The Effect of Intellectual Humility in Achieving Academic Achievement among Secondary School Teachers in Jeddah Schools in Saudi Arabia

Dr. Ali Abdulrahman Alshehri
Educational supervisor, Ministry of education, Saudi Arabia
L.ma.69@hotmail.com

Dr. Hadi Mohammed Alkhathami
Teacher, Ministry of education, Saudi Arabia
hadi-vip2007@hotmail.com

Abstract: The study aimed to identify the effect of intellectual humility on achieving academic achievement among secondary school teachers in Jeddah schools in Saudi Arabia. This is through studying and analyzing the dimensions of intellectual humility represented in (recognition of others' right to excel and achievement, openness to new information, ability to predict and evaluate, emotion regulation and other aspects of personality, enhancing confidence).The study also aimed to identify the level of academic achievement of secondary school teachers, and the researchers followed the descriptive analytical approach (survey) in their study. The study sample consisted of (290) teachers and a questionnaire was applied to them. The study concluded with a set of results among them that there is a direct correlation between intellectual humility and academic achievement. This was clarified through the Pearson correlation, and the study also found that the mean of the level of academic achievement reached (3.97) with a standard deviation (1.721), and it is clear from the mean value that it is located at a high degree, and this indicates that the level of academic achievement of secondary school teachers is high.

Keywords: intellectual humility, academic achievement, secondary school teachers, the Kingdom of Saudi Arabia.

INTRODUCTION
The attitudes and interest in positive psychology variables, and their use in the study of effective positive personality in all areas of life have increased for all groups and ages, on the basis of the psychological quality of the life of individuals in society. Alshehri (2020) notes that humility is one of the newly included variables in positive psychology;humility study was neglected in the psychological sciences, and this variable had not received much benefit from study and research interest for the recent time, due to its connection with moral, religious and philosophical values. In recent times, however, it has gained great importance in the framework of the positive psychology movement.

It is worth noting that intellectual humility includes an objective view of the self, realistically evaluating it, focusing on others, recognition of his right to excel and achievement, openness to new information, and in dealing with others (Krumrei, 2017).

In the same context, humility is a positive psychological concept and a positive characteristic of personality. Various forms have emerged from this concept, including intellectual humility, cultural humility, social humility and other forms of humility (Genc, 2017). In psychological research, humility has been identified as a feature that includes an accurate or moderate view of the individual's strengths and weaknesses, as well as the personal orientation between individuals rather than focusing on the one's self-vision, so that he can reduce egoism in ways that preserve social acceptance (Pritchard, 2020). Thus, intellectual humility is a reverse concept of the concept of Intellectual Arrogance, which represents a vice deeply rooted in human psychology. The human being has a great tendency to appreciate his intellectual strengths and reduce his weaknesses; this results in a strong tendency to the individual biases towards his own thoughts.The human being actions and deeds are an integral part of his cognitive constructivism in ways that can systematically lead him to thinking biased in some cases for adaptive reasons (Porter & Schumann, 2018). There is a strong relationship between intellectual humility and academic achievement, and this of course is related to learning behaviors, personal growth and social interaction (Krumrei et al, 2020).

On the other hand, attention to teachers 'academic achievement motivation is one of the most important goals of education to open the way for them to contribute to community service and working for its scientific progress (Peng & Kievit, 2019). The basis of the motivation for achievement lies mainly in the expected pleasure and pride in accomplishing a task in a distinct manner with excellent standards (Liu et al, 2020). The motivation for academic achievement is essential in the process of learning and education, as it provides the desire to research, take risks, knowledge and perseverance in performing educational tasks (Guhn et al, 2020). The motivation for achievement is also an important factor in guiding, activating and understanding the behavior of the learner, as it is considered an essential component in the individual's endeavor towards self-realization and affirmation, as the individual feels his self-realization through the goalsthat he accomplishes and achieves (Wang et al, 2019).

In light of the foregoing, the study of intellectual humility and its relationship to the academic achievement of secondary school teachers is justified in light of the directives proposed in the educational policy in the Kingdom of Saudi Arabia regarding the development of mechanisms for intellectual humility among teachers in order to achieve academic achievement and educational outcomes characterized by effectiveness and good performance.

