

Analysis of the relationship between self-esteem level and interest, importance and learning achievements in highly able students through mixed method design

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The scientific literature supports the relationship between self-esteem and interest or motivation, academic achievements, learning processes and academic performance of students in general, and also in highly able students. Thus, the objective of this study is to analyse how the different levels of self-esteem are related to interest, importance and learning achievements in highly able students in Primary and Secondary Education levels. The sample consisted of 25 students (8 girls and 17 boys), aged 10-13 years, from the province of Gipuzkoa. The Rosenberg Self-Esteem Scale (EAR) was applied and open questions were asked about the importance and usefulness of the subject content, and about the achievements and effort made. The results show that a majority (60%) has high self-esteem, while the rest has average (28%) and low (12%) self-esteem. It has been found that, as the level of self-esteem increases, the number and type of forms or words related to interest/importance and achievement in learning increases.

Finally, the descending hierarchical analysis reveals the importance of those forms related to the need to study more and in a more active way, which have been significantly related to a low self-esteem. In conclusion, self-esteem is important when it comes to promoting academic performance through the interest and achievement in learning of highly able students.

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