

The effect of grouping and program type on scholastic and affective outcomes in the Mawhiba schools partnership initiative

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Abstract

Researchers have struggled for decades to determine whether ability grouping is helpful or harmful; however, study findings have been inconsistent. To assess the effect of grouping and program type on scholastic and affective outcomes, three grouping types (gifted separate-class enrichment, pull-out gifted enrichment, and no enrichment), three program types (gifted program, high-ability students not in a gifted program, and average students in regular classes) and a sample of 600 male students were used in this study. Results show that grouping and program type affect students' scholastic outcomes, with gifted enrichment programs having a significant effect on student learning, and students participating in gifted programs having a significantly more positive self-perception, both scholastically and socially, than do non-participating students. The present results support the grouping of gifted students homogeneously based on cognitive ability, and reinforce the notion that affective outcomes are a complicated issue where the factors are inter-related and capable of influencing students' perceptions in different ways.

This Article

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A Comparison of Adolescents' Friendship Networks by Advanced Coursework Participation Status

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Abstract

Friendships serve as a source of support and as a context for developing social competence. Although advanced coursework may provide a unique context for the development of friendships, more research is needed to explore exactly what differences exist. Using the National Longitudinal Study of Adolescent Health and the Adolescent Health and Academic Achievement Study, we compared the friendship networks of students taking advanced mathematics and English coursework to those of similar nonparticipants. Groups were compared on the number of sent or received nominations based on students' listings of friends, the presence and reciprocation of best friendships, and friends' academic engagement and diversity. Controlling for background, advanced coursework participants had larger networks and more engaged friends than did nonparticipants. Small differences in age heterogeneity and in the likelihood of reciprocal best friendships with female friends were found in English course-taking. Participants' networks were also somewhat less racially diverse.

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Full-Time Ability Grouping of Gifted Students Impacts on Social Self-Concept and School-Related Attitudes

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Abstract

Positive socioemotional outcomes and developments represent important educational goals. Full-time ability grouping of gifted students has been criticized for potentially detrimental socioemotional effects. Therefore, in the present longitudinal study, we investigated whether or not social self-concepts and school-related attitudes and beliefs are affected by full-time ability grouping of the gifted. Students in regular classes and students in special classes for the gifted were paralleled for cognitive ability, sex, socioeconomic status, and school. By doing so, we studied 99 “statistical twins” (N = 198) from the beginning of fifth grade to the middle of sixth grade. Data were analyzed through repeated-measures multivariate analysis of covariance (within-subject factor: time; between-subject factors: class type—gifted vs. regular—and cognitive ability as covariate). Cognitive ability had hardly any effect on the variables under study. Attending a gifted class had initially positive effects on students’ social self-concept of acceptance but no effects on social self-concept of assertiveness. Moreover, children in gifted classes exhibited more interest in school and reported better student–teacher relationships than their counterparts in regular classes.

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Cognitive, Socioemotional, and Attitudinal Effects of a Triarchic Enrichment Program for Gifted Children

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Abstract

In most industrialized societies, the regular educational system does not meet the educational needs of gifted pupils, causing a lag in their school achievement. One way in which more challenge can be provided to gifted children is with an enrichment program. In the present study, cognitive, socioemotional, and attitudinal effects of a triarchic enrichment program were examined in a pretest–posttest control group design. Participants were 66 upper elementary school students. With positive effects on practical intelligence, motivation, self-concept, and enjoyment of science being found, the results of this study indicated that the pull-out program is a valuable experience in the cognitive and socioemotional development of gifted children.

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A Meta-Analysis of the Effects of Enrichment Programs on Gifted Students

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Abstract

Although descriptions of enrichment programs are valuable for practitioners, practices, and services for gifted students, they must be backed by evidence, derived through a synthesis of research. This study examined research on enrichment programs serving gifted students and synthesized the current studies between 1985 and 2014 on the effects of enrichment programs. A total of 26 studies were included in this meta-analysis, and the findings show that enrichment programs had a positive impact on both gifted students' academic achievement ($g = 0.96$, 95% CI [0.64, 1.30], under a random-effects model) and socioemotional development ($g = 0.55$, 95% CI [0.32, 0.79], under a random-effects model). Regarding moderators of the effects, types of programs, and grade levels influenced both effect sizes of academic achievement and socioemotional development. The largest effect size was observed for summer residential programs in terms of academic achievement and for a combination of summer and academic year program in terms of socioemotional development.

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