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Learning Goal Orientation in High Ability Students

Developmental Trajectory, Contextual Factors, and Long-Term Educational Outcomes

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TALENT

Learning Goal Orientation

Value of learning and striving for mastery in learning situations

- Psychological and academic protective factor
- Strong predictor of gifted (under)achievement
- More effective than achievement at identifying at-risk gifted students?
- Declines in adolescence
- Longitudinal, comparative perspective with long-term outcomes lacking in gifted literature

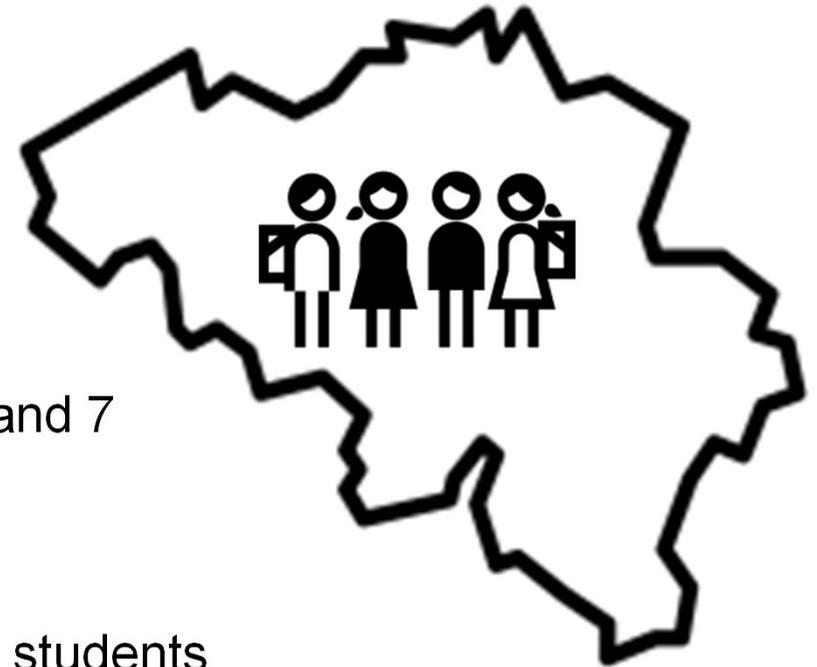


Research Objectives

- 1) To examine the **development of learning goal orientation** in high-ability and average-ability students across late primary and early secondary school.
- 2) To investigate the **effect of perceived environmental learning support** on the development of learning goal orientation among high ability and average ability students.
- 3) To examine the **predictive value of learning goal orientation and achievement in late primary and early secondary school for secondary school grade retention and non-academic track choice** among high ability and average ability students.

Sample

- N= 5,740 students (SiBO Study)
- Kindergarten → Higher Education
- **Cognitive ability** assessed in grade 3
 - Fluid IQ: Standard Progressive Matrices (SPM)
 - Crystallized IQ: CIT 3-4
- **Learning Goal Orientation** assessed in grades 5, 6, and 7
- Current study:
 - **High ability group** ($\geq P_{c90}$): 630 students
 - **Reference group** (P_{c10} - P_{c80}): 4542 students



