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The Impact of Student Camps on Students' Socialization from the Perspective of Middle School Teachers in Tehran

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Abstract

This study aimed to investigate the effect of student camps in socialization of students from the perspective of middle school teachers in Tehran. It investigated the effect of camps in strengthening verbal skills, decision-making, and responsibility and its role in improving students' interpersonal relationships with peers. The sampling was conducted using simple random method. The sample consisted of 300 middle school teachers in Tehran. In this study, the applied and descriptive survey was used. The library and field study were used for collecting the data. The researcher-made social skills questionnaire was used for collecting the data related to teachers' opinions. The findings showed that women involved in completing the questionnaire more than men. The education level of respondents was undergraduate degree. Most of the teachers were 40 to 50 years old and their managerial experience was 20 to 25 years. Also most of them were educated in the humanities fields. The social skills questionnaire had adequate reliability and validity. According to the results of nonparametric tests, there were positive and significant relationship between student camps and improvement of students' social skills. There was positive relationship between interpersonal skills of students and student camps. Also, there was a positive relationship between decision-making and verbal skills of students and student camps.

Keywords: Students, Camp, Teachers, Socialization, Tehran

Introduction

The socialization is a process by which human beings learn to interact with other people and live in the community. It gives character and identity to individuals and develops their capacity to perform individual and social duties. If people want to survive, they should learn how to

join others and cooperate with them to meet even the most basic needs. In socialization process, the cultural heritage is transmitted from generation to generation (Mozaffari et al., 2006). Meanwhile, there is an obvious need for students to have a chain of social skills at different ages. In the present era, the children are faced with the explosion of knowledge and information and access to different communication networks. Therefore, the role of family in the socialization of children reduces with the increase of children age and their entering to peers and other environments. Although parents still play important and initial role in social development of children both in terms of transferring nature characteristics (e.g., mood) and transferring their behavior and their parenting style, the role of programs and environments outside the family environment is undeniable. By involving in peer groups and modeling their behaviors and programs, students learn the skills and trainings which have a decisive role in their socialization path. In this regard, the researcher aims to investigate the impact of student camps on students' socialization from the perspective of middle school teachers in Tehran.

The appropriate social behaviors and other adaptive skills form the personal and social adaptation foundations in the life (Matro & Rutherford, 1996). The individuals social skills impact on their ability to play, learn, work, and participate in recreational activities throughout the life. The social skills are the capabilities make ready all people have to cope and adapt to the daily needs of the social environment (Van & Cook, 2006). The appropriate social skills enable students to have strong positive relationships with peers and reach to success in different environments such as school, work, and communities.

Hair et al (2002) found that the adolescents who have strong social skills are more likely to be accepted by peers, develop friendships, have stronger relationships with their parents and peers, are considered as influencing people in problem- solving, show interest in school, and have better performance in school.

The social skill training increases self-concept and social self-efficacy, and reduces internalization problems. Also, the improvement of adolescents' social skills can prevent severe social un-adaptations (Harrell et al., 2008). On the other hand, the lack of social skills is evident especially during participation in leisure and entertainment. Frequently, it leads to withdrawal and isolation (Hughes et al., 2000).

In this study, the researcher seeks to investigate the role of one of the activities outside of school (camping) in social skills training or socialization of students and make its results available to promote social skills of students. This study helps us to understand more than before the effects of this outside of school program, have a serious planning for it, and become aware of its position as an effective training program.

Ang (2003) conducted a research on social problem solving skills training in juvenile offenders. In his study, he divided 105 juvenile offenders into two intervention group (n = 85) and control group (n=47). Then, he performed social problem-solving skills intervention program for 8-week and one two-hour session per week on the intervention group. The results showed that the overall level of aggression and indirect aggression in adolescent offenders decreased in intervention group compared to control group.

Methodology

In this regard, the methodology used in this study can be studied from different aspects. In terms of objective, this is an applied research. However, it conducted to solve rapidly the problems and adopt necessary measures and remove the barriers and difficulties with exact planning or avoid its severity. This is also descriptive survey.

- A) The topic of research: this study investigates the effect of student camps on students' socialization from the perspective of middle school teachers in Tehran
- B) The time of research: the second semester of academic year 2012- 2013
- C) The location of research: Middle schools in Tehran.

The population consisted of all teachers in middle school in Tehran in academic year 2012-2013 (N=1100). Using krejcie and Morgan (1970) table, the sample was estimated to be 300 cases. The sample was selected using simple random sampling method. Finally, 300 questionnaires were distributed among the target population. The researcher made questionnaire was used to collect research data. The descriptive and inferential statistics were used o analyze the data from the questionnaire according to the study hypothesis. The frequency distribution tables, linear graph of means, central indicators such as mean, standard deviation, skewness, and elongation were used for describing the data. Also, the appropriate inferential statistics including Kolmogorov-Smirnov normality test, simple linear regression test, Spearman correlation coefficient, Friedman test, U Mann-Whitney, and Kruskal-Wallis tests were used for statistical analysis of research hypotheses.

