An Investigation of Social Behaviors of Primary School Children in terms of Their Grade, Learning Disability and Intelligence Potential

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Abstract

In this study, to what extent 7-9-year old primary school children's' social behaviors at school vary depending on their grade, gender and learning disability was investigated. In addition, the predictive value of the intelligence scores of children with normal development and with learning disability was explored for their negative and positive behavior at school and for their academic skills. The data was collected from a total of 166 first, second and third grade primary school students, 83 of whom had a normal development process while the remaining 83 was diagnosed with "learning disability". In order to identify participants' intelligence level, Wechsler Intelligence Scale for Children" (WISC-R) was used and to reveal their social behavior level at school, "School Social Behavior Scales" which were filled in by their teachers were used. As a result of the study, it was realized that students' social competencies do not differ depending on their grade; however, the difference in terms of antisocial behavior was found to be in favor of third graders. It was also revealed that the social competence level of female students were higher than that of male students while the antisocial behaviors of the male students were found to be significantly higher than the antisocial behaviors of the female students. Besides, it was realized that social behaviors at school do not vary depending on the learning disability variable. According to the findings of the current study, children's intelligence levels have a predictive effect on their social competence, academic skills and antisocial behaviors. Moreover, the intelligence potentials of the children diagnosed with learning disability predicts their social competence and academic achievements; similarly, the intelligence potential of the children with normal development predicts their academic achievement and antisocial behaviors. As a result, it was realized that not only the activities intended to improve the academic performance of the children diagnosed with learning disability but also the activities to improve their social behavior development could be suggested. At the end of the study, the place of educational activities aiming to improve their reasoning skills through social skills education in the guidance programs at schools was discussed.

Key Words

Learning Disabilities, Intelligence Potential, School Social Behaviors, Social Behaviors, Social Competence, Antisocial Behaviors, Academic Skills.

The primary school period is a period during which children's personal and social development gains importance. In this period, children become aware of the others in their surroundings. They have the awareness of the fact that the others are individuals as they are. They become aware of their own and others' characteristics and develop a sense of global self-value. Their awareness can be observed in their

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plays and in their social relationships. They start playing together and can cooperate with each other. In short, during the primary school years, children start discovering themselves and others (Bacanlı, 2006; Bee & Boyd, 2009). Discovering others means establishing mutual and healthy relationships with other individuals in their surroundings. Only by the mutual and healthy relationship can the adaptation to the society be achieved with greatest success. A child at the age of 6-7 encounters a difficult situation in which they have to adapt to the environment which is the first place they will have to spend most of their time in away from their families. This new environment is called the "primary school". Some children can easily adapt to the new environment, their friends and teachers; nevertheless, some other children have problems even on the first day at the primary school (Oktay, 1983). It would be fair to state that children with a lack of communication skills in social environments have difficulty in their relationship with their friends and have low school success and display uneasy behaviors in their family environments. In terms of children's mental health, these situations are regarded among symptoms of minimal psychopathology (Ekşi, 1999). According to the findings of the development psychology, especially during the primary school years when they start discovering others, children need social skills in order to get along well with the others, establish good relationships with them and to develop a healthy mental structure (Bacanlı, 1999).

What is expected from a child who has just started the primary school is to acquire the skills of reading and writing in addition to adapting to the school. Until the age of six, all healthy children reach the cognitive level required to be able read and write. Acquiring this skill seems to be the most important criteria for success. However, due to individual differences, all the children cannot learn how to read and write at the same time. There are various factors hindering learning (Korkmazlar, 1992). One of these factors is learning disability. The cognitive structure of the children with learning disability is not completed until the age of six. Their mental organization helping children to learn is not sufficient in some aspects. Although they have no problems in their level of intelligence, they cannot read, write and might have problems in mathematics. Because they cannot read or write, there is doubt about their intelligence levels. In this case, families might feel panicky and teachers might feel the challenge of not being able to teach to these children. As a result, there might be a lot of pressure on these children (Korkmazlar & Özer, 1997). Their failure at school negatively affects their adaptation to

