



# The Comparison of Rate of Social Skills and Educational Achievement in Grade- skipping Students and Their Ordinary Classmates

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**ABSTRACT:** The present study was aimed at comparison the rate of social skills and educational achievement in grade- skipping students and their ordinary classmates. Method of this investigation is of causal comparative type. For this reason, 32 grade- skipping students (16 boys and 16 girls) and 32 normal students (16 boys and 16 girls) were chosen from primary schools at Khoramabad City (Lorestan Province) by means of accessible and randomized stepwise sampling technique. Data were collected by means of Matson's social skills questionnaire as well as average score of lesson. To analyze data, multivariate ANOVA as a statistical method was adapted for comparison of groups in social skills and t-test was used to compare independent groups in educational achievement. Study results indicated that there is a significant difference in rate of social skills among grade- skipping students and normal students at the same grade; in other words, social skills in grade- skipping students are greater than in their classmates. There is no significant difference in educational achievement between grade- skipping students with the students at the same grade. This finding in which the educational grade- skipping students could be comparable with the older classmates in terms of social skills and educational achievement may justify this method.

**Keywords:** Grade Skipping, Social Skills, Educational Achievement.

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## INTRODUCTION

Talented students are considered as precious capitals in each community for which some efforts should be made to train them. It is extraordinarily important to take the appropriate teaching method and proportional to mental and physical capabilities and requirements of this stratum from individuals of the society. If these persons are appropriately trained they could conduct exploration and invention and open the new horizons of modern ideas and thoughts for other people. It should be noted that self- sufficiency of a society greatly depends on flourishing talents of these premium individuals. Hence, it necessitates review of grade- skipping as the only method of training talented students in primary schools in our country in order to select and use this technique properly while the given results from the related study may be useful for guiding parents, mentors, advisors, and all the people who are related to these students typically.

Kirk (1996) declares that the subject of identifying and training talented and intelligent students is not new and it is originated from the ancient time. Over two thousand years ago in Ancient Greece, Plato was the adherent for this theory based on which talented children should be elected from the childhood and they should be trained especially about sciences and philosophy (Quoted from Seif Naraghi and Naderi, 2008). Today, several and various methods are adapted for training talented and gifted children. Grade- skipping is considered as one of the oldest training methods for this group of students and it is the only technique in our educational system and community that has been welcomed for primary school students. In description of grade- skipping, Afrooz says that grade- skipping is to upgrade a talented student to higher class so that with permission of authorities in educational centers and through encouraging and guidance by parents and teachers, the talented students are

able to complete grades of normal educational system faster and to be graduated from school some years earlier generally (Afrooz, 2001). Social skills and educational achievement are two major and essential issues that have been noticed regarding grade- skipping. The results of studies signify that deficiency of social skills may negatively effect on educational performance of students (Welsch et al, 2001; quoted from Kashmiri, 2009). Likewise, many students, who encounter the problem in social relations and or they may not be accepted by their coevals, will be exposed to inflicting by types of behavioral- emotional and educational deficiencies (Kashmiri, 2009).

Social skills in grade- skipping students may be considered from two viewpoints: in first attitude, it is believed that grade skipping technique may lead to some social problems since grade- skipping students should attend in a classroom where the students are more advanced than them in terms of physical and emotional growth (Shokoohi and Parand, 2007). In the other approach, it is claimed that talented students mainly establish a good and positive relationship with the surrounding people and society. These students are usually more popular than their other classmates (Seif Naraghi and Naderi, 2008). The researches have shown that if educational acceleration is done in such a way that students can be further benefitted from it they become interested in the school and their educational achievement will be increased more (Shokoohi Yekta and Parand, 2007).

Due to the existing various number of definitions about intelligence and lack agreement on them, USA Federal Government has extracted the most frequent elements for definition of intelligence and it utilizes them in planning for the talented and gifted students. These elements include: 1)

general mental ability; 2) special educational talent; 3) ability of creative thinking; 4) outstanding ability in fine arts and practical arts; and 5) leadership ability (Hallahan and Kaufman, 2005). Milani argues that a child may be called as talented person, who can judge properly by the aid of thinking and reasoning and using higher mental processes and has especial talent for creative tasks (Milanifar, 1995).

