

**INFLUENCE OF THE TEACHERS' TEACHING
STYLES ON THE ACADEMIC ACHIEVEMENT
AND MOTIVATION AMONG UNDERACHIVING'
GIFTED STUDENTS IN SAUDIARABIA**

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GIFTED STUDENTS IN SAUDIARABIA**

by

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TABLE OF CONTENTS

ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS	iii
LIST OF TABLES	ix
LIST OF FIGURES	xi
ABSTRAK	xii
ABSTRACT	xiv
CHAPTER 1 INTRODUCTION	1
1.1 Introduction	1
1.2 Research Background	5
1.3 Research Problem Statement	7
1.4 Research Objectives	13
1.5 Research Questions	14
1.6 Research Hypothesis	16
1.7 Research Significance	16
1.7.1 For Teachers of Underachieving Gifted Students	17
1.7.2 For Schools of Underachieving Gifted Students	17
1.7.3 For Ministry of Education in Saudi Arabia	18
1.8 Research Conceptual Framework	20
1.9 Conceptual and Operational Definition of Related Terms	23
1.9.1 Gifted Students	23
1.9.2 Underachieving' Gifted Students	24
1.9.3 Academic Achievements	25
1.9.4 Motivation	25
1.9.5 Teachers' Teaching Styles	26
1.10 Summary	27

CHAPTER 2	LITERATURE REVIEW	28
2.1	Introduction.....	28
2.2	Giftedness Education in Saudi Arabia	28
2.2.1	Various Concepts of Giftedness Internationally	33
2.2.2	Identification of gifted Students in Saudi Arabia.....	38
2.2.3	System Process in Giftedness Education	39
2.2.4	Science Subject in Giftedness Education in Saudi Arabia.....	41
2.3	Underachieving' Gifted Students.....	42
2.3.1	Definitions of Underachieving' Gifted Students	42
2.3.2	Underachieving Gifted Students in USA	43
2.3.3	Identification of Underachieving' Gifted Students.....	43
2.3.4	The Phenomena of Underachievement	45
2.3.5	Influences of the Phenomena of Underachievement.....	47
2.4	Academic Achievement	52
2.4.1	Definition of Academic Achievements.....	52
2.4.2	Dimensions of Academic Achievement.....	53
2.5	Motivation.....	60
2.5.1	Definition of Motivations.....	61
2.5.2	Dimensions of Motivations	62
2.5.2(a)	Empowerment.....	63
2.5.2(b)	Usefulness.....	63
2.5.2(c)	Success	64
2.5.2(d)	Interest	64
2.5.2(e)	Caring	65
2.6	Teachers' Teaching Styles	65
2.6.1	Definition of Teachers' Teaching Styles	68
2.6.2	Types of Teachers' Teaching Styles	73

2.6.2(a)	Expert Teachers' Teaching Styles	74
2.6.2(b)	Formal Authority Teachers' teaching styles	74
2.6.2(c)	Personal model Teachers' Teaching Styles	74
2.6.2(d)	Facilitator Teachers' Teaching Styles	75
2.6.2(e)	Delegator Teachers' Teaching Styles	75
2.7	Research Related Studies	76
2.7.1	Related Studies of Academic Achievement and Teachers Teaching Styles	76
2.7.2	Related Studies of Motivation and Teachers' Teaching Styles	78
2.8	Research Theoretical Framework	79
2.8.1	Self-Determination Theory on Academic Achievement and Motivation	79
2.8.2	Achievement Goal Theory on Academic Achievement and Motivation	83
2.8.3	Attribution Theory on Academic Achievement and Motivation of Giftedness Education	85
2.8.4	Theoretical Framework Diagram	86
2.9	Summary	88
CHAPTER 3 RESEARCH METHODOLOGY		89
3.1	Introduction	89
3.2	Research Design	89
3.3	Research Population	91
3.4	Population and Sampling	92
3.4.1	Population of the Study	93
3.4.2	Sample Size	93
3.4.3	Sampling Technique	95
3.5	Research Instruments	95
3.5.1	The Questionnaires	97

3.5.1(a)	Teachers' Teaching Styles Inventory	98
3.5.1(b)	The Academic Achievement Inventory	99
3.5.1(c)	The Motivation Inventory	100
3.5.2	Adapted Questionnaires Validation and Reliability	101
3.6	Pilot Study	103
3.7	Instrument Reliability	103
3.8	Validity Test of the Instrument	104
3.8.1	Face validity	104
3.8.2	Content validity	105
3.8.3	Construct Validity	106
3.9	Data Screening	107
3.9.1	Outliers and Normality	107
3.10	The Semi-Structured Interviews	109
3.11	Research Variables	112
3.12	Data Collection Procedure	113
3.13	Research Procedures	114
3.14	Data Analysis	114
3.15	Summary	115
CHAPTER 4 DATA ANALYSIS AND RESULTS		116
4.1	Introduction	116
4.2	Preliminary Data Analysis	117
4.2.1	Reliability Test	117
4.3	Descriptive Analysis	118
4.3.1	Age	119
4.3.2	School Level	120
4.3.3	School	120
4.4	Quantitative Analysis and Findings of Research Questions	122

4.4.1	Results Related to Research Question One	123
4.4.2	Results Related to Research Question Two	131
4.4.3	Results Related to Research Question Three	137
4.4.4	Results Related to Research Question Four	141
4.4.5	Results Related to Research Question Five	147
4.5	The Qualitative Analysis and Findings	152
4.5.1	Results Related to Research Question Six	152
4.6	Summary	155
CHAPTER 5 DISCUSSION AND RECOMMENDATION		157
5.1	Introduction	157
5.2	The Findings	157
5.2.1	Summary of Hypotheses Testing	163
5.3	Discussion	164
5.3.1	The clusters of science teachers in Saudi Arabia	164
5.3.2	The variations of academic achievement dimensions among underachieving' gifted students	166
5.3.3	The variations of motivation dimensions among underachieving' gifted students	168
5.3.4	The teachers' teaching styles and their influence on academic achievements dimensions.....	169
5.3.5	The teachers' teaching styles and their influence on motivation dimensions	171
5.3.6	The reasons of specific teaching style perceived as the most and the least used in Saudi Arabia.....	172
5.4	Conclusion	173
5.5	Research Contributions	174
5.6	Recommendations for Future Research	175
5.7	Summary	177