PROBLEM OF THE STUDY

The teacher is the cornerstone of the educational process, and the responsibility for achieving educational goals is on him, the most important components of which are academic achievement. Hence, it was necessary to have sufficient psychological and social compatibility among the teachers, to ensure their active participation in achieving the goals of development, with the acceleration and complexity of knowledge that characterizes the age in various areas of life.

It should be noted that intellectual humility is considered one of the most important practices for influencing others and guiding them to achieve the goal that they sought to achieve, and on this basis the topic of intellectual humility receives the attention of psychologists, social and educational scholars, especially with regard to academic achievement.From this standpoint, the researchers in the field of psychology find that this topic, despite extensive research on it, still needs more research, as this field is more vital and is closely related to the reality of the daily life of individuals and the nature of human relations among them. The problems that most educational institutions experience are the result of impotence or poor control over good communication processes, building confidence, predictability and evaluation.

Through our work as psychological counselors, we found it necessary to research this topic to find scientific and objective answers to many of the questions surrounding the mechanisms of intellectual humility and its relationship to academic achievement, which is the most important element that the practices of secondary school teachers should include in the city of Jeddah in Saudi Arabia.

Accordingly, we chose to search for one of the basic variables that have a direct impact on the productivity and success of schools and related to academic achievement as it represents an intrinsic strength and an internal state in the teacher that stimulates his behavior and works to continue the

behavior towards achieving a specific goal, and this is confirmed by the Abbadi & Atta (2020) study about the mental attentive management, intellectual humility, and attachment to work as predictors of harmonious leadership among educational leaders in general education schools.

As a result of the aforementioned, a set of questions began to crystallize in the researchers 'minds related to the necessity of having standards for intellectual humility to achieve achievement, in addition to strategies for dealing with students according to the reality of secondary schools in the city of Jeddah, and therefore the problem of study is represented by the following main question:

What is the effect of intellectual humility on achieving academic achievement among secondary school teachers in Jeddah schools in Saudi Arabia?

QUESTIONS OF THE STUDY

1. What is the relationship of intellectual humility in achieving academic achievement through recognition of the right of others to excellence and achievement?
2. What is the relationship of intellectual humility in achieving academic achievement through openness to new information?
3. What is the relationship of intellectual humility in achieving academic achievement through the ability to predict and evaluate?
4. What is the relationship of intellectual humility in achieving academic achievement through the regulation of emotion and other aspects of personality?
5. What is the relationship of intellectual humility in achieving academic achievement through enhancing confidence?
6. What is the level of academic achievement of secondary school teachers in Jeddah's schools?

OBJECTIVES OF THE STUDY

1. Identifying the effect of intellectual humility on achieving academic achievement through the following dimensions (recognition of the right of others to excel and achievement, openness to new information, ability to predict and evaluate, emotion regulation and other aspects of personality, enhancing confidence).
2. Identifying the level of academic achievement of secondary school teachers in Jeddah's schools.

SIGNIFICANCE OF THE STUDY

1. Research on the study concepts related to intellectual humility and academic achievement.
2. Disclosure of the standards required to achieve academic achievement among secondary school teachers.
3. The importance of the research category of secondary school teachers and their need for standards of intellectual humility to achieve academic achievement.
4. The possibility of benefiting from the results of the research in the preparation of rehabilitation programs related to intellectual humility that appoint teachers and leaders in secondary education schools to achieve academic achievement.

DELIMITATIONS OF THE STUDY

Objective delimitations: they were represented in the relationship of intellectual humility in achieving academic achievement through the following dimensions: (recognition of the right of others to excel and achievement, openness to new information, ability to predict and evaluate, emotion regulation and other aspects of personality, enhancing confidence), which will be the essential dimensions for field study.

Spatial and temporal delimitations: The Kingdom of Saudi Arabia was represented by secondary schools in the city of Jeddah, and the study instruments were applied in the 2020.

Human delimitations: secondary school teachers in Jeddah's schools.

