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Level of Motivation for Academic Achievement Among Gifted Students in Ajloun Governorate in Light of Some Variables

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Abstract

The study aimed to reveal on Motivation for achieve amendment 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). Descriptive, correlational, analytical approach To achieve the study objectives, used a scale of Motivation . And the developed it to suit the study sample. And the indications of validity and reliability were high for this scale, and the sample consists of (127) students from Gifted students who were selected randomly stratified from upper primary and secondary classes, and the data was analyzed by finding arithmetic means, Standard deviations, the value of (T) and One-way analysis of variance. The results of the study showed that the level of Motivation for achieve amendment among gifted students was high, and there were statistically significant differences at ($\alpha \leq 0.05$) at the degrees level of Motivation of achievement among gifted students for grade variable in favor of seventh grade. And there weren't any statistically significant differences at gender, educational level of parents and 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.

Keywords: Motivation for Achievement, The Gifted, Parents' Educational Level, Demographic Variables. Ajloun Governorate

Introduction

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

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Motivation for achievement is 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 the presence of enrichment curricula provided to them in schools for the gifted (Abu Aql, 2020).

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

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

Theories That Explain the Motivation for Achievement

There are many theories that explain human behavior, its formation and modification. Among the most prominent theories that explain the Motivation for achievement and here are some of them:

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 his ability to accomplish a certain task and 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 certain effort (Duqa et al., 2009).

Self-Efficacy Theory: It refers to the mental development that an individual forms about himself through his previous success or failure, which affects his future thoughts and behaviors (Abu Jaber, 2008).

Cognitive Learning Theory: It is based on integrating the impact of perceived competence and the obstacles imposed on the individual by his surroundings, which affects his external motivation. (Duqah, 2009).

Bruner's Theory: It believes 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).

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 extent to which the individual is able to evaluate his ability to succeed, and the extent to which he is able to control the implementation of a specific activity (Dugah, 2009).

The motivation for academic achievement leads to increased academic achievement, as the motivation for learning achievement is an internal state in the individual that affects his behavior and performance and works to direct him to achieve a specific goal (Suhair, 2015).

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

level, family economic level and level of academic achievement.

Study Problem

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

Motivation for achievement is one of the elements that influence an individual's behavior. Therefore, 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 that they make in order to achieve specific goals (CLINKENBEARD, 2012).

The 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).

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

So this study attempted to answer main 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 according to gender, class, educational level of the family (father, mother) family economic level and level of 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 in Ajloun schools?
2. Are there any statistically significant differences at level ($\alpha \leq 0.05$) of motivation for achievement among gifted students regarding to gender and grade variables?
3. Are there any statistically significant differences at level ($\alpha \leq 0.05$) of motivation for achievement among gifted students regarding to the family's educational level (father, mother)?
4. Are there any statistically significant differences at level ($\alpha \leq 0.05$) of motivation for achievement among gifted students regarding to the economic level?
5. Is there a correlation relationship between the level of total motivation and academic achievement among gifted students?

Study Aim

This study aims to:

Reveal level of motivation for achievement for gifted students, at Ajloun Governorate / Jordan.

Detect the presence of statistically significant differences at the level of ($\alpha \leq 0.05$) at level of motivation for achievement among gifted students according to gender and grade variables.

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Detect the presence of statistically significant differences at the level of ($\alpha \leq 0.05$) at level of motivation for achievement among gifted students according to the family's educational level (father, mother).

Detect the presence of statistically significant differences at the level of ($\alpha \leq 0.05$) at level of motivation for achievement among gifted students according to the economic level of the family.

Detect the presence of Correlation relationship between the level of 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 in schools at 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 characteristics of the sample and the degree to which it represents the population from which it was taken.

Study Time Limits

The study sample was limited to (127) from seventh grade student and first secondary from gifted students who enrolled in King Abdullah,2 Schools for Excellence/Ajloun From Ajloun Education Directorate for the year2024/2025.

Spatial Limits of the Study

This study was applied in King Abdullah Schools for Excellence/Ajloun from Ajloun Education Directorate

Conceptual Limits and Operational Definitions

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

Importance of the Study

The importance of this study appears at disclosing 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 effect. And 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 in knowing the extent of 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 is practiced by parents affect the way of their children thinking.

Accordingly, the importance of the theoretical study becomes clear, represented in the following aspects:

Caring for the gifted is the goal of any society in order to advance and prosper its individuals.

Standing on a level of motivation for achievement gifted students is a part of national wealth and the educational process is of great importance to educators and counselors in light of some variables (gender, class and educational level of the father and mother, the economic level of the family and Academic achievement).

Also, the study of individual differences between individuals at the level of motivation for achievement has a great importance to direct and invest their capabilities, and confront the psychological problems and disorders they suffer from. This disparity appears 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 economic level of the family and its impact on the family.

The importance of studying the differences at the level of motivation for achievement among gifted students to realize the extent of the difference between demographic variables levels, The practical importance of the research is also evident in the following aspects:

Explain the importance of revealing the motivation for achievement because of its close relationship in 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 came to reveal 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).

