

ENHANCEMENT OF SELF-CONCEPT IN GIFTED DISADVANTAGED CHILDREN

LINDA A ROSENBAUM

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"A person who doubts himself is like a man who would enlist in the ranks of his enemies and bear arms against himself. He makes his failure certain by himself being the first person to be convinced of it."

Alexandre Dumas, *The Three Musketeers*, (1844)

"Our doubt are traitors
And make us lose the good we oft might win,
By fearing to attempt"

(Measure for Measure 1.1)

(In Burns, 1982. p.201).

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ABSTRACT

The need for education programmes that address the social-emotional/creative aspects of gifted disadvantaged children has been documented. Effects of Devereux's Instrumental Enrichment (IE) alone on self-concept have never been investigated. The Development of Affect and Creative Expression (DACE) programme was designed and implemented to directly meet the social-emotional needs of gifted disadvantaged children. This study aimed to assess the effectiveness of a combined DACE and IE programme on the self-concept of a group of academically gifted disadvantaged pupils from disadvantaged Black communities in South Africa.

The subject was 100 disadvantaged pupils who were selected on the basis of high scores on a number of aptitude measures of scholastic aptitude, and were divided into two experimental groups and one control group. The first experimental group consisted of pupils who had participated in a programme of Devereux's Instrumental Enrichment and academic enrichment. The second experimental group consisted of pupils who had participated in a programme of Devereux's Instrumental Enrichment, Development of Affect and Creative Expression and academic enrichment. The control group consisted of pupils who participated in a standard curriculum programme.

At the end of the programme, the effectiveness of the programme was assessed by comparing the difference between pre and post-test scores of the three groups on a self-concept measure. In standard 5, pupils who participated in the combined IE, DACE and Academic Enrichment programme had a higher self-concept than pupils who participated in the Academic Enrichment programme alone. Therefore it was concluded that in this regard, in standard 5, where the Development of Affect and Creative Expression programme was added, the self-concept of pupils who participated in the Academic Enrichment programme deteriorated significantly in relation to pupils who participated in the combined IE and Academic Enrichment programme.

ABSTRACT

The need for education programmes that address the social-emotional/creative aspects of gifted disadvantaged children has been documented. Effects of Feuerstein's Instrumental Enrichment (FIE) alone on self-concept enhancement have been unconvincing. The Development of Affect and Creative Expression (DACE) programme was designed and implemented to directly meet the social-emotional needs of gifted disadvantaged children. This study aimed to assess the effectiveness of a combined DACE and FIE programme on the self-concept of a group of academically superior adolescents from two disadvantaged Black communities in South Africa.

One hundred and thirty eight adolescents who were selected on the basis of superior performance on conventional measures of scholastic aptitude, were randomly assigned to two experimental groups and one control group. The first experimental group consisted of pupils who had participated in a programme combining Feuerstein's Instrumental Enrichment and academic enrichment. The second experimental group consisted of pupils who participated in a programme combining Feuersteins's Instrumental Enrichment, Development of Affect and Creative Expression and academic enrichment. The control group consisted of pupils who participated in an academic enrichment programme.

Using an ANCOVA, the effectiveness of the programme was assessed by comparing the difference between pre and post-test scores of the three groups on a self-concept measure. In standard 5, pupils who participated in the combined FIE, DACE and Academic Enrichment programme performed better than pupils who participated in the Academic Enrichment programme alone. Significance was approached in this regard. In standard 8, where the Development of Affect and Creative Expression programme was absent, the self-concept of pupils who participated in the Academic Enrichment programme deteriorated significantly in relation to pupils who participated in the combined FIE and Academic Enrichment programme.

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Trends in the expected direction were observed on the remaining groups. The findings suggest that the intervention programmes were partially successful in bringing about a change in self-concept in a gifted disadvantaged population.

Reasons for the lack of significant results in the remaining two classes were discussed, the most important of which related to the fact that the self-concept is relatively consistent and not subject to rapid change. The methodological limitations of the present study, and recommendations for future research were discussed.

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DECLARATION

I hereby declare that this dissertation is my own work. It is being submitted for the degree of Master of Education (Educational Psychology) in the University of the Witwatersrand, Johannesburg. It has not been submitted before any degree or examination in any other University.

L. A. Rosenbaum
LINDA A ROSENBAUM

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CHAPTER 1

1. INTRODUCTION

The Gifted child has not been adequately provided for in terms of sufficient educational facilities and programmes necessary for the realization of his/her potential. Existing Gifted Programmes have tended to emphasize basic skill development such as language, reading, thinking and motor skills. Social-emotional development has not been considered to be a priority in educational goals, and this is reflected in the shortage of programmes designed to facilitate social-emotional development. Burns (1982) strongly advocated that education should aim at educating the total person, not just his/her cognitive dimension. A strong need exists therefore, for supportive, holistic educational programmes which encompass social-emotional development, and aim towards enhancing the gifted child's total development. In the light of this, it is useful to view giftedness "as a potential trait, the actualization of which depends on the opportunities provided by the environment and the child's dynamic interactive relationship with it". (Clark, 1983, p.6). An area of education that has been particularly neglected is that of the Gifted Disadvantaged child. Educators have recently begun to take cognisance of the existence of giftedness within disadvantaged populations (Henegar, 1984; Johnson, Starnes, Gregory and Blaylock, 1985; Kirshenbaum, 1988; Passow, 1972; Renzulli, 1973; Richert, 1987; Robson and Deschamp, 1985; Sisk, 1987; Skuy, Kaniel and Tzuriel, 1988), and some suggest that gifted disadvantaged children comprise the largest untapped area of talent (Passow, 1972). Psychologists and educators must take steps to ensure that gifted disadvantaged children are provided with the opportunity to function maximally in all the areas of their development.

1.1 The Self and Self-Concept

Researchers such as Coopersmith (1967), Jersild (1955), Purkey (1970) and Rogers (1961) have, within recent years, highlighted the importance of the concept of the self in psychology and education. Researchers have found that the view of the self determines achievement and enhances/limits the development of a person's potential. Lawrence (1987) has defined self-concept as "the sum total of an individual's mental and physical characteristics and his/her evaluation of them" (p.1). He suggests that self-concept is an umbrella term, encompassing the self-image (what the person is); the ideal self (what the person would like to be) and self-esteem (how the person feels about the discrepancy between what he/she is and what he/she would like to be). Purkey (1970) has defined the self as a complex and dynamic system of beliefs which individuals hold true about themselves. The self-concept is organized and can, according to Purkey (1970), be modified. A positive self-concept can be equated with positive self-evaluation, self-respect, self-esteem and self-acceptance. A negative self-concept is synonymous with negative self-evaluation, self-hatred, feelings of inferiority and a lack of feeling of personal worthiness and self-acceptance (Burns, 1982, p.2).

Many writers such as Diggory (1966) and Felker (1974) have suggested that having a positive self-concept seems to depend on possessing realistic feelings of acceptance, competence and worth. These three basic elements are learned in a social environment through interaction with others. Significant others such as parents, teachers and peers, provide much of the feedback about the child that conveys to him/her that he/she is valued, accepted, competent and generally of worth. This feedback covers a range of areas, such as the child's physical development, social competencies, and academic achievement. According to Lawrence (1987), these extraneous influences begin to lose their potency as the individual becomes increasingly self determined.

Children with a high self-esteem tend to acquire a sense of independence, exhibit exploratory behaviours, assert their own rights, approach tasks with confidence and persistence, develop a strong inner locus of control, and express self-trust. These traits are necessary in terms of attaining personal happiness and functioning effectively. If a student has a positive self-concept then that positive perception is likely to be transferred to other situations, such as the school setting (Ford, 1985). Children with low self-concepts tend to experience higher levels of anxiety, frequent psychosomatic symptoms, and difficulty with regard to establishing and maintaining friendships. In addition, they tend to adjust less easily to school, have less motivation and are more limited in terms of the productive areas of their lives, such as school achievement. These children tend to lack confidence in their ability to succeed. Consequently, they attempt to avoid situations which they perceive as potentially humiliating (Lawrence, 1987).

