



## Research Article

# An Investigation of the Relationship between Social Behavior Characteristics and Self-Perceptions of Gifted Children in Primary School <sup>1</sup>

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### Abstract

The aim of the present study is to determine the relationship between self-perceptions and social behaviors of gifted primary school children. The target population of the study consists of 874 third and fourth grade students who are from a district on the European side of Istanbul. These students are labeled as gifted according to the Primary Mental Abilities Test (7-11). 368 students (211 girls and 157 boys) participated in the research conducted in 16 primary schools. The Piers-Harris Children's Self-Concept Scale was used in the study to determine the self-perception levels while the School Social Behavior Scales (SSBS) was used to assess the social behaviors of the gifted children. According to the findings of the study, it was found that the self-perceptions of gifted children predicted the social competence and antisocial behaviors ( $p < .01$ ). It was seen that as the children's self-perception levels increased, their social competence increased ( $r = .186$ ) and antisocial behaviors decreased ( $r = .160$ ).

### Key Words:

social behavior, social competence, antisocial behavior, self-perception, gifted children

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## **Introduction**

Drawing out and developing the potential of the gifted children is a critical issue in the education system. It is known that gifted children can contribute to the development of the inventions and productions which have a great impact on the development of the societies when their talents are supported and they are offered training according to their needs. In general, gifted children manifest themselves through their lexical richness, ability to use words, ability to generalize, abstract thinking, problem-solving, perseverance, sensibility, sense of humor. They are also known as being more interested and curious, open to observation and research, productive, and good at critical thinking skills (Cutts & Moseley, 2001). It is stated that gifted children who may have high potentials in one or more areas are likely to experience social and emotional problems due to their asynchronous development (Dağlıoğlu, 2010; Fiedler, 1993; Kearney, 1996). Gifted children who cannot express themselves well in social environments due to differences resulting from their asynchronous development cannot fully show their abilities and performances (Enç, 1979).

Personality development, therefore the way of understanding the self and those around, is known to play a major role for the adaptation of an individual to society (Miell & Ding, 2005). Self-perception which is defined by the social role and personal thoughts that one possesses (Beane, Lipka & Ludewig, 1980) affects the way individuals keep contact with their social environment. It also affects the extent to which individuals contribute to the society they live in (Kostelnik, Whiren, Soderman & Gregory, 2006). In the lifelong developmental process, individuals try to adapt to all changes in their developmental areas. Gifted children's self-perception can also be negatively affected by their asynchronous development characteristics. For example, when the children are labeled as gifted, adults expect them to overachieve, or they are excluded by their peers. That might have a negative effect on their self-perception (Colangelo & Colangelo, 2003). Also, a gifted child who is mentally identified as a genius may not show the expected performance in physical education (P.E.) classes as (s)he exhibits asynchronous development physically. This may decrease the child's self-perception level and cause psychosocial problems as well (Sak, 2014).

As a social entity, one feels happy in the surroundings where (s)he can establish healthy relations and socialize by developing healthy social skills. For this reason, it is of great importance for children to have socially acceptable adaptation skills both individually and socially (Aydın, 2015). Experiences an individual gains in the process of socialization influence his/her personality as well. It is emphasized that most of the traits such as trustworthy, honest, generous, and helpful are acquired as a result of his/her experiences in the process of socialization since they become a part of his/her personality (Köknel, 1997). Individuals can develop their interpersonal

relationships by having the sense of responsibility, enjoying his/her existing rights, respecting the individuals around and having positive social behaviors (Cerrahoğlu & Balcı-Çiçek, 2017). Therefore, it can be said that the social skills that an individual has in the process of socialization have an important role in the formation and maintenance of self-perception.

Primary school level is a critical period for social skills such as perception of social order, cooperation, development of interpersonal relationships, group building and leadership (Gülaçtı, 2009). Fiedler (1993) draws attention to the psychosocial problems experienced by gifted children as a result of their asynchronous development and emphasizes that they are socially at risk in the school environment. Also, Milgram (1991) examined the problems experienced by gifted children at three dimensions: psychological adjustment problems, problems experienced in interpersonal relationships, and problems experienced when they show little academic success. These problems arising from asynchronous developmental characteristics can manifest themselves as antisocial behaviors or problematic behaviors within the classroom setting which is considered as one of the social environments of gifted children.

It is inevitable for the gifted individuals to have different social experiences and feelings from their peers. Therefore, it is stated that gifted children should be evaluated in terms of aspects such as academic and emotional health, self-perception and social skills (Neihart, 2006). When the literature on the gifted ones are examined, it is seen that there are studies on their education, approaches, models and the process of diagnosis of gifted students (Kılıç, 2012), their academic skills (Dağhoğlu, 2010; Doğan & Kesici, 2015). However, meeting the psychological needs of gifted children, developing their ability to self-realize and continuing their development seem to be important for attaining personal integrity (Ryan, Sheldon, Kasser & Deci, 1996; Tortop, 2015). It is stated that the psychological needs of gifted children should be specified and met in order for them to be able to fully demonstrate their abilities and capacities (Doğan & Kesici, 2015). However, it is seen that only a limited number of studies to determine the psychological needs of gifted children has been conducted in our country. In these studies, it was noted that social skills (Elcik & Bayındır, 2015), perfectionism (Toplu, 2013), self-perceptions (Altun & Yazıcı, 2012; Tokmak, 2016), psychological counseling needs (Doğan & Kesici, 2015; Sürücü, 2013) and behavioral problems (Gür, 2011; Saranlı & Metin, 2012) of gifted children were among the issues investigated.