their peers, their intra-family relationships and their mental health. Many families consult with pediatricians, psychiatrists or pedagogues when their children have school and adaptation problems (Korkmazlar, 1999). In education, individuals' social development is as important as their development in other developmental areas. The purpose of encouraging skills such as self-expression, self-confidence, positive self-perception, interpersonal healthy relationships and social independence is to improve children's social behaviors and to accelerate their adaptation to the school and the society (Bellis, 2002; Bender, 2012). Lack of social skill might cause failure in academic skills; thus, it is suggested that social skills are related to academic achievement (Kavale & Forness, 1996; Leichtentritt & Shechtman, 2009). In recent years, during the education and treatment of children with learning disability, a great deal of importance has been attached to the activities designed not only to boost their academic performance but also to help their personality and social development, their adaptation to the school and their friends (Bauminger & Kimhi-Kind, 2008; Bender & Wall, 1997; Kravetz, Faust, Lipshitz, & Shalhav, 1999; Milsom & Glanville, 2010; Settle & Millich, 1999).

Parents of children with learning disability are aware of the fact that their children cannot have a normal academic development. Still, considering that their children can improve their personality and have a positive social development, these families think that their children should spend as much time as possible in an academic environment to be exposed to healthy role models and to be guided by teachers (Bender, 2012). The reason for this is that many social and personality skills such as self-perception, locus of control, anxiety, self-defending, depression and autonomy have positive effects on academic success (Çölkesen, 2010; Gans, Kenny & Ghany, 2003; İlden Koçkar, 2006; Shany, Wiener, & Feingold, 2011; Tuğ, 2011; Yorgancı, 2006). Relevant studies also revealed plenty of evidence that a positive self-perception increased the academic success (Cosden, Elliot, Noble, & Keleman, 1999; Gans et al., 2003; Heyman, 1990; Smith & Nagle, 1995). Besides, studies showed that a healthy personality structure and social competence are very useful for children with learning disability in their future social and professional life (Farmer et al., 2008; Leichtentritt & Shechtman, 2009; Wiener, 2004). Enabling children with learning disability to improve their social competence and interpersonal skills as well as their ability to control aggressive and destructive behavior which are regarded as antisocial behavior paves the way for these children to socialize with their peers and to perform better in the academic environment as a result of the ease of their adaptation to

the school (Bender, 2012; Milsom & Glanville, 2010; Farmer et al., 2008; Kravetz et al., 1999).

One of the major issues regarding education is academic success. The main aims of the educational guidance services are to remove the obstacles hindering academic success and to increase students' success by helping them acquire certain study habits and skills (Uz Baş, 2007). Learning disability, which is among these obstacles negatively influencing students' success at school, also affects issues such as school adaptation, the perception of classroom rules and academic as well as social skills. The age difference between the time when families realize the problem (6 years 9 months) and when the child is diagnosed with learning disability (7 years 11 months) is significant. In case of early diagnosis supported with professional help to the child, children can keep up with their peers and can show their potential (Korkmazlar, 2003). Therefore, it is essential to detect learning difficulties, which decreases the quality of education, in order to help children to establish more healthy social relationship and to easily adapt to the academic environment. There have been many studies proving the importance of early diagnosis of learning disability and the improvement of the children's social skills (Bauminger & Kimhi-Kind, 2008; Bender & Wall, 1997; Cosden et al., 1999; Gans et al., 2003; Heyman, 1990; Kavale & Forness, 1996). In line with the results of these research studies, it can be concluded that when the learning disability is diagnosed at an early stage and when the social relationship of these children is supported, their adaptation to school and social environment accelerates and their academic skills develop. Considering studies carries out in Turkey, one can see that these studies mainly focus on issues such as the personality of the children with learning disability (Çölkesen, 2010; Tuğ, 2011; Yorgancı, 2006) and the identification of learning disability at pre-school and primary school (Demir, 2005; Korkmazlar, 1992; Korkmazlar & Özer, 1997; Özen, 2011). Thus, it can be stated that there is insufficient comparative research aiming to compare the social relationships between children with learning disability and children with normal development. Moreover, it is supposed that solving problems encountered at school also support the educational guidance activities carried out by the guidance teachers for the elimination of the problems encountered in the educational setting.

There have been many assessment instruments used to identify learning disability. Among the tests which are frequently used are intelligence tests, social adaptation tests and personality tests (Korkmazlar, 1992).

