



THE SELF-CONCEPT LEVEL IN THE MODIFIED AL-MADINAH PROGRAM FOR TALENTED STUDENTS IN SAUDI ARABIA

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ABSTRACT

This study aims to improve the self-concept and motivation of talented students in Saudi Arabia by investigating the modified Al-Madinah program for gifted students in the Kingdom of Saudi Arabia. A pilot study was conducted to administer the pre-test and post-test instruments and the application of the program. The students are divided into two groups. The first group is the experimental group, whereas the second group is the control group. The fourth phase of the study involves the administration of the pre-test instruments (the self-concept test) in a quiet environment. Then, the two-way ANOVA test was conducted to investigate the impact of the modified Al-Madinah program. The findings concluded that there is a significant difference between the self-concept of the experimental group compared to that of the control group of the talented students after the intervention using the modified Al-Madinah program.

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1. INTRODUCTION

The main purpose of this study is developing a Modified version of Al Madinah program for talented students in Saudi Arabia. In order to achieve this general purpose of the study. The main purpose of this study is to develop a modified version of Al-Madinah program for talented students in Saudi Arabia to achieve the objectives of the study. The educational systems all over the world have witnessed remarkable and impressive modifications, which conform to the ever-changing world. As a result of these rapid and noticeable changes, the goals of the educational systems were affected. Taking these issues into account, it has been argued that the basic goal of school education is to provide students with effective instruction in order to help them develop important and required thinking and learning skills so that they can be active members in their societies and to enable them to overcome the difficulties that they have encountered in their environments, especially in their life outside schools.

Al-Madinah program involves modern theories in the fields of education and gifted students, which were established and developed by Abdeen and Ghani (2016). There are three significant aspects on which the Al-Madinah program was established. These three aspects are cognitive processes, program strategies, and sentimental processes. Three essential elements are 1) motivation, 2) trust in self-abilities and self-concept, and 3) patience. The implementation of Al-Madinah program strategies is carried out through some specific activities for the purpose of enhancing gifted students' creative thinking skills.

It is quite essential to look after gifted students because this will assist them to build their abilities and to prepare them for coping with challenges that they might encounter in their life. Furthermore, one of the advantages of paying attention to the development of gifted students' attitudes and aptitudes involves enabling those students to utilize their abilities and talents. In comparison with the value of other resources and the national human wealth in any society, gifted students embody a significant human resource that can be equivalent to anything. In addition, Snow (1986) argued that investment and development in gifted students are crucial for both individuals and society, in general, and in any society that is very much concerned about advancement and development. Ghaffari and Azizi (2018) used architectural design to help and increase student learning with creative.

The interaction among students should be viewed as an important criterion for successful learning because such an interaction can have a remarkable impact on students' learning, and it can also assist them in specific skills. These skills include self-discipline, responsibility, self-confidence, and self-concept reinforcement (Bear, 2010). Moreover, this interaction can be the springboard for developing styles related to work-group cooperation styles and help them in respecting opinions and considering people's feelings. Self-concept is a term, which is used to refer to the image that people create of themselves. It comprises a set of features or attributes that we use to identify ourselves as individuals and differentiate ourselves from others. As argued by Jabeen and Ahmed (2013), people are not born with self-concept.

2. EDUCATION SYSTEM IN SAUDI ARABIA

The Ministry of Education in Saudi Arabia was established in 1958. Based on what has been reported in books on education in the Kingdom, educating girls formally started in 1960 by constructing 15 primary schools exclusively for girls. Later, in 1963, the growth of the educational system was embodied in the inauguration of 72 intermediate and secondary schools, seven vocational schools, and seven teacher-training institutes. In addition, during the same year, the first intermediate girls' school was opened. Furthermore, for secondary education, the first school for girls was founded in 1965. The expansion of education continued to reach about 2225 schools and institutes in 1965, compared to only 1114 in 1964.

The period from 1975 to 1985 is viewed to be a period that has witnessed a remarkable positive period when there was a noticeable expansion of education in the Kingdom of Saudi Arabia. The focus was on providing the education sector with more financial support. This was viewed as a matter of investment by the government that was initiated in order to develop the whole educational system and to assist the educational field by increasing the number of teachers and various administrative staff (Madini, 2005). Currently, the public education sector of the Kingdom of Saudi Arabia includes

19 universities and more than 29,000 schools. The country has also witnessed a very remarkable increase in the number of colleges and other training and educational institutions.

Al-Nafea et al. (1992) pointed out that although the Saudi government felt the necessity to approach talented students for the first time in 1969. However, no real action was taken to accomplish this vision. The period between 1990 and 1996 witnessed a great step taken by King Abdul Aziz's City of Science and Technology in cooperation with the MOE and the General Presidency for Girls' Education through submitting a project for comprehensive national research.