When literature was reviewed, although there were some studies on the self-perceptions and social behaviors of children with normal development, no research was found that addressed the self-perceptions and social behaviors of gifted children in Turkey (Cerrahoğlu & Balcı-Çiçek, 2017; Tazeoğlu, 2011). Protection of mental health of the gifted individuals who are expected to carry humanity further into the

future in almost every time zone is of great importance in terms of ensuring their life quality and great social benefits. It is stated that being aware of gifted children's strengths and weaknesses, social and emotional needs, and the problems that may arise when these needs are not met will shed light on the experts in the field to solve the problems (Dağlıoğlu, 2010). During the primary school period, gifted children are thought to express themselves better and regulate their social relations more skillfully. Therefore, within the scope of the study, it is aimed to investigate the relationship between the self-perceptions and social behaviors of the gifted students in primary school; and it is also aimed to examine whether their social perceptions and social behaviors differ with respect to demographic characteristics.

In response to this general objective, answers to the following questions were sought;

- Are the self-perceptions, social competences and antisocial behaviors of gifted primary school children differentiated by demographic variables (gender, parental education status, leisure activity, duration of daily television viewing)?
- Are the self-perception levels of gifted primary school children associated with their social competences at a significant level?
- Are the self-perception levels of gifted primary school children associated with their antisocial behaviors at a significant level?

## **Methods**

In the present study relational screening model was used to examine the relationship between the social behaviors and self-perceptions of gifted children who attended primary schools in a district on the European side of İstanbul with respect to demographic variables (gender, parental education level, social activity and duration of TV viewing). The relational screening model is defined as a research model aiming to determine the presence and/or degree of simultaneous change between two or more variables. In the comparative relational screening model, there are at least two variables, and groups are formed according to the independent variable and then the relationship between these groups with respect to the dependent variable is examined. (Karasar, 2010).

### **Population and Sampling**

It was found out that there were 874 third- and fourth-grade gifted students in Bahçelievler district on the European side of the province. In the light of this information, firstly, the names of the primary schools within the district were listed when determining the sample size. Then, the names of 16 primary schools were

drawn from a bag containing pieces of paper with the names of all eligible primary schools in the district. The researcher paid individual visits to the selected schools and contacted the gifted students and their classroom teachers to provide detailed information about the study in cooperation with the guidance service.

**Table 1.**

*Descriptive Values for the General Structure and Demographic Characteristics of the Sample Group*

		f	%
Gender	Female	211	57,3
	Male	157	42,7
Mother's Education Status	Primary School	91	24,7
	Middle School	38	10,3
	High School	116	31,5
	BA and Graduate School	112	30,4
Father's Education Status	Primary School	54	14,7
	Middle School	47	12,8
	High School	119	32,3
	BA and Graduate School	132	35,9
Duration of Television Viewing	1 Hour	199	54,1
	2 Hours	126	34,2
	3 Hours and more	43	11,7
Leisure Activities	Computer Games	49	13,3
	Friend Visits	48	13,0
	Watching TV	45	12,2
	Doing Sports	100	27,2
	Playing Games	57	15,5
	Reading and Researching	41	11,1
	Artistic Activities	28	7,6

The study sample included a total of 368 third- and fourth-grade gifted students- 211 (57.3%) girls; 157 (42.7%) boys- who volunteered to participate in the study from the selected 16 primary schools. It was seen that mothers of 91 students (24,7%) were primary school graduates, 38 (10,3%) were middle school graduates, 116 (31,5%) were high school graduates, and 112 (30,4%) were post-graduates. It was also determined that 11 (3%) students who failed to state their mother's education level were excluded from the study. It was seen that fathers of 54 (14,7%) students were primary school graduates, 47 (12,8%) were middle school graduates, 119 (32,3%) were high school graduates, and 132 (35,9%) were post-graduates. It was also determined that 16 (4,3%) students who failed to state their father's education level were excluded from the study. When the preferred leisure time

activity was considered, it was found that 199 of the students (54.1%) watched TV 1 hour per day; 126 of them (34.2%) watched 2 hours of TV per day; and 43 (11.7%) students watched TV for 3 and more than 3 hours per day. The students in the sample group responded to the question about the leisure activity they liked most as follows: 49 (13.3%) of the students said it was computer games; 48 (13.0%) students liked visiting friends; 45 (12.2%) students said they liked watching television; and 28 (27.2%) students said doing sports was the one they liked. The responses given in the “others” option were grouped as playing games, reading and researching and artistic works. 57 (15.5%) of them stated they liked playing games (playing games with friends or sisters, playing mind games); 41 (11.1%) students stated reading and researching (studying, reading books, doing experiments) as the one they liked; and 28 (7.6%) students stated they liked artistic works (painting, writing poetry, playing musical instruments).

### **Data Collection Tools**

**Personal Information Form:** The Personal Information Form was prepared by the researcher and included information about the students’ gender, their parents’ education status, duration of daily TV viewing, activities they like to do in their leisure time.