It should be acknowledged that several important developments have been conducted to perceive the rate of environmental effect and inheritance on intelligence. From environmental perspective, studies show the impact of training is much greater and deeper in the early years before adulthood than the next years. Moreover, it is required conducting more studies on role of children in selection, changing, and creation of their environment to grow the stimulation (Plomin, 1997).

Researchers have indicated that talented and gifted students mainly establish good and positive relationship with their surroundings and community. These students are mainly elected as leaders of class and school and participate in classroom external activities such as attending in cultural events, several sports and extracurricular and innovative tasks further than their classmates. These students are more popular than their other classmates. It should be noticed that of course there is some exception all the times as well; namely, some talented students have to inevitably become isolated because the others may not understand their status. Some surveys and investigation show that talented adults encounter several problems like conflict with the existing values, normal life styles, and behavior of elder people. Some parts of their problems may be due to lack of understating them by the elder people including father, mother, teacher, school principal etc. Occasionally, this lack of perception may lead to type of opposition and tackling older people with them. Talented students are sensitive to ethical and social issues and they are affected and disappointed extremely from problems such as poverty and passion of others and their injustice and non- humanitarian behavior (Seif Naraghi and Naderi, 2008).

The investigatory report (Seif Naraghi and Naderi, 2008) indicate that about 80% of talented people were satisfactorily adaptable, about 15% of them were slightly aggressive, and only 5% were severely aggressive. This rate of serious aggression is a little smaller than threshold of aggression at national scale in that time. Similarly, the rate of delinquency among talented people was very lesser than in normal population (Seif Naraghi and Naderi, 2008). Parents of these children are mainly talking about their accelerated perception, high curiosity and numerous questions, very good memory, sharpness in learning the words and their application and their relative great information but with respect to child's age while they often try to make child to do mental activity by logical answering to these questions. According to one of Truman's studies, 17% of the exceptional students were weak in lessons of math, history, and foreign languages while in control group, 61% of normal students had under- achievement in the above lessons. In another study based on teachers' report, exceptional children were highly better in all lessons including history, geography, grammar, composition, reading and writing, oral lessons, even in manual works, sewing, sculpture, and music than their classmates (Milanifar, 1995).

Like Rousseau and Montessori, Piaget emphasized on importance of proportion of teaching with growth level in child. It is not always an easy task to find certain method of training for certain child that could be the most natural technique. Knowledge of cognitive phases may contribute to this trend. Therefore, like Rousseau and Montessori, Piaget maintained that learning should be proportional to growth stage in child. By describing concept of approximate area of growth, Wigotecki takes more optimistic attitude toward the effect of training on cognitive growth than Piaget. According to his belief, human is ready for growth and development. In this regard, he has said that since social context might determine cognitive growth so social context should be improved in order to enhance cognitive growth for the people that are trained in the given environment (Seif, 2001).

In theory of psycho-analysis, Freud purposes his five-stage growth system based on sexual- mental structures. With focus on biologic actions at any step, the appropriate conflicts may construct humans' normal experiences. It is inferred from social view at afore-said plan that children should pass successfully the crisis at any stage so that to be able to acquire positive attributes or positive behavior. The main subject in Freud's theory is the necessity of solving conflicts so that the boy can theoretically train way of creating relation with others through recognizing the people with the same gender and father or mother and to be exposed to two senses of jealousy and anger (the process that could be said it covers social skills of imitation with modeling) during period of latency i.e. a period when number of coevals and attachment to school might noticeably increase. Extremely focus on relations with coevals versus mutual relationships among child and adults is one of the criteria for successful growth. At third step of developmental trend of ethical growth by Piaget and Kohlberg's six- stage theory (primary school ages), selfish thoughts become lesser in children and gradually others' interests and views play essential role in determining regulations. Mutual collaborations and communication with others are purposed at this stage. Social skills play crucial role in such cooperation. It is important to pay attention to social skills in controlling pride and selfishness as well as to others' ideas in these periods. Although field of child's growth are linked to his/ her social competencies for long time, researchers and therapists claim that they have achieved many advancements in analysis of behavior and behavior- therapy of children's social skills. At present, tendency to review on social skills are going to increase from growth perspective. Overall, in developmental theory, teaching expert's task is to identify child's growth stages within several fields (intelligence, physical, social, and emotional) and to design techniques in accordance with child's growth level in each of these areas.

