Research Article

RECOGNITION OF REPETITIVE BEHAVIORS OF STUDENTS IN BREAK TIMES (CASE STUDY)

Faizi H. and * Hossienpour A.R.
Department of Educational Sciences, Science and Research branch, Islamic Azad University, West Azerbaijan, Iran
*Author for Correspondence

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 recreation, religious and sport 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 0.85. To respond research questions, chi-square test is applied. Obtained results show that according to students, they perform sport activities in break times. Based on results, students emphasized on a special item for responding to recreation activities and statistically, with 95% certainty and in 5% level of significance, there is no significant difference between responses. Ultimately, according to students, in break times, religious activities are less performed.

Keywords: Break Time, Recreate Activity, Religious Activity and Sport Activity

INTRODUCTION
One of the factors contributing to educational progression of students and their learning is school planning. In this way, determination of educational hours, subjects' distribution, spacing of classes and break times are of considerable importance. In general, need to rest, recreation and play are considered as natural rights of children. According to article 31 of global treaty of child rights, countries signing conventions including Iran appreciate the right of child for recreation, rest and play and creative activities appropriate for their age and freely participating in artistic and cultural activities (Ebadi, 1997).

Unfortunately, today, schools think that break time is a type of wasted time. In studentship belief, a good student is someone who only studies and plays and break time is only for unplanned students. However, experience has shown that break time plays a pivotal role in success of students in various contexts such as education, business and family (Akbari, 36).

According to education experts, allocating a time for students' rest has a significant role in their learning. Break time is an opportunity for students to play unstructured games.

Considering minutes for students' rest, to reduce their physical tiredness, mental preparedness and next learnings, as well as an opportunity for nutrition, is of considerable importance (Bailer, 1927).

Break time of students among educational hours, in addition to making a space, prepares child for next learnings and prevents negative effect of learned items on each other. Of course, spacing of educational hours must not be so short that it causes child demotivation and not too long that the effect of previous learning become weak or disappeared. This issue has a double significance in similar subjects. If it is not possible to contain to non-similar subjects successively, to make a time spacing among two classes, we must separate the subjects with break times. Despite of values and benefits of break time, unfortunately, some teachers use a part or all of this time for teaching (Shahr, 1993).

One of the methods of analyzing human behaviors is to take the structure of human' personality into account and persist on it. If we can draw a structure for human personality; that is components of psychological system can be determined, behaviors can be analyzed via their origins (Ahmadi, 2008).

In each stage of growth, human is the results of genetic and environmental factors. Whatever human does or is, his/her reactions and behaviors in various situations, can be expressed in terms of these forces and their effects on each other (Khanzadeh, 2010).

Research Article

In other words, quality of a living creature and its performance is the result of a heterogeneous history of balance and mutual effects of genes which are received from parents, faces various environmental stimuli during life and therefore, children development entails that parents and practitioners recognize the nature and mechanism of this behavior basis; for example, bad behavior in school can be result of abnormal conditions of body glands or family conditions in which suitable behavior is not learned (Khan, 2010).

Consequences of Reduction of Break Time
1. Increase of educational hours: regarding increasing break times or elimination of break times, there are contradicting opinions. Many educational experts believe that the key to success in school and learning is educational learning. Hence, shortening break time or even its elimination is harmful for children. However, this can be done outside school and school hours may be assigned to academic and educational issues (Kramol, 1998).

Although in some schools of the world, the issue of reduction or elimination of break time is addressed, some schools consider it necessary. For example, in one of US schools, Hall in Los Angeles, break is replaced by sport classes. But, after complaints of students, teachers provide the same rest time for students (Kramol, 1998).

2. Overlap of same subjects: presentation of subjects without spacing leads to overlap of same subjects. Merge of learning with the other is called overlap. In researchers' opinion, overlap is the reason of oblivion of topics such as word list and valid names. Therefore, this issue has a direct effect on teachers' performance. According to overlap theory, the reason why someone forgets by passing time is that new and contradictory information enter mind and overlap with previous learnings (Glower and Browning, 1990).

3. Teacher tiredness and unpreparedness for next class: since in many schools, teachers lecture while teaching and are active in class, they spend a lot of energy. As a result, to relax and prepare for the next class, they need time. Unluckily, by emphasizing on continuing education in break time, teachers get this opportunity from themselves and their efficiency for next class reduces (Ghasemi, 2006).

Literature Review
Beyrami *et al.,* (2012) carried out a research entitled "traditional and modern bullying in female teenagers of middle-schools" whose purpose was to determine the prevalence of bullying and its relationship with the quality of teacher – student relationship in public schools of Tabriz and comparison with various grades. Statistical population included 397 female students of the Tabriz selected by multistage random sampling. Results revealed that bullying is more prevalent in 2nd and 3rd grades compared to 1st one in their relationship with teachers is more negative. Khoddam *et al.,* (2009) carried out a research entitled behavioral dysfunctions and factors contributing to it, performed on schools children of Gorgan, whose purpose was to determine the distribution of behavioral dysfunctions of school children of Gorgan schools in 2005. Study was performed on 2600 children of elementary schools and its results illustrated that 18.4% of children suffer from behavioral dysfunctions. Nowrouzi (2004) in a research entitled "effect of behavioral styles on mental status of students and their vision toward human relationships in schools" studied the contribution of families of each type on mental status and vision of teenagers toward behavior of school officials with children. This research was performed over 1522 students of middle and high schools of Tehran province. Results implied the positive effect of the behavior of a consolidated and warm family and negative effect of a disturbed and tyrannical family on mental status of students and their vision toward human relationship in schools.