REFERENCES.....	178
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APPENDICES

LIST OF TABLES

	Page
Table 1.1 A Comparison between the Characteristics of Underachieving' Gifted Students and Gifted Students.....	2
Table 1.2 Influences of Underachievement	7
Table 1.3 Dimensions of Academic Achievement.....	22
Table 1.4 Dimensions of Motivations	23
Table 1.5 Clusters of Teachers' Teaching Styles	27
Table 2.1 Types of Teachers' Teaching Styles	73
Table 3.1 Population and Sampling	94
Table 3.2 Internal Consistency of the Instruments.....	104
Table 3.3 Preliminary Data Analysis (Normality)	108
Table 4.1 Reliability Analysis (Internal Consistency)	118
Table 4.2 Respondents' Profile in Terms of Age.....	119
Table 4.3 Respondents' Profile in Terms of Level	120
Table 4.4 Respondents' Profile in Terms of School	121
Table 4.5 Clusters of the Underachieving' Gifted Students' Teachers' Teaching Styles	123
Table 4.6 The Clusters' Primary Teachers' Teaching Styles (Grasha, 2006).....	124
Table 4.7 Clusters of the Underachieving' Gifted Students' Teachers' Teaching Styles According to Each of the Targeted Schools.....	124
Table 4.8 Items that Assigned to Each Teachers' Teaching Style	125
Table 4.9 The Teachers' Teaching Styles Scores Based on the Test Norms.....	126
Table 4.10 Responses Frequencies for the Underachieving' Gifted Students' Teachers' Teaching Styles	127
Table 4.11 Responses Frequencies for the Underachieving' Gifted Students' Teachers' Teaching Styles According to Schools	129

Table 4.12	The Correlations among the Factors of the Underachieving' Gifted Students' Teachers' Teaching Styles.....	130
Table 4.13	Descriptive Findings the Underachieving' Gifted Students' Academic Achievement Dimensions	132
Table 4.14	Items that Assigned to Each Dimension in the Academic Achievement inventory	134
Table 4.15	The Correlations among the Dimensions of the Underachieving' Gifted Students' Academic Achievement	136
Table 4.16	Descriptive Findings for the Underachieving' Gifted Students' Motivation	138
Table 4.17	Items that Assigned to Each Dimension in the Motivation Inventory	139
Table 4.18	The Correlations among the Dimensions of the Underachieving' Gifted Students' Motivation	140
Table 4.19	The Relation between the Underachieving' Gifted Students' Teachers' Teaching Styles and the Underachieving' Gifted Students' Academic Achievement Dimensions	142
Table 4.20	The Relation between the Underachieving' Gifted Students' Teachers' Teaching Styles and the Underachieving' Gifted Students' Motivation Dimensions	148
Table 4.21	Example from the Themes	152
Table 4.22	Answers of Research Questions.....	156
Table 5.1	Summary of the Hypotheses Findings	164

LIST OF FIGURES

	Page
Figure 1.1 The Conceptual Framework	21
Figure 2.1 Theoretical Framework Diagram	87
Figure 3.1 Research Design	90
Figure 3.2 Q-Q Plots for the Independent Variable	109
Figure 4.1 Clusters of the Underachieving' Gifted Students' Teachers' Teaching Styles	123
Figure 4.2 The Used Teachers' Teaching Styles in Saudi Arabia	128
Figure 4.3 The Underachieving' Gifted Students' Academic Achievement Dimensions.....	134
Figure 4.4 The Underachieving' Gifted Students' Motivation Dimensions	139
Figure 4.5 Simple Regression of Teachers' Teaching Styles and Academic Achievement.....	145
Figure 4.6 Simple Regression of Teachers' Teaching Styles and Motivation	150

**PENGARUH GAYA PENGAJARAN GURU TERHADAP PENCAPAIAN
AKADEMIK DAN MOTIVASI DALAM KALANGAN PELAJAR
BERBAKAT YANG BERPENCAPAIAN RENDAH DI ARAB SAUDI**

ABSTRAK

Dalam beberapa dekad yang lalu, pendidikan berdasarkan bakat di Arab Saudi telah banyak mendapat perhatian daripada pihak berkuasa kerajaan. Banyak usaha telah dilakukan untuk menyediakan pendidikan yang sesuai kepada pelajar berbakat yang dapat memenuhi kebolehan mereka. Walau bagaimanapun, kajian-kajian baharu telah mendedahkan kewujudan fenomena pencapaian rendah dalam kalangan pelajar berbakat di negara ini. Pelajar berbakat yang berpencapaian rendah adalah pelajar berbakat yang menunjukkan perbezaan antara pencapaian yang dijangkakan dengan pencapaian sebenar. Adalah dinyatakan bahawa tidak ada masalah yang lebih membingungkan atau mengecewakan daripada keadaan pencapaian rendah dalam kalangan pelajar berbakat. Pencapaian akademik dan motivasi pelajar berpencapaian rendah perlu dikaji dan faktor-faktor yang mempengaruhi keadaan ini perlu dikenal pasti dan diberikan penyelesaian. Banyak kajian yang berkaitan mencadangkan bahawa memadankan gaya pengajaran guru dengan gaya pembelajaran pelajar mempunyai kesan positif terhadap peningkatan pencapaian akademik pelajar. Andaian ini disokong oleh beberapa teori seperti Self-determination Theory, Achievement Goal Theory, dan Attribution Theory. Kajian ini menyumbang kepada kajian lepas tentang keadaan pencapaian rendah dalam pendidikan berdasarkan bakat yang membantu mengkaji dan menguji andaian ini. Untuk mencapai matlamat ini, kajian ini menggunakan saiz sampel seramai 117 orang pelajar berbakat yang

berpencapaian rendah dari lapan buah sekolah menengah di bandar Jeddah di Arab Saudi untuk mengkaji dimensi pencapaian akademik, motivasi, dan tanggapan mereka terhadap gaya pengajaran guru mereka serta kesan gaya pengajaran guru terhadap pencapaian akademik dan motivasi mereka. Hasil kajian menunjukkan bahawa gaya pengajaran guru mempunyai pengaruh yang signifikan terhadap dimensi pencapaian akademik dan motivasi pelajar berbakat yang berpencapaian rendah di Arab Saudi. Kajian ini memberikan cadangan kepada guru untuk membezakan gaya pengajaran mereka berdasarkan keperluan pelajar, dan kepada pihak berkuasa pendidikan di negara ini untuk menyediakan lebih banyak latihan untuk para guru dalam hal ini.