PLAN OF ACTION

The two researchers began by identifying the research problem through the following main question: What is the effect of intellectual humility on achieving academic achievement among secondary school teachers? Through reviewing the theoretical literature and previous studies,then the problem of the research was identified, and in a next step the research questions were constructed, the objectives were set, and the experiment was designed. The study consisted of two variables: the independent variable

(intellectual humility with its dimensions), and the dependent variable (academic achievement) and the relationship that exists between them according to the following scheme:

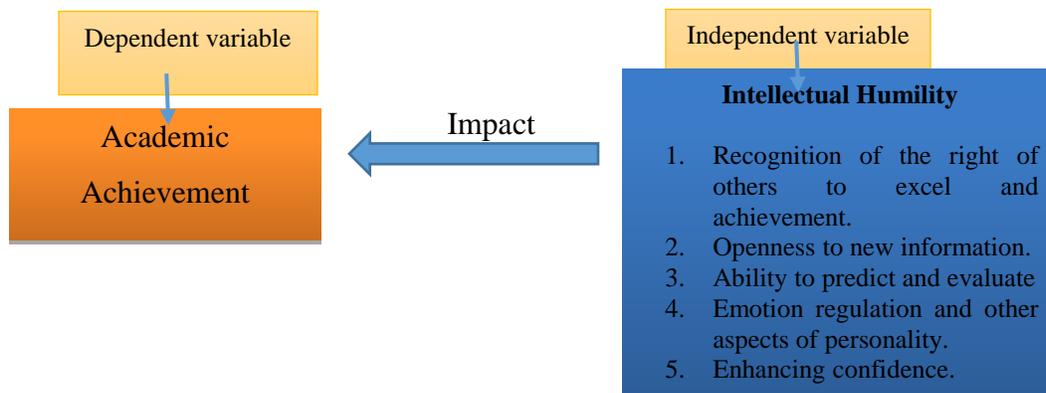1. **The independent variable and dependent variable:**

Figure (1) study variables (independent - dependent)

TERMS OF THE STUDY

Intellectual humility:

It is known as the individual's perception that a particular personal belief may be faulty, as it mainly reflects the individuals' evaluations of their beliefs, except that it often appears through openness to the opinions of others and the lack of rigidity and vanity with regard to the one's beliefs and opinions (Schellenberg, 2016).

Conversely, low intellectual humility is sometimes manifested through an unfounded insistence that an individual's beliefs are valid and ignoring people who hold different viewpoints, and thus, low intellectual humility is not only a problem with respect to the accuracy of individuals' beliefs, but can also generate conflictbetween the individuals and strong reactions to differences of opinion, decisions based on incorrect information and unwillingness to negotiate or compromise (Jayawickreme, 2018).

Academic achievement:

It is the individual's willingness to strive for excellence, approaching success, the desire for good performance, perseverance, overcoming difficulties, and achieving a specific goal in situations that include levels of excellence (Moghadariet al, 2020).

The concept of academic achievement is also evident through the group of forces and efforts made by the individual in order to overcome penalties and accomplish difficult tasks as quickly as possible. The drive for achievement is one of the important aspects of the human motivation system, and it has emerged as one of the distinctive features in the dynamics of personality and behavior. It can even be considered one of the achievements of contemporary psychological thought (Faremi & Jita, 2018).

The two researchers define academic achievement motivation as the sum of grades obtained by secondary school teachers as a result of their response to the scale of intellectual modesty and its association with academic achievement motivation.

PROCEDURES OF THE FIELD STUDY

Methodology of the Study

In their study, the two researchers followed the descriptive and analytical approach (survey), where they monitored areas of intellectual humility represented in (recognition of the right of others to excel and achievement, openness to new information, ability to predict and evaluate, regulate emotion and other aspects of personality, enhance confidence).

Population and Sample of the Study

The study population consists of all secondary school teachers in the city of Jeddah, Saudi Arabia, and in a next step, an intended sample of 290 teachers was chosen.

Instrument of the Study

To achieve the objectives of the study, the two researchers developed a questionnaire that included five dimensions with the aim of identifying the effect of intellectual humility on achieving academic achievement, and the aim of the study instrument was to identify the primary data about the study sample individuals, and to explore their views on the dimensions of intellectual humility. The questionnaire was distributed to the study sample electronically and collected through the responses from the (Excel) program, sorted, and transferred to the (SPSS) program, in order to analyze it.

Validity of the Questionnaire

The validity procedures were carried out by confirming the validity of the internal consistency of the questionnaire. The questionnaire was distributed to an exploratory sample consisting of (57) secondary school teachers in Jeddah schools, and then the correlation coefficients were calculated for the dimensions, and the following table shows the procedures for calculating the validity of the internal consistency.

