

Primary School Teachers' Views on the Learning Motivation of Gifted Children

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ABSTRACT

The study aims to identify the internal and external factors that influence the learning motivation of gifted children from primary school teachers' points of view. The study was conducted between February 2023 and September 2024 and involved 70 (n =70) primary school teachers. The study raised two research questions: RQ1: What internal factors enhance the learning motivation of gifted children? RQ2: What external factors influence the learning motivation of gifted children? A qualitative research design was used to achieve the study's aim and answer the research questions. The collected data were analysed using content analysis, which consisted of three stages - open coding, axial coding and selective coding. The study revealed that primary school teachers believe gifted children are motivated to learn by external factors such as recognition, support, assessment, challenges, and appropriate physical and emotional environment. The learning motivation of gifted children is also enhanced by several internal factors such as autonomy, perfectionism, interest, satisfaction, self-confidence, and purposefulness. The study findings help primary school teachers to identify the internal and external factors affecting the learning motivation of gifted children.

Keywords: gifted children, learning motivation, primary school teachers, primary school students, school education