**INFLUENCE OF THE TEACHERS' TEACHING STYLES ON THE
ACADEMIC ACHIEVEMENT AND MOTIVATION AMONG
UNDERACHIVING' GIFTED STUDENTS IN SAUDI ARABIA**

ABSTRACT

In the last decades, giftedness education in Saudi Arabia has attained a great attention from the governmental authorities. Several efforts were performed to provide gifted student with appropriate education that meets their abilities. However, recent researches had revealed the existence of the underachievement phenomena among gifted students in the country. What is more worrisome and perplexing or disappointing is the problem of underachievement among the gifted students. The present study intends to examine this problem of the academic achievement and motivation of underachieving' students and the influencing factors in the context of Saudi Arabia. The present study employed mixed method of research design that involved both quantitative and qualitative approaches. The study uses purposive sampling technique to select underachieving' gifted students from eight secondary schools in city of Jeddah in Saudi Arabia who were administered questionnaires. Total number of identified underachieving' gifted students from the eight secondary schools was 117, and therefore the study uses census sampling where all the available underachieving' gifted students (117) were taken as a sample size. For the qualitative approach, qualitative sampling was used. For the quantitative part, descriptive and inferential statistics were used for analyses while thematic analysis was used for the qualitative data. The result of the study showed that teachers' teaching styles (Facilitator, Formal Authority, Experts, Personal Model and Delegator) significantly

influenced dimensions of academic achievement and motivation of underachieving' gifted students in Saudi Arabia. Furthermore, the result from the thematic analyses revealed that sharing experience, giving advices, and providing feedbacks on the progress of students were the main reasons most of the respondents gave as to why their sciences teacher's mostly adopt the expert teachers' teaching styles. The finding of this study may contribute in the development of the gifted education in Saudi Arabia where it provides a distinct evidence on one of the most effective factor that hinder the academic achievement and the motivation of the gifted student in Saudi Arabia. In addition, the present study provided recommendation to the authorities to device means of encourage science teachers to adopt other teaching styles that may enhance learning process especially to the gifted students. To the education authorities in the country, there is need to provide more training for the teachers in this matter.

CHAPTER 1

INTRODUCTION

1.1 Introduction

Many efforts were raised in the past few decades to develop the learning activities. These efforts focused on developing the processes and the outcomes of the learning process (Boyatzis, Cowen, & Kolb, 1995; Magolda, 1999; Mentkowski & Associates, 2000; Light, 2001; Keeton, Sheckley, & Griggs, 2002; Zull, 2002; King, 2003). Specifically, gifted students had special attention during the past decades. In this regard, Emerick (2004), Kpolovie, Joe, and Okoto (2014), and Alfurayh (2016) stated that

“There is no problem more perplexing or frustrating than the situation in which a bright child cannot or will not perform at an academic level commensurate with his or her intellectual ability” (Emerick, 1992, p. 140).

The gifted students that their achievements under the expectations are named as underachieving’ gifted students (UGS). Alfurayh (2016) defined Underachieving’ gifted students as gifted students who expected to highly perform or show distinguishable performance in their learning progress, however, their actual performance is under-expectations. These students demonstrate lower performance in their academic fields compared to gifted students. These underachieving’ gifted students required special care from their teachers and schools (Villatte, Courtinat-Camps, & de Léonardis, 2014) and may be special programs (Aljohani, 2018). To highlight the distinctions between underachieving’ gifted students and gifted students; Table 1.1 present distinctions of underachieving’ gifted students and gifted students.

Table 1.1

A Comparison between the Characteristics of Underachieving' Gifted Students and Gifted Students

Underachieving' Gifted Students	Gifted Students
Represents a discrepancy between expected performance and actual performance.	High performance as expected.
Scored high on an aptitude test but their grades did not reflect high achievement.	Grades reflect high achievement.
Tended to achieve poorly in the classroom.	Achieve highly in the classroom.
Predicted GPA is at least 1.0 standard error of estimate higher than their actual GPA during the previous school year	Predicted GPA not different from actual GPA during the previous school year.
Not highly motivated.	Highly motivated.
Not oriented towards task, effort, and competition.	Oriented towards task, effort, and competition.
Have not high positive attitude towards teachers, class and school.	Have high positive attitude toward teachers, class and school.

Source: Peterson and Colangelo (1996) and Figg, Rogers, McCormick, and Low (2012).

Motivation is critical for academic achievement. The motivational obstacle appears in the root of low achievement of an underachiever's gifted student (Altun, 2010; Csikszentmihalyi & Wong, 2014; Alfurayh, 2016; Topçu & Leana-Taşçılar, 2018). Motivational support is needed to develop the academic achievement of the underachieving' gifted students (Aljughaiman & Grigorenko, 2013). The perception that motivation is essential for an underachiever's gifted student is not a recent view. In the literature of underachieving' gifted students, Alfurayh (2016) cited that gifted students are differed from underachieving' gifted students in specific personal and motivational features. These characteristics include tenacity in the achieving of ends, unification towards targets, and guides to achieve. Olszewski-Kubilius (2008) stated

that it had been found that gifted students had a high level of commitment, determination and enthusiasm. In more recent studies, (Csikszentmihalyi & Wong, 2014) argued that motivation is personality characteristic that most widely studied and believed to influence academic achievement in giftedness education. Related Studies in the literature focused exclusively on how a personality characteristic or an experiential construct such as motivation contributed in the gifted students' academic achievement (Csikszentmihalyi & Wong, 2014). In these studies, Motivation appears to be positively contributed to academic achievement of the gifted students.

Thus, Winebrenner (2000) stated that underachieving' gifted students need different teachers' teaching styles from those who are non-gifted, high-achievers, or gifted students. In Saudi Arabia, a gifted student is expected to has high academic achievements, however, many researchers have argued that 15-50% of the gifted population have a lack on their achievements in some points in their education (Hoffman, Wasson, & Christianson, 1985; Seeley, 1993; Alfurayh, 2016). To rise the academic achievement and the motivation of underachieving' gifted students, teachers need to teach them in suitable styles.