Table (1) Pearson correlation coefficients for the degrees of the dimensions of study and their significance value

dimensions	correlation coefficients	significance value
Recognition of the right of others to excel and achievement	0.73**	0.000
Openness to new information	0.84**	0.000
Ability to predict and evaluate	0.89**	0.000
Regulate emotion and other aspects of personality	0.91**	0.000
Enhancing confidence	0.70**	0.000
Academic Achievement	0.72**	0.000

It is clear from Table (1) that the correlation coefficients ranged between (0.70 - 0.91) degree, which are high correlation coefficients, and they are statistically significant at the level of significance (0.01), and this indicates that all of these dimensions have validity of internal consistency.

Reliability of the Questionnaire

The researchers followed Cronbach's Alpha method, which requires calculating the correlation of the items with each other, and the following table shows the reliability coefficients of the questionnaire and each of its dimensions using Cronbach's Alpha.

Table (2) Cronbach Alpha coefficients of the questionnaire reliability

Dimensions	Cronbach Alpha coefficients
Recognition of the right of others to excel and achievement	0.80
Openness to new information	0.74
Ability to predict and evaluate	0.80
Regulate emotion and other aspects of personality	0.85

Enhancing confidence	0.75
Academic Achievement	0.82
Total Reliability	0.96

It is clear from Table (2) that the Cronbach alpha coefficients ranged between (0.74-0.85), which is high reliability coefficients. It is also evident from the table that the total reliability coefficient for the dimensions as a whole reached (0.96), which is a high reliability coefficient. All this indicates that the questionnaire has a high degree of reliability and can be relied upon in the field application of the study.

Results and Discussion

    The First Question: What is the relationship of intellectual humility in achieving academic achievement through recognition of the right of others to excellence and achievement?

This question has been answered by revealing the relationship between the dimension of recognition of the right of others to excellence and achievement through the value of the Pearson correlation coefficient, and Table (3) illustrates these results.

Table (3) Pearson Correlation Coefficient

Dimension	Academic Achievement	Value of Significance
Recognition of the right of others to excel and achievement	R= 0.45	0.01

It appears from the table that the value of the Pearson correlation coefficient (R = 0.45) between the dimension of recognition of the right of others to excel as one of the criteria for intellectual humility and academic achievement, and this relationship is significant at the level (0.01) and this means that there is a direct correlation between intellectual humility and academic achievement. Whenever the style of secondary school teachers is characterized by recognition of the right of others to excel, this gives an indication of teachers 'achievement and achieving interaction within the school, and as a result there is a correlation between intellectual humility and academic achievement in secondary schools in Jeddah.

The Second Question: What is the relationship of intellectual humility in achieving academic achievement through openness to new information?

This question has been answered by revealing the relationship between the dimension of openness to new information and academic achievement through the value of the Pearson Correlation Coefficient, and the following table illustrates these results.

Table (4) Pearson Correlation Coefficient

Dimension	Academic Achievement	Value of Significance
Openness to new information	R= - 0.30	0.01

It is evident from the table that the value of the Pearson correlation coefficient (R = - 0.30) between the dimension of openness to new information as one of the criteria for intellectual humility and academic achievement, and this relationship is significant at the level (0.01) and this means that there is a direct correlation between intellectual humility and academic achievement. Secondary school teachers have openness to new information, as experiments conducted in the field of psychology have shown that people with open minds process information in a different way, and may even see the world from a different perspective, and this indicates that standards of intellectual humility are related to the personality of the teacher, which leads to achieve academic achievement.

The Third Question: What is the relationship of intellectual humility in achieving academic achievement through the ability to predict and evaluate?

This question has been answered by revealing the relationship between the dimension of the ability to predict and evaluate and academic achievement through the value of the Pearson correlation coefficient, and the following table explains those results.

Table (5) Pearson Correlation Coefficient

Dimension	Academic Achievement	Value of Significance
Ability to predict and evaluate	R= - 0.41	0.01

It is evident from the table that the value of the Pearson correlation coefficient (R = - 0.41) between the dimension of ability to predict and evaluate as one of the criteria for intellectual humility and academic achievement, and this relationship is significant at the level (0.01) and this means that there is a direct correlation between intellectual humility and academic achievement. Secondary school teachers have an appreciation for their expertise and ability to predict and evaluate, and this is a result of the intellectual humility that characterizes secondary school teachers in the schools of Jeddah.