"Wechsler Intelligence Scale for Children" (WISC-R), which has a diagnostic value, is one of the most common tests used in the field of learning disability by many of the previous researchers (De Clercq-Quaegebeur et al., 2010; Demir, 2005; Holcomb, Hardesty, Adams, & Ponder, 1988; Kaufman, 1981; Korkmazlar, 1992; Lufi & Cohen, 1988; Ottem, 1998). With this test, the intelligence potentials of the primary school children and their learning disability can be identified at the same time. Therefore, it would be fair to state that the potential intelligence of the children with learning disability and those with normal development could be a variable having predictive value for their academic skills, reasoning skills about social events, and thus the development of negative and positive social development levels.

In line with the above mentioned information, the study aims to show to what extent the social behaviors of 7-9-year-old children at school vary depending on the grade, gender and learning disability variables; besides, the relationship between their potential intelligence and social behaviors at school was investigated. The sub-aims of the current research study are as follows:

1. Does children's level of "social competence" and "antisocial behavior" significantly vary depending on their grade, gender and learning disability?

2. Does children's potential intelligence meaningfully justify their social competence, academic skills and antisocial behaviors?

3. Does children's potential intelligence meaningfully justify their social competence, academic skills and antisocial behaviors depending on whether they are diagnosed with learning disability or not?

Method

Research Design

In this research study, the relational screening model, which is a type of general screening model, was used. The relational screening model is a research model aiming to identify the presence and/or degree of the simultaneous change in two or more variables. This research can be regarded as a predictive relationship research study because it explores the relationship of the potential intelligence with social competence and antisocial behaviors (Balcı, 2005; Karasar, 2005). The data of the study were analyzed through variance analysis, independent t-test and regression techniques.

Sample of the Study

The data was collected from a total of 166 first, second and third grade primary school students, 83 of whom had a normal development process while the remaining 83 was diagnosed with "learning disability". The data required for the study from these participants was collected in the 2011-2012 academic year by a total of 6 expert psychologists and counselors, who work in psychological counseling centers in the Kadıköy District of Istanbul and can administer and assess the Wechsler Intelligence Scale for Children, including the researcher herself.

The Group with Learning Disability: This group was selected among students who filled in the Wechsler Intelligence Scale for Children and was suspected to have learning disability. Among these students who were diagnosed with learning disability as a result of their visit to the child and adolescent psychiatry department in state hospitals in Istanbul, 83 were allowed to take part in the study by their families. The group includes 7-9-year-old children who do not have hyperactivity and attention deficit or other behavioral problems according to DSM-IV TR. Another feature of the group is that these children do not use drugs and do not have a known neurological disorder or loss of sense such as sight or hearing. For these students to take part in this group, their diagnosis with learning disability and their participating in the WISC-R was considered to be sufficient.

The Group with Normal Development: This group was selected through disproportionate random cluster sampling. 83 students in the first, second and third grades of five primary schools in the Kadıköy District of Istanbul were selected through random sampling and the WISC-R was applied. Also, teachers dealing with students with normal development and learning disability were given the School Social Behavior Scales in which they evaluate their students one by one.

The sample of the study is comprised of 166 primary school children, 67 of whom are girls (40,4%) and the remaining 99 (59,6%) are boys. The number of first graders at the age of 7 is 68 (41%) and the number of second graders at the age of 8 is 55 (33,1%). On the other hand, the number of third graders at the age of 9 is 43 (25,9%). Among these students, 83 (50%) have been diagnosed with learning disability and the remaining half of the students have normal development. Out of 83 students with learning disability, 36 (43,4%) students are girls while the remaining 47 students are (56,6%) boys. 39 (47%) of the students are first graders and 22

(26,5%) of them are in the second grade. Similarly, 22 of them (26,5%) are in the third grade. Among students with normal development, 31 (37,3%) are girls while 52 (62,7) of them are boys. 29 (34,9%) of these students are in the first grade and 33 of them are in the second grade (39,8%) while 21 (25,3%) of them are in the third grade.

Data Collection Instruments

Wechsler Intelligence Scale for Children (WISC-R): The scale developed by Wechsler in 1949 was revised and called as WISC-R (Wechsler, 1974). The scale contains two parts as verbal and performance. These parts, each of which has 6 sub-tests, have a total of 12 sub-tests.