The term teachers' teaching styles refers to the teachers' preference or manners that they are following in their teaching practice (Kolb & Kolb, 2005). There are varied teachers' teaching styles approaches; each of these approaches indicates an individual teaching practice that specific teachers use in their teaching. The teachers' teaching styles is optimal when it is compatible with the learning style of their students (Willingham, Hughes, & Dobolyi, 2015). For example, some students may learn best

by the visual methods (visual learners), some by listening methods (auditory learners), and some by action methods (kinesthetic learners).

One of the theorists, namely Grasha (2002) teachers' teaching styles theory defines teachers' teaching styles in stimulating way, Grasha (2002) stated that teachers' teaching styles is a collection of teachers interesting behaviours that are used to impress their students. He added that a teacher's teaching style is the persisting individual qualities and manners of acting that represent how teachers carry out their duties in their classes. Thus, teachers' teaching styles is a teaching personality for each teacher that defines him, directs his teaching process, and guides his way of teaching (Grasha, 2002). Grasha (2002) also argued that teachers' teaching styles affect the students' ability to learn. Thus, teachers' style is critical for the students learning especially among underachieving' gifted students who expected to be over their achieving level.

Moving on, teachers' teaching styles had been classified to five main styles. These main styles are expert teachers' teaching styles, formal authority teachers' teaching styles, personal model teachers' teaching styles, facilitator teachers' teaching styles, and delegator teachers' teaching styles (Grasha, 2002; Hettiarachchi & Wickramasinghe, 2017). These teachers' teaching styles are defined in Table 1.2.

In relation to the teaching status in Saudi Arabia, Ministry of Education face challenges on how to achieve an effective education and to produce high achievers' students. For that reason, the Ministry of Education (MoE) focused on innovating teachers and teaching methods. Teachers have to consider about the suitable learning

style to the students at different levels. This is especially critical when teachers deal with underachieving' gifted students because without matching the preferred learning styles of a gifted student can drive him to the phenomena of underachievement. Teachers need to find what satisfy each of their underachieving' gifted students and to consider their individual differences (Mustafa, 2011). This help to provide suitable planning of class activities that match the underachieving' gifted students' preferences, and make them more interesting in the educational events. Moreover, this helps teachers to create a class environment that based on communication and brain storming to exchange ideas between them and their students (Al Shoura, 2012).

1.2 Research Background

The primary aim of the present study is to measure the influence of the teachers' teaching styles on Saudi Arabian underachieving' gifted students' academic achievement and motivation. In Saudi Arabia, giftedness education in the twenty first century is much more in tune with recent educational strategies that have been designed for the giftedness education through ongoing research and best practices in the world (Al Qarni, 2010). A divers developments in the programs, models, and curriculum was carried out globally and in Saudi Arabia over the past two decades to provide an appropriate education of the gifted students to increase their academic achievement (Alfurayh, 2016). Alfurayh (2016) argued that these models main goal trend to improve and enhance academic achievement and motivation for the underachieving' gifted students. If the academic achievement and the motivation not met expectations, underachieving' gifted students may be not successful in their study. This is discussed more in the problem statement section.

The academic achievement considered by many researchers in Saudi Arabia as a motivated behaviour or activity (Al Olwan, 2010; Al Shoura, 2012; Alfurayh, 2016; Faisal, 2016; Mohammed & Elsunni, 2016). The literature deals in an exclusive manner with the cognitive factors of the education process that are used to demonstrate and moving information to underachieving' gifted students. However, the problem is not with ability of underachieving' gifted students comprehend the materials, it seems that they are not motivated enough to study these materials.

The motivation also consider critical for enhancing academic achievement of the underachieving' gifted students in Saudi Arabia (Aljughaiman & Grigorenko, 2013; Alfurayh, 2016). This study only focusses on the academic achievement and motivation of the underachieving' gifted Students. For the case of the present study, Science subject was chosen as a case subject. Al Sulaimani (2010) argued that in order to perform well in science subject, students need chances to develop their conventional reasoning. A teachers needs to carefully meet their teaching style with the students' need to develop their formal reasoning towards Science subject. Therefore, Science subject meets the requirement of the present study where teachers' teaching styles of the teachers of this subject examined and related with the academic achievement and motivation of the underachieving' gifted students. Next, problem statement of the present research is presented.

1.3 Research Problem Statement

As stated before, many researchers highlights the problem of underachieving among gifted students, Emerick (2004), Kpolovie et al. (2014), and Alfurayh (2016) stated that

“There is no problem more perplexing or frustrating than the situation in which a bright child cannot or will not perform at an academic level commensurate with his or her intellectual ability” (Emerick, 1992, p. 140).

Based on the above nortion, Alfurayh (2016) stated that several researches were conducted in Saudi Arabia and supported by Ministry of Education in the country to find out the factors that influence the underachiving’ gifted students and found that these factors are categorised into individual, home, and school related factors. These factors are shown in Table 1.2.

Table 1.2

Influences of Underachievement

Category	Influencing Factors
Individual	1. Self-concept 2. Motivation 3. Goal valuation 4. Self-regulation
Home	Life changing events: 1. Divorce 2. Home Moving 3. How parent choose to parent their children 4. Non-attentive the children 5. Non-encouraging the children
School	1. The absence of a stimulating educational environment 2. Teachers’ teaching styles 3. Unchallenging curriculum 4. Student attitudes toward teachers 5. Lack of teacher training in giftedness education

Source: Alfurayh (2016)

In accordance with the educational field, the school factors was the main concerns of the researchers and role of teachers' teaching styles was highlighted as one of the most influencing factors that influence the underachievement among gifted students in the country (Garwan, 2000; Alfurayh, 2016; Alreshidi, 2017). Therefore, the present study is studying the effect of teachers' teaching styles on the academic achievement and motivation of underachieving' gifted students in Saudi Arabia.

