

INVESTIGATION AND RECOGNITION OF REPETITIVE BEHAVIORS OF STUDENDS IN BREAK TIMES IN FEMALE ELEMENTRY SCHOLLS OF ZONE 1 URMIA CITY

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ABSTRACT

The purpose of present work is to recognize repetitive behaviors of students in break times of female elementary schools of zone 1 of Urmia who study in 2014-15 year. To investigate the problem, three activities; namely educational, health, social and play activities are considered. To calculate the aforesaid variables, a questionnaire made by researcher is used. Validity of the questionnaire is confirmed by professional academics and to prove its stability, Cronbach alpha method is used whose alpha value is 0.83. To respond research questions, variance analysis is applied. Obtained results show that according to students, they perform educational and health activities in break times. Ultimately, according to students, in break times, play activities are less performed.

Keywords: *Break Time, Educational Activity, Health Activity, Social Activity, Play Activity*

INTRODUCTION

We are all familiar with humans' behavioral differences and know that people have different feelings, thoughts and actions so that it may be difficult to find two people having exactly the same characteristics. This difference is even obvious for the case of same twins which are very similar appearance (Ahmadi, 2008).

When we know the manner in which a behavior is formed, in observing the behavior we can determine its roots whereby many other behaviors can be organized (Ahmadi, 2008).

Undoubtedly, human behavior to some extent depends on biological and inheriting factors. As a result of being human, child can do behaviors and actions which cannot be done by animals; i.e. utilization of meanings and verbal communication as a result of complex and big structure of brain (Khan, 2010).

In fact, if we accept that each child or adult can develop his/her talents after being free from external bindings and having no compulsion for accepting something. In this way, short spacing of classes will be utilized better. In break times, children will learn interaction and communication from their peers, a communication which is obtained in an open space without presence of someone who intends to control (Nazeri).

However, one of the actions which can make break time a useless and non-applied, is to control the children in these exceptional and golden times which is common in Iranian educational system. But if practitioners can teach each other social responsibility, citizenship morale and love instead of control, there will be no need to top – bottom control (Nazeri).

According to Maslow needs hierarchical theory, one of the basic needs of children is their physical need which is prioritized over all needs. According to Maslow, when low, middle or high level needs are stimulated, existence needs form the basis of inflorescence (Bailer, 1927).

One of the needs of students, especially in elementary course, is the need to activity and unstructured plays. Meeting these requirements is done through hours allocated to sport and break time. Physical activity in open spaces has various benefits for students. Carton and Alain illustrated that play of students in a well-designed space can improve their personal awareness, emotional health, socialization, communication and understanding motion – cognitive skills in them. On the other hand, children are physical creatures and though physical activity they can find a way for expressing themselves. Specifically, for infants, motion gives meaning to life. Learning activity and learning through activity and

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considered as two distinct and important processes. Moreover, activity for children is an opportunity for self-discovery, discovering social and physical environment, making contact, communication and sensing joy (Kauffman, 1991).

Distinguishing normal and abnormal behavior as well as considering normal and abnormal defensive behavior is not simple. Usually, normal behavior is composed of reactions compatible with the situation of the person and more flexible reactions will lead to more success of someone in meeting requirements and satisfying stimuli and will be considered more normal. Abnormal behavior means behaviors which deviate from norms and standards (Shariatmadari, 2008).

When a psychological – behavioral structure losses its main composition, it loses its orientation and goal and will be disorganized and imbalanced. The situation is a type of neurosis. If this imbalance becomes fixed or be out of control, it will be psychosis (Khadiji, 1992).

Literature Review

Mohammadi and Rezaeian (2000) performed a research entitled “investigation of behavioral and psychological dysfunctions” in Tehran schools whose purpose was to illustrate that children whose fathers are martyred or suffer from war physical or psychological disorders, have more scores compared to control group and show more behavioral and psychological disorders. Statistical sample included 125 students of Tehran elementary schools. Rutherford questionnaire was used to evaluate emotional aspects of children behavior and mothers’ questionnaire was used to assess child behavior from mother’s point of view. Results revealed that difference of group with two other groups is significant in 0.01 level. Students whose fathers suffer from psychological disorders or those whose fathers have physical damages more than 50%, has no significant difference with children of martyrs.

Khayyer and Alborzi (2003) performed a research entitled “comparison of behavior of students by parents, teacher and him/herself” whose purpose was to evaluate the behavior of students from themselves, teachers and parents’ point of view. In this work, 220 students were studied and to collect data, classification profile of Brown and Hamill (1978). Results revealed that there is a positive and meaningful relationship between sub-scales of student questionnaire and shows the structural validity of the student sample.