Like other aspects of his/ her growth and development, social growth for a person gradually expands and effects on almost all activities of child by the surrounding people. Growth and developing of motor skills and intellectual intelligence also contribute to individual growth and development (Shoarinejad, 2004). Social effect is the most basic impacts of school particularly in children at age (5-10) and cumulative accumulation of children in classroom or school and cooperation in group activities are the very good opportunity for their social growth and it make easier social

adaptation that serves as one of the requirements in a healthy life (Shoarinejad, 2004).

### Revision of the conducted studies

#### I) Inside the country

Livarjani et al. (2009) carried out a study by aiming at review on comparison of emotional intelligence and social skills among talented and ordinary female students on 268 normal students and talented students. Results of that investigation suggested that mean scores of emotional intelligence and social skills in talented students are significantly greater than normal students.

In another study that was conducted by Ghobari Bonab and Hejazi (2007) about the comparison of assertion, self-esteem, and educational achievement of talented and normal students as well as review the existing relations among variables, they concluded that compared to normal students, talented students are superior in three variables of assertion, self-esteem, and educational achievement. Furthermore, students' educational achievement may be predicted by data from variables of bravery and self-esteem. In this study, 60 talented students (30 boys and 30 girls) and 60 normal students (30 boys and 30 girls) were chosen randomly and they were examined by means of Gambрил and Richey assertion inventory and Coppersmith self-esteem questionnaire as well as lesson average.

In a survey by aiming at comparison of the positive and negative social skills among talented female students in ordinary and non-profit pre-academic schools, which conducted on 90 (talented) and 100 ordinary students in ordinary and non-profit schools, Maher et al. came to the following results: 1) No significant difference was observed among the positive social skills in talented and ordinary students; and 2) No significant difference was seen between negative social skills in talented with ordinary students in three various situations.

In a post-event plan, Khalili Azar reviewed the comparison of the rate of emotional intelligence among talented and ordinary students from pre-academic schools and their relationship with educational achievement. The sample group with 120 participants included 60 talented and 60 ordinary students. According to the given results from this study, no significant difference was observed in emotional intelligence among talented and ordinary students. Similarly, no significant relationship was found among emotional intelligence and educational achievement.

In an investigation that was intended to review the impact of grade-skipping on educational trend after conducting grade-skipping and in order to determine whether grade skipping affected on educational trend positively or negatively after conducting grade-skipping or it had no effect, Nasri concluded that grade skipping causes educational achievement. In this study, measurement tool was scores of lessons of natural sciences, math, and dictation as well as GPA of students in former grade before grade-skipping and their scores for 4 subsequent years after grade-skipping.

Fatemi (1997) carried out a study in order to compare grade-skipping students with their non-grade-skipping counterparts regarding educational satisfaction, behavioral problems, social adaptation, and educational achievement and to answer to the following questions:

1- Is there any difference among grade-skipping students in primary schools with their non-grade-skipping counterparts in the fields of educational satisfaction and social adaptation? ; 2- Does grade-skipping effect on educational achievement among students?

The statistical population of this survey comprised of 54 female and male primary school students in Isfahan City out of which 27 were grade-skipping students and 27 of them were non-grade skipping students. Sampling was done by accessible technique. The acquired results indicated that there is no significant difference regarding the first question in the fields of educational satisfaction and social adaptation. And this result was obtained about the second question that grade-skipping might affect negatively on students' educational achievement in such a way that their scores after grade-skipping are lower than before conducting this trend.