In Saudi Arabia, increasing interest have been growing in education in general and giftedness education in particular over the past decade (Al-Hogail, 2003; Subhi-Yamin, 2009; Mourgues et al., 2016). The education policies in Saudi Arabia indicate that, the detection and provision of specific teaching that raise the academic achievement and the motivation is necessary to develop the abilities and talents of gifted students. This was recommended by scientific researches conducted by Al-Hogail, (2003). However, little or no study was reported on the relationship between teaching styles and academic achievement and motivation in Saudi Arabia. Thus, the gifted students lack enough opportunity to use and improve their academic capabilities and thereby resulting in becoming underachieving despite being identified as gifted (Aljohani, 2018). Perhaps this might be due to the lack of using appropriate teachers' teaching styles with the gifted students (Subhi-Yamin, 2009; Mourgues et al., 2016). This study therefore try to bridge this gap by examining the influence of teaching styles on academic achievement and motivations of underachieved gifted students in Saudi Arabia.

The teachers' teaching styles that is still used with gifted students in Saudi Arabia is conventional and has been described as more centered on memorization and

factual knowledge (Mourgues et al., 2016). In this regard, Yousef (2016) believes that the teachers' teaching styles which is compatible to the students' capability enables students in general and underachieving' gifted students in particular to deal with novelty and in turn enhance their academic performance. Teachers' teaching styles have been agreed upon by many researchers and educators in the field of education to be valuable and effective way of enhancing the academic achievement and motivation of underachieving' gifted students (Turki, 2014; Willingham et al., 2015; Alfurayh, 2016). Therefore, the idea of using teachers' teaching styles that support giftedness education has been promoted by educators and policy makers in many countries worldwide. However, little research is observed within the context of Arab countries in general and Saudi Arabia in particulars. Hence, the need for the present study.

Before designing or adapting activities to promote the teachers' teaching styles and studying their influence on the gifted underachieving students' academic achievements and motivations, it is crucially important to study the currently used teachers' teaching styles by teachers of the underachieving' gifted students in Saudi Arabia. Based on finding by Ayoub and Aljughaiman (2016), it was observed that the teachers' teaching styles along with other factors in Saudi Arabia need to be developed. This study aims to investigate the teachers' teaching styles that is currently in use for underachieving' gifted and the reason why such styles are widely adopted for these specialized students in Saudi Arabia.

There are differential in academic achievement, psychosocial, behavioral, demographic, and school context factors (Casillas et al., 2012). As far as underachieving' gifted student in Saudi Arabia is concerned, Al-Ghamdi (2007) stated

that there are very few programmes for gifted students run by the Ministry of Education in the country. Furthermore, the academic achievement and its factors among underachieving' gifted student which are used in these programmes are only considered to be the school factors (Hamdan, 2005). In order to enhance the academic achievement of the underachieving' gifted students, a proper-programmed need to be introduced for gifted students. In this regard, Al-Ghamdi (2007) and Aljohani (2018) elaborated that the present programmes that are directed for gifted students in Saudi Arabia are outdated and there is need for more studies that will evaluate and develop the content and the way of these program. Hence, the need for a study that will explore the happenings in the gifted schools and how teachers style of teaching is influencing the academic achievements of gifted students, especially the underachievers.

Although the Saudi Arabia government through the MoE seems to be eager to provide underachieving' gifted students with better designed programmes and teaching methods that responds to their abilities and needs. The present programmes appear to be less than what was expected as they do not impressively meet such abilities and needs (Ayoub & Aljughaiman, 2016; Aljohani, 2018). This disapproval of these programmes that are provided to underachieving' gifted students in Saudi Arabia was also affirmed by Alqefari (2010). He revealed his worry about applicability and the effectiveness of the gifted students' identifications process, the gifted students' related policies, and the applicability of the giftedness education at all. at a later time, Alqefari (2010) called for more researches in the field of giftedness and the underachievement phenomena among the gifted students in Saudi Arabia and even in other countries in the Arab area. Therefore, the present research responds to this and other similar calls by studying factor that are hypothesized to significantly influence academic

achievements and motivation of underachieving' gifted students in Saudi Arabia, namely the teachers' teaching styles in the giftedness context.

Again, personal characteristics such as motivation are also key concepts in some models of giftedness (Colangelo & Davis, 1997; Topçu & Leana-Taşçılar, 2018). Research has indicated that motivation is one of the important predictors of academic achievement (Pokay & Blumenfeld, 1990; Leana-Taşçılar & Kanli, 2014; Topçu, 2015; Topçu & Leana-Taşçılar, 2018). However, motivation factors are also not properly utilized among underachieving' gifted students in Saudi Arabia to improve their academic achievements (Alqefari, 2010). In this regard, Topçu and Leana-Taşçılar (2018) stated that research is needed into the extent to which specific factors can best predict academic achievement and motivation. In this context, limited research seems to have been conducted on motivation in improving the underachieving' gifted students' academic achievement in Saudi Arabia. Accordingly, Alfurayh (2016) indicates that because of the paucity of studies on this topic internationally, researchers do not know enough about the role motivation plays in influencing gifted students to underachieve in different countries. This research tries to contribute by investigating these motivational factors that can be used in improving the underachieving' gifted students' academic achievement in Saudi Arabia and enrich the literature in this context.

Furthermore, the idea of using teachers' teaching styles to improve underachieving' gifted students' academic achievement has been widely and globally suggested by researchers and educators. However it is not fully utilized in Saudi Arabia (Alamer, 2014). In this context, few and inadequate researches seem to have been

conducted in term of teachers' teaching styles and their influence on academic achievement and motivation of underachieving' gifted students in Saudi Arabia and. Therefore, the present study tries to fill in this literature gap by studying the teachers' teaching styles in Saudi Arabia, its types and its effect on improving the academic achievement and motivation of underachieving' gifted students in Saudi Arabia. This is proposed to be achieved by designing a conceptual framework that explains the links and nature behind these interrelated constructs based on a strong theories. This step is considered to be a significant contribution that the present study tries to provide.

