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DIAGNOSIS OF LEISURE TIME MANUFACTURER FACTORS OF STUDENTS OF PRIMARY SCHOOL OF TEHRAN, IRAN

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ABSTRACT

The current study has dealt with diagnosis of leisure time manufacturer factors of students of 1st district primary school of Tehran. Therefore, a sample of 248 people (188 teachers, 51 directors and deputy director and 9 experts) were selected among all administrators, teachers, professionals and experts of 1st district of Tehran using the simple random sampling method and based on the formula which determines the sample size of Bhola. A questionnaire consisted of 60 questions was developed and implemented for the sample group and then it was analyzed according to the statistical method called exploratory factor analysis and was divided into principal components which were being analyzed and a total of six factors included: sports (0.877) consists of 11 indicators, Religious (0.82) including 8 indicators, Henry (0.794), including 8 indicators, creativity (0.750), including 8 indicators, recreation (0.744) consists of 4 social indicators (0.661) contains 6 indicators were recognized.

Keywords: *Leisure Time, Students, Sports Factor, Religious Factor, the Arts Factor, Creativity Factor, Entertainment Factor, Social Factor*

INTRODUCTION

Leisure time is the most valuable asset of human life, the best conditions and the most favorable opportunity for creative thought and the crystallization of desirable and good individual and social behavior. Besides the considerable importance role that leisure time has in physical health, mental health, sustainable and acquired learning of various skills, free and innovative thought and the growth and excellence of character; it is often the best opportunity to modify undetected compromise behaviors, eliminating bad temper and bad habits and creating desirable personal and social behavior.

Recreation is a vital necessity in human life which is done in form of games for children in childhood and in adulthood based on the different family upbringing and social environment is implemented in different forms.

In today's stressful world that people always feel tired a lot because of their business, the importance of leisure time is obvious to everyone. Leisure can have a positive impact on the lives of people to enjoy their life in the process. This effect does not only refer to an individual; but because individuals make up the community, good leisure will also help the macro program of each community.

Life cycle in its various periods, changes the performance of age, sex and class variables in the form of leisure activities. In other words, people's employment, interests, and activities in different periods of life change, and the same thing with new conditions is effective on the leisure time.

Today, leisure is so important that even it is called as the mirror of a society culture which means that the way people of a society spend their leisure time is largely related to the use of their culture's characteristics and from this point of view, trying to identify how to spend leisure time in a society and with a particular class has great importance and special validity.

Scholars and experts paid attention to leisure time from different aspects and has chosen that as the basis for their identification. Leisure time contains the residue of the daily basic duties and responsibilities (Momoondi, 2001). Thus, if the time is not planned right and comprehensive, it may lead to the future generation's crime, and in other words, referring to the famous sentence that says the unemployed man even thinks of bad ideas or does a bad job indicates that a plan for leisure time should be made for the individual, familial, social and national levels. Developed countries spend annually

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enormous amount on leisure time, especially during childhood, and therefore they have more healthy, creative and more prosperous society in adulthood (Khorshidi *et al.*, 2011).

The study deals with the identification of the leisure time manufacturer factors primary school in 1st district.

Research's Background

Several studies have been done about leisure time; and some of them are as follows:

Ghaemi (1985) recognized adjusting desirable leisure time for students as the most important thing for them in a study. He also showed in this study that appropriate leisure time leads to the growth in different dimensions of learners.

Khorshidi *et al.*, (2011) showed in a study that leisure time is the most crucial and most essential growth factor for children, youth and adolescents; and in its adjusting, there are three factors as follows that have particular importance:

A- Individual's inner inclination

B- Individual's involvement and freedom

C- Select actively and diversity in activities

Ebrahimi (2011): leisure time is an activity that members of the community improve their talents and develop their character through it regardless of the forces at work and the requirements of life. How to spend leisure time is a reflection of social, economic and cultural condition of each community; and optimum use of this time can significantly improve the quality of its impact on social and economic life of individuals of society.

Rezaei (2006), in his study to evaluate the situation of spending leisure time of high school students of Rasht city and its relationship with cultural and sports facilities, stated that there is a significant relationship between students' satisfaction or dissatisfaction of the way they spend their leisure time with or without sports facilities; and also there is a significant relationship between sports facilities and the spending of students' leisure time through companionship with friends and walking in the streets and parks.