Bondagjy (2000) stated that the "Identification and Care for Gifted Students" is the title of the project, which is expected to achieve three aims. The first aim is to design a program for recognizing gifted students. The second aim is to create models of an enrichment program for Mathematics and Science curricula. The third aim is to provide the Saudi society with an intellectual or spiritual understanding of the importance of the identification of gifted pupils and provide them with proper education that can meet their educational needs.

3. METHODOLOGY

This study focuses on the development of the Modified Al-Madinah Program. Moreover, it presents, in detail, various issues of planning and organization of the Modified Al-Madinah Program. The aim of discussing the aspects of planning and organization of the Modified Al-Madinah Program is to pave the way for highlighting the feasibility of implementing this program.

Modern theories in the field of education and talented students are the basis of the Al-Madinah Program. Specifically, there are three significant aspects on which the Al-Madinah Program was established. These three aspects are cognitive processes, program strategies, and sentimental processes. Three essential elements are 1) motivation, 2) trust in self-abilities and self-concept, and 3) patience. The implementation of the MAL-MadinahP strategies is carried out through several specific activities for the purpose of enhancing talented students' motivation and skills of self-concept skills (Abdeen & Ghani, 2016).

In this study, the chosen research design is the non-equivalent (pretest and posttest) control-group design. The non-equivalent group design (control-group design) is probably the most frequently used design in both educational and social research. Although this type of research design is structured like a pretest-posttest randomized experiment, it lacks the most important feature of random assignment of respondents. The research design of this study is employed to examine the impact of a specific independent variable(s) on the dependent variables. 'O' is used to represent the dependent variables, whereas pretest and post-tests are used in the experimental and control groups. The quasi-experimental research design is used in this study to examine the impact of the modules of a training program on the improvement of students' self-concept and motivation among gifted students in Saudi Arabia.

This study, the instrument for data collection was modified from Piers-Harris (2002), in order to be appropriate for the Arabic culture. Among the scales that are widely used for the measurement of self-conception, Piers-Harris 2 Self-Concept Scale is the most common instrument for measuring self-conception. Based on using Piers-Harris 2 instrument and the findings that were obtained by this

instrument, the researcher validated the results using other quantitative data obtained by using other psychological tests or qualitative data such as clinical interviews with the students and other informants, prior history, school records, and classroom observations. Also, researchers that prefer to use this instrument may need to talk with outside consultants and refer to reliable sources as needed.

4. RESULTS OF ANALYSIS

In order to achieve the objectives of this study, the study will use the SPSS program version 16. The descriptive analysis will be used to investigate the pre-tests results of self-concept and motivation for Saudi Arabian talented student. Moreover, the descriptive analysis will be used to investigate the post-test of self-concept and motivation for Saudi Arabian talented student. In addition, the reliability coefficient method will be used to compare the results in pre and post-tests, whereas, the two-way ANOVA analysis will be used. An examination by t-test of differences between groups generally will also be used, the method of analysis is illustrated in Figure 1.

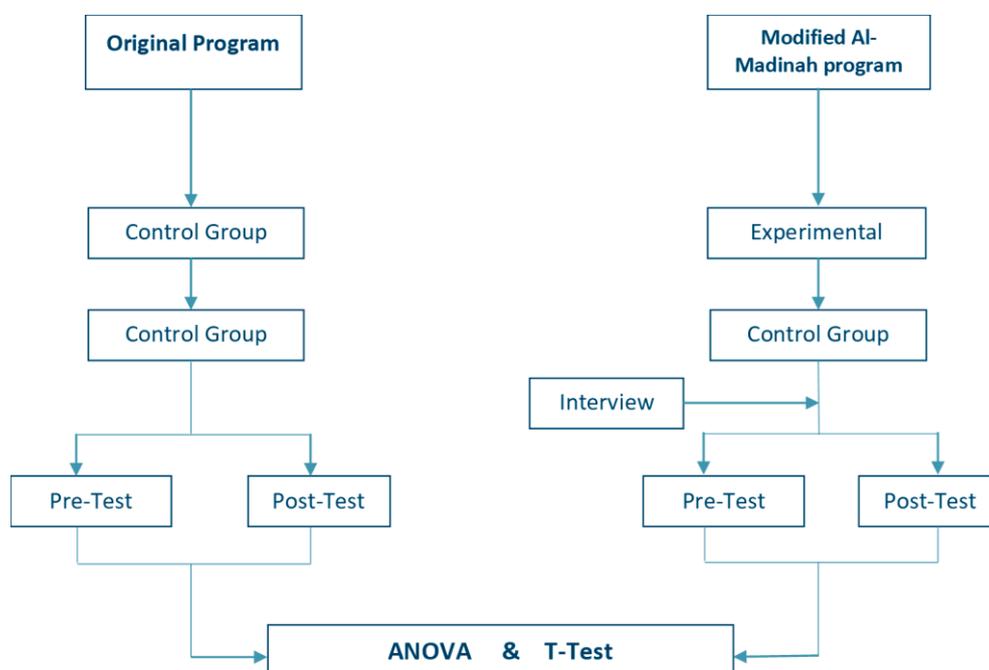
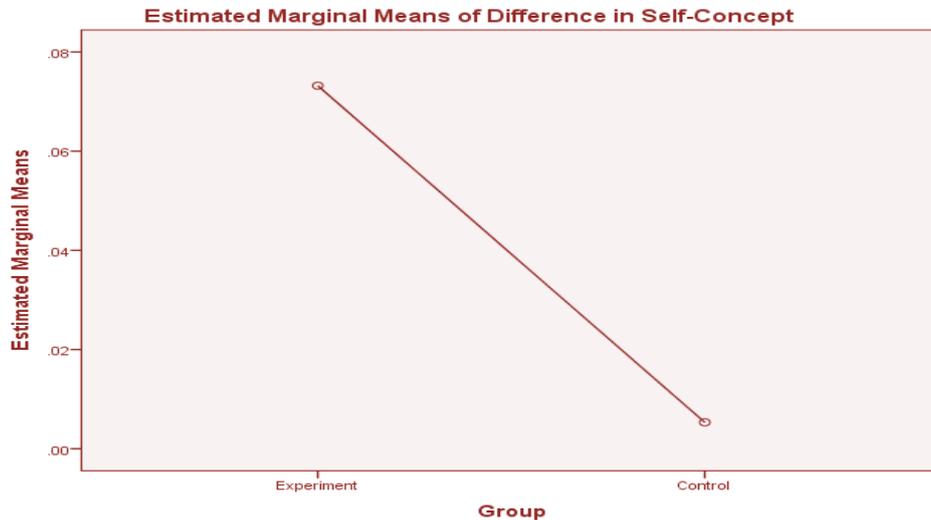


