students.

Themes	Sub-themes
Feeling of Self-Confidence	. Speaking about one's feelings . Expressing one's feelingstoward others to be easy . Having a natural smile.
Self Control	. Controlling one's anger is not easy . Getting angry easily . Requesting help from friends during exams period if need arises
Self Initiative	. Interest in performing new tasks . Interest in accomplishing work for others .Initiate work without being asked
Human Relation	. Making friendships as an important thing . Loving one's friends .Spending time with others
Sharing the feelings of others	. Sharing with others during their private conversations . Convincing others of one's point of view .Solving problems when a dispute occurs among group members

Table 6. Themes identified from the interview data collected from Gifted Students.

Themes	Subthemes
Teach the teachers emotional intelligence skills,	. Teachers should be emotionally literate . Teachers should teach with self-awareness and optimism . Emotionally intelligent teachers should be caring and deeply empathetic
Incorporating emotional intelligence into the curricula	. Controlling one's anger is not easy . Geting angry easily . Requesting help from friends during exams period if need arises
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

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 4:

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)

Identified Themes for Qualitative Study

In the following sections the researcher revealed the opinion of each participant in line with the research question number four (2) and question number five (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 motivation and suggestions that could be adopted to improve motivation 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

Research Question 3: What are the suggestions from the teachers that could be adopted to improve motivation 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 motivation among gifted students in Saudi Arabia. The teachers provided some suggestions that could be adopted to improve motivation 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 5:

Analysis of the interview conducted with teachers of gifted students from the centre of gifted students Jeddah Saudi Arabia gave a great insight into the importance of the suggestions that could be adopted to improve motivation among gifted students in Saudi Arabia. In this section, the responses of the respondents were summarized under the following themes:

- (a) Teach the teachers emotional intelligence skills,
- (b) Incorporating emotional intelligence into the curricula,
- (c) Provide emotional intelligence training to gifted students,
- (d) Incorporate religious perspectives of emotional intelligence into spiritual formation curricula.

Discussions

The study revealed that, there is a positive influence of motivation on academic achievement among gifted students. It was shown in the data analysis and interpretation that motivation ($\beta = 0.150, p < 0.05$) has positive effect on academic achievement of gifted students in Saudi Arabia. Motivation refers to emotional tendencies that lead an individual towards fulfillment of his goals. Researches were conducted by previous researches on gifted students motivation and academic achievement both in Saudi Arabia and world at large. All the researchers came with different results in their findings, for instance Al-Dhamit and Kreishan (2014),

The finding of this study is like that of Al-Dhamit and Kreishan (2014) who investigated a sample of school gifted students' intrinsic and extrinsic motivations, and the role of their parents in fostering motivational achievements in Jordan. Results showed that students were highly intrinsically and extrinsically motivated. The results also showed significant correlation between intrinsic and extrinsic motivations and perceived competence and parental support scales except for parental control. The results further reveal some significant differences in control, achievement goal, motivation and competence support between genders and education of parents.

The findings of this study also agree with the opinion of Rule and Montgomery (2013), who conducted a study using cartoons to teach about perfectionism supporting gifted students' social-emotional development. The study revealed that creating cartoons was intrinsically motivating, promoted deeper levels of content learning, and facilitated application of concepts, and aided self- and overall reflection of emotional social skills.

The findings revealed that motivation as one of element of self- awareness has positive influence on academic achievement among gifted students, Zbainos and Kyritsi (2011), conducted a similar study to investigate aspects of motivation of Greek gifted students. Their narrations demonstrated that their occupation with what would later become their talents started either by chance, or by a member of the family who distinguished some ability and operated as their mentor. In the process all participants described mastery goal orientation motivating their actions, until they started participating in competitions, where performance orientation operated additionally to their existing mastery orientation. In general, their behavior was directed by approach motivation, while avoidance motivation did not seem to be present at all.

The findings of this study also agree with the opinion of Clinkenbeard (2012), when writing on motivation and gifted students theories and implications for gifted and talented students, the author presented illustrative empirical research on motivation and gifted students, provided a model of classroom motivation factors and regarded it as a practical structure within which to consider instructional practices with gifted students.