**Piers-Harris Self-Concept Scale for Children:** This scale was developed by Piers and Harris in the United States in 1964 in order to measure the self-concepts of students aged 9-16 years. The scale is made up of 80 descriptive statements requiring “Yes” or “No” responses. An individual's score on this scale ranges from 0 to 80. As the scores increase, it is understood that self-concept of the individual is more positive. The Turkish adaptation and validity and reliability study of the Self-Concept Scale, which was developed by Piers and Harris in English, was carried out together (Öner, 1982).

**School Social Behavior Scales (SSBS):** The School Social Behavior Scales (SSBS), a 5-point Likert-type scale, allows classroom teachers or other teachers in the school to evaluate pre-school and primary school students individually. The scales consist of a total of sixty-five items and were constructed to include two forms – Form A: Social Competence and Form B: Antisocial Behaviors. The Social Competence Scale consists of 32 items, with three subscales measuring “Interpersonal Skills” (14 items), “Self-Management Skills” (10 items), and “Academic Skills” (eight items). The Antisocial Behavior Scale includes 33 items, with three subscales measuring “Hostile-Irritable” (14 items), “Antisocial-Aggressive” (10 items), and “Disruptive-Demanding” (9 items) (Yukay-Yüksel, 2009). As for the internal consistency of the SSBS, Cronbach’s  $\alpha$  coefficient was calculated both for the two scales and each of the subscales. The results were found significant at  $p < .001$ . Cronbach’s  $\alpha$  reliability coefficients obtained from the subscales ranged from  $r = .94$  to  $r = .98$ . During the

administration of the test-retest method, significant relationships were found in the data taken every three weeks from 72 teachers who worked at primary and secondary schools (ranging from  $r = .68$  to  $r = .83$  and at a significance level of  $p < .001$ ) (Yukay-Yüksel, 2009).

### **Data Collection Procedure**

The Primary Mental Abilities Test (7-11) was administered to all primary school students in the district of Bahçelievler in İstanbul, based on a research project supported by Istanbul Development Agency under the project title "Providing Educational Support Service for Gifted Children, Increasing Social Consciousness and Awareness". Therefore, it was known that all gifted primary school students were identified in the district of Bahçelievler. The required official permission was obtained from the Istanbul Provincial Directorate of National Education to conduct the research in Bahçelievler, the district selected for the research. The population of the study consisted of the gifted students who scored 75 and over in the Primary Mental Abilities Test (7-11) and who studied at public primary schools in the district of Bahçelievler in the fall semester of the 2016-2017 school year. The researcher reached the information of all primary schools in the district in accordance with the permission granted. When determining the sample, firstly, the primary schools in the district of Bahçelievler were listed. The list of the third- and fourth-grade students who were labeled as gifted by the Primary Mental Abilities Test and the information about the classroom teachers of those students were obtained from Bahçelievler District Directorate of National Education, Bahçelievler Directorate of Guidance and Research Centre and the school principals. The sample of the study, consisting of a total of 368 (211 girls, 157 boys) gifted primary school students from 16 primary schools, was generated by drawing random samples from the population.

The school administrators and psychological counselors were provided information about the purpose of the study before the application. The practitioner scheduled appointments for the visits to the schools. The students in the list were gathered in the seminar hall to be informed about the scales they needed to fill out. Then the scales were administered. The SSBS form, which the teachers were expected to fill out, was distributed to each teacher individually. Then the teachers were given information about the form and asked to fill it out. All necessary information about the research and researcher was given to the children and teachers. It was stated that the Personal Information Form and other scales should be filled in correctly and completely and each item should be responded carefully. It was emphasized that giving sincere and true answers to the statements was of great importance for the research results. It was also stated that the information provided would be confidential. The administration required approximately 30 minutes per student and 3 hours per school. It took about 4 weeks to complete in 16 schools.

Thus, data were collected from 395 students and 395 teachers in 16 primary schools, but 368 of them were considered valid and included in the statistical analysis.

## Findings

This section contains the findings from analyses conducted to find answers to the research questions. The primary aim of the study was to determine whether the self-perception levels, social competence levels and antisocial behavior scores of gifted primary school children differed with respect to demographic variables (gender, parental education status, duration of daily television viewing, leisure activity they liked most). The results of the analyses carried out for this purpose are indicated in Tables 1.1, 1.2, 1.3, 1.4, 1.5 and 1.6.

**Table 1.**

*Independent Groups t-Test Results for Determining Whether Total Scores of Children's Self-Concept Scale and School Social Behavior Scales (Social Competence and Antisocial Behavior) Differ by Student's Gender*

Score	Groups	n	X	sd	S.E.M	t-Test		
						t	df	p
Self-Perception	Female	211	66,33	8,80	,61	,835	366	,404
	Male	157	65,56	8,58	,69			
Social Competence	Female	211	143,03	16,73	1,15	-2,391	366	,017*
	Male	157	138,56	19,04	1,52			
Antisocial Behavior	Female	211	41,91	12,95	,89	-2,988	254,61	,003*
	Male	157	47,28	19,53	1,56			

\*p<.05

When the Table 1. was considered, it was found that there was no significant difference between the independent variable of gender and the scores of the dependent variable of the Children's Self-Concept Scale. There was a significant difference between the gifted girls and boys regarding the scores of social competence and antisocial behavior. In this case, the difference was in favor of girls regarding their social competence scores ( $t=2,391$ ;  $p<.05$ ), whereas it was in favor of the boys regarding their antisocial behavior scores ( $t = -2,988$ ;  $p <.05$ ). In other words, it can be said that the gifted boys had more antisocial behaviors compared to the girls; and the social competence of the gifted girls was higher than that of the boys.