Research Goals
Main Goals
Recognition of repetitive behaviors of students in break times of female elementary schools of Zone 1 of Urmia city.

Secondary Goals
1. Investigation of the level of sport activities of students in break times
2. Investigation of the level of recreation activities of students in break times
3. Investigation of the level of religious activities of students in break times

Research Article

Research Questions

1. How much sport activities do students perform in break times?
2. How much recreation activities do students perform in break times?
3. How many religious activities do students perform in break times?

MATERIALS AND METHODS

To respond questions, chi-square test will be used. To respond questions whose variable is composed of a question, chi-square test will be applied since in this case, it is not possible to classify questions and apply variance analysis test.

Research Variables

In this work, sport, recreation and religious activities are considered as main variables of research.

Statistical Population and Sample

Statistical population includes all female students of middle-schools of zone 1 of Urmia city in 2014-15 year. Volume of the sample was determined as much as 317 people according to Morgan table. For this purpose, by means of random cluster sampling method, 5 schools of Urmia were selected and then, 12 classes were included in research. To obtain enough sample volume, 350 questionnaires were distributed and after removing incomplete and invalid ones, data corresponding to 330 students were statistically analyzed. All questionnaires were completed 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, 25).

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).

Sport Activities: a set of regular physical activities which lead to promotion of person's health including life quality, an experienced body, having a good feeling, enjoying life, preventing illnesses and so on. To calculate the variable of sport activities, a question of questionnaire is used.

Recreation Activities: those activities which lead to happiness, making happy, pleasure and play. To operationally calculate this variable, a question of questionnaire is used.

Religious Activities: these are those activities which are pure and real accompanying with promoting educations of the society. Variable of religious activities is obtained by a question of questionnaire.

RESULTS AND DISCUSSION

Q1: how much sport activities do students perform in break times?

To answer this question, chi-square test will be used, since for calculation of the variable of sport activities, only one question is used and it is not possible to classify answers. In what follows, results of chi-square test will be presented.

As can be seen, significance level for chi-square test is 0.000 which illustrates that null hypothesis for observed and actual value is rejected and we conclude that answers to the questions differ statistically. Since 166 out of 330 participants selected "High" option, we conclude that according to students, they perform high level of sport activities in break times.

Research Article

Table 1: Variable of sport activities

	Number of observation	Expected numbers	Remaining
At all	25	66.0	-41.0
Very low	45	66.0	-21.0
Low	26	66.0	-40.0
Moderate	68	66.0	2.0
High	166	66.0	100.0
Total	330		

Table 2: Statistic of chi-square test

	Sport activity
Chi-square	207.970[a]
DF	4
Significance level	.000

Q2: how much recreation activities do students perform in break times?
To answer this question, chi-square test will be used, since for calculation of the variable of recreation activities, only one question is used and it is not possible to classify answers. In what follows, results of chi-square test will be presented.

Table 3: Variable of recreation activities

	Number of observation	Expected numbers	Remaining
At all	69	66.0	3.0
Very low	84	66.0	18.0
Low	58	66.0	-8.0
Moderate	55	66.0	-11.0
High	64	66.0	-2.0
Total	330		

Table 4: Statistic of chi-square test

	Sport activity
Chi-square	7.909[a]
DF	4
Significance level	.095

As can be seen, significance level for chi-square test is 0.095 which illustrates that null hypothesis for observed and actual value is not rejected in 0.05 level of significance and we conclude that answers to the questions do not differ statistically. In other words, participants emphasized on "High" option, we can claim with 95% certainty and 5% significance level that according to students, they perform high level of recreation activities in break times.
Q3: How many religious activities do students perform in break times?
To answer this question, chi-square test will be used, since for calculation of the variable of religious activities, only one question is used and it is not possible to classify answers. In what follows, results of chi-square test will be presented.

Research Article

Table 5: Variable of religious activities

	Number of observation	Expected numbers	Remaining
At all	69	66.0	3.0
Very low	87	66.0	21.0
Low	46	66.0	-20.0
Moderate	60	66.0	-6.0
High	68	66.0	2.0
Total	330		

Table 6: Statistic of chi-square test

	Sport activity
Chi-square	13.485[a]
DF	4
Significance level	.009

As can be seen, significance level for chi-square test is 0.009 which illustrates that null hypothesis for observed and actual value is rejected in 0.05 level of significance and we conclude that answers to the questions differ statistically. Since 87 out of 330 participants selected "Very Low" option, we conclude that according to students, they perform very low level of religious activities in break times.

REFERENCES
Bailer R (1992). *Application of Psychology in Education,* translated by Kadivar P (Tehran: Center of university publications) **1 and 2** 418-20.
Carton C and Allen J (1993). *Early Childhood Curriculums* (McMillan publishing company, New York) 101-115.
Cast A (2012). *Every Child Can Learn Correct Behavior*, translated by Kermanshah S (Tehran, Javaneh roshd).
Cornwell SH (1997). Blaock scheduling asolution or a problem furcation world (Tehran: Amirkabir Pub.).
Cromwell SH (1998). *Should Schools Take a Break from Recess Education World* (Tehran: Amirkabir Pub.).
Ebadi S (1997). *Natural Rights of Children* (Tehran: Kanoun Roshangaran pub.) **1** 122-3.
Forghani S (1993). Recognition of behavioral dysfunctions in children and teenagers. Deputy of Education and Training.
Glower J and Browning R (1996). *Educational Psychology (Principles and Applications)* (Tehran: University pub.) **1** 61-3.
Khan Zadeh B (2010). *Child Psychology* (Qom, Asr gheybat pub.).
Shahr Aray M (1993). *Psychology of Child Learning* (Tehran: Roshd pub.) **2** 103-2.