Ayoubi (2009) studied a case entitles as the amount of the leisure activities of boys and girls students of guidance schools of Tehran and its association with obesity. The results of this study showed that different types of leisure activities of students respectively include watching TV, using computer, listening to music, sports activities, and non-academic reading. The amount of leisure activities of girls and boys students during the school is from 1 to 3 hours, daily and this amount goes beyond 7 hours during summer.

Safiri and Hariri (2010) in a study entitled as the gender differences in leisure time achieved the following results using data analysis; according to descriptive findings and also combining the results of a meta-analysis study:

1) The amount of leisure time and its way of spending is influenced by gender and this issue is strongly tangible in leisure activities.

2) The amount of leisure time is more in men than in women.

3) Leisure priorities are different in men and women, so that the passing of leisure time in women is more family-oriented recreation, and the highest priority for them is being at home; and leisure movements especially sports has the highest priority for men; and also more targeted leisure is more in men.

Razzaghi and Mosallami (2011), investigated the effective social factors on leisure time in a study; and the results of the study showed that by investigating the patterns of passing leisure time in the society between the ages of 15-64 years old, leisure activities such as "being with family" and "watching TV" are the most important leisure patterns of the society that are considered. And also among variables, 4 variables of (age, gender, responder's education and parent's education) have significant impact on leisure time.

Modernity has always given meaning to the issue of going forward, putting aside the old, and man's new attitude to the world and to himself. Thus, the creation of a new dimension of permanent change has marked the destruction of traditional culture and customs in the scene of social life. The separation

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between work and leisure time as a new concept that is the product of separation of work from home, technological progress and social division of labor has provided the opportunity for human to be apart from the coercion and restrictions of the modern social order, though for a little time. As a result, it led to the creation of time called leisure time.

Ebrahimi and Behnoei (2009), in a study among adolescents in Tehran, found that there is a correlation between the variables of social and economic status and educational degree of adolescents with passing leisure time. In addition, the tendency of boys to leisure time activities is more than girls.

Tipa (2009) investigated a study entitled "The social and economic base and how to spend leisure time among students." The results are that there is a significant relationship between the social and economic base and a variety of leisure so that as the base of social - economic of students get higher, the value of their leisure time will be reduced (Tipa, 2009).

Maleki (2012), in his thesis entitled as the relationship between global activities and Social – Economic status of families in Tehran in the summer of 2012, concluded that there is a significant relationship between the amount of global activities of family and the social and economic status of families. Our analysis showed that the achieved correlation means that if the Social and Economic status of families increases a unit, the amount of global activities of families will increase 33%.

Ghodrat *et al.* (2011), with a research entitled as the relationship between social - economic status and physical activity of students of Shahid Chamran University that they conducted, concluded that there is a significant relationship between family income and economic class of students' families.

Helligard (2011) said: "although youth naturally want to use enjoyable and refreshing entertainments in their leisure time and enjoy the benefits of it, but for not being radical in applying this tendency, they certainly need correct guidance.

Eric (2013) showed in a study that adjusting correct leisure time for children, adolescents and youth and even adults leads to self-control, responsibility, mental health, development of various aspects of growth, and peace in them.

Research Questions

The Main Question

What are the Leisure time manufacturer factors of students of 1st district primary school of Tehran?

Sub-questions

A) What indicators is each the Leisure time manufacturer factors of students composed of?

B) What is the priority of indicators and manufacturer factors of students' leisure time?

MATERIALS AND METHODS

The method of current study in terms of objectives was applicable and quantitative data and it was a cross-sectional survey in terms of nature and type of study.

The statistical population of the study was 700 people included all managers, teachers, professionals and experts in the educational system of 1st district of Tehran.

According to the random sampling method and with the help of sample size estimation Bhola (1170, translated by Khorshidi, 2014), the sample size of the current study included 248 people (188 teachers, 51 director and deputy director and 9 expert).

The instrument was a researcher made questionnaire of 60 questions. This questionnaire was conducted with the help of national and international studies and the interview with experts.

The validity of the current study's instrument was calculated using Cronbach's alpha and its value is equal to 0.96.

It should be noted that the validity of the achieved factors is shown in Table 1. The instrument validity of assessing the current study was calculated by concurrent validity that consists of a time factor more than 3% and it is relatively desirable. To find the answers of the research's question according to the indications that implicitly highlighted the relationship between the study variables, a method known as the exploratory factor analysis of principal component analysis was used. Moreover, in descriptive assessing, tables of statistical characteristics, frequency distribution tables and graph drawing were used.