The phenomenon of gifted underachievement has been studied extensively in the United States; however, even with a comprehensive body of research on this topic, researchers do not always agree on what influences gifted underachievement, how to identify gifted underachieving, and, perhaps most importantly, how to reverse gifted underachievement (Alfurayh, 2016). The primary job of the teachers is to increase students' achievement by promoting effective teachers' teaching styles and strategies that are suitable with the learners' need and increase the learners' motivation towards more academic achievement (Alreshidi, 2017). However, the available research base is still relatively scarce on whether teachers can actually adopt this teachers' teaching styles and the effect of these teachers' teaching styles on the students' academic achievement (Alreshidi, 2017). Accordingly, (Alfurayh, 2016) cited that because some teachers consider the gifted school to be like any ordinary school, they do not try to change their teachers' teaching styles nor improve their teaching skills. Moreover, he cited that some teachers do not even believe in the difference between regular students and underachieving' gifted students. Thus, they do not feel the necessity to change their teaching methods and some of them can't recognize the difference between gifted

students and non-identified gifted high achievers, which leads to not varying teachers' teaching styles or concern about individual differences. This study therefore, will seek to provide guide to these teachers in identifying how their weakness in using single teaching style is affecting their specialized candidates that are supposed to be higher achievers academically, but actually tagged as underachieving despite being gifted.

Moreover, there is lack of qualified teachers in Saudi Arabia who are specially trained on how to support underachieving' gifted students' learning needs. Teachers' role is a role in developing their students' academic achievement and motivation (Mohammed & Elsunni, 2016). Findings from Alfurayh (2016) study indicated that Saudi Arabian teachers lacked specialized training on giftedness education and moreover, do not seek to develop their knowledge about giftedness education and appropriate teachers' teaching styles. This lack of knowledge on the suitable teaching method for the underachieved gifted student is a source of concern. The present study attempts to fill in the gaps in the literature of the effect of the teachers' teaching styles on the underachieving' gifted students' academic achievement and motivation by studying the construct of teachers' teaching styles and its components in the context of motivating underachieving' gifted students' academic achievement in Saudi Arabia. This step is also believed to be one of the important contributions this study attempts to achieve.

1.4 Research Objectives

This study attempt to achieve the following research objectives:

1. To cluster the sciences teachers' teaching styles based on the assessment of Saudi Arabian underachieving' gifted students.

2. To identify the extent of academic achievement dimensions among underachieving' gifted students in Saudi Arabia in sciences subject

(Ten academic achievement dimensions include General Academic Skills, Internal Motivation/Confidence, Perceived Instructor Efficacy, Concentration, External Motivation/Future, Socializing, Career Decidedness, Lack of Anxiety, Personal Adjustment and External Motivation/Current).
3. To identify the extent of motivation dimensions among underachieving' gifted students in Saudi Arabia in Sciences subject

(Five motivation dimensions include Empowerment, Usefulness, Success, Interest and Caring).
4. To investigate which teachers' teaching styles (Expert, Formal Authority, Personal Model, Facilitator, and Delegator) is significantly influence academic achievement dimensions of underachieving' gifted students in Saudi Arabia.
5. To investigate which teachers' teaching styles (Expert, Formal Authority, Personal Model, Facilitator, and Delegator) is significantly influence motivation of underachieving' gifted students in Saudi Arabia.
6. To identify the reasons of finding specific style as the most used teachers' teaching styles and another style as the least used teachers' teaching styles among underachieving' gifted students in Saudi Arabia.

1.5 Research Questions

In the line with the previous research objectives, this study attempts to answer the following research questions.

1. What are the clusters of the sciences' teachers' teaching styles based on the assessment of Saudi Arabian underachieving' gifted students?
2. What are the variations of academic achievement dimensions among underachieving' gifted students in Saudi Arabia in sciences subject?

(Ten academic achievement dimensions include General Academic Skills, Internal Motivation/Confidence, Perceived Instructor Efficacy, Concentration, External Motivation/Future, Socializing, Career Decidedness, Lack of Anxiety, Personal Adjustment and External Motivation/Current).
3. What are the variations of motivation dimensions among underachieving' gifted students in Saudi Arabia in Sciences subject?

(Five motivation dimensions include Empowerment, Usefulness, Success, Interest and Caring).
4. Which teachers' teaching styles (Expert, Formal Authority, Personal Model, Facilitator, and Delegator) significantly influence academic achievements dimensions among underachieving' gifted students in Saudi Arabia?
5. Which teachers' teaching styles (Expert, Formal Authority, Personal Model, Facilitator, and Delegator) significantly influence motivation dimensions among underachieving' gifted students in Saudi Arabia?
6. According to the findings of the quantitative results of the present study, what are the reasons of specific style is perceived as the most used teachers' teaching style and another style as the least used teachers' teaching style among the underachieving' gifted students in Saudi Arabia?

1.6 Research Hypothesis

H₀₁: There is no significant contribution of teachers' teaching styles dimensions (Expert, Formal Authority, Personal Model, Facilitator, and Delegator) towards variation of academic achievement among underachieving' gifted students in Saudi Arabia.

H₀₂: There is no significant contribution of the teachers' teaching styles dimensions (Expert, Formal Authority, Personal Model, Facilitator, and Delegator) towards variation of motivation among underachieving' gifted students in Saudi Arabia.

1.7 Research Significance

The present study is believed to be highly significant both theoretically and practically and can be discussed in many factors. Moreover, by examining underachieving' gifted students' perception towards the teachers' teaching styles and the influence of these teachers' teaching styles on the academic achievements and motivation, it can offer valuable insight into specific requirements of the underachieving' gifted students related their teachers' teaching styles. The present study may result in the development of policy for underachieving' gifted students in education system of Saudi Arabia. Thus, underachieving' gifted students' teachers and schools of underachieving' gifted students, Ministry of Education in Saudi Arabia may find this research valuable to develop effective teaching practice of underachieving' gifted students.

Moreover, by examining underachieving gifted students' perception towards the teachers' teaching styles and the influence of these teachers' teaching styles on the academic achievement and motivation, it can offer valuable insight into specific requirements of the underachieving gifted students related their teachers' teaching styles. The present study may result in the development of teaching of underachieving

gifted students in giftedness education in Saudi Arabia. Thus, underachieving gifted students' teachers and schools of underachieving gifted students, Ministry of Education in Saudi Arabia may find this research valuable to develop the teaching practice of underachieving gifted students. The following discusses the significant of the present study from different points.