Furthermore, Lawrence (1987) suggests that the child's temperament will influence the way in which he/she deals with his/her poor self-concept. The child who is inclined towards introversion is more likely to cope by avoidance and withdrawal, and to demonstrate shy, timid behaviour. The child who tends toward extroversion however, is likely to attempt to compensate by giving the impression of being arrogant and boastful. In both instances, the child is avoiding the emotional experience of failure.

Children with poor self-concepts tend to channel a lot of their energy into issues relating to their feelings about themselves, relationships with others, problems, fears and anxieties. At every stage in the child's life, his/her self-esteem determines the degree to which he/she will actualize his/her potential resources.

1.2 The Role of Self-Concept in Education

The impact of non-intellective aspects of the individual in the education process have been well documented. Positive self-awareness (Burns, 1982; Farnette, Forte and Loss, 1977; Gram and Guest, 1977; Silverman, Allender and Yanoff, 1976) and a positive self-concept (Canfield and Wells, 1976; Clemes and Bean, 1988; Howe and Howe, 1975; Lawrence, 1987; Purkey, 1970; Ringness, 1975) have been recognized as elements of the self that affect behaviour, learning and other important aspects of human interaction. Stains (1958) has advocated that the self is both an outcome of education and a condition of subsequent learning. The self affects the child throughout his/her schooling, as he/she enters school with a well formed self-concept (Burns, 1982; Canfield and Wells, 1976), and a prone-ness towards achievement or failure. The child's perception of his/her self-worth then provides him/her with a range of self expectations about how he/she will perform academically and how others will respond to him/her as a person. Canfield and Wells (1976) hold that the child's "reactions to learning, to school failure and success, and to the physical, social and emotional climate of the classroom will be determined by his/her beliefs and attributes he/she has about him/herself" (p.3).

A plethora of recent literature has indicated that a positive relationship exists between self-concept and numerous other variables such as academic achievement, achievement motivation, socio-economic status, drug abuse and delinquency (Ford, 1985). Gordon (1983), for example, found that the self-concept of black pupils in Soweto correlated significantly with school success. Taylor's (1964) review of the literature on personality traits and discrepant achievement, reported that the underachiever is among other things, self-derogatory, has a depressed attitude towards him/herself, and has strong feelings of inadequacy, and inferiority. Burns (1982) has reported evidence which suggests that the low performance in school work, poor motivation, misbehaviour and academic disengagement so characteristic of the underachiever, the early leaver, the culturally disadvantaged and the

delinquent, are due in part, to negative attitudes and perceptions regarding the self.

A study which confirms the importance of self-concept, was carried out by Wattenberg and Clifford (1962). They found that in kindergarten children, self-concept was more predictive in terms of reading success two years later, than I.Q. scores. It seems clear then, that academic success/failure appears to be as rooted in the concept of the self, as it is in measured ability (Brookover, 1964). Purkey (1970), in summing up the literature of self-concept and academic performance claimed, that "there is a persistent and significant relationship between the self-concept and academic achievement, and that changes in the one are associated with changes in the other" (p.27). Upon considering the impact of a negative self-image on the child, a concerted effort needs to be made to improve the self-concept of black youth through viable means and innovative approaches (Ford, 1985).

1.3 Social-Emotional Characteristics of Gifted Children

In recent years, there has been a considerable shift in the conceptualization of giftedness. Concepts such as creativity, outstanding achievement and/or potential giftedness have superseded intelligence as a key factor. Marland's definition of giftedness includes children who display outstanding achievement and/or potential in one or more of the following areas: general intellectual ability, creative or productive thinking, specific academic aptitude, leadership, visual and performing arts, and psychomotor abilities, (United States Office of Education Report on Education of the Gifted, 1972).

Gifted children are at risk developmentally and motivationally if their unique characteristics are not recognized, and their educational needs not adequately catered for. Conflict between their personal needs and the demands of their environment render them vulnerable to environmental

stress, frustration, lack of motivation, underachievement and social discomfort. Roedell (1986) cautions that the greater the degree of giftedness, the more likely it is that the child will have adjustment difficulties. A child's propensity for social maladjustment and unhappiness is thought to be heightened with the degree of giftedness (Terman, 1925; Tannenbaum 1983). However, many studies of gifted children as a group have reflected good social adjustment and healthy, positive self-concepts (Terman, 1925; Tannenbaum, 1983; Gallagher, 1985). Understanding possible areas of emotional vulnerability unique to gifted children is crucial in terms of guiding the enhancement of their self-concept. Trotter (1971) found that gifted children often have lower self-concepts than their more typical peers, resulting from the expectations of both the environment and themselves.

One of the most common complaints of gifted children between age 7-18 years has been summarized by Galbraith (1985) as "Parents, teachers and friends expect us to do our best, and to be perfect all the time" (p.21). This reflects an important source of social-emotional vulnerability, which is related to patterns of uneven development and adult expectations of overall accelerated development. Roedell (1986) reports that adults are frequently misled by a child's specific advanced abilities and expect equal advancement in all areas of functioning. Whitmore (1986) draws our attention to the gifted child's tendency to aspire toward perfectionism, superior intellectual achievement and social leadership. These aspirations often lead to unrealistically high goals, and together with a hypersensitivity to failure or rejection, the gifted child is susceptible to suffering from feelings of inadequacy.

Clark (1983) has suggested that one of the contributing factors to the self-doubt often experienced by gifted children is a lack of recognition from others. Parents and teachers often expect excellent performance from the gifted child and as a result, do not provide him/her with appropriate acknowledgement and praise. Furthermore, these children are vulnerable to problems resulting from a difficulty with establishing and maintaining friendships. Clark (1983) suggested that the gifted child's

social vulnerability is often created by a deficit in social skills. The high-achieving, self-assured child for example, is able to control and manipulate social situations and this may alienate him/her from peers. The differences in ability between gifted children and average peers may make friendship formation unavoidably difficult. Hollingworth (1942) found that highly gifted children tend to find solitary activity more rewarding than interaction with peers who are not intellectually stimulating. Janos, Fung and Robinson (1985) found that gifted children who perceived themselves as different from others, were more likely to have difficulties in social adjustment. According to Mark (1983), the gifted child is inclined towards engaging in solitary activity or aggressive dominance in social situations. Both of these conditions may result in social conflict and serve to impede the development and maintenance of friendships.

Gifted children need assistance with regard to learning to accept themselves, and to appreciate the ways in which they are both similar to, and different from others. In the light of this, opportunities must be created for them to learn to experience and value themselves as unique individuals and to learn social skills that will help them to cope with their "differentness".

1.4 Disadvantaged Children and Self-Concept

Henegar (1984) reports that "education has discriminated against children who have not been raised in the mainstream culture" (p. 109). He views these children as both different and disadvantaged in so far as they have been excluded from the mainstream culture. Throughout the history of black children's education, there have been restricted opportunities, inequitable and insufficient funding, segregation, and many other "offshoots" of institutionalized racism. In addition to this, unfavourable socialization conditions and blatant discrimination in terms of occupational possibilities, have served to decrease motivation and achievement in black children irrespective of how

gifted/talented they are. These children have been prevented from realizing their potential by various obstacles including "poverty, lack of early enrichment experiences, developmental delays and differences in language and/or culture". (Johnson, Starnes, Gregory and Blaylock, 1985, p.417). Furthermore, black children tend to attend school less regularly, drop out in greater numbers, and their talents are more than often lost (Bloom, Davis, Hess, 1965). A disproportionately high drop out rate has been calculated for blacks (Marcum, 1982; Verwey, Weideman and Wilkenson, 1983), for example, of the 600 000 black students who began school in 1968, only 5% completed matric in 1980. The unequal allocation of educational resources has resulted in the needs of the gifted disadvantaged child not being met.

Research has shown that the lack of attention to the special needs of the gifted often leads to underachievement and refusal to attend school because they lose their motivation to learn and become frustrated with regular classroom activities (Karnes and Johnson, 1987). As a result, black children's academic achievement has consistently over time, been less than that of white children. Underachievement among black students is also associated with various personal attributes, including self-esteem, achievement motivation, and locus of control. According to Chinn (1979), there are two major instructional concerns related to the exceptional minority child, that of self-concept and motivation. These children have to cope with their "differentness" due to their minority status in society. In the face of this, they must struggle with the difficult task of developing a positive self-concept. Clark (1955) reports that "as minority group children learn the inferior status to which they are assigned and observe that they are segregated and isolated from the more privileged members of their society, they react with feelings of inferiority and with a sense of personal humiliation" (p.63). The continual bombardment of negative impressions conveyed from the social environment, creates difficulty in terms of developing a positive self-concept.

