

IMPLICIT THEORIES OF INTELLIGENCE, GIFTEDNESS, AND THEIR RELATIONSHIP TO EFFICIENT SELF-ACADEMY FOR GIFTED STUDENTS WITH LEARNING DIFFICULTIES

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ABSTRACT *This study aimed at finding the scales of implicit theories of intelligence and giftedness adopted by gifted students with learning disability in the elementary school. The study sample consisted of 30 students selected from three elementary schools in the Eastern Province. Using the scale of behavioral characteristics for gifted people with learning difficulties and others scales. The study shows that the scales of theories of implicit intelligence and talent were above average among the members of the sample. The dimensions of the academic self-efficacy were above average; the results have also shown a significant relationship at the level (0.01) among all of the theories of implicit intelligence as an intentional, explicit acquisition in reading, mathematics, and participation, and study skills, and the total score of the academic efficiency. result was discussed and provide some recommendations associated with the results of the study and its object.*

KEYWORDS: *implicit theories of intelligence and the giftedness, academic proficiency, gifted people with learning difficulties.*