

Level of Motivation for the Talented Students under Enrichment Programs and Its Relationship to the Level of Ambition in the City of Jeddah in Saudi Arabia

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Abstract: *The present study aims at identifying the level of motivation for the talented students under the programs of enrichment and its relationship to the level of ambition in the city of Jeddah in Saudi Arabia. To achieve the objectives of the study, a sample consisting of (177) talented students of those under the programs of enrichment was selected. Besides, two standards were developed, namely, one to measure the level of motivation of the talented students, and the other to measure the level of ambition. The study has reached into the conclusion that the levels of motivation and ambition were high among the talented students and there was a positive relationship between motivation and ambition among talented students. Moreover, no differences were found among the talented students in motivation and ambition according to the personal variables such as the classroom, arrangement between brothers, type of activity, educational level, economic level, course of study and favorite specialization. Based on the results of the study, some recommendations have been come up.*

Keywords: *motivation, ambition, talented students, enrichment programs, standard development*

Introduction:

Talented people constitute a precious treasure and great wealth that should be highly considered. Motivation almost counts among the salient features among the talented children. There is no doubt that the high level of motivation and the strong impulse to acquire knowledge among the talented children, together with their love for curiosity and their advanced logical and comprehensive capacities often lead to amazing and high level concerns (Davis, 2001).

Caring for the talented students is considered an area of research and modern interest. Recently, many aspects that are directly or indirectly related to them have been dealt with in order to benefit from their energies, gifts and abilities to develop and improve the society. Renzulli defines the talented as an individual who has the mental capabilities above the normal average, with a degree of commitment and perseverance, and with creative capabilities. Research and studies have shown that a percentage of (2-5%) of people represents the talented among them the scientists, thinkers, innovators and inventors on whom humanity relied on since the

ancient times in the progress of civilization and on the output of their ideas and their minds. They are also considered a national wealth on which society depends in its progress and prosperity (Bahiri, 2011).

The level of ambition plays a vital role in guiding the individual's behavior. It is one of the determinants of that behavior. This concept acquires its importance from the individual's life and from the community as well because it is a trait of personality and a driving force for production. The level of ambition reflects the future vision of the individual through determining his goal and his quest to achieve this goal while defying the risks and enjoying the spirit of adventure until achieving his goal which is, in turn, positively reflected on the individual's sense of success and happiness.

Search problem:

Motivation is one of the basic conditions on which the achievement of the objective of the learning process depends in any field whether in learning the methods and styles of thinking, in forming attitudes and values and modifying some of them, collecting information or in solving problems to all other methods of behavior that are subject to the factors of training and practice.

The level of ambition is considered an important and essential part of the psychological structure of the human being. It crystallizes and reinforces the optimistic beliefs in the individual as being able to deal with various forms of psychological pressure. The individual who believes in his ability to achieve certain goals is able to determine the course of his life subjectively and actively. This, in turn, leads to a sense of control over the environment and its challenges (Schwarzer, 1997, p.43)

In the Gulf societies, especially in the Saudi, the student finds no motivation to do some tasks especially when he has a variety of different interests. This may be at the expense of increasing his motivation and at the same time it may affect the level of ambition towards achieving his objectives in life.

Therefore, the problem of current study has stemmed from the researcher getting mixed with many talented students where he noticed a versatile in the level of psychological stress they suffer from and differences in their competencies. For some, this constitutes a challenge in their life and it contributes to pay more effort to deal with the compressing situation. For others, it led to social withdrawal, tension and increasing pressure on him. All this pushed the researcher to conduct this study.

Study questions:

In the light of the main question, the researcher of the present study has formulated the following questions:

1. What is level of motivation and ambition of the talented students under the enrichment programs in the City of Jeddah in Saudi Arabia?
2. Is there a statistically significant relationship at the level ($\alpha = 0.05$) between the motivation of the talented students and their ambition?
3. Does the motivation of the talented students vary according to some personal variables?
4. Does the level of ambition of the talented students vary according to some personal variables?

Research objectives

The present study aims to achieve the following objectives:

- To identify the level of motivation and ambition of the talented students subjected to enrichment programs in the City of Jeddah in Saudi Arabia.
- To disclose the nature of the relationship between the motivation and ambition of the talented students.
- To identify the existence of differences among the talented students in motivation and ambition according to some personal variables.