Clark (1955) suggests that a child cannot learn what racial group he/she belongs to, without being involved in the larger pattern of emotions and conflicts which are part of his/her increasing awareness of how the mainstream culture values his/her race. At a very early age therefore, the black child absorbs the cultural norms, values and judgements regarding his/her race. It has been argued that the self-concept of black people is profoundly affected by their experiences within a prejudiced society. Pettigrew (1978) suggested that having being forced to play a passive, inferior role, black people come to believe it to be a reflection of their own self-image. The black child's experience of growing up in South Africa, an Apartheid society, is characterized by both legislated racial segregation as well as more subtle forms of prejudice perpetrated on a personal level by both black and white people. This racism serves to inhibit the process of the development of self-respect and a positive self-concept.

1.5 Feuerstein's Instrumental Enrichment Programme

Out of Feuerstein's theory of cognitive development, a cognitive skills programme was developed which has been recognised as an effective programme for culturally disadvantaged individuals (Feuerstein and Krasilowsky, 1962; Feuerstein, Miller, Hoffman, Rand, Mintzker and Jensen, 1981; Passow, 1980; Savell, Twohig and Rachford, 1986; Shayer and Beasley, 1987). Feuerstein's Instrumental Enrichment (FIE) programme is considered to be effective in terms of meeting the needs of children who have had insufficient Mediated Learning Experience (MLE). MLE is the process whereby an individual is taught cognitive methods for interpreting information for solving problems and for learning. Feuerstein believes that children can learn from interacting with the environment and emphasizes the importance of the mediation of the child's learning by adults. Feuerstein advocated that a child's cognitive skills will result in the him/her being able to learn additional and even more complex cognitive operations and strategies. The FIE programme aims toward enabling the culturally disadvantaged

child to learn more efficiently from direct exposure to the environment. With regard to Feuerstein's Instrumental Enrichment Programme, there are a number of aspects which relate to self-concept modifiability. In the FIE, the role of the examiner is that of a mediator. The mediator is "vibrant, active and concerned, instead of aloof, distant and neutral, and gives the examinee the feeling that the task is important, difficult and yet manageable". (Feuerstein, Rand, Hoffman, 1979, p.102). Other features of the interaction include, conveying to the individual the importance of succeeding at the task, and of his/her ability to do so. The mediator sums up experiences, providing the individual with the ability to select the appropriate behaviour leading to success. During this process, the mediator encourages the child's feelings of competence by providing opportunities for success, and by pointing out to the child the source of success.

It is clear that the FIE programme does not evade the development of non-intellective aspects of the child. However, in comparison with the highly structured cognitive skills (FIE) programme, there is no programme which directly addresses the social-emotional development of the individual. Savell et al (1986), in a recent analysis of several international FIE studies conclude, that "effects on self-esteem, impulsivity and classroom behaviour have been absent, inconsistent or difficult to interpret" (p.402). In addition, Murray's (1987) study of gifted black adolescents, comparing the effects of conventional and dynamic testing, showed that mediation had no significant effects on self-concept.

1.6 The Development of Social-Emotional Skills

The majority of educational programmes including Feuerstein's Instrumental Enrichment programme have neglected to include the social-emotional aspect of child development in a meaningful way. Jersild (1955) and Combs (1964) have urged the use of educational programmes for developing the individual's self-awareness, releasing potential, and facilitating self-acceptance and the acceptance of others. The effects of various psycho-educational programmes aimed at enhancing pupil self-concept have been examined in a number of studies (Mason, 1975; Rudawski, 1974; Shopland, 1975; Smith, Coleman, Dokecki and Davis, 1976). Many self-concept enhancement studies have not been successful. Piers (1984) has offered several explanations for these failures, none of which are mutually exclusive. He has suggested that interventions may have been too brief, inappropriate methodologically or too specific in nature (for example, affecting academic self-concept only). Levitan and Kiraly (1975) have suggested that programmes for self-concept enhancement have tended to be lacking in structure and definition. However, a number of studies aimed at self-concept enhancement have been successful (Brookover, Patterson and Thomas, 1964; Pine, 1976; Staines, 1958). Payne and Dunn (1972) for example, studied the effects of weekly group guidance sessions on the self-concept of ethnic minority children. They found that the treatment altered the self-concept of the participants favourably. They concluded that the success could be attributed to the fact that the guidance sessions provided experiences for positive peer interaction and personal acceptance by others, as well as the opportunity to talk about oneself. Skuy and Marcus (1982) also found an improvement in the self-concept of children who had participated in a Youth Counselling programme aimed at self-concept enhancement.

The self-concept is central to our understanding and facilitating of emotional growth. In attempting to devise a programme aimed at developing social-emotional skills and enhancing self-concept, it is important that the nature of self-concept and self-awareness were

clarified and operationalized in terms of training goals. Rogers (1961) referred to self-awareness in terms of the individual's becoming increasingly self-accepting. He believed that the result of self-awareness, should not be self-acceptance exclusively, but belief in oneself and in one's ability to make choices regarding who and what one will be, in other words, the belief in one's ability to become. Maslow (1968) pointed out that self-awareness must involve the development of an awareness of one's cognitive abilities, the analysis of one's feelings, thoughts, behaviours, and the interaction between them. In addition, this involves learning to perceive oneself as having the ability and responsibility to make choices relating to one's purpose in life. It is clear that self-concept and self-awareness have a profound and pervasive effect on the individual and his/her interaction with others. The development of a positive self-concept is a difficult process, as it is subject to many negative influences, such as constitutional factors in the child and disapproval from significant others. Children who come from disadvantaged populations face prejudice and discrimination in various areas of their lives. This discrimination often serves to hinder the process of developing a positive self-concept. These children are therefore, in need of assistance to enable them to actualize their personal and educational potential.

1.7 The Development of Affective and Creative Expression (DACE)

Educators have become increasingly aware of the existence of giftedness within disadvantaged populations. This recognition has led to a growth in research relating to the need for developing appropriate educational resources for these children. It is not sufficient however, to attempt to develop the cognitive and academic needs of gifted disadvantaged children in a vacuum. It is of equal importance to address and cater for the social-emotional needs of these children. The development of a positive self-concept is central in this process.

The DACE programme was born out of this need and attempts to guide and enhance the development of a positive self-concept in a gifted disadvantaged population. In doing so, DACE attempts to directly address the social-emotional/creativity needs of these children. The programme investigates ways in which teachers can guide the acquisition of effective cognitive skills, creative expression and enhancement of social-emotional development. The DACE programme which is implemented in a classroom situation involves engaging children in activities which are designed to increase their awareness and acceptance of themselves, their thoughts, feelings, abilities and areas of difficulties. In addition, the programme aims at assisting children to accept responsibility for their part in their own development. The tutor's role in the programme is critical, in that he/she serves as a role model for the students in terms of providing warmth, acceptance, genuineness, empathic understanding and unconditional positive regard. All of which are the necessary and sufficient conditions outlined by Rogers (1961), for the creation of a climate that is conducive to self-awareness, emotional growth and self-actualization. The social-emotional aspect of the DACE programme aims directly at enhancing the student's social/affective development, which involves among other things, the development of a positive attitude towards the self, others and peers. DACE also aims at facilitating the development of social competence in the pupils.

The creative expression aspect of the DACE programme was designed to facilitate the enrichment of the imagination and the expression of ideas through various modalities.

CHAPTER 2

2. THE STUDY

2.1 Rationale and Aims

The educational needs of gifted disadvantaged children have not been adequately addressed or provided for. One of the many instructional concerns relating to these children that demands the attention of psychologists and educators, is that of self-concept. Disadvantaged children are forced to cope with their "differentness" due to their minority status in society. In South Africa in particular, black children are confronted with both blatant, institutionalized racism and more subtle forms of racism expressed through prejudiced attitudes. The day-to-day experiences of these children, growing up in an Apartheid society, is potentially damaging to their self-perceptions and harmful in terms of the development of a positive self-concept.