**Table 2.**

*One-Way ANOVA Test Results for Determining Whether Total Scores of Children's Self-Concept Scale and School Social Behavior Scales (Social Competence and Antisocial Behavior) Differ by Mother's Education Status of the Student*

Score	Groups	n	$\bar{X}$	Sd	source	ss	sd	ms	F	p
Self-Perception	Primary School	91	65,42	8,02	<b>Between groups</b>	50,801	3	16,93		
	Middle School	38	65,94	8,18	<b>Within groups</b>	26894,13	353	76,19		
	High School	116	66,41	8,83	<b>Total</b>	26944,93	356		,222	,881
	BA and Graduate School	112	66,02	9,33						
	Total	357	65,99	8,70						
Social Competence	Primary School	91	139,98	17,15	<b>Between groups</b>	1840,48	3	613,49		
	Middle School	38	135,37	21,83	<b>Within groups</b>	110142,28	353	312,02		
	High School	116	143,16	15,99	<b>Total</b>	111982,76	356		1,966	,119
	BA And Graduate School	112	141,21	18,17						
	Total	357	140,90	17,74						
Antisocial Behavior	Primary School	91	44,18	18,05	<b>Between groups</b>	117,09	3	39,03		
	Middle School	38	43,13	12,35	<b>Within groups</b>	96557,79	353	273,54		
	High School	116	44,31	16,99	<b>Total</b>	96674,88	356		,143	,934
	BA and Graduate School	112	45,07	16,00						
	Total	357	44,39	16,48						

As shown in Table 2, a one-way analysis of variance (ANOVA) was conducted to determine whether there was a significant difference between the scores of the Children's Self-Concept Scale and the School Social Behavior Scales - the Social Competence and Antisocial Behavior- with respect to mother's education status. No statistically significant difference was found between the arithmetic means of the

groups ( $F = 222, F = 1.966, F = 143, p > .05$ ). In other words, the self-perceptions, social competences and antisocial behaviors of gifted children did not differ with respect to mother’s education level.

**Table 3**

*One-Way ANOVA Test Results for Determining Whether Total Scores of Children’s Self-Concept Scale and School Social Behavior Scales (Social Competence and Antisocial Behavior) Differ by Father’s Education Status of the Student*

Score	Groups	N	$\bar{X}$	Sd	source	ss	sd	ms	F	p
Self-Perception	Primary School	54	64,56	9,62	<b>Between groups</b>	533,42	3	177,81	2,35 9	,071
	Middle School	47	65,19	8,60	<b>Within groups</b>	26231,44	348	75,38		
	High School	119	67,70	7,19	<b>Total</b>	26764,86	351			
	BA and Graduate Schools	132	65,40	9,50						
	Total	352	66,02	8,73						
Social Competence	Primary School	54	140,98	15,78	<b>Between groups</b>	808,157	3	269,38 6	,851 ,467	
	Middle School	47	137,09	22,45	<b>Within groups</b>	110162,5 2	348	316,55 9		
	High School	119	141,40	17,46	<b>Total</b>	110970,6 7	351			
	BA and Graduate School	132	141,74	16,99						
	Total	352	140,89	17,78						
Antisocial Behavior	Primary School	54	43,98	19,48	<b>Between groups</b>	449,60	3	149,87	,544 ,652	
	Middle School	47	47,25	18,84	<b>Within groups</b>	95863,38	348	275,47		
	High School	119	44,33	15,30	<b>Total</b>	96312,97	351			
	BA and Graduate School	132	43,74	15,57						
	Total	352	44,45	16,56						

As can be seen in Table 3, a one-way analysis of variance (ANOVA) was conducted to determine whether there was a significant difference between the scores of the Children's Self-Concept Scale and the School Social Behavior Scales - the Social Competence and Antisocial Behavior- with respect to father’s education level. No statistically significant difference was found between the arithmetic means

of the groups ( $F=2,359$ ;  $F=,851$ ;  $F=,544$ ;  $p>.05$ ). In other words, the self-perceptions, social competences and antisocial behaviors of gifted children did not differ regarding father's education level.

**Table 4**

*Kruskall Wallis-H Test Results for Determining Whether Total Scores of Children's Self-Concept Scale and School Social Behavior Scales (Social Competence and Antisocial Behavior) Differ by Preferred Leisure Activity of the Student*