Research Significance:

The significance of the present study stems from the importance of the age group under study in that this category i.e., talented students, has rarely been focused on in addition to identifying some psychological variables associated with this age group.

In general, the importance of the present study lies in the following:

First: the theoretical importance

1. enriching the previous theoretical literature on the talented students.
2. drawing attention to the importance of dealing with this important category and studying it so as to reduce the problems that might appear.

3. predicting whether the level of ambition of the talented students has a relationship with their motivation.

4. shedding light on the factors that influence them in one way or another

Second: the practical importance

1. the results of the present study can be utilized in serving the talented students and in conducting enriching programs that suit their ambition and motivation.

2. the present study can develop both the motivation and ambition among the talented students.

3. It can also help in finding suitable alternatives directed to deal with this category and can be presented to those responsible for the educational institutions.

Search limits:

This study is limited to the following:

1. Human limits: representing the talented students from the seventh grade to first secondary school.

2. Spatial limits: the talented students participating in the enrichment programs are from the city of Jeddah, Saudi Arabia.

3. Temporal limits: during summer within the period (1435-1436 H).

Conceptual and procedural variables:

Motivation: is a process or a series of processes working to raise the oriented behavior towards a goal to maintain, preserve and stop it in the end (Al-Salem, 2008).

Procedural definition: It is the degree obtained by the student on the motivation scale used in the present study.

Level of ambition: Hoop defines it as the person's expectations, objectives and demands associated with his future achievement (Frank, 1998, p. 416). It is also defined as the level of a person's expectations and differentiated desires to achieve his future goals in the light of his previous experience and reference framework (Al-Zubaidi, 2006, p. 12).

Procedural definition: the degree obtained by the student on the ambition standard used in the present study.

Talent: Renzulli believes that the talent consists of three interacting features that must be available in the talented, including (Renzulli & Ries, 1997):

- The ability of 'above the average' is evident from the student's achievement in the classroom reaching into the high performance.
- Commitment to work is evident from the student's perseverance and achievement and also from following innovative ways, in thinking, that enable him to reach into new solutions and new definitions to the problems.
- Creative ability: that the talented children are the ones who have the ability to develop such a combination of features, developing and using them in any field of value including the aspects of human activity in a certain community and specific time. If the child is able to develop an interaction between these three features and demonstrate it, he needs a wide and diverse range of unusual educational opportunities and services that are not provided by regular educational programs.

And procedurally: they are the students who are studying in the Enrichment Centers in the City of Jeddah in Saudi Arabia.

Previous studies:

The purpose of the study of Al-Fahal (1999) is to compare between the talented and non-talented students in relation to their motivation and academic achievement. The study sample consisted of two schools of Al-Kubra City schools. Two sections of talented students were selected: a section of male students and another of females. Each section consisted of (30) students. The results of this study indicated that there were no statistically significant differences between ordinary and talented students in achievement on the motivation standard or scale.

Mansi (2003) conducted a study on the level of ambition among a sample of second year secondary students in the city of Irbid in Jordan and its relationship with some variables. The study sample consisted of (750) students. The standard used was that of advanced ambition. The study reached into a number of results among which that no differences were found among in relation to ambition and there were differences in ambition attributed to the education of the parents in favor of the diploma and university level or above then the secondary compared to the preparatory and primary levels and the illiterate.

Margoribanks's study (2004) dealt with the identification of the relationship between the mental ability, personality traits and the level of ambition. The study sample consisted of (1,500) students from the stages of secondary and tertiary education. The results concluded that there is a significant and positive correlation between the mental and achievement ability and

some personality traits and the level of ambition. The results also showed that there are differences in the level of ambition and each of the variables of sex and academic specialization in favor of the males and the students from the scientific and professional disciplines.

Katharina's study (2010) aimed to disclose the relationship between the inner and outer ambition so as to satisfy the conscious needs perceived with happiness. The study sample was composed of 80 participants with 24 men and 56 women aged between 60-80 years. In this study the ambition scale of Kasir and Rayan (2001) was used. The results showed a correlation between the form of ambition (internal and external) and relief to realize the satisfaction of needs with a feeling of happiness to work. Besides, the external motivation to work has been poorly associated with the two needs of efficiency and independence. There was also an inverse association between the outer ambition and the feeling of happiness. There was also a statistically significant effect of a sense of relief at work in the relationship between work motivation and the feeling of happiness.