The finding of this study is like that of Meier and Preckel (2014), studied the pivotal role of need for cognition, different motivational variables related to learning and achievement in order to identify which types of academic motivation predict students' attendance of a special class for the gifted. Logistic regression analysis revealed that need for cognition (NFC) best predicted attendance of special classes for the gifted as compared to academic self-concepts, academic interests, or mastery and performance goals. The study suggested that it might be useful to explore NFC as an indicator for students' need for advancement options. In addition, the authors hoped that the findings might stimulate the discussion on whether

students high in NFC would benefit from being included in gifted programs.

Tzuriel and Kashy (2011), conducted similar study on motivation where he investigated the differences in cognitive modifiability, emotional-motivational factors, cognitive behavioral characteristics during dynamic assessment (DA), and openness to mediation and level of mediation among gifted versus no gifted students. Discriminant function analysis showed that all variables significantly differentiated the four groups. The OH group was similar to the G group on cognitive modifiability but higher on emotional-motivational and cognitive behavioral characteristics. The data raised questions about the conventional procedures of selection of gifted children for enrichment programs.

Self confidence is the difference between feeling unstoppable and feeling scared out of one's wits. Perception of oneself has an enormous impact on how others perceive him. Perception is reality the more self confidence one has, the more likely it is he'll succeed. Feelings of self-confidence were explicitly mentioned by respondent 9 (R9) during the interview although many of the factors affecting self confidence are beyond one's control, there are a number of things one can consciously do to build self confidence.

Self-control is the ability to control one's emotions, behavior, and desires in the face of external demands in order to function in society. In psychology it is sometimes called self-regulation. Self-control is essential in behavior to achieve goals and to avoid impulses or emotions that could prove to be negative. In behavior analysis self-control represents the locus of two conflicting contingencies of reinforcement, which then make a controlling response reinforcing when it causes changes in the controlled response. Self control is the central issue or theme that emerged from the interview responses. Almost all the respondents mentioned something related to self control in their responses either negatively or positively.

The term Self Initiative is usually used to describe someone who is driven to get the job done. Someone who has self initiative and drive doesn't need someone to stand over them to make sure they get their job done. They just need to know what you need and they will find a way to get it done. These people are highly motivated to be successful. In fact, they will normally work best with little or no direct supervision. Self initiative is another theme emerged from the interview responses and it was specifically mentioned by respondent 6 where he said: "I initiate work without being asked". (R6), this indicated that he is self initiative and can create things on his own.

Human relationship is a relation between people; relationship is often used where relation would serve, as in 'the relationship between inflation and unemployment', but the preferred usage of 'relationship' is for human relations or states of relatedness; "the relationship between mothers and their children. 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 human relation. The opinions of the respondents are almost similar in their aims to have relations others more especially friends. Other respondents consider making friendships as an important thing as mentioned by R21, making friends easily with others as mentioned by R25 loving friends as said by R23.

Sharing the feelings of others have several positive mental and physical health related outcomes, such as relieving tension caused by the buildup of everyday stressors, as well as the trauma of major life difficulties. Expressing emotions also reduces the likelihood of acquiring stress-related problems such

as muscle aches and tension headaches. Some psychologists believe that the most important aspect of life is feeling connected to another person and one way to enhance closeness is through sharing feelings. By disclosing ourselves sharing our inner ideas, concerns and emotions with family members, partners or close friends we come to know ourselves better. When we express ourselves, our thoughts and feelings often become clearer and take on an even fuller meaning in several ways. Sharing the feelings of others was pointed out by respondent 26 (R26) where he was quoted saying "I can share with others during their private conversations". (R26). Under this theme, other respondents mentioned some opinions that are closely related to the opinion of R26 which is one of the main themes of the interview responses.

During the interview majority of the respondents suggested that the teachers should be taught emotional intelligence skills to be able to impart the skills to the students. R3 suggested that teachers should have self-awareness and be emotionally literate and understand that emotion is embedded in their teaching. R5 was of the view that teachers should teach with self-awareness and optimism and believe that they can make a difference in the lives of their students, and they should attribute positive qualities to learners.

Almost all the respondents suggested the incorporation of emotional intelligence into the curricula, by putting more emphasis to the relationship between emotions and classroom management as mentioned by R2. R8 suggested that there is a need for the ability to identify and regulate (control) student's emotions by the teachers because they are capable of experiencing a wide array of emotions such as anger, frustration, anxiety, and happiness in one class period if the concept of emotional intelligence is incorporated into the curriculum.

Providing emotional intelligence training to gifted students might be a valuable strategy, an equally viable option for teachers is to blend lessons on feelings and relationships with other topics already taught as mentioned by R3 during the interview.