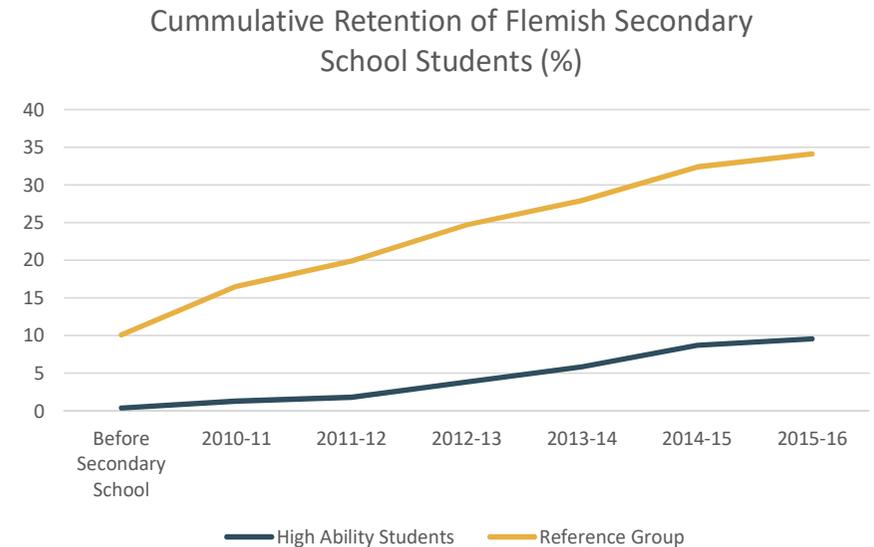
Developmental/Contextual Variables

- **Learning Goal Orientation**, student questionnaire, Grades 5, 6, and 7
(5 items, *“I want to learn as much as possible in class”*)
- **Achievement**, standardized math tests, Grades 5, 6, & 7
- **Learning Support Variables**, student questionnaire, Grades 5, 6
 - **Relationship with Teacher**: (8 items) *“I get along well with my teacher”, “The teacher becomes impatient if s/he has to explain something to me” (-)*
 - **Instructional Structure and Clarity**: (5 items) *“It is clear why we have to do certain tasks”, “At the beginning of every lesson, the goals of the lesson are explained”*
 - **Class Study Orientation**: (5 items) *“The children in our class find it very important to learn”*

Outcome Measures

From Administrative Data in Grade 12

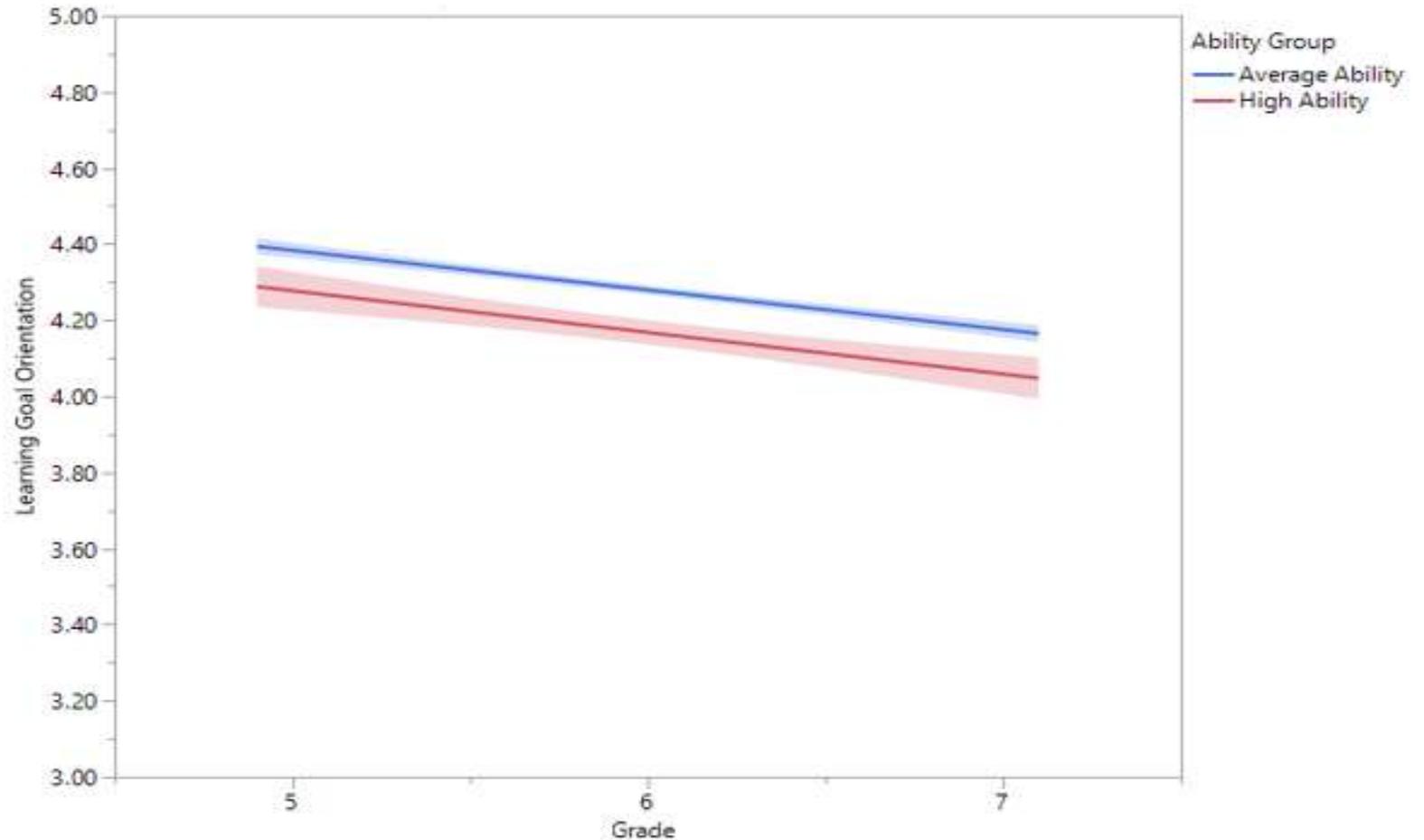
- **Secondary Grade Retention**
 - High ability students: n=58, **9.5%**
 - Average ability students: n=1214, **30%**
- **Secondary Non-Academic Studies**
 - High ability students: n=111, **18.3%**
 - Average ability students: n=2756, **66.3%**