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Table 1: Determining the validation of leisure time manufacturer factors (n = 248)

Row	Factors	Credibility
1	Sports	0.877
2	Religious	0.82
3	Art	0.794
4	Creativity	0.750
5	Recreational	0.744
6	Social	0.661

RESULTS AND DISCUSSION

In order to better understand the nature of the group that was studied in this research, it is necessary that data being described before they are being analyzed statistically. Preliminary description of data from the study that is provided in this chapter was conducted using the descriptive statistics methods.

According to Table 1: Scores distribution of factors of 1, 2,3,4,5 and 6 have a negative tilt or its cubic total score of the average, is negative number; and the scores of most people in this scale is less than the average. Scores distribution of the second factor has the most tilt and scores distribution of the forth factor has the least tilt. Scores distribution of all factors except the first and the third one has positive kurtosis which means that the scores of most people in these scales are close to the average. Scores distribution of the forth factor has the highest kurtosis and third factor distribution has the lowest kurtosis.

Table 1: Descriptive indicators of research variables

Factors	Min.	Max.	The mean	SD	Tilt	Kurtosis
Factor 1	1.27	6.82	4.2048	1.29393	-0.188	-0.669
Factor 2	1.43	7.00	5.4772	1.11928	-1.283	1.436
Factor 3	2.38	7.00	5.4278	1.13018	-0.685	-0.268
Factor 4	1.83	11:50	5.4467	1.08399	0.191	4.924
Factor 5	1.00	7.00	5.3724	1.30792	-1.114	0.928
Factor 6	1.33	7.00	5.6031	0.93482	-1.075	2.687

Data Analysis

In order to generalize the results of this study to the community that has been extracted from, the exploratory factor analysis was used which results are shown in the following tables.

The First Question

Identifying leisure time manufacturer factors of students of 1st district primary school of Tehran

To perform the exploratory factor analysis, it is necessary to observe the following assumptions:

1. The adequacy index of sampling should be at least 0.7 and preferably higher than that.
2. The results of Bartlett test of sphericity should be statistically significant.
3. The loading factor of questions in factor matrix and rotated matrix should be at least 0.3 and preferably higher than that.
4. Each factor should at least belong to three questions.
5. Factors must have enough validity.

In order to identify and prioritize leisure time manufacturer factors of students, principal component analysis with inclined rotation method was used. The results were determined after running factor analysis several times using different inclined rotation methods to extract the appropriate factors in terms of number and content and considering indicators such as the adequacy index of the sampling (KMO=0.663), Bartlett test of sphericity (Bartlett=4277.083; $P<0.0001$), Eigen value, the percentage of explaining variance, the loading factor of more than 0.3 and having at least three items in a factor; and the questionnaire is maximum saturated with 6 factors by removing 15 questions (12, 18, 2 , 10, 19, 28, 56,

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59, 60, 41, 43, 42, 17, 14, 37). Putting together these six factors, they explain 52.933 percentage of variance (The following tables).

Three major indicators have been taken into consideration in the implementation of factor analysis on comparing leisure time manufacturer factors of students:

1. Eigen value
2. The proportion of explained variance by each factor
3. Eigen values' Chart of the primary statistical characteristics that has achieved in the implementation of factor analysis with principal components analysis method has shown in table 2 for the six factors.

Table 2: Final characteristics of factor analysis to extract leisure time manufacturer factors of students

Factor	Eigen value	Percent of the variance	Density percentage
1	7.444	12.406	12.406
2	6.975	11.624	24.031
3	5.388	8.980	33.010
4	4.085	6.809	39.819
5	3.969	6.615	46.434
6	3.899	6.499	52.933

Eigen values of 6 factors are greater than 1, and common variance coverage percent between these six variables in total, defines 52.933% of the total percentage of variance of variables. In addition, the value of KMO is equal to 0.663 and the level of significance of the Bartlett test of sphericity characteristic is 0.001 as well.

Therefore, according to the two criteria, it can be concluded that the implementation of factor analysis based on the achieved correlation matrix in sample group that is being studied, will be justifiable. In addition, the initial output also showed that the determinant of the correlation matrix is a non-zero number which indicates we can trust on the factor extraction according to these data.

Eigen value of each factor, that is the sum of squares of its loading factor, showed that to what extent the factor is involved in determining the total variance of questions. As it can be seen, the first factor with Eigen value of 7.44, explained 12.406 percentage of the total variance which has the most share in explaining the total variance according to the characteristics of principal component analysis and the other factors cannot justify a higher variance in comparison to the first factor. The sixth factor with Eigen value of 3.899, explained 6.499 percentage of the total variance which has the least share in explaining the variance of all questions. According to Table 2, 52.933 percentage of total variance has explained by the extracted six factors.