In 2011, Al-Qatanani conducted a study on the psychological needs and the concept of self and their relationship to the level of ambition among the students of Al-Azhar University in Gaza in the light of the theory of self determinants. The study sample consisted of (530) students. The researcher used the scale of the psychological needs, the scale of self-concept and the scale of ambition, conducted by the researcher. The results of the study showed that there were differences between the mean scores of the two groups of scientific and literary colleges in ambition in favor of literary colleges and there were no differences in ambition according to the variable of achievement level.

Dodin and Grown (2012) conducted a study on the impact of applying the acceleration and enrichment programs on the motivation for learning, achievement and self-esteem among the talented students in Jordan. The study sample consisted of (180) students, of whom (91) of the accelerated who had crossed some of the academic years previously. To achieve the objectives of the study, motivation for learning scale was constructed. Besides, the researcher used the scale of self-esteem which was developed for the Jordanian environment by al-Khatib (2004). The results revealed statistically significant differences in favor of the talented people who were exposed to the programs of acceleration in the levels of motivation for learning, achievement and self-esteem. The results also showed no differences in the level of motivation for learning and self-esteem that are due to gender.

Hias (2014) conducted a study in which he dealt with the relationship between the achievement motivation and the level of artistic talent among the talented in the region of Al-Baha. The study was conducted on a sample of (114) students who were technically talented in the intermediate stage. Moreover, Hilat's scale (2004) was used to measure the achievement motivation and Horne's for technical ability (Al-Fukahaa, 2005). The results showed that the level of motivation for the talented students was high and there was a positive relationship

between achievement motivation and the level of artistic talent and no differences were found according to school years on the achievement motivation variable.

Al-Sardi Waidih (2015) studied the relationship between the level of ambition and self-concept among postgraduates at the Applied University of Al-Balqa. The study sample consisted of (227) students. Two scales were used in this study for measuring the level of ambition and self-concept. The study concluded that there was a statistically significant correlation between the level of ambition and self-concept. The results also indicated that there were no statistically significant differences attributable to specialization.

Comments on the previous studies:

Surveying the previous studies, the researcher of the present study has noticed that researchers focused on studying the motivation of students in general and the same applies to ambition. Such studies have not studied the link between motivation and ambition and that is what the present study is trying to do in addition to searching for the personal variables and their relationship to motivation and ambition among the talented students in the city of Jeddah in Saudi Arabia.

Research Methodology:

The descriptive analytical correlative approach has been adopted by the researcher in this study.

The research population:

The research community that consists of the category of male students with the age (13-17 years) in the Enrichment Centers is considered the study population

The research sample:

The study sample was selected from these talented students and of the idea of the study was revealed among those attending at these centers and a sample, of (200) students, was selected. Among this number, only (177) students stayed for the analysis after excluding incomplete questionnaires.

The following table shows the distribution of the characteristics of the study sample

Table (1)
Characteristics of the study sample

Variables	Categories	Frequency	Percentage
Class	Sixth to seventh	45	25.4%
	Eighth to ninth	67	37.9%
	Tenth to first secondary	65	36.7%
Arrangement between brothers	First to third	14	7.9%
	Fourth to sixth	90	50.8%
	Seventh and above	73	41.2%
Favorite activity type	Sports	49	27.7%
	Pedagogical	61	34.5%
	Recreational and detective	67	37.9%
Education of the parents	Below high school	59	33.3%
	High school	63	35.9%
	Graduates and postgraduates	55	31.1%
Economical level of the family	High	49	27.7%
	Average	65	36.7%
	Low	63	35.6%
Favorite course of study	Languages	112	36.3%
	Natural Sciences, Sciences & Mathematics	15	7.9%
	Islamic Education and Social sciences	51	28.8%
Favorite specialization	Scientific such as Medicine and Engineering	53	29.9%
	Literary such as Law, Commerce & Accounting	37	20.9%
	Physical Education	87	49.2%

Search tools:**First: The motivation scale for the talented students**

Motivation Standard was developed for the talented students through returning to the previous literature, especially (Hias 2014; Salim 2008; Khawaldeh, 2012), and below is the description of the scale:

Standard validity:**1. Virtual validity:**

The scale in its early form, consisting of 20 items, was exposed to 10 experts, faculty members known for their experience and efficiency, in different academic specializations related to the present study to check its suitability so as to achieve the expected desire and to ensure the clarity, integrity and validity of the formulation of the items of the standard. The researcher also requested them to provide any suggestions they deem appropriate for the development of scale and to make any amendment whether to delete, add, or move from one area to another. Based on the amendments and views of the experts, the researcher of the present study considered the consent on the content of each item of the scale with a percentage of (80%) or above as an indication of the validity of that item. Accordingly, the researcher, based on the views of the experts, amended the wording of five items and none of the items were deleted.

2. Construction validity:

To elucidate the significances of the construction validity, the correlation coefficients of the scale items were elucidated with the total score. The scale items were analyzed in a sample of (35) students. The coefficient was calculated with the total score and it was (0.84), a statistically significant at the level of ($\alpha \leq 0.05$).

Second: Reliability of the scale

Indicators of the scale reliability were extracted through the use of two methods, namely: repetition and internal reliability.

To ensure the reliability of the motivation scale, it was done by using the test coefficient reliability and doing the test (test-re-test) and then applying it to a sample outside the study sample consisting of (35) talented students from outside the study sample and within the population with a time lag of two weeks. Then, the test-retest coefficient reliability was calculated and it was (0.88) and Cronbach's coefficient alpha was also calculated and it was (0.91) and the two were suitable for the purposes of the present study.

Scale correction:

The scale in its final form consisted of (20) items. Responding to the items of the scale is of three categories: (3) applies, (2) applies to some extent, (1) does not, and the mark is ranging between (20-60). The high mark obtained by the student is evidence of the high level of motivation, while the low mark is evidence of the low level of motivation. The interpretation of the scores is done according to the following equation for each dimension: Range = bigger value - less value / number of categories

$$\text{Range} = 3-1 / 3, \text{Range} = 0.67$$

The scores obtained by the talented students at the level of each item can be explained according to the following:

- (1-1.66) a low level of motivation
- (1.67-2.33) an average level of motivation
- (2.34-3) a high level of motivation

Second: Ambition scale of the talented students

Motivation scale for the talented students was developed through returning to the previous literature, especially (Ibrahim 2003; Barakat 2008; Al-Sardi Waidih 2015 and Faisal 2012) and the following is a description of the scale:

Scale validity:**1. Virtual validity:**

The scale in its primary form which consists of (25) items was exposed to (10) experts who are faculty members of various academic disciplines relevant to the topic of study and who are experienced and competent in the field of study to find out the items' suitability and to achieve the desired end. This is done to ensure the clarity, integrity and validity of the formulation of the items of the scale to measure what is designed to measure. In addition, the researcher of the present study requested the expert to provide any suggestions they deem appropriate for the development of scales, and to make any amendment to delete, add, or move as required. Based on the amendments and views of the experts, the consent on the content of each item which was counted to be (80%) or more was considered an indication of the validity of the item. The researcher, based on the views of the experts, had to amend the drafting of seven items and none of the items were deleted.

2. Construction validity:

To elucidate the significances of the construction validity of the scale, the correlation coefficients of the scale items and the total score were extracted. The scale items were analyzed in a sample of (35) students and the correlation coefficient for each item was calculated. The correlation coefficients between the items and the total score reached (0.67) and this is statistically significant at the level of ($\alpha \leq 0.05$).

Second: Scale reliability

The indicators of scale reliability were extracted through the use of two methods, namely: repetition and internal reliability.

To ensure the reliability of the motivation scale, the (test-re-test) Test was used by applying it to a sample from outside the study population and it consisted of (35) talented students, from outside the study sample and within the population. The time lag was two weeks. Then, then test-retest reliability coefficient was calculated and it was (0.80). Cronbach's Alpha

was also calculated and it was (0.82) and the two figures were suitable for the purposes of the study.