The Fourth Question: What is the relationship of intellectual humility in achieving academic achievement through the regulation of emotion and other aspects of personality?

This question has been answered by revealing the relationship between the dimension of the regulation of emotion and other aspects of personality and academic achievement through the value of the Pearson correlation coefficient, and the following table explains those results.

Table (6) Pearson Correlation Coefficient

Dimension	Academic Achievement	Value of Significance
Regulation of emotion and other aspects of personality	R= -0.43	0.01

It can be seen from the table that the value of the Pearson correlation coefficient (R = -0.43) between the dimension of emotion regulation and other aspects of personality as one of the criteria for intellectual humility and academic achievement, and this relationship is significant at the level (0.01) and this means that there is a direct correlation between intellectual humility and academic achievement, and the explanation for that secondary school teachers follow positive relationships based on mutual respect, providing opportunities for interaction, in addition to enhancing self-awareness and understanding the feelings of others through sympathy with others, understanding and respecting their feelings, and of course there is a clear relationship between intellectual humility and academic achievement through the field of emotion regulation and other aspects of personality.

The Fifth Question: What is the relationship of intellectual humility in achieving academic achievement through enhancing confidence?

This question has been answered by revealing the relationship between the dimension of enhancing confidence and academic achievement through the value of the Pearson correlation coefficient, and the following table explains those results.

Table (7) Pearson Correlation Coefficient

Dimension	Academic Achievement	Value of Significance
Enhancing confidence	R= -0.33	0.01

It can be seen from the table that the value of the Pearson correlation coefficient (R = -0.33) between the dimension of confidence enhancement as one of the criteria for intellectual humility and academic achievement, and this relationship is significant at the level (0.01), and this means that there is a direct correlation between intellectual humility and

academic achievement, and the explanation for this is that the secondary schools teachers emphasize the principle of friendship and build bridges of trust and love that enhance the role of the educational system, achieve positive results in the teaching process and a large degree in students 'acceptance of what is new to them, and this gives a clear indication of the importance of intellectual humility in achieving academic achievement.

The Sixth Question: What is the level of academic achievement of secondary school teachers in Jeddah's schools?

This question has been answered by calculating the arithmetic mean and standard deviation of the dimension of academic achievement of secondary school teachers in Jeddah schools in the Kingdom of Saudi Arabia, and the following table illustrates these results.

Table (8) the arithmetic mean and the standard deviation for the academic achievement dimension

Dimension	Mean	standard deviation	Degree
Academic Achievement	3.97	1.721	High

From a review of Table (8), it becomes clear that the arithmetic mean of the respondents' responses to the items of the Academic Achievement dimension reached (3.97) and a standard deviation of (1.721), and it is clear from the value of the mean that it is located at a high degree, and this indicates that the level of academic achievement of secondary school teachers is high. This is due to their practice of intellectual humility, through recognition of the right of others to excel and achievement, openness to new information, the ability to predict and evaluate, emotion regulation and other aspects of personality, in addition to enhancing confidence.

RECOMMENDATIONS

1. Focusing on selection criteria for secondary school teachers, as the criteria include intellectual humility and safe attachment to work.
2. Taking into account the provision of academic courses that contain practical exercises that include activities on intellectual humility.
3. The importance of building strong bonds between teachers and students because of its positive effects on communication processes and the success of the educational process in schools.
4. Focusing on the criterion of recognizing the right of others to academic excellence and achievement.
5. Emphasis on openness to new information, as well as strengthening predictability and evaluation.
6. Paying attention to emotion regulation and other aspects of the personality of the teachers and students, while enhancing their self-confidence.
7. Establishing workshops and psychological counselling programs to develop the intellectual humility of secondary school teachers in schools.
8. Work to provide an appropriate academic climate that contributes to raising the cognitive and emotional efficiency of teachers, and to conduct activities such as scientific trips and lectures in order to develop emotional skills and increase motivation and participation.