- → Total of **23.3%** of High Ability Students (n=142) in one or both outcomes

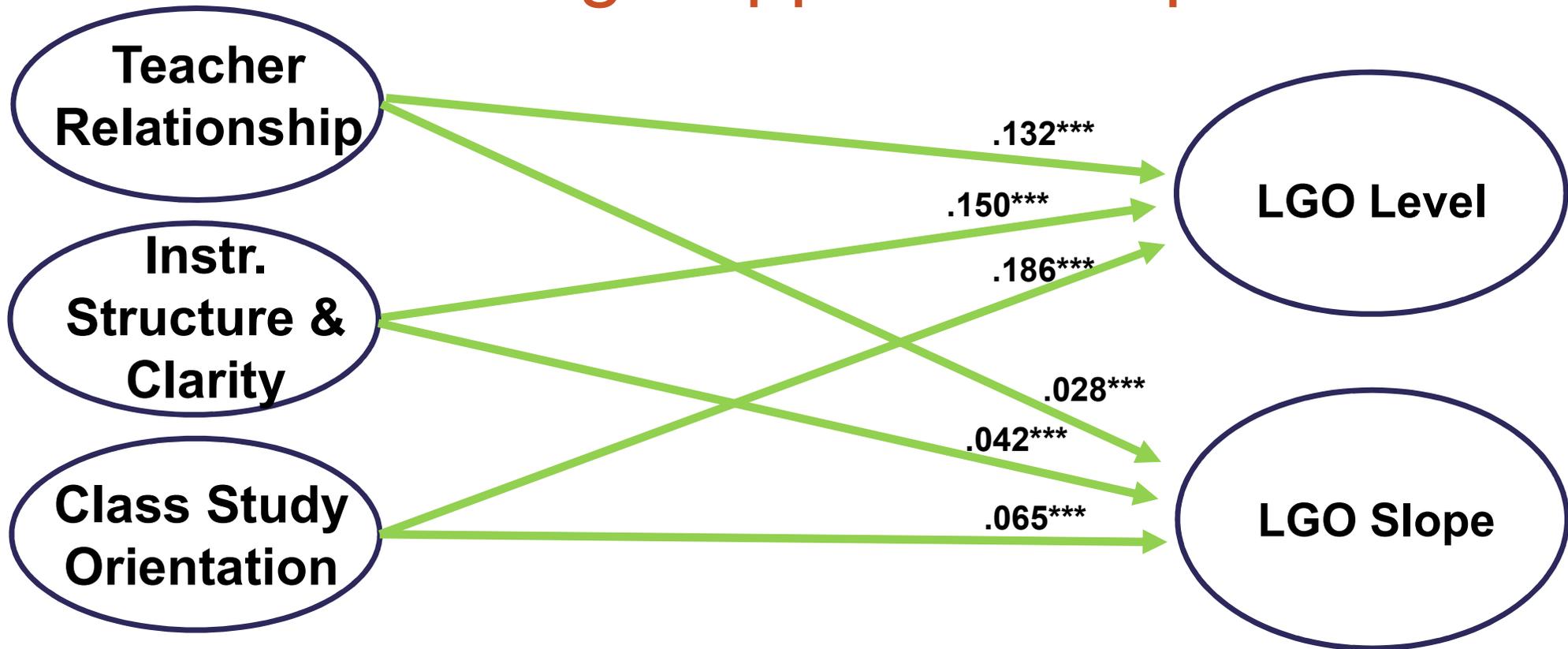
Results: Learning Goal Orientation

- High ability students had **lower learning goal orientation** than average ability peers
- Learning goal orientation **declined** among both groups