Scale correction:

The scale in its final form consisted of (25) items, and responding to it is by selecting one of four options: (4) always, (3) often, (2) sometimes, (1) rarely. The average is between (100-25), and the high mark obtained by the student is evidence of the high level of ambition, while the low mark is evidence of the low level of ambition. The interpretation of the scores is done according to the following equation for each dimension: Range = biggest value - lowest value / number of categories

$$\text{Range} = 4 - 1/3, \text{ Range} = 1$$

The scores obtained by the talented students at the level of item is interpreted as follows:

- (1-2) a low level of ambition
- (2.01-3) an average level of ambition
- (3.01-4) a high level of ambition

Search Results and discussion

The first question: What is the level of motivation and ambition of the talented students under the enrichment programs in the city of Jeddah in Saudi Arabia?

To answer this question, the arithmetic averages and standard deviations for the scales of motivation and ambition among talented students have been calculated. It has been shown that the level of motivation of the talented students was high with an average of (2.49) and a standard deviation (0.17) while the level of ambition of the talented students was also high with an average of (3.32) and a standard deviation of (0.29).

The above result can be attributed to the fact that among the main characteristics of the talented students is their high motivation towards learning, giving and working, and the same applies to the level of ambition. This is among their personal characteristics that distinguish them.

The results of the present study agree with the results of Margoribanks (2004), Katharina (2010) and Hias (2014) that the talented students, due to their superiority and higher mental abilities, tend to increase their desire to do different acts in life such as motivation for completion, studying and achieving business quickly. Besides, they have high goals in their lives that will help them achieve what they hope to achieve consistently.

The second question: Is there a statistically significant relationship at the level of ($\alpha = 0.05$) between the motivation of the talented students and their ambition?

To identify the nature of the relationship between motivation of talented students and ambition, Pearson's correlation coefficient was used. The results were equal to (0.31**) and this is a statistically significant value at ($\alpha \leq 0.05$), which indicates that motivation of the talented students increases with the increase of their ambition, and vice versa. Therefore, the relationship between motivation and ambition was a positive relationship.

Answering the current question shows that there is a statistically significant positive relationship among the talented students in that when the motivation level increases, the level of ambition increases too. No previous study supports or denies this outcome.

The above result can be attributed to the fact that the former factors namely, motivation and ambition, are among the personal characteristics of the talented students. Many studies and the theoretical literature indicate that the talented students possess these two characteristics. Among such studies the researcher includes that was done by Berkowitz & Cicchelli (2004).

Third question: Does the motivation of the talented students vary according to personal variables?

To answer the third question, the researcher of the present study has determined whether the differences between the arithmetic averages are statistically significant at the level of ($\alpha \leq 0.05$). To do so, ANOVA technique was used and the results of analyzing the variance are summarized in table (2) below:

Table (2)

Results of analyzing unilateral variance of the differences between the arithmetic averages of the motivation standard according to personal variables

Variables	Sources of Difference	Arithmetic Average	Sum of squares	Freedom degree	Square average	F value	Level of significance
Class	Among groups	2.48(sixth to seventh)	0.048	2	0.042	1.536	0.218
	Inside groups	2.47(eighth to ninth)	4.776	174	0.027		
	Total	2.52(tenth to first secondary)	4.861	176			
Arrangement between brothers	Among groups	2.48(first to third)	0.024	2	0.012	0.423	0.656
	Inside groups	2.50(fourth to sixth)	4.837	174	0.028		
	Total	2.48(seventh & above)	4.861	176			
Favorite activity type	Among groups	2.53 (sports)	0.143	2	0.072	2.643	0.074
	Inside groups	2.46(pedagogical)	4.717	174	0.027		
	Total	2.49(recreational and camping)	4.861	176			
Education of the parents	Among groups	2.48(below high school)	0.005	2	0.002	0.081	0.922
	Inside groups	2.49(high school)	4.856	174	0.028		
	Total	2.50(BA,MA, PhD)	4.861	176			
Economical level of the family	Among groups	2.47(high)	0.046	2	0.023	0.822	0.441
	Inside groups	2.51(average)	4.815	174	0.028		
	Total	2.49(low)	4.861	176			
Favorite course of study	Among groups	2.49(languages)	0.138	2	0.069	2.540	0.082
	Inside groups	2.41(sciences)	4.723	174	0.027		
	Total	2.52(Islamic Education)	4.861	176			
Favorite specialization	Among groups	2.49(scientific)	0.006	2	0.003	0.109	0.897
	Inside groups	2.48(humanity)	4.854	174	0.028		
	Total	2.49(sports)	4.861	176			

Table (2) shows that there are no statistically significant differences between the arithmetic averages in the level of motivation according to the personal variables. F values among students at the levels of class, arrangement of brothers, favorite activity, education of the parents, family economic level, favorite course and favorite specialization are (1:54, 0.42, 2.64, 0.08, 0.82, 2.54, 0.11) respectively and they are not statistically significant. This indicates that the motivation level does not differ among students according to the personal variables.