To determine that the instrument used, consisted of several factors, three main indicators have been considered:

1. Eigen Value: A simple criterion to determine the number of factors is paying attention to questions' Eigen value. This criterion which is called the Kaiser criterion stated that factors with Eigen values equal to 1 and higher should be preserved in factor analysis.
2. The proportion of explained variance by each factor: According to this criterion, it is unlikely that factors which determine very small percentages of variance (e.g. 1%), have theoretical or practical importance.
3. Rotated Eigen Value's Plot: This diagram shows the layout of Eigen values of questions that is called Scree. In this plan, big factors will be shown in the above and the other factors will be shown together with a gradual slope. In this diagram, it is assumed that all the factors on the left of the diagram are the actual ones and all the factors on the right of the diagram are the error factors (Hooman, 2001).

The sloping diagram of Eigen values for the scale questions of leisure time manufacturer factors of students has shown in Figure 1.

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Table 3: The subscription rate of a list of 60 items of leisure time manufacturer factors of students with the implementation of principal component analysis

Question	The subscription rate
q1	0.591
q2	0.585
q3	0.586
q4	0.615
q5	0.499
q6	0.467
q7	0.556
q8	0.329
q9	0.435
q10	0.537
q11	0.564
q12	0.166
q13	0.574
q14	0.472
q15	0.596
q16	0.525
q17	0.304
q18	0.567
q19	0.498
q20	0.562
q21	0.460
q22	0.573
q23	0.514
q24	0.688
q25	0.540
q26	0.516
q27	0.602
q28	0.633
q29	0.516
q30	0.409
Question	The subscription rate
q32	0.576
q33	0.682
q34	0.318
q35	0.535
q36	0.382
q37	0.550
q38	0.415
q39	0.661
q40	0.683
q41	0.657
q42	0.681

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q43	0.655
q44	0.682
q45	0.477
q46	0.423
q47	0.535
q48	0.613
q49	0.665
q50	0.591
q51	0.546
q52	0.315
q53	0.491
q54	0.521
q55	0.565
q56	0.607
q57	0.476
q58	0.401
q59	0.512
q60	0.591

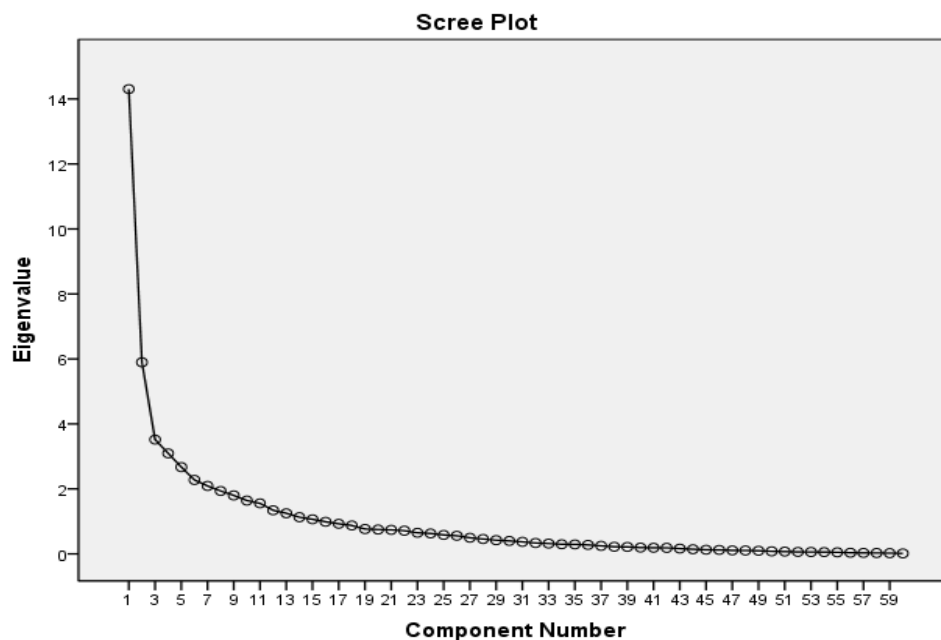


Diagram 1: Sloping chart of set of scale questions of leisure time manufacturer factors of students

The subscription rate of a list of 60 items of leisure time manufacturer factors of students that has been achieved through principal component analysis is shown in Table 3.