In a study that was conducted by Ahankoob (2000) in order to compare the educational performance and emotional and social adaptation of grade-skipping and non-grade skipping students in high schools at Ahwaz city, he concluded that there is no significant difference between grade-skipping and non-grade skipping students in high schools in terms of educational performance and emotional and social adaptation whether females or males. The statistical population of this survey included 60 grade skipping students. The measurement tool that was utilized for this purpose was students' lesson average scores and California Personality Test.

In another study that was carried out in order to answer this question that what the effect is of grade skipping on educational achievement on students who did it, Kamalian (1993) came to the result that grade skipping has no negative effect on educational achievement and grade-skipping students still maintain their status to continue their study.

#### II) Abroad

In an investigation, Chen et al. (2001) examined the relationship among social behavior and educational achievement in 286 students at grades 4, 5, 6, and 7. The results of this study showed a positive relation among variables of educational achievement, social leadership, tolerance of failure, social skill, assertion, and friendly relation with coevals. Similarly, a negative relationship was reported among educational achievement and aggression, educational conflicts and negative relationships with other coeval students.

Welsh et al. (2001) in a study on educational social competencies, chose randomly 163 primary school students and social abilities of these individuals were identified by teachers and also their educational achievement was determined by means of math and language lesson scores. Study result reflected that educational achievement is directly related to social abilities of students.

The results of an investigation which were done by Elliot and Ree on 77 students at grades 4-8 with different behavioral and educational abilities, indicated that students with different behavioral and educational abilities possess self-concept at greater level and in comparison to the students without developed behavioral ability, they are placed at higher levels.

Braga (1972) conducted a survey in order to characterize the impact of premature admission of students in schools on educational and non-educational performances and social

and emotional achievement. In this study, 63 children were admitted by schools in grades of 1, 3, 5, and 7 before ordinary time and after passing some tests they attended normally in schools and they were compared to each other. Training course in primary schools was exactly the same for all three groups since they participated in ordinary classroom. In other words, there was no social program for the children, who were admitted prematurely in these classrooms. The needed information was gathered by four ways: 1) educational achievement test (AMT); 2) educational permanent records. 3) Parents and teachers questionnaire; 4) a gradation tool for teacher that was prepared in special way. The given results indicated that there was no remarkable difference between testees who were admitted prematurely with their ordinary classmates.

#### **Research Questions:**

Some of primary school students, who have the better performance than their classmates, apply for using grade-skipping every year and by encouragement of parents and teachers at the end of academic year. Among various techniques of training for talented students, grade-skipping is the only method that is employed in our country. In this method, students are allowed to pass two grades in one academic year. Until 1990, passing September exam in higher grade was the only criterion for admission of students but since this year, the applicant students should participate certainly in Lighter IQ Test and acquire at least score 120 in this test.

Since through grade skipping the student may overtake his/ her classmates one year in education and sit along with the students who are older than him/ her one year so education and teaching experts have expressed various comments in this regard. The experts who are opposite to grade-skipping may fear of this fact that if these students sit along with the older students in a single group, it is possible for them to be disappointed by its negative social and emotional consequences or it may create a disgusting sense in them toward their classmates (Javadian, 2005).

During recent years, due to this claim that grade skipping might cause social conflict so it has been used more rarely. Some others also believe in that due to grade skipping the accelerated student may encounter the problem of a noticeable gap in learning. "Majority of people and many experts in teaching and education field have imagined for several years that accelerated education and grade skipping are the synonymous terms. In fact, grade skipping is considered as one of the adverse techniques for conducting accelerated education for talented students" (Mehdizadeh and Rezvani, 2007). Those who agree with technique of grade skipping maintain that this method lets the student to advance along with their talent and mental capabilities. They argue that lack of proportion among textbook contents with mental needs of students may lead to disappointment and lack of motive in them and they consider grade skipping as an opportunity thereby talented students could fulfill their mental requirements. By review on their studies, Feldhosen and Black have shown that grade skipping can greatly contribute to educational achievement but its negative impact on social and emotional growth in children has not been yet demonstrated (Javadian, 2005).

