

Çiğdem ALDAN KARADEMİR

The Effect of Between Class Ability Grouping on Science Academic Achievement and Self Esteem of Sixth Class Students

ABSTRACT

The general objective of this research is to expose the effects of between class ability grouping on science academic achievement and self esteem of sixth class students and the students' and the teachers' opinions relating to between class ability grouping. The research was executed in 2005–2006 educational year within a primary school with coedclasses and a primary school with between class ability grouping in Aydın. The sample of this research is made of 176 students as an experiment and control group and from the school which has between class ability grouping, 30 students and 8 teachers showed their opinions about this practice. In this research, Rosenberg Self Esteem Scale and an achievement test that was improved and validity- reliability study was done by the researcher are used. The opinions of the students' and the teachers' about between class ability grouping were determined with half feasible interviewing forms. In the research covariance analysis was done to the datas that were obtained from achievement test and Rosenberg Self Esteem Scale.

As a result, according to the achievement test, there couldn't be found a meaningful difference between the experiment and the control group ($p=.068$), beside this there was found a meaningful difference between high, medium and low classes ($p=.000$). The difference was fixed between high-medium and high-low classes. According to the sex variable, success of the students' was searched and it was understood that there is no meaningful difference among girl students in experiment and control group ($p=.251$). There is no meaningful difference among the boy students in experiment and control group ($p=.189$). According to the Rosenberg Self Esteem Scale, there couldn't be found a meaningful difference between the experiment and the control group ($p=.628$), beside this there was found a meaningful difference between high, medium and low classes ($p=.007$). The difference was fixed between high-low and medium-low classes. According to the sex variable, effects of between class ability grouping on self esteem of students were examined and it was understood that there wasn't any meaningful difference among girl students in

experiment and control group ($p=.719$). There wasn't any difference among the boy students either ($p=.350$).

So when the qualitative data were examined, it was understood that the students were uncomfortable because of their education in high, medium and low classes. Teachers thought that between class ability grouping is negative for the students' personality development.

KEYWORDS: Between Class Ability Grouping, Ability Grouping, Curriculum Tracking, Science, Academic Achievement, Self Esteem