Score	Groups	N	mr	$\chi^2$	df	p
<b>Self-Concept</b>	Playing computer	49	127,98	21,986	6	,001*
	Visiting friends	48	206,28			
	Watching TV	45	169,48			
	Sport	100	195,20			
	Playing games	57	177,20			
	Reading and research	41	209,49			
	Artistic activities	28	210,27			
	Total	368				
<b>Social Competence</b>	Playing computer	49	162,02	9,878	6	,130
	Visiting friends	48	163,93			
	Watching TV	45	168,47			
	Sport	100	188,66			
	Playing games	57	198,74			
	Reading and research	41	200,23			
	Artistic activities	28	218,02			
	Total	368				
<b>Antisocial Behavior</b>	Playing computer	49	214,73	18,005	6	,006*
	Visiting friends	48	195,88			
	Watching TV	45	203,28			
	Sport	100	188,48			
	Playing games	57	163,28			
	Reading and research	41	175,72			
	Artistic activities	28	123,73			
	Total	368				

p<.05

As shown in Table 4, the Kruskal Wallis-H test was conducted to determine whether there was a significant difference between the scores of the Children's Self-Concept Scale and the School Social Behavior Scales - Social Competence and Antisocial Behavior- with respect to the type of leisure activity. A statistically significant difference was found between the arithmetic means of the groups regarding the Children's Self-Concept Scale scores and the Antisocial Behavior scores ( $F=21,986;18,005$   $p<.01$ ).

Following the Kruskal Wallis-H test, complementary comparison techniques were used to find from which groups the difference stemmed. Since there was no specific test technique used for this purpose, the Mann Whitney-U test was used for

paired comparisons. When the differentiation of the Children's Self-Concept Scale scores according to the preferred leisure activity was examined, a significant difference was found in favor of those who visited friends compared to those who played computer games ( $U=684,00$ ;  $z=-3,554$ ); in favor of those who played sports compared to those who played computer games ( $U=1,54$ ;  $z=-3,741$ ); and in favor of those who played games compared to those who played computer games ( $U=1,04$ ;  $z=-2,249$ ). When the ones who played computer games were compared to those who were engaged in reading and research, a difference was found in favor of those who were engaged in reading and research ( $U=616,50$ ;  $z=-3,147$ ). When the ones who played computer games were compared to those who did artistic works, a difference was found in favor of those who did artistic works ( $U = 376,00$ ;  $z = -3,287$ ). No significant differences were found regarding the other paired comparisons. When self-perception was considered with regard to the preferred leisure activity, self-perceptions of those who preferred educational and artistic activities, sports, and games were found to be higher than those who preferred to play computer games.

As shown in Table 1.4, as a result of the Kruskal Wallis-H test conducted to determine whether there was a significant difference between the students' social competence scores and the type of leisure activity, no statistically significant difference was found between the arithmetic means of the groups ( $F=9,878$ ;  $p>.05$ ). According to the Table, the Mann Whitney-U test was conducted to determine the differences between the groups after a significant difference was found between the students' antisocial behavior scores and the type of leisure activity.

As a result of the analysis, it was found that when those who played computer games were compared to those who played games, there was a difference in favor of those who played computer games ( $U = 1,01$ ;  $z = -2,479$ ); when those who played computer games and those who did artistic works were compared, a difference was found in favor of those who played computer games ( $U = -374,00$ ;  $z = -3,364$ ); when those who paid a visit to friends and those who did artistic works were compared, a difference was found in favor of those who paid a visit to their friends ( $U = 400,00$ ;  $z = -2,968$ ). Also, a significant difference was found in favor of those who watched television when they were compared to those who played games ( $U = 978,50$ ;  $z = -2,061$ ). There was a difference in favor of the ones who watched television when they were compared to those who did artistic works ( $U = 345,50$ ;  $z = -3,264$ ). When the gifted children's antisocial behaviors were considered with respect to the leisure activity they preferred, it was found that those who preferred to do artistic works and play games exhibited less antisocial behaviors than those who preferred to play computer games and watch television. Those who preferred artistic works were also found to exhibit less antisocial behaviors than those who preferred friend visits.

**Table 5.**

*One-Way ANOVA Test Results for Determining Whether Total Scores of Children’s Self-Concept Scale and School Social Behavior Scales (Social Competence and Antisocial Behavior) Differ by Duration of Daily Television Viewing*

Score	Groups	N	$\bar{X}$	sd	Source	ss	sd	ms	F	p
<b>Self-Perc.</b>	1 Hour	199	66,71	9,31	<b>Between groups</b>	1047,56	2	523,78		
	2 Hours	126	66,46	6,86	<b>Within groups</b>	26772,44	365	73,35	7,14	,001*
	3 Hours and More	43	61,37	9,40	<b>Total</b>	27820,00	367		1	
	Total	368	66,00	8,71						
1 Hour	199	142,57	16,60	<b>Between groups</b>	1107,69	12	553,84			
<b>Social Comp.</b>	2 Hours	126	138,79	20,28	<b>Within groups</b>	116002,59	365	317,81	1,74	,177
	3 Hours and More	43	141,28	15,44	<b>Total</b>	117110,25	367		3	
	Total	368	141,12	17,86						
	1 Hour	199	43,19	14,94	<b>Between groups</b>	659,66	2	329,83		
<b>Antisoc. Behavior</b>	2 Hours	126	46,06	19,13	<b>Within groups</b>	96658,05	365	264,82	1,24	,289
	3 Hours and More	43	43,47	12,64	<b>Total</b>	97317,71	367		6	
	Total	368	44,20	16,28						

p<.01

As can be seen in Table 5, as a result of the one-way ANOVA analysis conducted to determine whether the Children’s Self-Concept Scale scores showed a significant difference regarding the duration of daily TV viewing, the difference between the arithmetic means of the groups was found statistically significant (F = 7,141;p<.05).