The verbal section of the WISC-R consists of general information, similarities, arithmetic, vocabulary, reasoning and number sequences sub-tests respectively. On the other hand, the performance section consists of picture completion, picture arrangement, design with cubes, combining parts, password and the labyrinth sub-tests respectively. However, the assessment of the WISC-R is based on ten sub-tests and the number sequence and the labyrinth sub-tests are excluded. These two tests are applied when the other tests are not suitable (Savaşır & Şahin, 1995; Wechsler, 1974). In line with these pieces of information, the labyrinth sub-tests were excluded and 11 sub-tests were applied for this study. On the other hand, the score of the vocabulary sub-test was not used in the calculation of the total scores. Instead, scores were calculated on the basis of a total of ten sub-tests consisting of five performance sub-tests and five verbal sub-tests.

The score an individual obtains in a sub-test in WISC-R is the sum of the scores awarded to the items of that sub-test. In order to convert the obtained raw scores into standard age-appropriate scores, tables which were designed in four-month age periods. From the total of standard scores obtained from the verbal sub-tests, the individual's Verbal Intelligence Part (IP) can be calculated. On the other hand, from the total of standard scores obtained from the performance sub-tests, the Performance Intelligence Part can be calculated. The Total Intelligence Part can be calculated through the calculation of the total of verbal and performance scores. The results of WISC-R are shown as a profile (Wechsler, 1974). The standardization of WISC-R for Turkish children was carried out by Savaşır and Şahin (1995). The norm values of the test were calculated using a sample of 1639 people.

The correlation among sub-tests varies from .21 to .69 for the American standardization sample; these values vary from .51 to .86 for the Turkish standardization sample. In the reliability study of the WISC-R in Turkish culture, the split-half reliability of the scale was found to be .97 for the verbal part while it was calculated .93 for the performance part. For the whole part, .97 was found. These values show that WISC-R has a high level of reliability (Savaşır & Şahin 1995).

School Social Behavior Scales (SSBS): School Social Behavior Scales were developed by Kenneth W. Merrell in 1993 and it was translated to Turkish by Yüksel (2009). Aiming to evaluate the levels of social skills of pre-school and primary school children by their teachers, the scales in line with the five-point Likert model is comprised of 65 items. As a result of the linguistic equivalence analysis, each item was found to be significantly related to one another at the level of *p*<.001. The item total, item remainder and discriminant analysis of the scale revealed significant results at the level of *p*<.001. The confirmatory factor analysis and the validity analysis of the scale were done using the data collected from 467 students and teachers. The Cronbach α value for both sub-scales was found to be .98. School Social Behavior Scales is comprised of two sub-scales that are social competence and antisocial behavior. The "Social Competence" sub-scale includes three sub-dimensions, such as interpersonal skills, self-management skills and academic skills while the "Antisocial Behaviors" sub-scale has three sub-dimensions that are hostile-irritable, antisocial-aggressive and demanding-destructive.

Data Collection Procedure

The data was collected after necessary permission was obtained from the National Education Ministry and from the hospitals which students visited. Among 94 children suspected to have learning disability, 14 children were excluded from the study due to various reasons (illness, rejection to take the WISC-R). Out of 91 children with normal development, 8 were excluded from the study because of similar reasons. The application of the study was carried out by six expert psychologists and counselors including the researcher herself. The WISC-R test was administered individually in a room convenient for the test and the time allocated for each individual was approximately one hour.

Data Analysis

To find an answer to the first research question, "Do children's level of "social competence" and "antisocial behavior" significantly vary depending on their grade, gender and learning disability?", a one-way variance analysis was applied (ANAVO) and independent group t-test were applied. In order to be able to make multiple comparisons, the Scheffé Test was used. Because the "gender" and the "learning disability" variables have two categories, the independent group t-test was applied to the analysis.

The answers to research question 2 ("Does children's potential intelligence meaningfully justify their social competence, academic skills and antisocial behaviors?") and research question 3 ("Does children's potential intelligence meaningfully justify their social competence, academic skills and antisocial behaviors depending on whether they are diagnosed with learning disability or not?") were searched by means of linear regression analysis.

Results

To give an answer to the first research questions, the researcher investigated whether the average scores obtained by children between the ages of 7-9 from the "social competence" and the "antisocial behavior" sub-tests of the "School Social Behavior Scales" (SSBS) vary depending on the grade, gender and learning disability variables. For the "grade" variable, ANOVA was applied while the independent group t-test was used for the "gender" and the "learning disability" variables.