Results

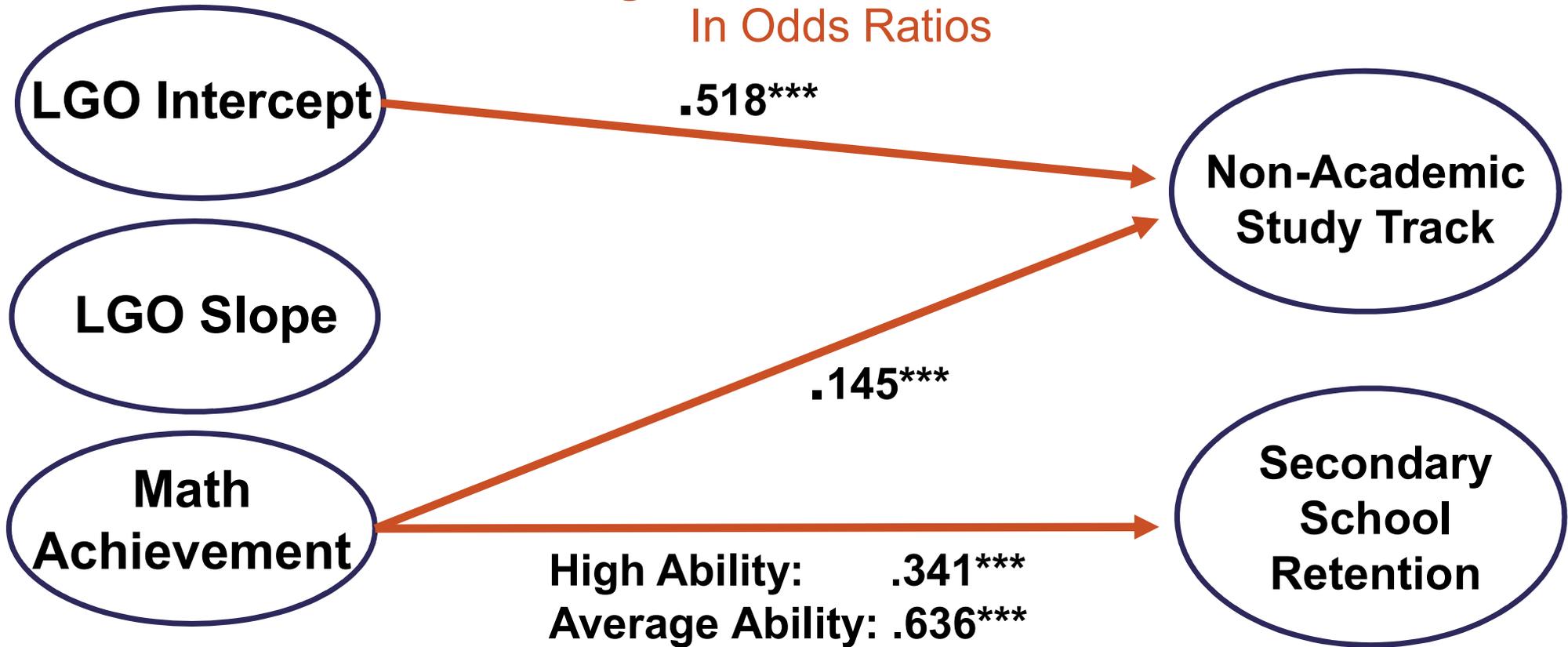
Learning Support Perceptions



Results

Long-Term Outcomes

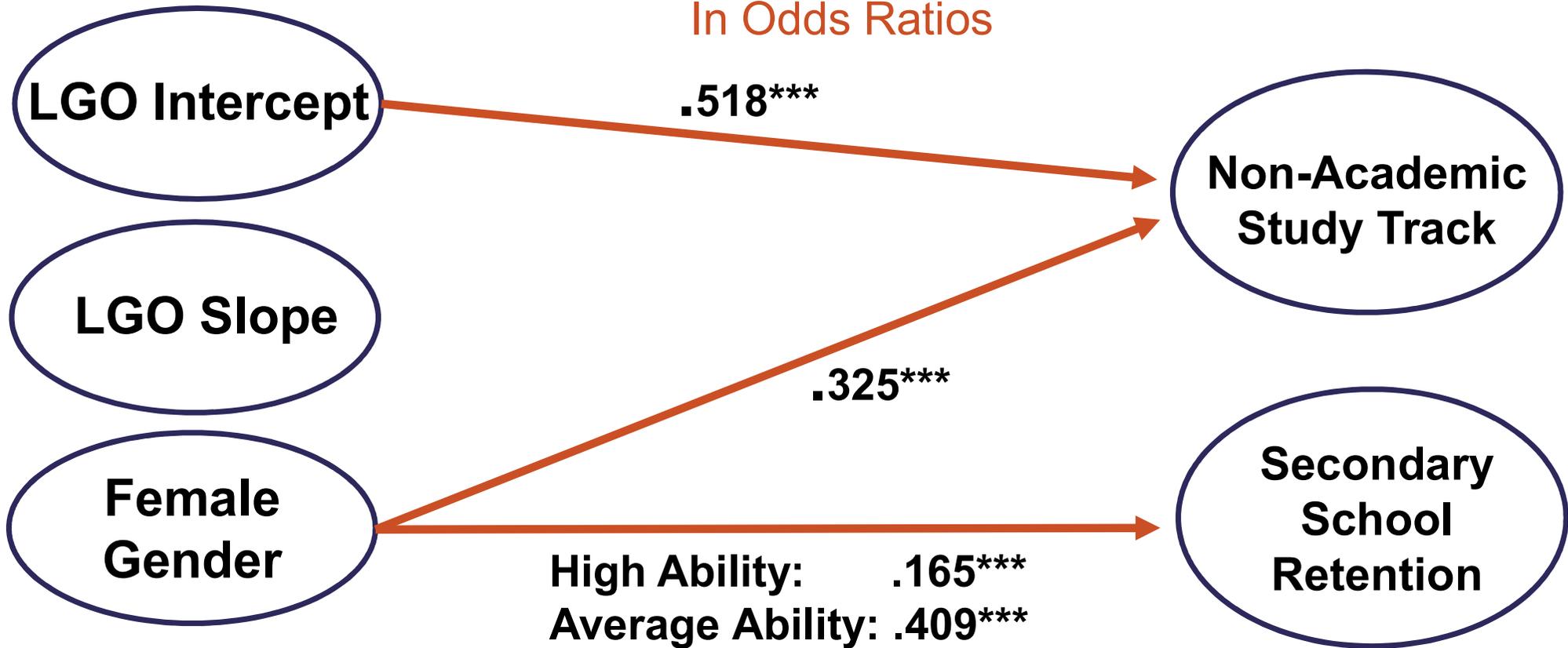
In Odds Ratios



Results

Long-term Outcomes

In Odds Ratios



Take-Aways

- Persistently **lower levels of learning goal orientation** among high ability students
- Importance of Perceived Learning Support from both Teachers and Peers
- Predictive value of LGO for long-term educational outcome
- **Difficulty of identifying** high ability students at risk for secondary school underachievement
- **Additional Thoughts? Questions?**

Thank you for your time!
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