Following the ANOVA, complementary post-hoc analysis techniques were used to determine which groups caused the difference. In order to decide on the post-hoc multiple comparison technique to use following the ANOVA, firstly, the Levene's test was used to test the homogeneity of the variances of the group distributions and it was found that the variances were not homogeneous (LF = 4,648; p <.05). Then Tamhane's T2 multiple comparison test was used because of the variance difference. The results of the Tamhane multiple comparison analysis are shown below.

**Table 6.** Tamhane's T2 test Results conducted Following One-Way Analysis of Variance (ANOVA) To Determine the Subsets of Children's Self-Concept Scale Scores That Differ With Respect To Duration of Daily TV viewing

Duration of TV viewing (i)	Duration of TV viewing (j)	$\bar{X}_i - \bar{X}_j$	S.E.M	p
1 Hour	2 Hours	,25	,90	,990
	3 Hours and More	5,34	1,58	,004*
2 Hours	1 Hour	-,25	,90	,990
	3 Hours and More	5,09	1,56	,006*
3 Hours and More	1 Hour	-5,34	1,58	,004*
	2 Hours	-5,09	1,56	,006*

p<.05

As shown in Table 1.6, as a result of Tamhane's T2 test following the one-way ANOVA analysis conducted to determine which subgroups showed a significant difference between the Children's Self-Concept Scale scores and the daily amount of TV viewing, there was a statistically significant difference in favor of those watching an hour of TV per day when compared to those watching TV for three or more than three hours per day. A statistically significant difference was also found in favor of those who watched two hours of TV per day when compared to those who watched 3 or more than 3 hours of TV per day (p <.05). As the duration of daily TV viewing decreased, the self-perception levels of gifted children increased. As shown in Table 6, no statistically significant difference was found between the arithmetic means of the groups as a result of the one-way ANOVA analysis conducted to determine whether there was a significant difference between Social Competence and Antisocial Behavior scores of the students with regard to duration of daily TV viewing (F= 1,743; 1,246 p> .05).

The second aim of the study was to determine whether the self-perception levels of gifted primary school children predicted their social competence at a significant level. The results of the analyses carried out for this purpose are indicated in Table 7.

**Table 7**  
Results of Linear Regression Analysis on the Prediction of Children's Self-Concept Scale Scores for SSBS Social Competence Scores

Variable	B	Standard Error	B	T	P	R	R <sup>2</sup>	F	p
Constant	115,940	7,015		16,528	.000	,186	0,035	13,114	.000
Self-Concept	,382	,105	,186		.000				
				3,621					

As seen in Table 7, the model was found to be significant as a result of the regression analysis conducted to determine the explanation level of the Children's Self-Concept Scale scores obtained for the SSBS Social Competence scores ( $F = 13,114$ ;  $p < ,001$ ). In this context, the predictive power of the Children's Self-Concept Scale scores for the SBSS Social Competence scores was found significant ( $R^2 = ,035$ ;  $p < .001$ ). As a result, the level of children's self-concept accounted for about 4% of the level of social competence. The regression equation was calculated as  $Y=115,940+(0,382*X)$  with the values obtained as a result of regression analysis.  $Y =$  SSBS Social Competence score (dependent variable)  $X =$  Children's Self-Concept Scale score (independent variable). According to the regression equation, when the children's self-concept score increased by 1 point, the social competence score increased by 0.382 points. According to the findings of the research, the eighteenth sub-objective question was answered as follows. The self-concept perception in children is a statistically significant predictor of the social competence levels. Accordingly, it can be said that social skills of children with high self-perception will be high as well.

The third aim of the study was to determine whether the self-perception levels of gifted primary school children predicted their social competences at a significant level. The results of the analyses carried out for this purpose are indicated in Table 8.

**Table 8.**  
*Results of Linear Regression Analysis on the Prediction of Children's Self-Concept Scale Scores for SSBS Antisocial Behavior Scores*

Variable	B	Standard Error	B	T	P	R	R <sup>2</sup>	F	p
<b>Constant</b>	64,006	6,424		9,964	.000	,160	,026	9,668	.002
<b>Self-Concept</b>	- ,300	,096	- ,160	3,109	.002				

As shown in Table 1.8, the model was found significant as a result of the regression analysis conducted to determine the explanation level of the Children's Self-Concept Scale scores for the SSBS Antisocial Behavior scores ( $F = 9,668$ ;  $p < ,05$ ). ). In this context, the predictive power of the Children's Self-Concept scale scores for the SSBS Antisocial Behavior scores was found significant ( $R^2 = ,026$ ;  $p < .05$ ). As a result, the level of children's self-concept accounted for about 3% of the antisocial behavior level. The regression equation was calculated as  $Y = 64,006 + (- 0,300 * X)$  with the values obtained as a result of regression analysis.  $Y =$  SSBS Antisocial

Behavior score (dependent variable) X = Children's Self-Concept Scale (independent variable). According to the regression equation, when the children's self-concept score increased by 1 point, the social competence score decreased by 0,300 points. According to the findings of the research, the nineteenth sub-objective question was answered as follows. The self-concept perception in children is a statistically significant predictor of their antisocial behavior levels. Therefore, a high level of self-perception may indicate that antisocial behaviors may be observed less.