Table 3 presents the results of the independent group t-test applied to reveal whether the scores obtained from the "social competence" and the "antisocial behaviors" sub-tests of the SSBS vary depending on the "gender" variable:

As can be realized in Table 3, the average scores of the girls in the social competence sub-scale are higher than the average scores of the boys. It could be stated that the difference between groups was found to be in favor of girls. On the contrary, the average scores of the boys in the antisocial behaviors sub-scale are higher than the average scores of the girls, which means that the difference between groups was found to be in favor of boys.

Table 4 summarizes the results of the independent group t-test applied to reveal whether the scores obtained from the "social competence" and the "antisocial behaviors" sub-tests of the SSBS vary depending on the "learning disability" variable:

Table 1.
Results of the One-way Variance Analysis (ANOVA) Applied to Identify whether the Scores of the "Social Competence" Sub-test of the SSBS Vary Depending on the "Grade" Variable

Score	Group	N	$\bar{x}$	ss	Var. K.	KT	Sd	KO	F	P
			f, $\bar{x}$ and ss Values			ANOVA Results				
Social Competence	1.grade	68	136,04	22,54	Between Gr.	927,6	2	463,58	1,11	,332
	2. grade	55	141,33	18,68	Inter Gr.	67976,84		417,04		
	3. grade	43	136,84	18,99	Total	68904				
	Total	166	138,00	20,44						

As can be seen in Table 1, the social competence scores do not vary depending on the grade variable.

Table 2.
Results of the One-way Variance Analysis (ANOVA) Applied to Identify whether the Scores of "Antisocial behaviors" Sub-test of the SSBS Vary Depending on the "Grade" Variable

Score	Group	N	$\bar{x}$	ss	Var. K.	KT	Sd	KO	F	P
			f, $\bar{x}$ and ss Values			ANOVA Results				
Antisocial Behaviors	1.grade	68	39,68	10,44	Between Gr.	1816,80	2	908,40	3,86	,023
	2. grade	55	42,31	15,78	Inter Gr.	38358,54		235,33		
	3. grade	43	47,95	20,48	Total	40157,33				
	Total	166	42,69	15,60						

As can be realized in Table 2, the antisocial behavior scores vary depending on the grade variable. The results of the Sheffé test applied to reveal in which groups the difference exists is presented in Table 2a:

Table 2a.
Results of the Sheffé Test Applied to Indentify in which Groups the Difference Exists in the Scores of the "Antisocial behaviors" Sub-scale of SSBS Depending on the "Grade" Variable

Groups (i)	Groups (j)	$\bar{x}_i - \bar{x}_j$	$Sh_{\bar{x}}$	P
1. grade	2.grade	2,63	2,78	,640
	3.grade	-8,28	2,99	,024
2.grade	1. grade	2,63	2,78	,640
	3.grade	-5.64	3,12	,198
3.grade	1. grade	8,28	2,99	,024
	2.grade	5,64	3,12	,198

According to the findings, third graders display more antisocial behaviors at school when compared to first graders.

As can be illustrated in Table 4, the average scores obtained from the social competence and the antisocial behaviors sub-scales of the SSBS do not vary depending on the whether students are diagnosed with learning disability or not.

An answer to the second research question of the study "does children's potential intelligence mean-ingfully justify their social competence, academic skills and antisocial behaviors?" was searched through the simple linear regression analysis. The results of the analysis are presented in Table 5.

As can be realized in Table 5, it can be stated that the model was found to be meaningful as a result of the regression analysis applied to reveal the justification value of intelligence scores obtained from the Wechsler Intelligence Scale for Children by students between the ages of 7-9 for "social competence" (*F=10,19; p<,05*), "academic skills" (*F=11,576; p<,01*) and "antisocial behaviors" (*F=5,18; p<,05*) sub-scales of the SSBS. More specifically, the predictive value of the Wechsler Intelligence Scale for Children was found to be significant for the SSBS's "social competence" (*R²=,058; p<.05*), for the "academic skills" sub-dimension (*R²=,066; p<.01*) of the "social competence" and for the "antisocial behaviors" sub-scales (*R²=,031; p<.05*). The level of intelligence justifies around 6% of the social competence level while it justifies around 7% of the

Table 3.
Results of the Independent Group t-test Applied to Reveal whether the Scores of the "Social Competence" and the "Antisocial behaviors" Sub-scales of the SSBS Vary Depending on the "Gender" Variable

Score	Groups	N	$\bar{x}$	ss	$Sh_{\bar{x}}$	t	Sd	P
						t Test		
Social Competence	Girl	67	142,36	20,80	2,54	2,29	164	,023
	Boy	99	135,05	19,75	1,99			
Antisocial Behaviors	Girl	67	39,01	12,38	1,51	-2,54	164	,012
	Boy	99	45,18	17,07	1,72			

level of academic skills. It also justifies around 3% of the level of antisocial behaviors.