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 in intellectual, creative, artistic, leadership and special academic areas, and need services and activities not normally provided by the school. This is in order to fully develop such preparations or encounters.

The procedurally definition of a gifted child: a child who has been 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 defines it as the constant desire to strive for success, accomplish difficult tasks, and overcome obstacles efficiently, with the least effort, and the best level of learning.

It is procedurally defined as: the degree that gifted students obtain on the motivation of achievement scale that was developed for the purposes of this study.

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

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

Previous Studies

A large number of studies have been carried out in the field of Motivation for achievement over

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the past decades I want to list some of them:

In a study conducted by Phillips & Lindsay(2006)aimed to reveal the factors that affected the motivation of the gifted. The sample consisted of (15) students aged 14/15 years 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 that aimed to reveal the level of cognitive, emotional, and social characteristics and the level of achievement motivation among gifted students with learning difficulties in the intermediate stage in the State of 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.

In a study conducted by Al-Ghamdi (2019), aimed to know 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. To achieve the objectives of the study, two tools were used to measure ambition and motivation for achievement. The results showed that the level of motivation for achievement and ambition was high among gifted students in the intermediate stage, and there is a difference in the level of motivation for achievement in favor of gifted male students, and there are no differences attributable to the gender variable.

In a study conducted by Al-Tayeb (2015) which 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.

In a study conducted 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 that aimed to identify the level of mental achievement motivation among gifted students in Jeddah Governorate and the differences in that degree according to the gender variable. To achieve the objectives of the study, the descriptive approach was used on a sample of 400 gifted male and female students in the Jeddah region. The developed mental achievement motivation scale was applied to the Saudi environment, consisting of 43 paragraphs. The results showed that the degree of mental achievement motivation 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 students and (30) non-gifted students. The researcher “Sumia Hadeŕs” achievement motivation scale was applied to them, which contains

(19 paragraphs).The results showed that there are 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 were studies that searched motivation for achievement for ordinary and 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), It turns out that all studies has a sample was from schools of gifted students. Such as Philiips &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).And 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.

Study Community and Sample

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

percentage	Repetition	Level	variable
43.3	55	male	gender
56.7	72	female	
54.3	69	Seventh	class
45.7	58	First Secondary	
36.2	46	High school and below	Educational level of father
35.4	45	University	
28.3	36	Postgraduate studies	Educational level of mother
14.2	18	High school and below	
55.9	71	University	
29.9	38	Postgraduate studies	
20.5	26	500 or less	LevelFamily Economics
79.5	101	More than 500 dinars	
	127		Total

Table (1): Number of Students (Sample Members) According to Study Variables

It is clear from Table (1) that the total number of gifted students(127) student, including(55)Males and(72) Females, and 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) referred to in Al-Zaghoul (2005),Which developed by Abu Asaad (2014) , and the researcher developed it to suit the Jordanian environment and for the purposes of 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 from 5. The total scale consists of (14) items.

The validity implications of the scale, the transactions correlation 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 as a whole ranged between (0.38-0.83), and the field(0.37-0.84) .As shown in this table.

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

Table (2) Correlation Coefficients Between the Paragraph and the Total Score

* Statistically significant at the significance level (0.05).

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

It appears that all correlation coefficients were acceptable and statistically significant, therefore none of these paragraphs were deleted.

Stability of Achievement Motivation Scale

To ensure the reliability of the study tool, it was verified by the test-retest method by applying the scale, and reapplying it two weeks later to a group outside the study sample consisting of (30) Student Then, Pearson's correlation coefficient was calculated between their estimates at the 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, in order to:

- Calculate 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 scale of Motivation 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 gender variable (male, female), the class (Seventh and first secondary), the educational level of the parents.
- It was also used One-way analysis of variance to identify the level of statistical significance of the differences between the arithmetic means according to the educational level parents.
- 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 Hypotheses and Discussion

Results related to first question:

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

To answer this question, arithmetic means and standard deviations were extracted at the scale of motivation for achievement. And table (3) shows this.

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 just to please my teacher.	1.91	1.235	low
4	My teacher is the type that 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 a little tired I stop studying for another day.	2.89	1.393	medium
8	I feel stressed when I can't memorize lessons.	3.63	1.362	high
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

Table (3) Arithmetic Means and Standard Deviations the Scale of Motivation for Achievement According to Arithmetic Averages

The table shows (3)The arithmetic means ranged between (1.56-4.60),Where Paragraph (I feel good when I complete my homework.) became at first with high arithmetic means (4.60).While the paragraph (I refuse any advice the teacher gives me)was at the last, a low score with an arithmetic mean of (1.56). The results of this study agree with the ((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, and their mental abilities push them to work and exploit their potential in order to achieve the desired 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

Question 2 is: **(Are there any statistically significant differences at the level of ($\alpha \leq 0.05$) at the level of motivation for achievement among gifted students regarding to gender and grade variables?).**

To answer this question, the level of total achievement's motivation at the gender variable (male and female) was calculated as shown in table(4).