Figure 1: Schematic study and analysis.

A two-way ANOVA test was used in this study and based on this test, a comparison between the self-concept pre-test and post-test was conducted. The results of this test are illustrated in Table 1 and shown in Figure 2. Table 1 shows that there are 40 participants in both groups, experiment group (N=40) and control group (N=40). In the post-test, the motivation mean value of the experimental group was -0.75 with standard deviation 0.15 while the control group scored mean value of motivation was -0.07 with standard deviation 0.26. Levene's test of equality of error variances showed that the variances of both groups were not equal $F(1.78)=10.19$ and p-value (Sig.) <0.01 . The difference between groups in motivation scores was found as a significant difference ($F=2.3.144$ and $p\text{-value}<0.01$).

Table 1: ANOVA Test to Compare the Self-Concept Scores in the Pre-Test and Post-Test

| Group | N | Mean | Std. Error of the Mean (SEM) | SD | Levene's Test of Equality of Error Variances | | | |
|------------|----|-------|------------------------------|-------|--|-----|-----|-------|
| | | | | | F | df1 | df2 | Sig. |
| Experiment | 40 | .0732 | .055 | 0.284 | - | - | - | - |
| Control | 40 | .0053 | .055 | 0.403 | - | - | - | - |
| Total | 80 | .0393 | - | 0.348 | 5.132 | 1 | 78 | 0.026 |

**Figure 2:** The Difference between Self-Concept Pre-Test and Post-Test.

As shown in Table 2, both of the groups have 40 participants and the scored mean value of the self-concept of the experimental group was 0.63 with standard deviation 0.21 and for the control group was 0.54 with standard deviation 0.28. The T-Test for Equality of Means showed that there was a significant differences between the mean of both groups $F(78)=2.51$, $t=1.73$, and $p\text{-value}<0.05$. The results of this test are illustrated in Table 2. The final results show that Modified Al Madinah Program effects positively on the experimental group of students and the changes in the program is accepted.

Table 2: The Independent Sample Test of Self-Concept

| Group | N | Mean | SD | T-Test for Equality of Means | | | | |
|------------|----|------|------|------------------------------|------------|----|-------|------|
| | | | | F | Mean Diff. | df | t | Sig. |
| Experiment | 40 | 0.63 | 0.21 | 2.511 | .097 | 78 | 1.732 | .047 |
| Control | 40 | 0.54 | 0.28 | | | | | |

5. CONCLUSION

The study concluded that, at 95% significant level, the modified Al-Madinah program has a positive impact on gifted students in Saudi Arabia. The findings showed that the minimal difference between the self-concept scores of the experimental and control groups in accordance with their demographics (age, birth order, and grade) and revealed that the modified Al-Madinah program did not affect self-concept and demographic characteristics (age, birth order, and grade) of talented students. However, it was found that there is a significant difference between the self-concept of the experimental and control groups of talented students after the intervention using the modified Al-Madinah program.

6. AVAILABILITY OF DATA AND MATERIAL

Data used or generated from this study is available upon request to the corresponding author.

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