1.7.1 For Teachers of Underachieving Gifted Students

In Saudi Arabia, there is a lack of qualified teachers who are trained on how to support underachieving' gifted students' learning needs. The present study may provide a valuable practical guide to the authority on ways of evaluating teachers' teaching styles that can be used by the teachers to improve their students' academic achievements. Furthermore, it will help to identify which style is more preferred to their students, and which components is more effective in improving academic achievement and motivation of underachieving' gifted students in Saudi Arabia

1.7.2 For Schools of Underachieving Gifted Students

According to Alfurayh (2016) many teachers of underachieving' gifted students are actually regular classroom teachers. The educational system allows any teachers to transfer to the gifted school, even if they are not specialized in giftedness education. it is believed that there aren't any differences between the gifted schools and other schools except for less work for them within the gifted school. Schools may find the results of this study are valuable to be used in evaluating and developing their teachers and programs for underachieving' gifted students. Furthermore, the results of this study can be used to improve the training programmes, which are provided, by the schools

to develop the teachers' capacity about how to improve underachieving' gifted students academic achievement and motivation.

1.7.3 For Ministry of Education in Saudi Arabia

In Saudi Arabia, The development of education requires developments to conventional education and experimental researches to simulate the best teaching practice (Alsalem, 2015, 2017). In this regard, Alsalem (2015) stated that during the last decade, education in Saudi Arabia has experienced many innovations. In accordance, MoE in the country tries to stress the role of the empirical studied to develop the entire educational process in the country by aligning the recent theories and frameworks to the recent practices in education. The practical contribution of this study and its policy significance lie in the context of defining strategies in relation to positioning the gifted schools in Saudi Arabia in particular and Arab countries in general.

Furthermore, this study can be significant to all stakeholders in the educational sector in Saudi Arabia. For instance, it can help government to identify challenges facing gifted students in the country and devise ways of correcting the shortcomings so as to enhance the academic achievements of these specialised students. In addition, it can be of great assistance to management of those special schools by helping them to devise various policies that can promote the adoption of best teaching styles suitable for the gifted but underachieved students so as to design measures towards enhancing their academic achievement and motivation. Furthermore, this study can enable teachers of these specialised students to identify the weakness associated with their teaching styles and the effect of such, to the overall achievements and motivation of

their students, so that they can devise means of improvement of their service delivery. Also, prospective researchers can use findings from this study to examine other dimensions and appropriate measures that can be applied towards improving academic achievements of not only the gifted underachieved students, but also students in general.

In Saudi Arabia there are several programs for the gifted students, however, none of them was considering the teachers' teaching styles as a source of concern that deserve attention, this study will open a new window of research by providing an insight into the perception of under-achieved gifted students regarding the various teaching styles used by their teachers and the impacts of such on their academic achievement and motivation. The present study will contribute to knowledge in this field by providing an improved understanding of the nature of the relationship between the variables under study. The academic achievement of students is an important outcome of education especially among the gifted but underachieved students (Ferkany, 2008). Examining the influence of the various teaching styles on the academic achievements of underachieved gifted students and motivation will open room for debate among the stakeholders. This will create avenue for understanding and devising means of improving on the skills and knowledge of the teachers of gifted students in Saudi Arabia.

In addition, this study can also offer insights for governments on the current happenings and approach regarding the teaching styles adopted by teachers of the gifted schools in Saudi Arabia. Considering the scarcity of research in this area in Saudi as shown in existing literature, the outcome will serve as a policy guide for

future training and capacity building for teachers, especially those for specialized students. Lastly, the results from this study can have far-reaching implications for all stakeholders in the delivery and consumption of education services in Saudi Arabia and other Arab countries as well as the world at large.

Theoretically, the study examined the influence of teachers' teaching skills on the academic achievements and motivation of underachieved gifted students in Saudi Arabia. This can contribute distinctively to knowledge on theory, especially as the study integrates different theories that are related to the academic achievement, motivation, and teachers' teaching styles literature. Each of these theories has a unique outlook related to academic achievement and motivation as well as their relationship with the teachers' teaching styles. This rare combination of theories across areas of study is a unique mix that can offer multi-diverse and complex empirical evidence to gain deeper understanding of the relationship between teaching style, academic achievement and motivation especially among the underachieved gifted students. Conversely, this study will contribute to the theoretical understanding of the concept.

1.8 Research Conceptual Framework

This study includes two main categories of variables, academic achievement and motivation are a dependent variable, and teachers' teaching styles is an independent variable. Thus, the conceptual framework is designed in a way that would include these variables which are the dependent variables and their influences with the independent variable. The five types of teachers' teaching styles that are included in Grasha's teachers' teaching styles model (Grasha, 1996) are applied in this study. These styles

are expert, formal authority, personal model, facilitator, and delegator. The following figure (Figure 1.1) shows the conceptual framework of the study.