In the gifted disadvantaged population, there is a strong need for educational programmes that are aimed at enhancing cognitive functioning and facilitating the acquisition of effective cognitive skills. Feuerstein's Instrumental Enrichment (FIE) programme is widely regarded as a promising vehicle for achieving these purposes. (Adams, 1989; Lipman, 1978; Nickerson, Perkins and Smith, 1955; Nisbett, 1980; Savell, Twohig and Rachford, 1986; Shayer and Beasley, 1987; Vye and Bransford, 1981). Culturally disadvantaged adolescents exposed to FIE were found to perform significantly better on a variety of intellectual and behavioural measures, than a group of matched controls (Feuerstein, Rand, Hoffman, Hoffman and Miller, 1979; Rand, Tannenbaum and Feuerstein, 1979). On these measures, the effects of the FIE were in fact observable several years after the experiment (Feuerstein, Miller, Hoffman, Rand, Mintzker & Jensen, 1981; Rand, M. itzker, Miller, Hoffman & Friedlander, 1981)

The FIE was incorporated in this study because of its effectiveness with regard to improving cognitive skills in a culturally disadvantaged population. The FIE however, does not directly address non-intellective aspects of the individual, such as the development of a positive self-concept. In fact, no significant effects on self-concept have been associated with FIE. The Development of Affect and Creative Expression (DACE) programme therefore, was designed to supplement the FIE, and meet the social-emotional aspects of gifted disadvantaged children.

The need for programmes aimed at enhancing the self-concept of gifted disadvantaged children is clear (Clark, 1963; Pepper, 1976). Research has indicated that if the needs of gifted children are not identified and met, then these children are likely to develop "negative attitudes, learning patterns and self-concepts" (Passow, 1972, p.25). The Development of Affect and Creative Expression (DACE) programme was designed to enhance the development of cognitive, affective and creativity skills. In addition, DACE aimed at helping pupils to attain higher levels of self-awareness, awareness of others and their environment, higher levels of harmony in their interaction with other people, greater awareness and control over themselves and their behaviour, and a positive self-concept. The present study aimed to evaluate the efficacy of the FIE in conjunction with the DACE, in enhancing the self-concept of gifted disadvantaged children.

2.2 Hypotheses

The following hypotheses were tested:

General Hypotheses

The most significant improvement in self-concept occurs in pupils who participated in a programme that combined Feuerstein's Instrumental Enrichment (FIE), the Development of Affect and Creative Expression

(DACE) and Academic Enrichment, that is E2, followed by pupils who participated in a combined FIE and Academic Enrichment programme, that is E1, followed by pupils who participated in the Academic Enrichment programme alone, that is, E3. That is, $E2 > E1 > E3$. Specifically:

1. There is (a), a significant improvement in the self-concept of pupils who participated in the combined FIE, DACE and Academic Enrichment programme (E2) as compared with pupils who participated in the Academic Enrichment programme, (E3). That is, $E2 > E3$ and (b), a significant improvement in the self-concept of pupils who participated in the combined FIE and Academic Enrichment programme (E1) as compared with pupils who participated in the Academic Enrichment programme (E3). That is, $E1 > E3$.
2. There is a greater improvement in the self-concept of pupils who participated in the E2 group as compared with pupils who participated in the E1 group. That is, $E2 > E1$.

2.3 Methodology

2.3.1 Sample

Two hundred pupils in standards 5 to 8, ranging from twelve to sixteen years old were selected for participation in a Gifted programme. They were selected on the basis of their performance on conventional measures of scholastic aptitude and on measures of academic performance in Mathematics, Science and English. The pupils were drawn in equal numbers from two disadvantaged Urban towns, i.e. Soweto and Alexandra. Both of these are considered to be of lower socio-economic status. Diagram A shows the original distribution of pupils according to their groups. (See Appendix 1). Diagram B shows the distribution of pupils in the final sample. (See Appendix 2). The pupils were selected from English-medium schools which fall under the jurisdiction of the Department of Education and Training (DET).

2.3.2 Tutors

A total of ten teachers who had had varying levels of teaching experience, were involved in the implementation of the programmes. Six of the ten teachers who participated in the gifted programme were selected from each centre to receive training in FIE, two of whom received further training on the DACE programme. The two volunteer teachers who received training on the DACE were assigned to an E2 experimental group at each of the two centres. The four FIE trained teachers were assigned equally to the two E1 groups at each of the centres. The four teachers who did not receive any further training (on either FIE or DACE) were assigned equally to the E3 (control) group at each centre. Diagram C shows the distribution of tutors to their respective groups. (See Appendix 3).

2.3.3 Forms of Intervention

Pupils who participated in the programme had been receiving instruction in Mathematics, Science, Geography and English in their schools. The programme then provided them with general academic enrichment which consisted of additional input in the above-mentioned subjects. The general academic enrichment programme was implemented by all the tutors, who made use of innovative teaching approaches.

The cognitive enhancement aspect of the programme was implemented in the form of Feuerstein's Instrumental Enrichment (FIE), on which prior training and ongoing supervision for the tutors concerned had been provided. Pupils were exposed to a set of fourteen (increasingly complex) paper-and-pencil tasks which were designed to assist them to identify basic principles of thinking and to practise self-monitoring skills. In addition, a set of training procedures were used that involved teacher-guided "bridging" between principles that were identified in the exercises and various subject matter of interest. In this way, children were exposed to the application of the cognitive

that skills they had learnt such as, comparison, classification and analysis, beyond the learning situation. The FIE attempted to achieve the following objectives which have been outlined by Harth (1982, p.5).

1. To increase the capacity of the individual to become modified through direct exposure to stimuli and experiences provided by encounters with life events and with formal and informal learning opportunities.
2. To correct deficient cognitive functions.
3. The acquisition of basic concepts, labels, vocabulary, operations and relationships necessary for instrumental enrichment.
4. The production of intrinsic motivation through habit formation.
5. The production of reflective, insightful processes in the student as a result of his/her confrontation with both his/her failing and succeeding behaviours.
6. The creation of task intrinsic motivation.
7. A shift from the role of a passive recipient and reproducer of information to the role of a generator of information.

An example of the kind of FIE exercise that pupils participated in is outlined below. The exercise is based on Feuerstein's concept of Orientation, which can be conceptualized as an individual having a position, or an internalized reference system. The rationale for this exercise was to convey to the pupils the concept of relativity and in doing so, to facilitate the development of relational thinking, hypothetical thinking and to increase flexibility in thinking. In the Orientation exercise, pupils practised shifting perspective and seeing things from the other person's point of view. Pupils were then provided with bridging examples, so that they could learn to generalize concepts they had learnt. For example, in Mathematics, story sums were used to illustrate different ways of conveying the same information, and in History, the Second World War was used to illustrate how the same event can be viewed from two different perspectives i.e. the Germans and the Allies.

The Development of Affect and Creative Expression (DACE) programme was implemented. Both prior and ongoing training and supervision were provided for tutors. DACE was used to develop pupils' awareness and acceptance of their own and others' feelings, and their ability to express their feelings. Pupils' awareness of their positive and negative attributes was encouraged, along with the development of sensitivity to the consequences of their behaviour for others. Furthermore, pupils participated in various activities which were designed to build a realistic self-concept and high self-esteem, and to develop confidence and trust in themselves and in others. Exercises designed to develop communication skills and facilitate social contact, such as active listening skills and the promotion of mutual understanding, were incorporated into the DACE programme. Activities that pupils participated in are exemplified below.

Breathing Exercises, were used to teach pupils how to relax. A "Name Game" was used as an ice-breaker to integrate new members into the class. Collages were compiled to promote self-awareness and self-esteem. A "Trust Game" was used to promote the building of trust and the development of confidence in others, and to encourage risk-taking among the pupils. A "Pupils' Inventory" was compiled to increase pupil awareness of their feelings and their ability to express their feelings to other pupils. A "Personal Profile" was compiled, where children are encouraged to make a list of qualities they liked most about themselves, and to share their list with other group members. This exercise was designed to encourage pupils to think positively about themselves and to encourage self-disclosure among the pupils. Pupils watched and discussed a film and were asked to label and comment on the characters. This provided an opportunity for the pupils to gain an understanding of how artificial scenes like films can be a comment on life situations in general. In the "Strokes" exercise, pupils were asked to make comments on one another in order to facilitate easier sharing of positive and negative strokes by pupils and to enable the pupils to be more readily in touch with their feelings about themselves and others in their environment. An important objective of the DACE

programme was the development of active listening skills and sound interpersonal relationships. To achieve this objective, pupils participated in activities that were designed to promote mutual understanding. Tutors encouraged the pupil's recognition of both positive and negative qualities in themselves and others in terms of communication skills.