Research Goals

Main Goals

Recognition of repetitive behaviors of students in break times of female elementary school of zone 1 of Urmia city.

Secondary Goals

1. Evaluation of the level of educational activity of students in break times
2. Evaluation of the level of health activity of students in break times
3. Evaluation of the level of social activity of students in break times
4. Evaluation of the level of paying activity of students in break times

Research Questions

Q1: How many educational activities do students have in break times?

Q2: how much health activities do students have in break times?

Q3: How many social activities do students have in break times?

Q4: how much paying activities do students have in break times?

MATERIALS AND METHODS

To answer the questions, variance analysis method will be used. To answer the questions which are combination of many questions, this method will be used; since in this case it is possible to classify answers and consequently, qualitative data will become quantitative and it is possible to use variance analysis test which is for quantitative data.

Research Variables

In this study, health, social, playing (gaming) and educational activities are considered as the main variables of the question.

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Statistical Population and Sample

Statistical population of the research includes all female students of elementary schools of zone 1 of Urmia city attending school in year 2014-15. Volume of the sample was determined as much as 317 people according to Morgan table. For this aim, using random cluster sampling, 5 schools of Urmia were selected and from all of them, 12 classes entered the research. To obtain enough volume, 350 questionnaires were distributed and finally, after elimination of incomplete and invalid questionnaires, data corresponding to 330 students were statistically analyzed. All questionnaires were filled out under tester's supervision.

Data Collection Method

In this paper, in addition to survey – descriptive method, documentary method was used as well. Based on this method, by referring to national and global references, including books, papers and internet, the issue was evaluated, described and analyzed. Research tools is the researcher made questionnaire.

Data Analysis Method

To analyze data, SPSS 19 was used in which data are analyzed through non-parametric chi-square test.

Nomenclature

Break time: short times in which mind is relaxed from external bindings and there is no compulsion for accepting. One of the main purposes for considering such short time is a mental, though, spiritual and physical relaxation (Nazeri).

Behavior: child, due to being human, can do behaviors and actions which cannot be done by animals; i.e. utilization of meanings and verbal communication as a result of complex and big structure of brain (Khan, 2012).

Educational activities: to calculate the variable of educational activities, three questions of researcher's questionnaire were used.

Health activities: to calculate the variable of health activities, four questions of researcher's questionnaire were used.

Social activities: to calculate the variable of educational activities, three questions of researcher's questionnaire were used.

Playing activities: to calculate the variable of playing activities, four questions of researcher's questionnaire were used.

RESULTS AND DISCUSSION

Q1: How many educational activities do students have in break times?

Since the variable of educational activities is obtained from three questions, it is possible to use variance analysis test. Note that the minimum value for this variable is 3 and its maximum value is 15. To make use of variance analysis, data amplitude will be divided into 5 intervals. As we know, variance analysis statistical method compares the average of two groups. Here, there are five groups whose null and alternate hypotheses are as follows:

$$H_0: \mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$$

$$H_1: \mu_i \neq \mu_j \quad i, j = 1, 2, 3, 4, 5$$

In what follows, we present variance analysis results.

Table 1: Descriptive analysis

Educational activity	N	Average	Standard deviation
At all	24	4.17	.917
Very low	50	7.16	.792
Low	46	9.57	.501
Moderate	67	11.45	.501
High	143	14.04	.821
Overall	330	11.13	3.242

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Table 2: ANOVA

	SSE	DF	MSE	t-test	Sig
Between Groups	3283.724	4	820.931	1536.234	.000
Within Groups	173.673	325	.534		
Total	3457.397	329			

As can be seen, the level of significance for this test is 0.000 which is less than 0.05. Therefore, we conclude that null hypothesis is rejected in 0.05 level and with 95% certainty. In other words, hypothesis of equality of average of five groups is rejected and we conclude that there is a significant difference among groups. Now, in next level, by means of Tookie test, we determine that the difference is from which groups. In what follows, results of Tookie test are presented.

The level of significance for Tookie test for all comparisons is 0.000 and less than 0.05. Hence, null hypothesis based on equality of averages is rejected and we conclude that all averages will be different in 0.05 level with 95% certainty. Since 143 out of 330 participants selected “high” option, we find out that students perform a lot of educational activities in break times.

Q2: how much health activities do students have in break times?

