

The level of academic self-concept among Gifted students with low academic achievement

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Abstract

The aim of this study was to identify the level of academic self-concept among gifted students with low academic achievement in Jordan considering gender variables and the school stage. The study sample consisted of (110) students of gifted students with low academic achievement from schools of excellence consisted of 60 Male, and 50 Female students from high and middle schools during the first semester of the academic year 2017/2018.

To achieve the objectives of the study, the researchers developed a measure of the concept of the academic self, and verified the signs of sincerity and stability. The results showed that the level of academic self-concept among gifted students with low academic achievement was low and there were no statistically significant differences in the level of academic self-concept among gifted students with low academic achievement due to the gender variable and the school stage. The researchers recommend focusing on investigating the factors that can contribute to reducing the academic achievement of gifted students and the need to maintain a high level of academic self-concept among students of both sexes and from different levels of study.

Keywords: (academic self-concept, gifted students, low achievers).

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