In addition, pupils participated in exercises that were designed to facilitate creative expression. Activities were designed to enhance creativity in the following areas. The first being independence, where pupils were encouraged to develop independence in thinking, problem-solving skills, risk taking, and to accept responsibility for the consequences of their decisions. Second, fluency in thinking was encouraged. In this regard, pupils were provided with opportunities for enriching their imagination and for searching for many alternative methods of problem-solving. Third, tutors attempted to encourage flexibility and originality of thinking. To this end, tutors facilitated the development of unique strategies for dealing with problem situations and the search for unusual responses to unfamiliar situations.

The objectives of the tutors were broadly, to facilitate the growth of the pupils through various classroom activities and the interactions among the pupils. This necessitated the creation of an atmosphere in the classroom that was conducive to affective sharing and positive feedback. Tutors were required to heighten the awareness of the pupils regarding their interactions and the effects of which on group members. This involved focusing the pupils on their emotional experiences, encouraging them to label their emotional experiences as well as those of others and to clarify their communications. Considerable time was spent on teaching the pupils a vocabulary with which to express their feelings, and facilitating the sharing of feelings. Tutors also attempted to encourage pupils to seek unique approaches to problem situations.

Throughout the implementation of this programme, tutors attempted to use the interactions that emerged spontaneously between the pupils as well as the pupil-tutor interactions to facilitate the social-emotional development of the pupils.

2.3.4 Procedure

2.3.4.1 Assignment of Subjects to Groups

Sixty standard 5 and 6 pupils from each of the two centres (Alexandra and Soweto) were randomly assigned in equal numbers to two experimental groups and one control group. Due to limited resources, forty standard 7 and 8 pupils were randomly assigned in equal numbers to only one experimental group and one control group. The one experimental group at each centre (E1), and the control group (E3) each had twenty standard 5 and 6 pupils and twenty standard 7 and 8 pupils; the other experimental group (E2) had twenty standard 5 and 6 pupils. Limited staff and resources resulted in standards 7 and 8 pupils not being included in the E2 group. Due to attrition, 138 of the original group comprised the final sample. Diagram A indicates the distribution of pupils according to their group assignment. (See Appendix 3).

2.3.4.2 The Execution of the Intervention Programmes

The programme was implemented at two venues between 08h00 and 13h00 over 26 Saturdays, between February and November, 1988. Four teaching sessions took place per day. Group E1 was provided with 150 minutes of FIE and 50 minutes of academic input; Group E2 received 100 minutes of FIE, 50 minutes of academic input and 50 minutes of the DACE programme, and Group E3 received 200 minutes of general academic input. Diagram D illustrates the timetable of activities for the three groups. (See Appendix 4).

2.3.5 Measures

The Draw-A-Person test (DAP) was administered as a measure of self-concept. The DAP test is a non-verbal, projective technique which is considered to reflect the drawer's perception of him/herself, and his/her body image and self-concept (Kamano, 1960; Koppitz, 1968; Ogden, 1978).

In a study carried out by Braun (1988), the self-report technique was found to be an unreliable measure of self-concept in black disadvantaged children. The DAP test however, is a widely used culture-fair measure which was considered to be particularly useful in the present study because it could overcome the obstacle of the pupils' lack of familiarity with English, the standard language.

The Draw-A-Person Self-Concept Scale (DAP S-CS), developed and validated by Bodwin and Bruck (1960) was used to score the DAP. This method of assessment was chosen on the basis of its successful use in two previous studies with black disadvantaged children. The first was that of Gordon (1983), who showed that the self-concept of black pupils in Soweto was significantly related to school failure. Subsequent research carried out by Skuy and Westaway (1985) made use of this scale, in a study which suggested that both self-concept and temperament are significantly correlated with school performance in black children.

The DAP S-CS was designed to measure self-concept in terms of self-confidence, freedom to express appropriate feelings, liking for oneself, and satisfaction with one's attainments. Bodwin and Bruck (1960) found that drawings judged for certain characteristics correlated significantly with a psychiatric interview. Some of these characteristics include reinforcement, shading, erasures, sketchy lines, transparencies, incompleteness, opposite sex identification and immaturity. Drawings are scored according to the presence of these characteristics which are considered to reflect self-concept. The characteristics are rated on a five-point scale which ranges from

markedly present (scores 1) to markedly absent (scores 5). Diagram E illustrates the score allocation for each item. (See Appendix 4). One of the difficulties regarding the use of the DAP S-CS is that some of the items, for example, item 12 (primitiveness) and item 13 (immaturity) tend to be ambiguous, resulting in subjective interpretation and subsequent scorer bias. In an attempt to minimize scorer bias, two workshop sessions were held where the scorers discussed each item, and consensus was reached on how each item of the DAP S-CS should be scored.

Four new items were added by the writer to the DAP S-CS. Diagram F illustrates the score allocation for each item. (See Appendix 5). Rationale for the inclusion of the four additional items was based on a review of the literature on emotional indicators of the DAP test. The four items consisted of:

1. SIZE OF DRAWING

Ogden (1978) found that unusually small figures reflect generalized discontent, feelings of inferiority, ineffectiveness, inadequacy and insecurity. Koppitz (1968) found that tiny figures (less than 6cm in height) reflect insecurity, shyness, inadequacy excessive defensiveness, and low self-esteem. Ottenbacher (1981) found that tiny drawings reflect poor self-concept. Large figures (greater than 22cm in height) reflect immaturity, grandiosity and poor self-concept (Koppitz, 1968).

ii FANTASY FIGURES

These included monsters, clowns, tramps, witches, etc. Koppitz (1968) found that these figures reflect intense inadequacy and a poor self-concept.

iii PROFILE VIEW

Machover (1949), found that drawings in profile are indicative of social anxiety, evasiveness and a reluctance to face or communicate with others.

iv PLACEMENT ON THE PAGE

Central placement suggests a normal, reasonably secure person, (Lakin, 1956; Urban, 1963); high on the page suggests insecurity (Levy, 1958); low on the page suggests feelings of insecurity and inadequacy, (Urban, 1963; Hammer, 1958); right side of the page suggests possible introversive, inhibited or intratensive tendencies, (Buck, 1950; Hammer, 1958), left side of the page suggests possible feelings of uncertainty and apprehension (Machover, 1949). Placement in the corner suggests possible pathological feelings of inferiority (McElhaney, 1969).

The DAP S-CS pre-test was administered after the third Saturday session. Pupils were instructed to "draw a picture of a whole person, not just a head or a stick figure". Pupils were given 10 minutes in which to complete their drawing. The DAP S-CS post-test was administered after participation in the programme.

2.3.6. Scoring

Scoring of the DAP S-CS was carried out by Masters students and the research assistant employed on the Gifted Project. Each DAP test was independently rated by two scorers to determine inter-rater reliability. Drawings were identifiable by number only, so that the scorers were not able to identify the name or experimental group of the subject. The DAPs were scored on the following three measures:

1. items 1-13 (Bodwin and Bruck's Draw-A-Person Self-Concept Scale);
2. items 1-1 (a combination of Bodwin and Bruck's scale and four additional items) and
3. items 1-4 (Four Additional items).

2.3.6.1 Inter-scorer Reliability

Table A represents the differences between the scorers for each set of items i.e. D1, D2 and D3. (F and P-values are provided for each standard).