With these explanations, it may be concluded that social skills and educational achievement are considered as two important factors in education of talented students, who study by grade-skipping. With respect to the importance of these factors in growth and development of talented students, the current study has been carried out in order to answer to the following questions:

**1-** Is there any difference among grade-skipping students and the normal students at the same grade in terms of social skills (appropriate social skills, inappropriate assertion, stressful practice, self-over-confidence, jealousy, and isolation)?

**2-** Is there any difference grade-skipping students and the normal students at the same grade in terms of educational achievement?

#### **MATERIALS AND METHODS**

Given that the researcher intends to compare social skills and educational achievement in grade-skipping and ordinary students; therefore, this survey is of applied type and its methodology is of causal comparative type. Research population includes all ordinary students at grades 4 and 5 from primary schools at Khoramabad City during academic year 2011-12 that are totally 12105 participants (6223 in fourth grade and 5882 in fifth grade) as well as all grade-skipping students at grades 4 and 5 from primary schools (areas no 1 and 2) who studied at Khoramabad City during academic year 2011-12 that were totally 35 students out of which 17 students were male and 18 were female. The studied sample covers two groups of ordinary and grade-skipping students where in selection of sample group of grade-skipping students the method of accessible sampling technique was used while to select the sample group of ordinary students the multi-stage randomized sampling method has been adapted. So, among 118 students who were referred from educational areas 1 and 2 in Khoramabad city for which article 18 of educational achievement procedure of Ministry of Education (application of grade-skipping) was enforced, intelligence competency were approved for 35 students (17 males and 18 females). This group including 35 students had participated in September Exams of that year after reference to Educational System Departments in areas no 1 and 2 near their residence and they succeeded to acquire the needed score to use the aforesaid article. It was revealed this point after the conducted studies by the researcher that 32 students from this group from different schools in Khoramabad city have promoted to higher grade and studied in these schools and 3 of them were transferred to other towns in this province. To select sample size, the comparison group was chosen by means of simple multi-stage sampling method with 32 participants (16 boys and 16 girls).

For this purpose, initially through cooperation with officials of Training and Education Organization (TEO) in areas no 1 and 2 at Khoramabad city, a list of primary schools with grade-skipping students was received and after referring to the given schools, the list of classmate students with the grade skipping students plus their particulars including job and educational degrees of their parents was taken (obtuse students and students with learning disorders

were also omitted from the list) and after assimilation randomly, sample group was selected based on the number of grade- skipping students in each class (for example, if there was one grade- skipping student in a classroom one participant was randomly chosen and if there was two students of this kind in a class, then two participants were elected). The measurement tool which used in this study was Matson's Social Skills Questionnaire (children- specific form) that has been prepared by Matson in 2005 to measure social skills of individuals at ages 14-18. This scale consists of 62 phrases that describe children's social skills. In order to respond it, testee should read any phrase and then give answer to them based on LIKERT five- scale criterion that ranges from score 1 (Never/ at all) to 5 (always) by identifying the given option. Validity and Reliability of Questionnaire: Reliability of this test was calculated by means of Cronbach Alpha Coefficients and bisection method as 0.85 and 0.86 for females and 0.87 and 0.85 for males respectively. So this rate is a reasonable reliability for test (Yousefi and Khayer, 2002).

In Iran, Matson's Social Skills Scale has been administered by Yousefi and Khayer (2002) on 562 male and female students from Shiraz city and they determined validity and reliability for this purpose. These researchers have reported

the reliability of the aforesaid scale as 0.86 by means of construct validity and factor analysis and its validity by the aid of Cronbach Alpha Coefficient. To evaluate and compare educational achievement in students, their educational transcript was also used so that after collecting students' transcripts for academic year 2011-12 and by means of their GPA, the educational achievement of students was examined and compared in each group. With respect to type of data, measurement scale and the studied groups, mean and standard deviation were used in descriptive statistics section. In inferential statistics part, and in order to test research hypotheses, multivariate ANOVA was utilized for comparison of social skills and also independent t- test was adapted to compare mean scores of educational achievement in grade- skipping and ordinary students.