The third research question of the study was "does children's potential intelligence meaningfully justify their social competence, academic skills and antisocial behaviors depending on whether they are diagnosed with learning disability or not?". To find an answer to this question, the simple linear regression analysis technique was applied. The results of the analysis are presented in Table 6.

As can be realized in Table 6, the model was found to be meaningful as a result of the regression analysis applied to show the justification power of intelligence scores obtained from the Wechsler Intelligence Scale for Children for "social competence" ($F=9,054; p<,05$), "academic skills" ($F=5,252; p<,05$) and for "antisocial behaviors" ($F=1,035; p>,05$) sub-scales of the SSBS. However, the model was not found to be meaningful as a result of the regression analysis aiming to identify the level of justification for the "antisocial behaviors" sub-scale. Therefore, for students with learning disability, it can be stated that the predictive value of the Wechsler Intelligence Scale for Children was not found to be significant for the SSBS's "social competence ($R^2=,101; p<.05$), for the "academic skills" sub-dimension ($R^2=,061; p<.05$) of the "social competence" and for the "antisocial behaviors" sub-scales ($R^2=,013; p>.05$). The intelligence level of the students with learning disability justifies about 10% of the social competence level while it justifies around 6% of the level of academic skill.

On the other hand, for children with normal development, the model was not found to be meaningful as a result of the regression analysis applied to identify the justification power of intelligence scores obtained from the Wechsler Intelligence Scale for Children for "social competence" ($F=2,575; p>,05$). However, the regression analysis applied to reveal the justification power for "academic skills" ($F=7,441; p<,05$) and for "antisocial behaviors" ($F=4,253; p>,05$) sub-scales of the SSBS was found to be meaningful. More specifically, the predictive value of the Wechsler Intelligence Scale for Children was not found to be significant for the SSBS's "social competence" ($R^2=,031; p>.05$). In contrast, its predictive value for the "academic skills" sub-dimension ($R^2=,084; p<.05$) of the "social competence" and for the "antisocial behaviors" sub-scales ($R^2=,050; p>.05$) was found to be significant. The intelligence level of children with normal development justifies around 8% of the level of academic skill while it justifies about 5% of the level of antisocial behaviors.

Discussion

In this research study, in what direction the social behaviors of 7-9-year-old children at school differ in terms of their grade, gender and learning disability and the relationship between the potential intelligence of the children with normal development and learning disability and their social behaviors at school were investigated. The findings are discussed below in the order of research questions.

The findings of the study showed that there is no significant difference in terms of the social competence of first, second and third graders; however, it was revealed that third graders at the age of 9 displayed more antisocial behaviors than first graders at the age of 7. In addition, girls were found to be socially more competent than boys and boys were

Table 4.
Results of the Independent Group t-test Applied to Reveal whether the Scores of the "Social Competence" and the "Antisocial Behaviors" Sub-scales of the SSBS Vary Depending on the "Learning disability" Variable

Score	Groups	N	$\bar{x}$	ss	$Sh_{\bar{x}}$	t Test		
						t	Sd	P
Social Competence	Learn. Dif.	83	135,49	21,18	2,33	-1,59	164	,114
	No Learn. Dif.	83	140,51	19,46	2,14			
Antisocial Behaviors	Learn. Dif.	83	41,47	12,28	1,34	-1,01	164	,314
	No Learn. Dif.	83	43,92	18,37	2,02			

Table 5.
Regression Analysis Table Showing the Predictive Value of Intelligence Scores of Students aged 7-9 for "Social Competence", "Academic Skill" and "Antisocial Behaviors" Levels

Independent Variable	Dependent Variable	Model	R	R^2	Beta	t	p
Intellig. Level	Social Competence	Model 1	,242	,058	,242	,192	,002
	Academic Skills	Model 1	,257	,066	,257	3.402	,001
	Antisocial Behaviors	Model 1	,175	,031	-,175	-2,277	,024

Table 6.
Regression Analysis Table Showing the Predictive Value of Intelligence Scores of 7-9-year-old Students with Learning Disability and without Learning Disability for "Social Competence", "Academic Skill" and "Antisocial Behaviors" Levels