TABLE 1

DIFFERENCES AMONG SCORERS FOR THE DIFFERENT SCORING DIMENSIONS OF THE SELF-CONCEPT SCALE

	STD 5		STD 6		STD 7		STD 8	
	F	P	F	P	F	P	F	P
D1 (ITEMS 1-17)	3,76	P<0,1	21,76	P<0,001	7,63	P<0,05	17,50	P<0,001
D2 (ITEMS 1-13)	NS		20,30	P<0,001	6,16	P<0,05	17,13	P<0,001
D3 (ITEMS 1-4)	NS		NS		NS		NS	

* NS = Not significant

As can be seen in Table 1, in the case of the D1 set of items, significant scorer differences are indicated in standard 6 ($F(1;96)=21,76$; $P<0,0001$), and standard 7 ($F(1;66)=7,63$; $P<0,05$) and standard 8 ($F(1;44)=17,50$; $P<0,0001$). Significance in scorer differences was approached in standard 5 ($F(1;62)=3,76$; $P<0,01$). In the case of the D2 set of items, significant scorer differences are indicated in standard 6 ($F(1;96)=20,30$; $P<0,001$) and standard 7 ($F(1;66)=6,16$; $P<0,05$), and standard 8 ($F(1;44)=17,13$; $P<0,001$). In the case of the D3 set of items, no significant scorer differences were found. The tendency towards significant scorer differences indicates that the DAP S-CS is not a reliable measure of self-concept. The four

additional items however, when measured separately from the DAP S-CS are indicated to be a reliable measure of self-concept.

2.3.7 Research Design

The design used in the present study is a pre-post test, control group design. In accordance with the stated aims and hypotheses of this study, the following statistical analyses were performed:

1. Using Analyses of variance (ANOVA), scores obtained from scorer I and scorer II for each item were compared to establish inter-rater reliability.
2. Pre-test scores were subjected to Analyses of variance (ANOVA), to assess the comparability of the groups.
3. The means of each of the three groups i.e. E1, E2 and E3 were calculated and compared for each standard, to assess the direction of change in self-concept.
4. Analyses of covariance (ANCOVA) were performed on the scores obtained from the three groups before and after participation in the Gifted Programme. According to Huck and McLean (1975), analysis of covariance is statistically suitable for pre-post test control designs, and offers the advantage of controlling for differences in the pre-test group means.
5. Throughout the analyses, the three different measures (i.e. items 1-13; items 1-17 and items 1-4), were kept separate to enable the assessment of the relative reliability and validity of the three different sets of scores.
6. Where results were found to be significant, a Bonferroni (Dunn) T test was performed in order to determine the significant relationship between the groups.

CHAPTER 3

3. RESULTS

Results of the ANCOVA that were carried out to determine the difference between the groups following intervention, are presented in this section. The comparisons were performed in order to test the effects of the intervention on the three groups, i.e. E1 (a combination of Feuerstein's Instrumental Enrichment (FIE) and Academic Enrichment programme), E2 (a combination of the Development of Affect and Creative Expression (DACE), FIE and Academic Enrichment programme) and E3 (Academic Enrichment), for standards 5 and 6. For standards 7 and 8 there were no E2 groups, so the effects of the intervention on the E1 and E3 groups were tested.

Prior to the aforementioned analyses, an ANOVA was performed on the pre-test scores for each standard. The ANOVA revealed that there were significant differences in pre-test scores in some cases. However, these differences were random and cannot be attributed to any particular factor(s). In other words, no particular pattern was found among the pre-test differences.

Table 2 provides the results (means, probability and F-values) of the ANCOVA performed on the three groups, i.e. E1, E2 and E3 of the standard 5 class.

TABLE 2

MEAN DIFFERENCES OF THE THREE GROUPS FOLLOWING THE INTERVENTION

STANDARD 5

TOTAL	MEANS			F	P
	E1	E2	E3		
*D1 (ITEMS 1-17)	0,00	0,07	-0,01	NS	
*D2 (ITEMS 1-13)	-0,02	0,05	0,03	NS	
*D3 (ITEMS 1-4)	0,12	0,19	-0,27	2,79	P<0,1

* D1 = A combination of the Bodwin and Bruck (1960) Draw-A-Person Self-Concept Scale (DAP S-CS) and the four additional items.

* D2 = The DAP S-CS only.

* D3 = The four additional items.

* NS = Not significant.

NOTE

N: E1 = 18

E2 = 24

E3 = 22

The means in Table 2 reflect the expected tendency for E2 to reflect the greatest amount of change across all three sets of items (i.e. D1, D2 and D3), followed by E1 and E3 (control) respectively. The difference between the three groups approached significance on the D3 total only, i.e. $E2 > E1 > E3$, ($F(2;61)=2,79$; $P < 0,1$). Visual inspection of the means revealed that as expected, E2 performed better than E3, i.e. $E2 > E3$, with significance being approached in this regard. As expected, E2 tended to perform marginally better than E1 on the remaining sets of items, however significance was not approached in this regard. As expected, E1 tended to show more improvement than E3 in two out of three sets of items (i.e. D1 and D3), however, significance was not reached in this case (i.e. D3). There was a tendency for E3 to deteriorate on two out of three sets of items (i.e. D1 and D3).

Table 3 provides the results (means, probability and F-values) of the ANCOVA performed on the three groups, i.e. E1, E2 and E3 of the standard 6 class.

TABLE 3

MEAN DIFFERENCES OF THE THREE GROUPS FOLLOWING THE INTERVENTION
STANDARD 6

	MEANS			F	P
	E1	E2	E3		
D1 (ITEMS 1-17)	0,04	0,04	0,04	NS	
D2 (ITEMS 1-13)	0,02	0,002	0,03	NS	
D3 (ITEMS 1-4)	0,09	0,26	0,08	NS	

NOTE

N: E1 = 36

E2 = 32

E3 = 30

Table 3 indicates that no significant differences between E1, E2 and E3 were found. On the first set of items (i.e. D1), the means reflect that all three groups tended to show slight but equal improvement. The means of the second set of items (i.e. D2) reflect that E3 showed the most improvement, followed by E1 and E2 respectively. Both of the abovementioned results were not expected. In the case of the third set of items (i.e. D3), the means reflect the expected direction where E2 showed the most improvement followed by E1 and E3 respectively. Significance was however, not reached.

Table 4 provides the results (means, probability and F-values) of the ANCOVA performed on the two groups i.e. E1 and E3 of the standard 7 class.

TABLE 4
MEAN DIFFERENCES OF THE TWO GROUPS FOLLOWING THE INTERVENTION
STANDARD 7

TOTAL	MEANS		F	P
	E1	E3		
D1 (ITEMS 1-17)	0,006	-0,03	NS	
D2 (ITEMS 1-13)	-0,01	-0,03	NS	
D3 (ITEMS 1-4)	0,12	-0,02	NS	

NOTE

N: E1 = 38

E3 = 30

Table 4 indicates that no significant differences between E1 and E3 were found on any of the three sets of items (i.e. D1, D2 and D3). As expected, the means reflect a tendency for E1 to show the greatest amount of improvement on all three sets of items (i.e. D1, D2 and D3). This improvement however, tended to be marginal. There was a tendency for E3 to deteriorate across all three sets of items.

Table 5 provides the results (means, probability and F-values) of the ANCOVA performed on the two groups i.e. E1 and E3 of the standard 8 class.

TABLE 5

MEAN DIFFERENCES OF THE TWO GROUPS FOLLOWING THE INTERVENTION

STANDARD 8

TOTAL	MEANS		F	P
	E1	E3		
D1 (ITEMS 1-17)	0,009	0,016	NS	
D2 (ITEMS 1-13)	-0,02	0,07	NS	
D3 (ITEMS 1-4)	0,16	-0,27	7,07	$P < 0,05$

NOTE

N: E1 = 24
E3 = 22

As expected, Table 5 indicates that a significant difference between E1 and E3 was found on the third set of items (i.e. D3) with E3 deteriorating significantly, relative to E1 ($F(1;44)=7.07$; $P<0.05$). On the first and second set of items (i.e. D1 and D2), E3 tended to improve a marginally greater amount than E1, with E1 deteriorating slightly on the second set of items (i.e. D2). This result was not expected.

In summary, in standards 5 and 6, an expected tendency was found for E2 to show the greatest amount of change, followed by E1 and E3 respectively, i.e. $E2 > E1 > E3$. E2 tended to perform better than E1 and E3 i.e. $E2 > E1$ and $E2 > E3$. In standard 5, the difference between E2 and E3 approached significance in favour of E2. Across all four standards (E2 being absent in standards 7 and 8), E1 tended to perform better than E3, with significance being reached in standard 8. There was a tendency for E3 to deteriorate in standards 5, 7 and 8. In standards 6 and 7 trends in the expected direction were observed, however, no significant differences between the groups were found.