To achieve a simple structure, 6 extracted factors have been rotated after determining the number of appropriate factors which are extractable and according to the amount of explained variance and Scree plot. This method objective is to achieve a simple structure. It rarely happens that common extracted factors have clear loading factor for variables that have been observed in the initial solution. Sometimes, some of the observed variables will have two or three average loading factor which makes it difficult to

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interpret loading factor. In such cases, the rotation of factors through a linear transmission cause the increase of loading factor in a structure and it's decreasing in other structures. When factors are rotated to conditions that are believed to be psychologically meaningful, an amount of variance which is being justified by each factor, will be slightly modified, and variance of error will be distributed more uniform among factors as well (Hooman, 2001).

It should be noted that since the factor matrix has not been rotated and its loading factors don't have a significant structure, the rotation of extracted factors and their transmission to new axes makes possible both the discovery of board of variables and the diagnosis of simpler structure that shows the main lines and relatively clear in order to achieve solutions which are possible to interpret (Hooman, 2001). To achieve the simple structure, 6 factors were rotated by Ablymyn method. The results achieved a simple structure after several trial rotations that this structured matrix is shown in Table 4. According that rotation by Ablymyn method in this study gave a simple and clear perspective of the existing relations among the features, this method of rotating has been used in order to achieve a simple structure for factors. The rotated simple structure of these six factors of leisure time manufacturer factors of students is shown in Table 4.

Table 4: Structure matrix of set of 60 questions of leisure time manufacturer factors of students' scale

	Loading factor		Loading factor		Loading factor		Loading factor		Loading factor		Loading factor
q15	0.720	q49	0.789	q33	0.757	q35	-0.605	q40	0.763	q51	0.695
q13	0.716	q48	0.747	q32	0.671	q24	0.595	q39	0.761	q57	0.660
q20	0.712	q54	0.673	q44	0.669	q23	0.588	q1	0.596	q58	0.580
q11	0.676	q55	0.668	q46	0.580	q22	0.492	q16	0.404	q53	0.569
q4	0.640	q50	0.665	q45	0.566	q36	-0.477			q52	0.519
q3	0.639	q47	0.651	q30	0.455	q27	0.467			q31	0.449
q21	0.634	q38	0.556	q29	0.415	q25	0.444				
q6	0.618	q26	0.507	q34	0.374	q8	0.423				
q7	0.613										
q5	0.518										
q9	0.505										

According to the conducted analysis, seven factors were extracted that defining standards and labeling extracted factors from them are as follows:

- A) The nature and size of variables that extracted factors from them have the largest share.
- B) Reviewing the glossary and terminology in order to observe the name and nature, perspective and Implications of variables.
- C) The current theories and the results of previous studies.

According to the above criteria, the six factors were named as follows:

The first factor: The Sport factor 12.406

The second factor: The religious factor 11.624

The third factor: The art factor 8.980

The fourth factor: The creativity factor 6.809

The fifth factor: The recreational factor 6.615

The sixth factor: The social factors 6.499

The Second Question

Which indicators are each mentioned factors consist of?

How is the priority of each mentioned indicators and factors?

The first factor: Sports

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Indicators are as follows in order of priority:

Question 15 Rock Climbing	0.720
Question 13 Canoeing	0.716
Question 20 Hunting	0.712
Question 11 Wrestling	0.676
Question 4 Tennis	0.640
Question 3 Volleyball	0.639
Question 21 Fishing	0.634
Question 6 Skiing	0.618
Question 7 Squash	0.613
Question 5 Ping-Pong	0.518
Question 9 Fitness	0.505

The second factor: Religious

Indicators are as follows in order of priority:

Question 49 Religious Camps	0.789
Question 48 Mosque Activities	0.747
Question 54 Listening to Amusing Stories	0.673
Question 55 Regular scheduling of leisure time by parents	0.668
Question 50 Readings and Memorizing Quran	0.665
Question 47 Leisure Travel	0.651
Question 38 Radio Programs	0.556

The third factor: the art

Indicators are as follows in order of priority:

Question 33 Going to the children house of music	0.757
Question 32 Going to the children house of art	0.671
Question 44 The existence thematic parks (Traffic Park / Museum Park...)	0.669
Question 46 Surfing in garden	0.580
Question 45 The possibility of existence of sports facilities for children	0.566
Question 30 Playing musical instruments and Singing	0.455
Question 29 Institute of Intellectual Development of Children	0.415
Question 34 Cultural Centers / Theatre / Museum / Cinema	0.374