Independent Variable	Dependent Variable	Model	R	R²	Beta	t	p
Intelligence Level (With Learning Disability)	Social Competence	Model 1	,317	,101	,317	3,009	,003
	Academic Skills	Model 1	,247	,061	,247	2.292	,025
	Antisocial Behaviors	Model 1	,112	,013	-,112	-1,017	,312
Intelligence Level (Without Learning Disability)	Social Competence	Model 1	,176	,031	,176	1,605	,112
	Academic Skills	Model 1	,290	,084	,290	2,278	,008
	Antisocial Behaviors	Model 1	,223	,050	-,223	-2,062	,042

found to be more inclined to display more antisocial behaviors than the girls. It was also found that the scores of social competence and antisocial behaviors do not vary depending on whether students were diagnosed with learning disability or had normal development.

The moment children start primary school; they rapidly socialize and begin to abide by the rules. One of the concerns families and teachers share during the primary school period is to develop their adaptation skills and to reduce the antisocial behaviors. In this period, girls prefer to play quiet and less action-based games while boys may prefer more active games. Besides, both boys and girls prefer to play with others of the same sex. On the other hand, while the appreciation of the teacher is at the forefront between the ages of 6-8, their friendship relationship gains more importance after the age of 9 (Kılıççı, 2006; Yavuzer, 2000). Thus, it is very likely for a 9-year-old child, who has just begun to establish friendship relationships with their peers, to have more problems in their relationships than a 7-year-old child. This situation corroborates with the findings of the study pertaining to age variable focused on in this study. Investigating the effect of primary school education on the social skills of first and third graders, Öztürk (2008) found that there is no significant difference in terms of their social competence level depending on the age variable. Conversely, in some other studies, it was found that as children get older, they become to act more independently and thus prefer not to obey the rules and might display antisocial behaviors (Elliott, Barnard, & Gresham, 1989; Ruffalo & Elliott, 1997). It would be fair to suggest that the social skills of girls are more developed than the social skills of boys as a result of the training of girls and boys in line with the roles assigned to men and women in our society; in other words, girls tend to take more responsibilities, have more social relationship, help other, express feelings more easily as a result of the training of boys and girls in accordance with the roles assigned to them in our society (Öztürk, 2008).

In many studies, it was revealed that girls display more socially appropriate behaviors than boys who need to be supported more so that they can display similar behaviors (Çimen, 2000; Elliott et al., 1989; Gizir, 2002; Güven et al., 2004; Marcon, 1993). In another study carried out by Morais and Rocha (2000), the gender variable do not significantly affect social competence but the positive features of the family has a remarkable influence on the development of child's social competence.

Aiming to make a psychosocial comparison between a group of students with learning disability and another group without learning disability but with a low level of academic success at primary school, Gadeyne, Ghesquière, and Onghena (2004) found that both groups had similar psychosocial problems. It was also reported in the study that the most commonly mentioned problem among these students was distractibility. The result of their study corroborates with the result of the current research study revealing that there is no difference in terms of social behaviors depending on whether students are diagnosed with learning disability or not.

As a result of the statistical analysis, it can be concluded that the intelligence levels of 7-9-year-old children meaningfully predict their social competence, academic skills and antisocial behaviors. As the potential intelligence of the children increases, children tend to have more success at school, ability to establish healthy relationship and skill to display appropriate behavior through reasoning in case of negative social situations. Chapman, Silva, and Williams (1984) focused on 800 children at the age of 9 to evaluate their academic self-perception, intelligence and school performance. Assessing their intelligence level by means of the Wechsler Intelligence Scale for Children (WISC-R), they concluded that the academic self-perception and school-related ability and performance are positively related to the level of intelligence. Similarly, exploring the relationship between the sub-dimensions of "Theory of Mind Test" and the sub-dimensions of the "Children Behavior Scale" responded by 7-9-year-

old healthy children, Özen (2011) found that there are significantly positive relationship at the level of $p<.05$ between some sub-tests. According to the results of the study, as the children's awareness of misconception and blundering increases, the level of the social behavior they display to their peers increase. In another study, Wiese, Lamb, and Piersel (1988) investigated whether the scales assessing intelligence level and student behavior predict the level of their academic success. They found that the intelligence level predict the level of academic success while the academic success cannot be predicted by means of the analysis of students' behaviors. Hartlage and Steele (1977), on the other hand, found that the high scores obtained from WISC and WISC-R tests predict the academic success.