Incorporating religious perspectives of emotional intelligence into spiritual formation curricula was the opinion of almost all the respondents during the interview. Other respondents directly related the concept of emotional intelligence to religion as mentioned by R8 where he said that "Emotions are a gift from God." R2 suggested that it is necessary for both gifted students and their teachers as believers to manage their emotional lives according to God's design.

Theoretically, the study established concrete connection and mutual relationship between emotional intelligence and academic achievement of gifted students in Saudi Arabia in the aspect of motivation 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, the Mayer and Salovey Model (1995) which hypothesized a new type of intelligence based on individual differences to treat emotional information more especially in relation to gifted students and achievement motivation Theory which postulates that people are motivated in varying degrees by their need for achievement, need for power and need for affiliation, and that these needs are acquired or learned during one's lifetime.

Implication for Further Research

The influence of motivation towards academic achievement among gifted students in Saudi Arabia is among the recent investigation conducted in Saudi Arabia, so these findings are considered basic and there is still a need for further research and

discussion in this area. The findings of this study which have highlighted on the influence of motivation towards academic achievement among gifted students in Saudi Arabia suggested that more studies should be done on the influence of motivation towards academic achievement among other categories of students to make the research more general in nature. Since the present study was conducted in Saudi Arabian in only Al Faisaliah School and the school of 128th using emotional intelligence towards academic achievement among gifted students, there is a need to make deeper investigation of emotional intelligence and academic achievement using more than two schools. Since the findings of this study showed that there is a positive influence of motivation on academic achievement among gifted students, research can also be done on strategies that could be used to improve the level of emotional intelligence of gifted students in Saudi Arabian. More research on motivation and academic achievement using purely qualitative research methodology need to be done in order to make deeper investigation about the phenomena.

Recommendations

There is a need to develop and establish a philosophy of emotional intelligence and academic achievement through Saudi Arabia Ministry of Education. Relationship between motivation and academic achievement of gifted students has many known benefits for Saudi Arabian Education system, as well as for teachers, students and Ministry of Education in general; Ministry of Education should therefore enhance and facilities programmes that encourage public as well as private schools involvement in the issue of emotional intelligence and academic achievement. The issue of feeling of self-confidence, self control, self initiative, human relation and sharing the feelings of others should be inculcated in the mind of gifted student in particular and all students of Saudi Arabia in general. Ministry of Education should improve motivation among gifted students in Saudi Arabia by teaching the teachers emotional intelligence skills, incorporating emotional intelligence into the curricula, providing emotional intelligence training to gifted students, incorporating religious perspectives of emotional intelligence into spiritual formation curricula. Useful policies to the gifted students should also be created by encouraging gifted students to develop their skills. Saudi Arabian government through its public schools should improve the quality of life of the gifted and non- gifted students contribute towards addressing their social and emotional problems that are mainly related to academic achievement.

The quality of public schools should be enhanced and expand to include other program to allow the members of the community become more engaged in gifted and non-gifted student's education. Furthermore, Saudi Arabian public universities through Ministry of High Education should offer courses for teachers on the importance of conducting programmes for gifted students, and effective teaching methods that can be used by teachers in teaching the gifted students some aspects of emotional intelligence. Indeed, emotional intelligence issue is a new in the academic achievement among gifted students in Saudi Arabian and Saudi education system, and both management of the ministry and teachers of gifted students do not yet know their roles regarding this new trend. Hence, it is necessary to provide both management and teachers of gifted students with orientation and training.

Summary and Conclusion

This exploratory study attempted to shed light on the influence of motivation towards academic achievement among gifted students in Saudi Arabia. The findings of this study

explore the influence of motivation towards academic achievement among gifted students in Saudi Arabia which is a meaningful change in Saudi education system in general. The finding of the study shows that there is a positive influence of motivation on academic achievement among gifted students. During the analysis and interpretation of the responses gathered from gifted students and their teachers manual qualitative data analysis was used to describe the concept of motivation and provide suggestions that could be adopted to improve motivation among gifted students in Saudi Arabia. The findings of the qualitative investigation were put under different themes.

Analysis of the interview conducted with 10 teachers and 30 gifted students gave a great insight into the feeling of self-confidence, self control, self initiative, human relation and sharing the feelings of others, teaching the teachers emotional intelligence skills, incorporating emotional intelligence into the curricula, providing emotional intelligence training to gifted students, incorporating religious perspectives of emotional intelligence into spiritual formation curricula.

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