## **Discussion and Results**

The present study investigated the effect of self-perception on social competence and antisocial behaviors of the third- and fourth-grade gifted primary school children with regard to the variables of gender, parental education level, favorite leisure activity, and duration of daily TV viewing. It also examined how self-perceptions predicted social behaviors.

When considered in terms of gender, no significant difference was found between the self-perception mean scores of children in the sample group. In the previous studies in which the self-perceptions of gifted children were investigated with respect to gender, there are a number of studies reporting that the self-perceptions of boys were lower than those of girls (Bartel & Reynold, 1986; Metin & Bencik-Kangal, 2012) and that the self-concepts of boys were more positive than those of girls (Swiatek, 2000; Yürük, 2003). However, in the research conducted by Altun & Yazıcı (2012), Karnes and Wherry (1981), Lehman and Edwins (1981), Vialle, Heaven and Ciarrochi (2005), it was found that there was no significant difference between general self-perceptions of gifted children and gender. It is a known fact that girls were raised under more pressure than boys in the past. Today, the role given to children manifests itself in a more egalitarian manner. Keeping in mind that self-perception is related to the self, his/her surroundings and the consent from his/her surroundings (Gander & Gardiner, 1993), it may be considered as an expected situation to have no significant difference in their self-perceptions.

When the social competence and antisocial behaviors were examined according to gender, the social competence of girls was higher than that of boys; the antisocial behaviors of boys were found to be higher than those of girls. In the literature, there are a number of findings reporting that social skills change with respect to gender (Bilek, 2011; Diken, 2010). In the studies conducted with younger age groups in which social skills were evaluated according to gender, it was found that the social skills scores of the girls were higher than those of the boys (Balyan, Yerlikaya Balyan & Kiremitçi, 2012; Deniz, 2003, Tutkun & Dinçer, 2015; Yurdakavuştu, 2012). It can be said that the social-emotional skills and prosocial behaviors of gifted girls are higher than those of boys (Helt, 2008), and that gender is a predictive factor for social skills. In the study conducted by Kılıç (2012), it was found that antisocial

behaviors differed with respect to gender and that antisocial behaviors were higher in boys than girls. There are some other studies that support this finding in the literature, reporting that boys showed more problematic behaviors than girls (Balyan, Yerlikaya Balyan & Kiremitçi, 2012, Elliott, Barnard & Gresham, 1989, Jamyang-Tshering, 2004, Seven, 2007, Tutkun & Dinçer, 2015). This may be due to personal characteristics or gender roles. Gender responsibilities can differ from society to society. This situation can cause differences in social skills as well. It is thought that parents' different attitudes regarding gender when they raise children may also affect children's social skills. As a result of traditionally used childrearing techniques, girls are provided with more prosocial behaviors and these behaviors are reinforced by repetition. It can also be said that children play different games according to their genders and the prosocial behaviors that can be observed in everyday life are effective in the games preferred by girls. It is observed that girls develop prosocial behaviors such as taking responsibility for caring siblings, helping to set the table, neighborhood relations, etc. (Diener & Kim, 2004). In the light of this information, it is seen that the findings of our study are in parallel with the research findings in the literature.

It was determined that the self-perceptions, social competences and antisocial behaviors of gifted children did not differ with respect to parental education status. In literature, regarding the effect of parental education level on self-perceptions of children, it was stated that children would have more positive self-perception as parents' education level increased (Dilek & Aksoy, 2013). This can be explained by the fact that parents are likely to spend more quality time with their children as their education level increase. Therefore, self-perceptions of the children will develop as well. It is considered that parents of the gifted children may not be able to provide necessary support for the development of their children's self-perception, especially in case they are insufficient regarding information, awareness and approaches about children's development. Bilek (2011) and Yurdakavuştu (2012) stated that parental education status was not an effective factor in terms of the child's social skills. Kılıç (2012), Özsarı (2015) and Tutkun and Dinçer (2015), in the studies they conducted with children, found that children's social skills increased as mother's education level increased; on the other hand, Özsarı (2015) stated that father's education level did not have a significant effect on social skills.

The positive and negative effects of television on children are an important issue that is addressed (Aydın, 2015). It was determined that the positive self-perception decreased as the duration of television viewing increased, but the social competence of gifted children and their antisocial behaviors did not differ with respect to duration of television viewing. Gizir (2002), in his study investigating the relationship between the development of social behaviors and self-perception in children aged four to five, supports our findings. Because it increases the tendency to violence in

children or acts as a guide on this issue, the negative effects of television on children are the most emphasized ones, and it is stated that those watching television more than two hours a day are at risk (Akpınar, 2004).

When self-perception was considered in terms of the type of leisure activity, it was found that the gifted children in the sample group who devoted more time to educational activities, artistic activities, sports and games had higher self-perceptions. In a study conducted by Yavuzer (2000), it was reported that participating in leisure activities and doing sports affected self-perception positively. From these findings, it can be said that mobile activities have a positive effect on self-perception, and computer use has a negative effect on self-perception. Research findings indicate that social competence does not differ with respect to preferred leisure activity. Studies in the literature show that gaming activities improve children's social skills (Duruoalp & Aral, 2010; Saracho, 1998). This finding contradicts with the findings of our research. Considering that playing games in childhood is the best learning tool, it is thought that participating in social activities can improve positive social skills.