In the current study, it was found that the intelligence levels of the 7-9-year-old children with learning disability predict their social competence and academic skills. Moreover, it was found that the intelligence levels of children with normal development predict the level of their academic success and their antisocial behaviors. The result of the regression analysis indicating that the intelligence affects the academic success is parallel to the results of other studies (Chapman et al., 1984; Hartlage & Steele, 1977; Özen, 2011; Wiese et al., 1988). In addition, it was revealed in this study that the intelligence predicts the academic success for students with learning disability, which is supported by findings of other studies in the field (Demir, 2005; Korkmazlar, 1992; Lawson & Inglis, 1985; Özen, 2011; Taylor & Ivimay, 1980).

As a part of the data collection procedure, teachers evaluated their students' school behaviors. As a result of their evaluation, it was realized that children with normal development have more positive social behavior than students with learning disability and it was found that students with learning disability have more academic problems when compared to peers with normal development (Kavale & Forness, 1996). It was also found that students with learning disability perceive themselves less competent in terms of intelligence, behavior and social acceptance (Kravetz et al., 1999; Smith & Nagle, 1995). According to the literature, if students with learning disability are supported so that they can establish healthy relationships with their peers, they can be socially more compatible with their environment (Wiener, 2004). It is indicated by some researchers that to be able to achieve this, these students need guidance skills (Leichtentritt & Shechtman, 2009). Also, about students with learning disability, it was pointed out that their self-perception is directly related to their

academic self-respect and the concept of self (Cosden et al., 1999; Heyman, 1990). Furthermore, it was emphasized by some researchers that these students can establish more positive social relationships when they can control their emotions and manage to build healthy social schemes (Bauminger & Kimhi-Kind, 2008). The potential intelligence is also very important. For instance, because the social reasoning skills of students with a low level of potential intelligence are not very well developed, it might be more difficult for them to be accepted by their peers to the social environment and they might even be isolated (Bender, 2012; Holcomb et al., 1988). Thus, it would be fair to state that the improvement of the reasoning skills, their attention and their awareness, all of which make up the structure of the intelligence, play a vital role in leading students with learning disability to school adaptation and healthy peer relationships. These results support the finding of the current study indicating that the intelligence levels of the students with learning disability predict their academic success and social competence.

As a result, this study concludes that the social competencies of the children aged 7-9 do not vary on the basis of the grade variable; however, the antisocial behaviors were found to be different in favor of children at the age of 9. On the other hand, pertaining to the gender variable, it can be concluded that girls display more positive social behaviors while boys display more antisocial behaviors. The study also yielded the result that the potential intelligence of the children in the study predicts their social behaviors at school. Furthermore, the intelligence levels of the children with learning disability predict their social competence and academic skills; on the other hand, the intelligence levels of the children with normal development predict their academic success levels and antisocial behaviors.

The effectiveness of the program applied in the guidance service offered to children is very important in order to accelerate children's adaptation process to the school environment, to help them improve their social relationship and to enable them to improve themselves academically. In line with the findings of the current study, it could be suggested that for more effective and higher quality educational guidance services in schools, social skills training aiming to support children's social reasoning skills should be incorporated into the guidance programs starting from the early pre-school period in the form of individual or group sessions so that students can strengthen their social relationship networks and improve their self-perception,

self-confidence and independent personality when they start primary school. It can also be argued that for students diagnosed with learning ability, activities aiming to support not only the improvement of their academic skills but also the improvement of their social skills should be focused more. It is considered that children with learning disability are likely to adapt to the academic environment, perform better in the classroom, and improve a positive academic self-design and positive self-perception only when they are socially developed.

It is hoped that the results of the current study focusing on the investigation of the social behaviors of the primary school students diagnosed with learning disability and the comparison of these students with their normal peers will be of some help for the training process of the professionals working in the field of special education, psychology and counseling. The study is not without its limitations, though. One of the limitations of the study is that the study is based on the data collected from students attending primary schools in the Kadıköy District of Istanbul. Another limitation is that students with learning disability in the current study might be psychologically and educationally supported out of their schools by their families, which can be regarded as factor reducing their academic and social problems. Thus, it can be recommended that for more realistic results, the findings of the present study should be compared to other studies whose data is collected from individuals living in more socio-economically and culturally disadvantaged areas.