This result agrees with the results of Al-Fahal (1999), Dodin and Grown (2012), and Hias (2014). This can be attributed to the fact that the motivation level is affected by many different factors, but the variables already studied have no effect. They are all talented and their motivation is high irrespective of their classes, arrangement between brothers, favorite activity, and favorite course of study, specialization, education of the parents or the economic level of the family.

The fourth question: Does the ambition of the talented students vary according to the personal variables?

To answer the fourth question, the researcher has determined whether the differences between the arithmetic averages are statistically significant at the level of ($\alpha \leq 0.05$). ANOVA technique has been used and the results of analyzing the variance came as presented in Table (3):

Table (3)

Results of analyzing the unilateral variance of the differences between the arithmetic averages of the ambition standard according to the analysis of personal variables

Variables	Sources of Difference	Arithmetic Average	Sum of squares	Freedom degree	Square average	F value	Level of significance
Class	Among groups	3.29(sixth to seventh)	0.058	2	0.029	0.355	0.702
	Inside groups	3.32(eighth to ninth)	14.289	174	0.082		
	Total	3.34(tenth to first secondary)	14.347	176			
Arrangement between brothers	Among groups	3.35(first to third)	0.060	2	0.030	0.366	0.694
	Inside groups	3.333(fourth to sixth)	14.287	174	0.082		
	Total	3.29(seventh & above)	14.347	176			

Favorite activity type	Among groups	3.33 (sports)	0.006	2	0.003	0.034	0.967
	Inside groups	3.31(pedagogical)	14.342	174	0.082		
	Total	3.32(recreational and camping)	14.347	176			
Education of the parents	Among groups	3.30(below high school)	0.042	2	0.021	0.256	0.774
	Inside groups	3.32(high school)	14.305	174	0.082		
	Total	3.34(BA,MA, PhD)	14.347	176			
Economical level of the family	Among groups	3.29(high)	0.033	2	0.017	0.017	0.816
	Inside groups	3.33(average)	14.314	174	0.082		
	Total	3.33(low)	14.347	176			
Favorite course of study	Among groups	3.31(languages)	0.006	2	0.003	0.038	0.963
	Inside groups	3.33(sciences)	14.341	174	0.082		
	Total	3.33(Islamic Education)	14.347	176			
Favorite specialization	Among groups	3.31(scientific)	0.001	2	0.005	0.064	0.938
	Inside groups	3.32(humanity)	14.337	174	0.082		
	Total	3.32(sports)	14.347	176			

Table (3) shows that there are no significant differences between the arithmetic averages in the level of ambition depending on personal variables. F values among students in the level of class, arrangement between brothers, favorite activity, education of the parents, economic level of the family, course of study and favorite specialization are (0.36 , 0.37, 0.03, 0.26, 0.20, 0.04, 0.06) respectively. These values are not statistically significant. This indicates that the level of ambition does not differ among students according to the personal variables.

Moreover, the results of the present study differ from those of Mansi's study (2003) which indicated that there are differences in ambition due to specialization and the educational level of the parents. More interestingly, they agree with the results of Margoribanks (2004), Al-Qatanani (2011) and Al-Sardi's study (2015). This can be attributed to the fact that the level of ambition is affected by many different factors, but the variables already discussed do not affect them as they are all talented and their ambition is high irrespective of their class, arrangement

between brothers, favorite activity type, favorite course of study, specialization, education of the parents and the economic level of the family.

Recommendations:

1. Conducting enrichment programs for the talented students to detect motivation and ambition and to work on developing them.
2. Working on the development of special curricula for the talented students to maintain their motivation and ambition.
3. Encouraging students to develop their motivation and ambition with the development of the class and working on not staying in the same level.
4. Conducting further studies on the personal characteristics of the talented and on other categories.

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