**RESULTS**

At this step, first variances of scores were examined for ordinary and grade- skipping groups by means of Leven's Test. Then research hypotheses were analyzed by multivariate ANOVA and independent t- test where its results are shown in the Table 1.

**Table 1.** Results of variances equality and mean scores of groups

Parameters Variables	Testees	Quantity	Mean	Standard deviation	Variance Equality Leven's Test	
					F- statistic	Significance level
General social skills	Ordinary	32	229.44	3.59	0.181	0.62
	Grade- skipping	32	243.53	3.16		
Appropriate social skills	Ordinary	32	86.59	1.87	1.77	0.18
	Grade- skipping	32	86.62	2.31		
Inappropriate assertion	Ordinary	32	61.09	1.24	0.54	0.46
	Grade- skipping	32	62.84	1.40		
Stressful and offensive behaviors	Ordinary	32	16.24	0.62	0.005	0.94
	Grade- skipping	32	18.06	0.66		
Proud and over- confident behaviors	Ordinary	32	18.16	0.41	2.05	0.15
	Grade- skipping	32	19.81	0.52		
Jealous and isolating behaviors	Ordinary	32	16.38	0.47	3.31	0.074
	Grade- skipping	32	16.06	0.39		
Educational achievement	Ordinary	32	19.53	0.13	3.72	0.06
	Grade- skipping	32	19.75	0.10		

As the given results are shown in this table, the acquired values are not significant for F- statistic of Leven's Test at alpha level (0.05); thus, it is inferred that there is no significant difference among variance of scores in grade- skipping and ordinary groups; namely, variance of groups' scores is homogeneous.

**First Hypothesis:** There is a difference among the rate of social skills among ordinary and grade- skipping students.

To analyze the above hypothesis, multivariate ANOVA tests were utilized so that its results are given in Table 2.

**Table 2.** Test results for multivariate ANOVA (MANOVA)

Impact	test	value	F- statistic	Degrees of freedom d.f	Significance level
Independent variables (ordinary/ grade- skipping)	Pillai's trace test	0.202	2.4	6, 57	0.039
	Wilks' Lambda	0.798	2.4	6, 57	0.039
	Lawley- Hotelling's trace effect	0.253	2.4	6, 57	0.039
	Roy's largest root	0.253	2.4	6, 57	0.039

As the results show in Table 2, the acquired value for F (2.4) is significant at level. Thus, it is inferred that there is a significant difference among social skills in ordinary and grade- skipping students. Therefore, the follow-up test of

one- way ANOVA has been carried out in order for further review and one- by- one comparison of the studied variables where its results have been indicated in Table 3.

**Table 3.** Results of follow-up test of one-way ANOVA

Source of variances	Dependent variable	Sum of squares	Degree of freedom d.f	Mean squares	F- statistic
	General social skills	351.563	1	351.563	0.951

<b>Inter- group (ordinary/ grade- skipping)</b>	Appropriate social skills	4.516	1	4.516	0.031
	Inappropriate assertion	40.641	1	40.641	0.724
	Stressful behaviors	78.766	1	78.766	7.093**
	Proud behaviors	43.891	1	43.891	6.114*
	Jealous behaviors	1.563	1	1.563	0.254

As the results are shown in this table, the given value for F- statistic regarding stressful behavior is significant at alpha level 0.01 (F= 6.093). Similarly, F- statistic for proud behaviors is significant at alpha level 0.05 (F = 6.114). Accordingly and with respect to the computed mean values which their results are shown in Table 5-4, it is deduced that stressful behaviors of grade- skipping students (18.50) are significantly greater than ordinary students (16.28). Likewise, proud behaviors of grade- skipping students (19.81) are significantly

greater than ordinary students (18.16) but there is no significant difference between ordinary and grade skipping students in other fields (P> 0.05).