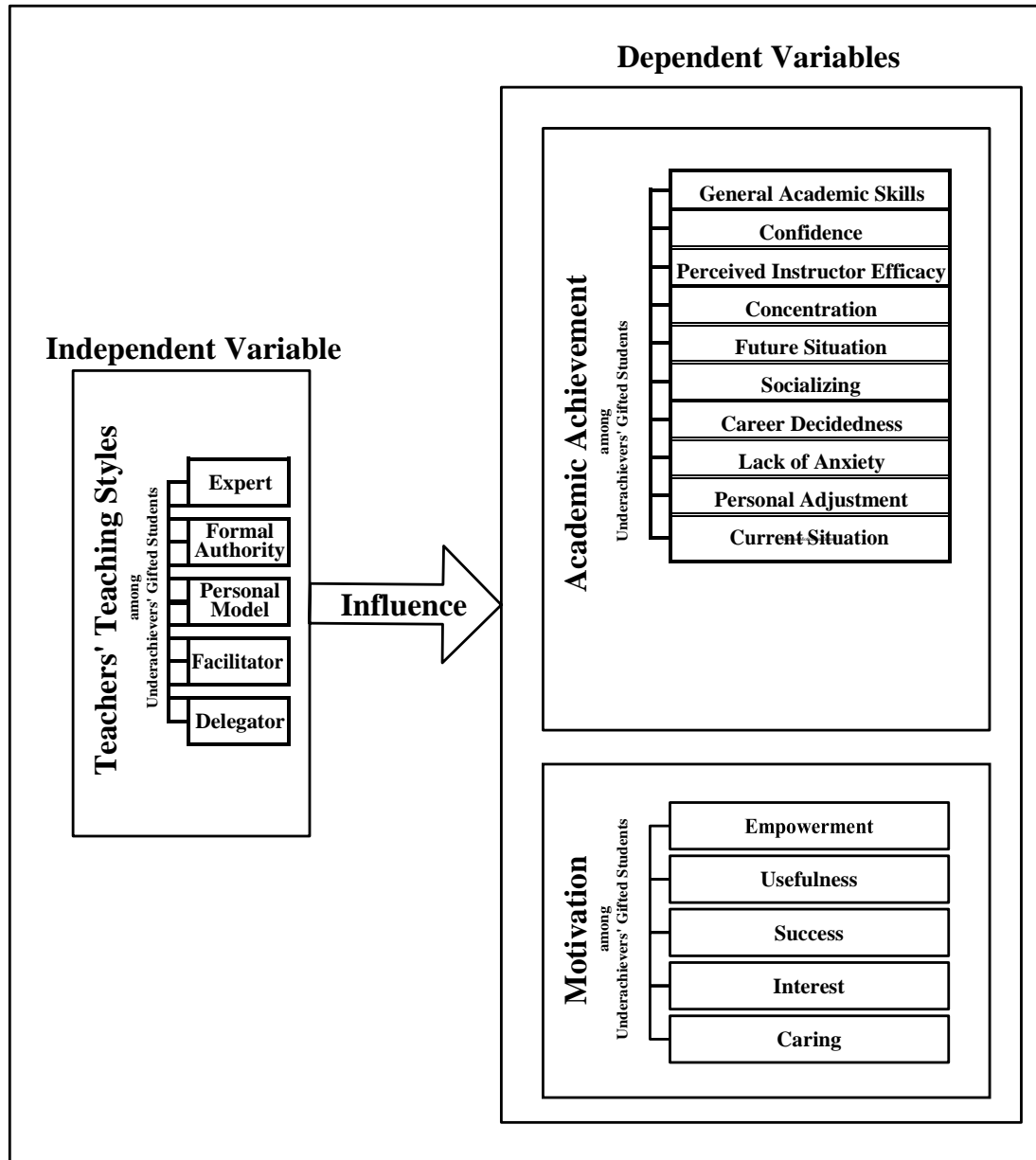


Figure 1.1. The conceptual framework.

As shown in Figure 1.1, the present study aims to investigate the types of teachers teaching styles that are used with underachievers gifted student, highlight the most and the less used teaching styles among underachieving' gifted students, and find

out the effectiveness of the used teachers' teaching styles on the dimensions of the academic achievement and motivation among underachieving' gifted students in Saudi Arabia. Academic achievement is the first dependent variable and has ten dimensions that are defined in Table 1.3.

Table 1.3

Dimensions of Academic Achievement

No	Dimension	Definition
1	General Academic Skills	A combination of effort expended, study skill and self-organizational strategies.
2	Internal Motivation/Confidence	Belief in one's abilities to perform well academically, as well as satisfaction and challenge associated with performance.
3	Perceived Instructor Efficacy	Perception of the ability of the instructor to hold the attention of the student, organize, teach, and assess the progress of the student.
4	Concentration	Ability to concentrate and pay close mental attention.
5	External Motivation/Future	An awareness of the future relevance or importance of the class, with an emphasis on external job-related issues.
6	Socializing	Appropriate levels of socializing such that one's academic performance is not hindered.
7	Career Decidedness	Progress towards and certainty of one's decision about a career goal.
8	Lack of Anxiety	Lack of anxiety or nervousness with regard to studying or test taking.
9	Personal Adjustment	Lack of personal issues that detract from one's ability to perform academically.
10	External Motivation/Current	Motivation to perform, with an emphasis on current external factors such as grades, parents or approval of others.

Source: Prevatt et al. (2011)

Motivation is the second dependent variable and has consists of five dimensions that a teacher should consider when designing instruction or using his

teaching style: (1) empowerment, (2) usefulness, (3) success, (4) interest, and (5) caring. These dimensions are defined in Table 1.4.

Table 1.4

Dimensions of Motivations

No	Dimension	Definition
1	Empowerment	The amount of perceived control that students have over their learning.
2	Usefulness	The perceived behaviour about the beneficial of the course and the knowledge in the course.
3	Success	How the students adjust their self-perceptions of competence.
4	Interest	A psychological state that consists of an affective component of positive emotion (the liking) and a cognitive component of concentration.
5	Caring	The perceived feeling of belongingness, relatedness, connectedness, affiliation, involvement, attachment, commitment, bonding, and sense of community.

Source: Jones (2009)

1.9 Conceptual and Operational Definition of Related Terms

The related terms in the present study are as follow:

1.9.1 Gifted Students

A gifted students refers to a student who has high capabilities in intellectual, creative, specific academic or leadership aspects, or aptitude in the performing or visual arts, and need services or activities that are not being provided in the mainstream schools (Idaho Department of Education, 2001) . In Saudi Arabia, on the other hand there is only one general definition for all rogations in term of giftedness. The construct is defined as evident in someone who has exceptional academic abilities and who needs

special and different education from that which is available in the regular classroom (Alnafei, 2001).

In context to this study, gifted students are the students who has exceptional academic abilities and who needs special and different education from that which is available in the regular classroom. This study targeted all gifted students in City of Jeddah in Saudi Arabia who learn in eight gifted secondary schools distributed around the city. Each distinct supposed to have at least one gifted students center or school. According to Al Qarni (2010), however, there are 8 secondary schools available for gifted students in City of Jeddah in Saudi Arabia. It is not worthy to remind here that there are two types of gifted centers or schools in Saudi Arabia. The first one is the gifted centers or schools which are totally established for gifted students, however, this study concerned on the first type.

1.9.2 Underachieving' Gifted Students

Underachieving' gifted students (UGS) is defined by Reis and McCoach (2000) as gifted students who demonstrate a serious inconsistency between expected achievement (as evaluated by the aptitude measurement) and actual achievement (as evaluated academic achievement measurement). To classify a gifted student as an underachiever, the inconsistency between expected and actual achievement should persist for an at least one year.

Operationally, underachieving' gifted students are the gifted students in Saudi Arabia that their academic achievement are under expectation was examined by their schools to recognize them as underachiever gifted students. Normally, underachieving' gifted students GPA during the academic year should not exceed 90%.