Significant and consistent scorer bias was found on both the first and second set of items (i.e. D1 and D2) for each standard. Although the ANCOVA controlled for these scorer effects, the absence of validity of the DAP S-CS may to some extent have detracted from attaining an accurate measure of the effects of the programme, and contributed to the results that were found. No evidence was found of scorer bias on the D3 set of items for any of the four standards tested. This result suggests that the four items that were added to supplement the DAP S-CS, served as a reliable measure of self-concept.

It is important to bear in mind that these results represent a preliminary investigation and should not be viewed as an outcome measure. The Gifted Project is ongoing and these interim results can be seen as reflecting promising trends for future results.

CHAPTER 4

4 DISCUSSION

4.1 Interpretation of Results

Results of the ANCOVA performed on the standard 5 class, reveal that pupils who participated in the combined Feuerstein's Instrumental Enrichment (FIE), Development of Affect and Creative Expression (DACE) and Academic Enrichment Programme i.e. E2, and pupils who participated in the combined FIE and Academic Enrichment Programme i.e. E1 showed improvement in self-concept (with E2 showing the greater amount of change). Statistical significance was approached on the D3 set of items only. Trends in the expected direction i.e. $E2 > E1 > E3$ on the remaining set of (i.e. D1 and D2) items were found but may be due to chance. However, further opportunities in this programme may yet produce significance. The "post"-testing was carried out one year after the inception of a two-year programme so further improvements can be expected. In the case of the D3 set of items significance in group differences was approached. Pupils who participated the E2 group showed more positive changes in self-concept than pupils who participated in the Academic Enrichment programme, i.e. E3. In fact, the self-concept of pupils who participated in the E3 group tended to deteriorate. Pupils who participated in the E2 group also showed more positive changes in self-concept than pupils who participated in the E1 group.

The above-mentioned findings substantiate the hypothesis $E2 > E1 > E3$, which indicates that a combination of all three programmes was the most successful intervention for improving pupil self-concept for the standard 5 class. These findings also suggest that the FIE programme causes more positive changes in self-concept than the Academic Enrichment programme.

Results of the ANCOVA performed on the standard 6 class indicate positive changes in self-concept resulting from the intervention.

Differences between the groups however, were not found to be significant. Therefore, the hypothesis was not substantiated for this class on any of the three sets of items.

Results of the ANCOVA performed on the standard 7 class indicate that significant group differences were not found on any of the three sets of items. There was a tendency however, for E1 to perform better than E3. Therefore, support for the hypothesis $E1 > E3$ was found. This finding suggests that FIE is partially successful in bringing about positive changes in self-concept. While the self-concept of students who participated in the FIE and Academic Enrichment programme (i.e. the E1 group) tended to show improvement, the self-concept of students who participated in the Academic Enrichment programme (i.e. the E3 group) tended to deteriorate.

Results of the ANCOVA performed on the standard 8 class indicate positive effects of the intervention on self-concept. On the D3 set of items (i.e. the four items), significant group differences were found. Pupils who participated in Feuerstein's Instrumental Enrichment programme (FIE) and the Academic Enrichment programme (i.e. the E1 group), showed significantly higher changes in self-concept than pupils who participated in the Academic Enrichment programme alone (i.e. the E3 group). The self-concept of pupils in the E3 group was found to deteriorate. This finding also lends support to the hypothesis $E1 > E3$, and suggests that Feuerstein's Instrumental Enrichment programme (FIE) is significantly more successful in causing positive changes in self-concept, than the Academic Enrichment programme. Unfortunately, there was no opportunity to compare the role that DACE would have played on the self-concept of the two groups.

Consistent evidence in standards 5, 7 and 8 suggest that self-concept was positively affected in the groups that received mediation i.e. E1 and E2, and was adversely affected in the groups that did not receive mediation i.e. E3. This result confirms the findings of the study

carried out by Murray (1987), in which it was found that there was a tendency towards a decrease in overall self-concept when children were subjected to conventional methods of testing where no mediation was provided. Murray (1987) found that in this group of children there was an increase in anxiety regarding the self. This finding serves to highlight the effects and indeed, the value of mediation in terms of the self-concept of disadvantaged children in a situation which deals with potentially threatening educational material.

In reviewing the above-mentioned findings it is important to bear the following factors in mind, as they are likely to have contributed to the results that were found. Despite attempts to ensure the reliability of the scoring procedure (i.e. each drawing was scored "blind" by two independent research assistants), significant and consistent scorer bias was found on the DAP S-CS, which suggests that it is not a reliable measure of self-concept. Although the ANCOVA controlled for scorer effects to some extent, the lack of validity of the DAP S-CS may have detracted from an accurate measure of the effects of the intervention on pupil self-concept. The scores for each scorer were not independent of each other because of the way in which they were marked, in other words, scores were correlated for each subject. It is possible that this situation arose out of scoring being "contaminated" by the scorers' rating of previous drawings. For example, the rating of drawing C would be influenced by the scorer's rating of drawing A and B, and so on. A compounding factor that seemed to have contributed to the scorer bias on the DAP S-CS, is that the items on this scale are ambiguous and open to subjective interpretation, particularly items such as immaturity and primitiveness.

In comparing the DAP S-CS with the four items that were devised to supplement the DAP S-CS, it is clear that because of the nature of the four criteria, they were not subject to subjective error. These items for example, required the rater to measure the size of the drawing, to rate the drawing according to full-frontal, partial-frontal or profile view of the figure, and to provide a score relating to the placement of

the figure on the page. Although the D3 total consists of four items only, residual analysis revealed that inferences can be made on the basis of these four items, in other words, they serve as a valid measure of self-concept.

It is also important to consider the community from which the sample from the present study was drawn. Generally in the Black population there is a lack of emphasis with regard to relating on a feelings level. Many of the children in the present study come from authoritarian homes where awareness and expression of feelings are not encouraged. These children experienced difficulty with regard to talking about themselves and their feelings. They tended to respond in a concrete way, for example, when children were asked to name five things that they liked about themselves, they tended to respond with physical attributes and other concrete answers. A possible compounding factor is that these children tend to have a limited vocabulary with which to express their feelings. In many of the Black languages, the same word may be used to convey various descriptions of feelings, for example, the word "Kahle" can be used to describe feeling well, O.K. alright, etc. Furthermore, the Western concept prescribing the importance of the individual does not hold in Black communities, where a sense of "people-hood" and community prevails. These children were resistant to activities that involved competition rather than co-operation with others. The above-mentioned factors may have undermined the efficacy of the DACE in terms of improving pupil self-concept. These factors are likely to become less important as pupils become more comfortable and familiar with interacting on a feelings level.

Then, factors relating to the tutors may have undermined the potential effects of the DACE programme on self-concept enhancement. Since DACE was developed as the programme progressed, tutor inexperience with regard to the implementation of the DACE may have undermined its effectiveness. This may have been compounded by cross-cultural factors relating to possible differences in the world-view of the tutors. For black tutors, coming from the same community as the pupils where

community values are emphasized over individual values, relating on a feelings level may conflict with their own world-view. By the same token, the white tutor bringing his/her own world-view may have conflicted with the pupils' world-view, and this may have detracted from his/her role as a facilitator. Another important factor to consider is that people tend to hold a fairly consistent perception of themselves, and this perception is not subject to rapid change (Wylie, 1979). Given this, any changes in self-concept that were found can be considered to be important and valuable.

4.2 Methodological Limitations

The following methodological limitations are apparent in this study: Firstly, the absence of E2 groups in standard 7 and 8, resulted in a small sample within which to measure the effects of the DACE programme on pupil self-concept. Secondly, the number of pupils from the Soweto and Alexandra centres were unequal in the final sample. For example, in the standard 5 group, there were 30 pupils from the Alexandra centre and only two pupils from the Soweto centre. This disparity limited an accurate assessment of centre effects on pupil self-concept. Thirdly, scorer bias was found to be significantly high for the DAP S-CS which comprised the largest measure of self-concept. Scorer differences may have contaminated the accurate measurement of the effects of the intervention on pupil self-concept and contributed to the results that were obtained. Fourthly, results were obtained at an interim stage i.e. half-way through participation in a two-year programme.