**Second Hypothesis:** There is a difference among rate of social skills in male and female students.

To analyze the above hypothesis, Multivariate Analysis of Variance (MANOVA) tests were utilized where their results are presented in Table-4.

**Table 4.** Results of multivariate ANOVA (MANOVA)

Impact	test	value	F- statistic	Degrees of freedom d.f	Significance level
<b>Independent variables (ordinary/ grade- skipping)</b>	Pillai's trace test	0.237	2.948	6, 57	0.014
	Wilks' Lambda	0.763	2.948	6, 57	0.014
	Lawley- Hotelling's trace effect	0.310	2.948	6, 57	0.014
	Roy's largest root	0.310	2.948	6, 57	0.014

As the results indicate in the above table, the given value for F- statistic (2.948) is significant at alpha level 0.05 (P<0,05T 57 & d.f = 6, F = 2.948). Therefore, it is inferred that there is significant difference among social skills in male and female students. Thus, the follow-up test of one- way ANOVA was conducted and the results are shown in Table 5.

As the result show in table 5, the acquired value for F- statistic regarding variable of jealous behavior is significant at

alpha level 0.01 (P< 0.01, 62 & d.f= 1, F = 12.441). Accordingly and with respect to the calculated mean values which are presented in Table 5, it is inferred that mean scores of variable of jealous behaviors in male students (17.22) are greater than in female students (15.22). But, there is no significant difference between male and female students in other variables (P> 0.05).

**Table 5.** The results of follow- up test of one- way ANOVA

Source of variances	Dependent variable	Sum of squares	Degree of freedom d.f	Mean squares	F- statistic	Significance level
<b>Inter- group (ordinary/ grade- skipping)</b>	General social skills	256	1	256	0.690	0.409
	Appropriate social skills	21.391	1	21.391	0.146	0.312
	Inappropriate assertion	58.141	1	58.141	1.041	0.312
	Stressful behaviors	4.516	1	4.516	0.367	0.547
	Proud behaviors	0.016	1	0.016	0.002	0.965
	Jealous behaviors	64	1	64	12.441	0.001

**Third Hypothesis:** There is a difference among educational achievement in ordinary students and grade- skipping students.

In order to analyze the above hypothesis by means of independent t- test, mean scores of variable of educational achievement in ordinary and grade- skipping students were compared and their results are shown in Table 6.

**Table 6.** Comparison of variable of educational achievement among ordinary and grade- skipping students

Groups	Parameters	Mean	Standard deviation	t- statistic	Degree of freedom d.f	Significance level
	<b>Ordinary group</b>	19.54	0.77	-1.203	62	0.234
	<b>Grade- skipping group</b>	19.75	0.62			

As Table 6 indicates, the given value for t- statistic (1.203) is not significant at error level 0.05 (P> 0.05). Therefore, it is inferred that the opposite hypothesis is reject and null hypothesis is approved at 95% level of confidence. Namely, there is no significant difference among mean scores of

educational achievement among grade- skipping students and ordinary students.

**Fourth Hypothesis:** There is a significant difference in variable of educational achievement among male and female students, to analyze the above hypothesis by means of independent t- test, mean scores of educational achievement

were compared among male and female students so that the

results have been shown in Table 7.

