

# Did You Know? Academic Self-Concept and Psychological Adjustment

National Association for Gifted Children

Research and Evaluation Network

2014-2015

**Becker, M., Tetzner, J., Böse, S., Knoppick, H., Maaz, K., Baumert, J., & Lehmann, R. (2014). Is early ability grouping good for high-achieving students' psychosocial development? Effects of the transition into academically selective schools. *Journal of Educational Psychology, 106*, 555-568.**

This study tracked the academic self-concept, peer relations, school satisfaction, and school anxiety of high-achieving and gifted students transitioning from elementary to secondary schools in Germany. Using propensity score matching, students moving to an academically selective school showed lower academic self-concept and higher school anxiety, and had less positive trends in peer relations, as compared to students attending regular schools.

**Makel, M. C., Lee, S. Y., Olszewski-Kubilius, P., & Putallaz, M. (2012). Changing the pond, not the fish: Following high ability students across different educational environments. *Journal of Educational Psychology, 104*, 778-792.**

This study tracked the academic self-concept (ASC) and educational aspirations of a group of gifted students before, at the end of, and 6 months after participation in an academic summer program for gifted students. ASC and educational aspirations did not undergo significant declines when students attended an academic summer program for gifted students. Although many participants were already scoring the ceiling of the ASC measure, participants were more than twice as likely to increase or maintain their ASC as they were to report declines in ASC. Such findings indicate that it is not necessarily always better to be a big fish in a little pond. Additionally, several boosts were found in non-academic self-concepts. For example, students participating in a summer program reported feeling more confident in their physical attractiveness and social acceptance at the end of the program than they had beforehand. Similarly, some groups of students also showed increases in their close friendships and overall self-worth at the end of the program.

**Mussel, P. (2013). Intellect: a theoretical framework for personality traits related to intellectual achievements. *Journal of Personality and Social Psychology, 104*(5), 885-906. doi:10.1037/a0031918**

Mussel relates the findings of three studies examining the relationship between personality traits and intellectual achievements. Three operation (i.e., Think, Learn, and Create) and two process factors (i.e., Seek and Conquer) are proposed. Mussel posits that several constructs can be integrated through this framework, including the need for cognition, typical intellectual engagement, curiosity, intrinsic motivation, goal orientation, and openness to ideas. To examine the connections, a new scale for the proposed Intellect framework was developed. The multidimensional scaling and confirmatory analyses are reported.

## Additional Articles

Robertson, J. C. (2013). Self-concept, school satisfaction, and other selected correlates of subjective well-being for advanced high school learners enrolled in two challenging academic settings. *Journal for the Education of the Gifted, 36*, 461-486.

Rollins, M. R., & Cross, T. L. (2014). A deeper investigation into the psychological changes of intellectually gifted students attending a residential academy. *Roeper Review, 36*, 18-29.

Snyder, K. E., Barger, M. M., Wormington, S. V., Schwartz-Bloom, R., & Linnenbrink-Garcia, L. (2013). Identification as gifted and implicit beliefs about intelligence: An examination of potential moderators. *Journal of Advanced Academics, 24*, 242-258.

Suldo, S. M., & Shaunessy-Dedrick, E. (2013) Changes in stress and psychological adjustment during the transition to high school among freshmen in accelerated curriculum. *Journal of Advanced Academics, 24*, 195-218.

Vogl, K., & Preckl, F. (2014). Full-time ability grouping of gifted students: Impacts on social self-concept and school-related attitudes. *Gifted Child Quarterly, 58*, 51-68.

Villantte, A., Courtinat-Camps, A., & de Léonardis, M. (2014). Typology of self-concept of adolescents in France: A comparison of gifted and nongifted French high school students. *Roeper Review, 36*, 30-42.

Wilson, H. E., Siegle, D., McCoach, D. B., Little, C. A., & Reis, S. M. (2014). A model of academic self-concept: Perceived difficulty and social comparison among academically accelerated secondary school students. *Gifted Child Quarterly, 58*, 111.