4.3 Implications of Findings and Suggestions for Future Research

Significant, though inconclusive changes in pupil self-concept were found. The DACE programme was found to be most successful in bringing about changes in pupil self-concept, followed by the FIE. This suggests that DACE is a partially successful self-concept enhancement tool for

gifted disadvantaged children. The FIE was found to be successful in bringing about some degree of change in self-concept. Some of the improvement in pupil self-concept may be attributable to participation in a Gifted Project per sé where children were made to feel special by being selected for the project. This however, does not appear to apply to the E3 group, whose self-concept was found to deteriorate. This may be due to the fact that these pupils were exposed to difficult material as well as the fact that they might have been aware that they had been excluded from the DACE and FIE programmes. If this trend continues in the final analysis, it would suggest the destructive effects of exposing children to difficult material without taking cognisance of the potentially negative effects on their self-concept. A follow-up study should be conducted at a later time to explore the long-term effects of the intervention in this regard.

In order to explore self-concept enhancement in gifted disadvantaged children, further research should be conducted, avoiding the methodological limitations of the present study in the following ways: First, children should participate in the Development of Affect and Creative Expression (DACE) programme in all four standards. Second, the number of children from the Alexandra and Soweto centres should be equal, so that centre effects can be accurately measured. Third, in order to avoid scorer bias, scoring can be done by consensus, where both scorers discuss each item until there is consensual agreement. Fourth, given the relatively consistent view individuals have of themselves, children should participate in the various intervention programmes for a two-year period so that actual differences between the various programmes in terms of the efficacy of self-concept enhancement can be determined. Fifth, more reliable measures of self-concept should be explored. Sixth, a follow-up study should be conducted to determine the long-term effects of the intervention on self-concept.

APPENDIX 1

DIAGRAM A: ORIGINAL DISTRIBUTION OF THE PUPILS ACCORDING TO THEIR
GROUPS

<u>CENTRE</u>	<u>CLASSES</u>	<u>E1</u>	<u>E2</u>	<u>E3</u>	<u>TOTAL</u>	<u>GRAND TOTALS</u>
SOWETO	Stds. 5 & 6	20	20	20	60	
	Stds. 7 & 8	20	-	20	40	
	Sub-totals	40	20	40	100	100
ALEXANDRA	Stds. 5 & 6	20	20	20	60	
	Stds. 7 & 8	20	-	20	40	
	Sub-totals	40	20	40	100	100
GRAND TOTALS	Stds. 5 & 6	40	40	40	120	
	Stds. 7 & 8	40	-	40	80	
		(80)	(40)	(80)		200

FINAL SAMPLE

<u>CENTRE</u>	<u>CLASSES</u>	<u>E1</u>	<u>E2</u>	<u>E3</u>	<u>TOTAL</u>	<u>GRAND TOTAL</u> = 138
ALEXANDRA	Std. 5	8	11	11	30	
SOWETO	Std. 5	1	1	0	2	
SUB-TOTALS		9	12	11	32	
ALEXANDRA	Std. 6	9	6	6	21	
SOWETO	Std. 6	9	10	9	28	
SUB-TOTALS		18	16	15	49	
ALEXANDRA	Std. 7	9	0	10	19	
SOWETO	Std. 7	10	0	5	15	
SUB-TOTALS		19	0	15	34	
ALEXANDRA	Std. 8	4	0	2	6	
SOWETO	Std. 8	8	0	9	17	
SUB-TOTALS		12	0	11	23	

APPENDIX 3

DIAGRAM C: DISTRIBUTION OF THE TUTORS ACCORDING TO THE GROUPS

<u>CENTRE</u>	<u>CLASSES</u>	<u>E1</u>	<u>E2</u>	<u>E3(CONTROL)</u>	<u>TOTAL</u>	<u>GRAND TOTALS</u>
SOWETO	Std. 5 & 6	1	1	1	3	
	Std. 7 & 8	1	-	1	2	
	Sub-totals	2	1	2	5	5
ALEXANDRA	Std. 5 & 6	1	1	1	3	
	Std. 7 & 8	1	-	1	2	
	Sub-totals	2	1	2	5	5
GRAND TOTALS	Std. 5 & 6	2	2	2	6	
	Std. 7 & 8	2	-	2	4	
		(4)	(2)	(4)		10

APPENDIX 4

DIAGRAM D: THE STANDARD TIMETABLE FOR THE GIFTED CHILD PROGRAMME

7.30 - 8.00 Breakfast

8.00 - 8.30 Assembly

8.30 - 9.20 Period 1 (Academic Enrichment)

9.20 - 10.10 Period 2 (Instrumental Enrichment)

10.10 - 10.40 Break

10.40 - 11.30 Period 3 (Instrumental Enrichment)

11.30 - 11.40 Short break

11.40 - 12.30 Period 4 (DACE Programme)

GROUP	8.30 - 9.20 (50 minutes)	9.20 - 10.10 (50 minutes)	10.40 - 11.30 (50 minutes)	11.40 - 12.30 (50 minutes)
E1	FIE	FIE	FIE	Academic Enrichment
E2	FIE	FIE	DACE Programme	Academic Enrichment
E3	Academic Enrichment	Academic Enrichment	Academic Enrichment	Academic Enrichment

APPENDIX 5

DIAGRAM E: THE DRAW-A-PERSON SELF-CONCEPT SCALE DEVISED AND
VALIDATED BY BODWIN AND BRUCK (1960)

1. Shading Light, dim, subtle and uncertain lines which furtively accent particular parts of the figure. Patterned or stylized shading.
2. Reinforcement Shading of the boundaries of clothing or the figure. Heavy dark lines or parts of the drawing emphasized through retracing over the same area.
3. Erasures Any attempt to alter or perfect all or part of the drawing through erasure.
4. Detail in Figure Unessential features or details added to the figure or background.
5. Sketchy lines Parts of the body, particularly the outline defined by light, broken, blurred, vague, fuzzy lines.
6. Transparency Body of the figure completely transparent or inadequately clothed so that body parts ordinarily covered are shown.
7. Asymmetry Imbalanced and lopsided arrangement of the body parts in respect to size, shape or position on the opposite sides of the center.

APPENDIX 5 (continued)

8. Distortion Any unnaturalness or irregularity in form. Any non-human aspects to figure drawn, often displayed by size disproportion.
9. Incompleteness Figure not drawn complete, lacking in significant body parts or clothing.
10. Mixed Age Disparity in the physiological maturation of various body parts, such as breasts emphasized in an otherwise childish body.
11. Opposite Sex Identification Figure drawn is of the opposite sex of the subject, or if the same sex, opposite sex characteristics are displayed.
12. Primitiveness Overall figure is crudely and roughly drawn. Specific points are confusion of full and profile view of the head, mouth emphasis, trunk incomplete, omission of the neck, and disorganized body representation.
13. Immaturity Drawing is marked by elaborate treatment of the mid-line such as Adam's apple, tie, buttons, buckle, and fly on trousers. There is emphasis on the mouth and/or breasts.

APPENDIX 6

DIAGRAM F: ADDITIONAL ITEMS

14. Fantasy Figures:

Clown, monster, witch, etc. - scores 1.

Character figures - scores 3.

Ordinary figures - scores 5

15. Size of Drawing:

Between 6 and 22cm - scores 5

22.1 - 24cm - scores 4

4.5 - 5.9cm - scores 4

24.1 - 26cm - scores 3

3.0 - 4.4cm - scores 3

26.1 - 28cm - scores 2

1.5 - 2.9cm - scores 2

28+cm - scores 1

0 - 1.4cm - scores 1

APPENDIX 6 (continued)

16. Profile View

Full Frontal - scores 5

Partial Frontal (i.e. only body or head drawn in frontal view)
- scores 3.

Head and body drawn in profile view - scores 1

17. Placement on the Page

(The number in each block represents the score).

1	2	2	2	1
2	3	4	3	2
2	4	5	4	2
2	3	4	3	2
1	2	2	2	2

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Author Rosenbaum L A

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