In the research findings, antisocial behaviors were found to differ according to the leisure activity preferred by the child. It was found that gifted children who preferred to play computer games as a leisure activity had more antisocial behaviors than those who preferred to play games; similarly, those who preferred friend visits and television viewing were found to have more antisocial behaviors than those who preferred to do artistic works. It was seen that those who preferred to watch television and play computer games as leisure time activities tended to have higher antisocial behavior scores than those who preferred to play games. Research findings showed that playing computer games and watching television generally increased antisocial behaviors, while artistic activities and social gaming activities reduced antisocial behaviors. Although computers and the internet are important resources for individuals to access information and learn, it is known that children do not use the internet for research and information purposes only (Bayraktar & Gün, 2007). In the study conducted by Balyan, Yerlikaya Balyan and Kiremitçi (2012); it was also found that there was a decrease in the antisocial behaviors of the children who participated in artistic activities. These findings support our findings presented above.

According to the analysis results of the second aim of the study, it was concluded that the self-perceptions of gifted children significantly predicted their social competences. According to this finding, it can be said that as the level of self-perception increases, the social competence increases as well. Self-perception is considered as a mechanism that directs the behaviors of an individual by controlling his/her behaviors. The positive feelings and thoughts of the individual with positive self-perception about the self also affect his/her interpersonal relations in his/her social environment (Kuzgun, 1973). When the literature was reviewed, it was found

that there were a number of research findings indicating that individuals with positive self-perception were better at social relations (Battistich, Solomon & Delucchi, 1993; Keefe & Brendt, 1996). Quality of interpersonal relationships is considered as an important source of self-perception (Bugay & Korkut-Owen, 2016; Greenier, Kernis, Mcnmara, Waschull, Berry, Herlocker & Abend, 1999). Individuals' establishment of social relationships with mutual love and trust and their being in appropriate social conditions in which they can present themselves as they are (Holland & Andre, 1994), and their feeling themselves effective and competent in social environments (Leary & Kowalski, 1995) help the self-perception of the individual to develop in a positive way. Self-perception which the individual develops by observing his/her environment and reconsidering the situations (s)he encounters may contradict with the self shaped by the others' perceptions of the individual. The conflict experienced in this situation, false self-perception, and low self-perception are some of the most important problems experienced in social interaction (Cüceloğlu, 2005). In a study Riggio, Throckmorton, and DePaula (1990) conducted with 120 high school students, the relationship between social skills and self-perception was investigated. As a result of the research, a significant positive correlation was found between social skills and self-perception. In the literature there are a number of studies investigating the effect of social skills education on self-perception and suggesting positive effects of the given education on self-perception (Cerrahoğlu, 2002, Hon & Watkins, 1995, Short, 2006, Uysal & Kaya-Balkan, 2015).

According to the analysis results of the third aim of the study, it was concluded that the self-perception of gifted children significantly predicted their antisocial behaviors. According to this finding, it can be said that as the self-perception level of the individual increases, his/her antisocial behaviors decrease. It is known that social interaction and adaptability to social environment are related to friendship relations, self-perception and life quality. Individuals can have serious adaptation and behavioral problems if the social relationships which have an important function to maintain a harmonious life are not given enough importance (Mercan-Sertelin & Yavuzer, 2017). Children put the blame on the parents with the feedbacks they receive from the social environment they live in according to the degree of their adaptation to the standards of the respective environment, and this conditional acceptance affects the children's sense of self in a positive or negative way (Aydın, 2015). Studies that investigated the relationship between behavioral disorders and self-perceptions of children, it was found that the self-concept scores decreased as the scores of behavioral disorders increased (Bilgin, 1994; Holdaway & Jensen, 1983). In a study that investigated the relationship between self-perception levels and behavioral problems of children aged 10-14 years, it was determined children's self-perceptions predicted their behavioral problems (Tazeoğlu, 2011). Previous

studies showed that low self-perception was related to depression, crime-oriented antisocial behaviors, and adjustment problems (Kuhlberg, Pena & Zayas, 2010).

In conclusion, when considered in terms of gender, no significant difference was found between the mean scores of the self-perception of the children in the sample group. However, it was found that girls' social competence was higher than that of boys, and the prevalence of antisocial behaviors was higher in boys than girls. It was determined that the self-perceptions, social competences and antisocial behaviors of gifted children did not differ according to their parents' educational status. The findings showed that the positive self-perception decreased as the duration of television viewing increased, but the social competence and antisocial behaviors of gifted children remained the same regarding the duration of television viewing. When self-perception was considered in terms of the type of leisure activity, it was found that the gifted children who devoted more time to educational activities, artistic activities, sports and games had higher self-perceptions. The findings of the research showed that the social competence remained the same with respect to preferred leisure activity, whereas the antisocial behaviors were found to differ regarding the preferred leisure activity of the child. It was concluded that the self-perceptions of gifted children significantly predicted their social competence and antisocial behaviors. According to this finding, it can be said that as the self-perception level of the individual increases, his/her social competences increase and antisocial behaviors decrease.

In the light of these findings, it can be considered that school psychological counselors who work with gifted children can support individual and group works in which social skills can take the forefront to reveal their potentials. These studies can also be supported by expressionist techniques. If parental attitudes are considered to have a great impact on the child's social skills and in the development of self-perception, relevant parental trainings may be conducted by school psychological counselors. In this way, families can be consciously involved in their children's educational and social processes.

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