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

Table (4): The Level of Total Achievement's Motivation at the Gender Variable

Table (4) shows that the level of total achievement's motivation at the gender variable among gifted was high either in males or females, and there aren't any statistically significant differences at ($\alpha \leq 0.05$) at the level of total achievement's motivation at the gender variable among gifted. The results of this study are consistent with Abuameerah& Asqudi(2012), Tayeb's (2015) and **and Al-Shaibani (2023)** Which indicated that there were no differences in 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 presence of differences in 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, the ability to be creative, and the enthusiasm to pursue, achieve, and acquire.

The level of total achievement's motivation at the class variable (seventh , first secondary) was calculated as shown in the table(5).

Statistical significance	degrees of freedom	value "T"	number	Standard deviation	Arithmetic mean	class	
			69	.366	3.39	Seventh	Total level of Motivation
.023	125	5.309	58	.485	3.23	First secondary	

Table (5): The Level of Total Achievement's Motivation at the Class Variable Among Gifted Students

Table (5) shows that the level of total achievement's motivation at the class variable among

gifted was high, and there are statistically significant differences at ($\alpha \leq 0.05$) at the level of total achievement's motivation at the class variable among gifted in favor of the seventh grade. The results of this study are consistent with Bey and Al-Shaibani (2023). The researcher did not find (at 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

Question 3 is: **(Are there any statistically significant differences at the level of ($\alpha \leq 0.05$) At the level of total achievement's motivation among gifted regarding to the variables of the family's educational level (father, mother)?).**

To answer this question, the level of total achievement's motivation among gifted students was calculated at the educational level of father (High school and below, university, Postgraduate studies) As shown in the table (6):

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

Table (6): The Level of Total Achievement's Motivation Among Gifted Students at the Variable of Educational Level of Father

Table (6) shows that the level of total achievement's motivation at father's educational level variable among gifted was high, it ranged between (3.25-3.37) They are high values.

The results shows that there aren't any statistically significant differences at the level of ($\alpha \leq 0.05$) at total level Motivation for achievement among gifted students at father's educational level. The researcher did not find (at his knowledge) any study that agreed or disagreed with the current study.

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

The total level of motivation for achievement among gifted students at the educational level of mother (High school and below, university, Postgraduate studies), As shown in the table (7).

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

Table (7): The Total Level of Motivation for Achievement Among Gifted Students At the Educational Level of Mother

Table (7) shows that the total level of motivation for achievement among gifted students at the educational level of mother ranged between (3.35-3.35). They are high values..

The results shows that there aren't any statistically significant differences at the level of ($\alpha \leq 0.05$) at total level Motivation for achievement among gifted students at mother's educational level. The researcher did not find (at 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 Developing a love of science and achieving accomplishments and goals.

Results Related to Question 4

Question 4 is :**(Are there any statistically significant differences at the level of ($\alpha \leq 0.05$) at total level Motivation for achievement among gifted students at the economic level for the family?).**

To answer this question, the total level of motivation for achievement among gifted students **at the economic level for the family** (Less than 500 dinars, 500 or more), As shown in the table (8).

Statistical significance	degree s of freedom	valu e "T"	Standar d deviation	Arithmeti c mean	numbe r	Leve l	Dimensions
.696	125	.154	.423 .433	3.35	101	500 or less	Motivation for achievementTot al
				3.31	26	More than 500 dinar s	

Table (8): The Total Level of Motivation for Achievement Among Gifted Students at the Economic Level for The Family

Table (8) shows that there aren't any statistically significant differences at the level of ($\alpha \leq 0.05$) at total level Motivation for achievement among gifted students at economic level of the family. The researcher did not find (at his knowledge) any studies that agreed or disagreed with the current study.

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

Results Related to the Question 5

The question 5 is : (Is there a correlation relationship between the level of **total level of motivation and academic achievement among gifted students?**).

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

Average	Statistician used	Dimension
.229(**)	Correlation coefficient	Total Motivation scale
.010	Statistical significance	

Table (9): Pearson's Correlation Coefficient for the Relationship Between Achievement Motivation and Academic Achievement Among Gifted Students

Table (9) shows that there is a positive correlation relationship that doesn't have statistically significant at the level ($\alpha \leq 0.05$) between level of motivation for achievement and academic achievement among gifted. This is consistent with Philippi & Lindsay (2006) and Abuameerah & Asqudi (2012) which indicate a positive relationship between the level of motivation for achievement and academic achievement among gifted students.

The existence of a relationship at the level of motivation for achievement and academic achievement among gifted explained that motivation for achievement is a way of predicting of 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

In light of the research results, the researcher recommends:

- There is a necessity of building guidance programs that improve motivation for achievement among gifted students.
- The need to care about the individual differences among students and the impact of environmental demographic factors among the gifted, as the study indicated.

Suggestions

In light of the research results, the researcher also suggests the following:

- The need to conduct more studies on motivation for achievement among categories of people with special needs.
- Conduct a study on the relationship of motivation for achievement and its relationship with family upbringing patterns and self-concept for the gifted.

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