Since the variable of health activities is obtained from four questions, it is possible to use variance analysis test. Note that the minimum value for this variable is 4 and its maximum value is 20. To make use of variance analysis, data amplitude will be divided into 5 intervals. As we know, variance analysis statistical method compares the average of two groups. Here, there are five groups whose null and alternate hypotheses are as follows:

H₀: $\mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$

H₁: $\mu_i \neq \mu_j \quad i, j = 1, 2, 3, 4, 5$

In what follows, we present variance analysis results.

Table 3: Descriptive analysis

Educational activity	N	Average	Standard deviation
At all	3	6.00	1.732
Very low	8	9.50	.756
Low	49	12.22	.848
Moderate	125	15.04	.787
High	145	18.26	1.053
Overall	330	15.82	2.734

Table 4: ANOVA

	SSE	DF	MSE	t-test	Sig
Between Groups	2178.202	4	544.550	630.066	.000
Within Groups	280.889	325	.864		
Total	2459.091	329			

The level of significance for Tookie test for all comparisons is 0.000 and less than 0.05. Hence, null hypothesis based on equality of averages is rejected and we conclude that all averages will be different in 0.05 level with 95% certainty. Since 145 out of 330 participants selected “high” option, we find out that students perform a lot of health activities in break times.

Q3: How many social activities do students have in break times?

Since the variable of social activities is obtained from ten questions, it is possible to use variance analysis test. Note that the minimum value for this variable is 10 and its maximum value is 50. To make use of variance analysis, data amplitude will be divided into 5 intervals. As we know, variance analysis statistical method compares the average of two groups. Here, there are five groups whose null and alternate hypotheses are as follows:

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$$H_0: \mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$$

$$H_1: \mu_i \neq \mu_j \quad i, j = 1, 2, 3, 4, 5$$

In what follows, we present variance analysis results.

Table 5: Descriptive analysis

Educational activity	N	Average	Standard deviation
At all	12	17.42	1.240
Very low	81	23.47	2.220
Low	134	30.32	2.367
Moderate	93	38.19	2.228
High	10	45.50	2.273
Overall	330	30.85	6.850

Table 6: ANOVA

	SSE	DF	MSE	t-test	Sig.
Between Groups	13777.117	4	3444.279	674.613	.000
Within Groups	1659.307	325	5.106		
Total	15436.424	329			

As can be seen, the level of significance for this test is 0.000 which is less than 0.05. Therefore, we conclude that null hypothesis is rejected in 0.05 level and with 95% certainty. In other words, hypothesis of equality of average of five groups is rejected and we conclude that there is a significant difference among groups. Now, in next level, by means of Tookie test, we determine that the difference is from which groups. In what follows, results of Tookie test are presented.

The level of significance for Tookie test for all comparisons is 0.000 and less than 0.05. Hence, null hypothesis based on equality of averages is rejected and we conclude that all averages will be different in 0.05 level with 95% certainty. Since 134 out of 330 participants selected “low” option, we find out that students do a little social activities in break times.

Q4: how much paying activities do students have in break times?

Since the variable of playing activities is obtained from four questions, it is possible to use variance analysis test. Note that the minimum value for this variable is 4 and its maximum value is 20. To make use of variance analysis, data amplitude will be divided into 5 intervals. As we know, variance analysis statistical method compares the average of two groups. Here, there are five groups whose null and alternate hypotheses are as follows:

$$H_0: \mu_1 = \mu_2 = \mu_3 = \mu_4 = \mu_5$$

$$H_1: \mu_i \neq \mu_j \quad i, j = 1, 2, 3, 4, 5$$

In what follows, we present variance analysis results.

Table 7: Descriptive analysis

Educational activity	N	Average	Standard deviation
At all	48	5.79	1.110
Very low	104	9.02	.824
Low	94	11.81	.780
Moderate	70	14.87	.779
High	14	17.57	.756
Overall	330	10.95	3.335

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Table 8: ANOVA

Between Groups	SSE	DF	MSE	T-test	Sig.
Within Groups	3424.421	4	856.105	1190.547	.000
Total	233.703	325	.719		
	3658.124	329			

As can be seen, the level of significance for this test is 0.000 which is less than 0.05. Therefore, we conclude that null hypothesis is rejected in 0.05 level and with 95% certainty. In other words, hypothesis of equality of average of five groups is rejected and we conclude that there is a significant difference among groups. Now, in next level, by means of Tookie test, we determine exactly that difference is from which groups. In what follows, results of Tookie test are presented.

The level of significance for Tookie test for all comparisons is 0.000 and less than 0.05. Hence, null hypothesis based on equality of averages is rejected and we conclude that all averages will be different in 0.05 level with 95% certainty. Since 104 out of 330 participants selected “very low” option, we find out that students do a little gaming activity in break times.

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