The fourth factor: Creativity

Indicators are as follows in order of priority:

Question 35 Computer games, etc.	-0.605
Question 24 Calligraphy	0.595
Question 23 Paintings	0.588
Question 22 Creativity Games	0.492
Question 36 Watching TV	-0.477
Question 27 Reading	0.467
Question 25 Designing	0.444
Question 8 Running and exercising	0.423

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The fifth factor: Recreational
 Indicators are as follows in order of priority:

Question 40 Going to the zoo	0.763
Questions 39 Going to amusement park	0.761
Question 1 Football	0.596
Question 16 Chess	0.404

The sixth factor: Social
 Indicators are as follows in order of priority:

Question 51 Social Interaction	0.695
Question 57 Spending time at home for children's leisure time	0.660
Question 58 Taking Bath	0.580
Question 53 Socializing with relatives and family	0.569
Question 52 Communicating with friends	0.519
Question 31 Concert	0.449

Conclusion

The present study data, as previously mentioned, were obtained using a researcher made questionnaire of 60 questions. The researcher stated the followings regarding to the obtained results of the implementation of the mentioned questionnaire with the help of statistical test called as the factor analysis of principal component analysis.

The initial findings of this study suggested that “what the leisure time manufacturer factors of students were”

Factor analysis's result indicated a total of 6 factors as follows in order of priority that are effective for leisure time of elementary school students of 1st district in Tehran:

- A) The Sport factor (12.406)
- B) The religious factor (11.624)
- C) The art factor (8.980)
- D) The creativity factor (6.809)
- E) The recreational factor (6.615)
- F) The social factors (6.499)

Thus it can be concluded that the current study explained 60 indicators (as in the appendix of the thesis) and 6 summoned factors (52.933) of leisure time of elementary school students of 1st district in Tehran from the perspective of a sample group.

The second results of this study indicated that which indicators each of the six indicators are consists of. These factors are as follows in order of priority:

A) Sport factor (12.406), which are as follows in order of priority:

- 1. Rock Climbing (0.720)
- 2. Canoeing (0.716)
- 3. Hunting (0.712)
- 4. Wrestling (0.676)
- 5. Tennis (0.640)
- 6. Volleyball (0.639)
- 7. Fishing (0.634)
- 8. Skiing (0.618)
- 9. Squash (0.613)
- 10. Ping-Pong (0.518)

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11. Fitness (0.505)

B) The religious factor (11.624), which are as follows in order of priority:

1. Religious Camps (0.789)
2. Mosque Activities (0.747)
3. Listening to Amusing Stories (0.673)
4. Regular scheduling of leisure time by parents (0.668)
5. Readings and Memorizing Quran (0.665)
6. Leisure Travel (0.651)
7. Radio Programs (0.556)
8. Poetry Reading (0.507)

C) The art factor (8.980), which are as follows in order of priority:

1. Going to the children house of music (0.757)
2. Going to the children house of art (0.671)
3. The existence thematic parks (Traffic Park / Museum Park...) (0.669)
4. Surfing in garden (0.580)
5. The possibility of existence of sports facilities for children (0.566)
6. Playing musical instruments and Singing (0.455)
7. Institute of Intellectual Development of Children (0.415)
8. Cultural Centers / Theatre / Museum / Cinema (0.374)

D) The creativity factor (6.809), which are as follows in order of priority:

1. Computer games, etc. (0.605)
2. Calligraphy (0.595)
3. Painting (0.588)
4. Creativity Games (0.492)
5. Watching TV (0.477)
6. Reading (467/0)
7. Designing (0.444)
8. Running and Exercising (0.423)

E) The recreational factor (6.615), which are as follows in order of priority:

1. Going to the zoo (0.763)
2. Going to amusement park (0.761)
3. Football (0.596)
4. Chess (0.404)

F) And the social factors (6.499), which are as follows in order of priority:

1. Social Interaction (6.695)
2. Spending time at home for children's leisure time (0.660)
3. Taking Bath (0.580)
4. Socializing with relatives and family (0.569)
5. Communicating with friends (0.519)
6. Concerts (0.449)

The results of this study were corresponded with the findings of Ayoubi (2009), Ebrahimi (2011), Rezaei (2006), and Alavizadeh (2006).

Finally, this research can help a lot of managers, expert and families especially in primary schools to plan appropriate leisure time for their children and improve the quality of leisure time of students in the critical primary school period and also recognize their moves desirably and change their manner from day by day planning to long term planning.

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