REFERENCES

1. Abbadi, Adel & Atta, Rajab (2020). Mindful Management, Intellectual Humility, and Attachment at Work as Predictors of Resonant Leadership for Educational Leaders of Public Education Schools in Egypt and Saudi Arabia, *the Educational Journal, (76),* 2097-2162, Sohag University.
2. Alshehri, Ali Abdurrahman Abdullah. (2020). *The Big six factors of personality (HEXACO), Wisdom, and Self-Transcendence as predictors of Intellectual humility in a sample of male and female secondary school teachers in Mahayel Asir Governorate*, (Ph, D) Degree in Education, Saudi Arabia.

3. Faremi, A. F., & Jita, L. C. (2018). Assessment of family characteristics and learners' variables in enhancing academic achievement motivation in secondary schools. *Rethinking Teaching and learning in the 21st Century*, 147-161.

4. Genc, G. (2017). The Relationship Between Academic Achievement, Reading Habits And Critical Thinking Dispositions of Turkish Tertiary Level EFL Learners. *Educational Research Quarterly*, *41*(2), 43-73.

5. Guhn, M., Emerson, S. D., & Gouzouasis, P. (2019). A population-level analysis of associations between school music participation and academic achievement. *Journal of Educational Psychology*.

6. Jayawickreme, E. (2018). Situation-Based Contingencies Underlying Wisdom-Content Manifestations: Examining Intellectual Humility in Daily Life.

7. Krumrei-Mancuso, E. J. (2017). Intellectual humility and prosocial values: Direct and mediated effects. *The Journal of Positive Psychology*, *12*(1), 13-28.

8. Krumrei-Mancuso, E. J., Haggard, M. C., LaBouff, J. P., & Rowatt, W. C. (2020). Links between intellectual humility and acquiring knowledge. *The Journal of Positive Psychology*, *15*(2), 155-170.

9. QAZI, SAYEEDUZZAFAR, and TEJBIR KAUR. "RELATIONSHIP OF JOB BURNOUT WITH DEMOGRAPHIC VARIABLES–A CASE STUDY OF PUBLIC & PRIVATE UNIVERSITIES IN INDIA." International Journal of Human Resource Management and Research (IJHRMR) 6. 6, Dec 2016, 1-14

10. Liu, J., Peng, P., & Luo, L. (2020). The relation between family socioeconomic status and academic achievement in China: a meta-analysis. *Educational Psychology Review*, *32*(1), 49-76.

11. ALI, INASS SALAMAH, and VIKRAM JEET. "A COMPARATIVE STUDY OF ORGANIZATIONAL COMMITMENT AND JOB SATISFACTION IN THE PRIVATE AND GOVERNMENT PROFESSIONAL EDUCATIONAL INSTITUTIONS." International Journal of Human Resource Management and Research (IJHRMR)9.2, Apr 2019, 35-46

12. Moghadari-Koosha, M., Moghadasi-Amiri, M., Cheraghi, F., Mozafari, H., Imani, B., & Zandieh, M. (2020). Self-Efficacy, Self-Regulated Learning, and Motivation as Factors Influencing Academic Achievement Among Paramedical Students: A Correlation Study. *Journal of allied health*, *49*(3), 145E-152E.

13. Kiong, Tan Wee, et al. "A Cross Sectional Study on the Awareness and Knowledge of Patient's Rights Among Medical Students in Malaysia." *International Journal of Nursing and Health Science* 7.1 (2020): 12.

14. Peng, P., & Kievit, R. A. (2020). The development of academic achievement and cognitive abilities: A bidirectional perspective. *Child Development Perspectives*, *14*(1), 15-20.

15. Porter, T., & Schumann, K. (2018). Intellectual humility and openness to the opposing view. *Self and Identity*, *17*(2), 139-162.

16. Pritchard, D. (2020). Educating for intellectual humility and conviction. *Journal of Philosophy of Education*, *54*(2), 398-409.

17. Schellenberg, J. L. (2016). Taking Intellectual Humility to the Next Level: Species-Based Importance, Human Maturity, and Deep Time. *Res Philosophica*, *93*(3), 653-668.

18. Wang, Y., Tian, L., & Huebner, E. S. (2019). Basic psychological needs satisfaction at school, behavioral school engagement, and academic achievement: Longitudinal reciprocal relations among elementary school students. *Contemporary Educational Psychology*, *56*, 130-139.