**Table 7.** The comparison of scores of educational achievement among male and female students

Group	Quantity	Mean	Standard deviation	Mean standard error	Means difference	t- statistic	Degree of freedom	Significance level
Ordinary group	32	19.60	20.74	0.13	0.07	0.65	60	0.69
Grade- skipping group	32	19.67	0.66	0.11				

As the data in Table 7 shows, the given value for t-test (0.65) is not significant at error level 0.05 ( $P > 0.05$ ); therefore, it is inferred that null hypothesis is verified and the opposite hypothesis is rejected at 95% level of confidence. This means

## DISCUSSION

The current research is mainly intended to compare grade- skipping students with their ordinary classmates in terms of variables of social skills and educational achievement. In this regard, it was characterized that grade- skipping students possess social skills to the greater extent. But no significant difference was observed among grade- skipping and ordinary students in terms of educational achievement. Concerning to social skills, research findings are complied with the results of some researchers like Brag (1972), Gallagher (2007), Ghobari Bonab and Hejazi (2007), Livarjani et al. (2009). Similarly, results of this study correspond to attitudes of Javadian(2005), Shokoohi and Parand(2007), and Gallagher (2007), who claimed that the conducted problems have not reported the social problems caused by grade- skipping. But, the given findings are not in line with the result of studies done by Fatemi (1997) and Ahankoob Nejad (2000) which reported that there is no significant difference in social skills among grade- skipping and ordinary students. It seems that the reason for nonconformity is due to the difference among IQ of testees in this study and participants in the aforesaid researches since grade- skipping group in the present study could acquire at least score of 120 in Lighter IQ Test in addition to passing the written exam while testees in other studies have only participated in the written exam and after admission they have used the opportunity for grade- skipping so this might not be deemed as the only criterion for their talent. With respect to high degree of IQ in them, cognitive characteristics of grade- skipping students make it possible for them to manage evaluating the situations and to expose the appropriate behaviors of their own based on the fact and expediency. These cognitive features cause the given person to acquire further achievements in social relations. Regarding lack of difference among grade- skipping and ordinary students in terms of educational achievement, research findings are in line with the findings from some researchers like Braga (1972) and Ahankoob (2000) and also with result of investigation done by Kamalian (1993), who found that grade skipping might not hinder educational achievement. But it is not complied with survey of Fatemi (1997). Fatemi concluded that grade skipping causes educational loss. This nonconformity may be due to be due to way of using research tools that the researcher has been utilized. In order to review educational achievement in grade skipping students, Fatemi has compared their GPA (average scores) with years before grade- skipping. But, the result of her investigation is contradicted to the result of study done by Nasri (2005), who had used the same method. Nasri

that there is no significant difference among the mean scores of educational achievement in male and female students.

concluded that grade skipping causes educational achievement. This result based on which grade skipping testees might have been compared with their older classmates in terms of social skills and educational achievement can justify application of this method well. In fact, with respect to the given results from the present study, it may be implied that to the extent that critiques expressed, grade- skipping method may not cause social and educational problems for the children. This inference is complied with the viewpoints of some researchers like Reynolds et al. (Gallagher, 1994) and Sontick (Shokoohi and Parand, 2007), and Gallagher (2007). In presentation of a reaching report, Gallagher writes: "Out of 522 students who had practically accelerated in education in California State, only 9 encountered serious problems after their selection in higher classroom while in all of these cases, several questions have been raised regarding way of their admission during primary election." Gallagher argues that the real reason for severe opposition against accelerated education is not included in the research factual data which are very favorable but it is due to the hidden concerns and worries of teachers and parents regarding this trend. According to researcher's viewpoint, one of the reasons for disagreement with grade- skipping technique is observing those ones who tended to conduct grade- skipping but afterward they have been faced with social and educational problems; however, as it also mentioned in Gallagher's report, these people are few number and this issue is natural. By virtue of the results of the present study and comments from other researcher which were purposed before, it can be said that employing grade- skipping method by the students, who possess the required social, rational, and emotional growth, may not injure them and it is advantageous in that one year is reduced from their educational curricula without to miss any of the educational syllabus contents in this trend. The difference of mean scores in variable of social skills in male and female students was among other findings of this research. In other words, female students possessed social skills further. This finding is in conformity with finding results from other researchers such as Matson and Ulendic (2005). No significant difference was observed in female and male students in terms of educational achievement as well. Some investigations in Iran have reported that there is no difference in educational achievement in female and male students (Ghobari Bonab et al., 2007).

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