Analysis of the data

| Row | Type | Frequency | Percentage |
|-----|-----------------------|----------------------------|------------|
| 1 | Gender | Men | 124 |
| | | Women | 161 |
| 2 | Education field | Engineering and Technology | 14 |
| | | Basic Sciences | 47 |
| | | Medical Sciences | 3 |
| | | Human Sciences | 197 |
| | | Art and Architecture | 2 |
| 3 | Education level | Diploma | 20 |
| | | BA | 203 |
| | | MA | 64 |
| | | .Ph.D | 9 |
| 4 | Age | Less than 30 | 13 |
| | | 30-40 | 74 |
| | | 40-50 | 168 |
| | | Higher than 50 | 28 |
| 5 | Management experience | 1-5 years | 7 |
| | | years 5-10 | 16 |
| | | years 10-15 | 20 |
| | | years 15-20 | 40 |
| | | years 20-25 | 112 |
| | | 25 years and over | 88 |

Ranking of the relationship between independent and dependent variables of research:
Using the output of regression table to test hypotheses, the relationship between them may be rank using correlation coefficient R from strongest to the lowest severity.

According to Table 1, the highest level of correlation between the independent and dependent variables belongs to student camps and strengthening of decision-making skills in students. The lowest correlation is between student camps and strengthening of social skills.

Table 2: Ranking of the relationship between independent and dependent variables of research

| Rank | Relationship | Correlation coefficient |
|------|--|-------------------------|
| 1 | Student camps and decision making skills improvement | 0.922 |
| 2 | Student camps and interpersonal skills improvement | 0.884 |
| 3 | Student camps and verbal skills improvement | 0.883 |
| 4 | Student camps and social skills improvement | 0.878 |

Prioritization of research variables:

Friedman test was used to prioritize the independent variables. Table 2 shows the average of output ranking of Friedman test and each variable is prioritized based on it. As it can be seen, the first and last priority belongs to social skills improvement and decision-making skills improvement, respectively.

Table 3: prioritization of research indicators

| Variables | Mean of Ranks | Priority |
|---------------------------------------|---------------|----------|
| Improvement of social skills | 2.91 | 1 |
| Improvement of interpersonal skills | 2.65 | 2 |
| Improvement of verbal skills | 2.44 | 3 |
| Improvement of decision-making skills | 2 | 4 |

The relationships between research variables:

Due to ordinal and abnormality variables, the Spearman correlation coefficient was used to examine the relationship between research variables. The results of correlation coefficient can be seen in Table 3. The results show that there is a significant and positive correlation between all research variables. The highest correlation is between verbal skills improvement and decision making skills improvement. Also, the lowest correlation is between verbal skills improvement and social skills improvement.

Table 4: Correlation between research variables

| Spearman correlation | | | | | |
|---------------------------|------------------------------------|-------------------------------------|---------------------------|-------------------------------------|--|
| Verbal skills improvement | Decision making skills improvement | Improvement of interpersonal skills | Social skills improvement | | |
| | | | 1.000 | Social skills improvement | |
| | | 1.000 | **.730 | Improvement of interpersonal skills | |
| | 1.000 | **.767 | **.715 | Decision making skills improvement | |
| 1.000 | **.769 | **.697 | **.685 | Verbal skills improvement | |

The relationships between demographic variables and the impact of camping:

- Whitney U test for two groups demographic variables

Given that the data distribution is not normal, the Mann-Whitney test with software spss19 was used to examine the relationship between two groups' demographic variables with efficacy variable. If the significance level will be smaller than 0.05, the null hypothesis will be rejected. This indicates the significant difference between research variables.

The gender variable and the impact of camping from the perspective of middle school teachers in Tehran:

- H_0 : there is no difference in the view of male and female middle school teachers in Tehran in terms of camps effects.

- H_1 : there is difference in the view of male and female middle school teachers in Tehran in terms of camps effects.

Table 5: Results of U Mann-Withney test for the gender variable and camps impact

| | |
|--------|-----------------|
| 138.24 | Women rank mean |
| 149.16 | Men rank mean |
| 9215 | Mann- Whitney u |
| 0.265 | Sig. value |

The Mean for Women and men was 138.24 and 149.16, respectively. In other words, the mean of camps effect from the perspective of male teachers was more than female teachers. Given the significance level, according to Table 4, is larger than 0.05, the null hypothesis is not rejected. Therefore, there is no significant difference between the perspective of female and male teachers in Tehran about the impact of camps.

Discussion and Conclusion

Discussion of first hypothesis: the student camping impacts significantly on social skills improvement of students.

According to results, the (sig) ANOVA value is less than 0.05. This indicates linear relationship between the students camping and students' social skills improvement. The R Square (square of the correlation coefficient) value is equal to 0.771. This suggests that 77.1 percent of changes in students' social skills improvement are affected by camps. The R is positive and this indicates positive relationship between the two variables.

This finding is consistent with the research findings of other researchers such (Toufighi, 2010; Shekari, 2010; Khoshkam et al., 2008; Keramati and others, 2002; Lagrka et al., 1980).

Discussion of second hypothesis: the student camping impacts significantly on interpersonal skills improvement of students.

According to results, the (sig) ANOVA value is less than 0.05. This indicates linear relationship between the students camping and students' interpersonal skills improvement. The R Square (square of the correlation coefficient) value is equal to 0.782. This suggests that 78.2 percent of changes in students' interpersonal skills improvement are affected by camps. The R is positive and this indicates positive relationship between the two variables.

This finding is consistent with the research findings of other researchers such (Toufighi, 2010; Davaran and others, 2002; Lagrka et al., 1980).

Discussion of third hypothesis: the student camping impacts significantly on decision making skills improvement of students.

According to results, the (sig) ANOVA value is less than 0.05. This indicates linear relationship between the students camping and students' decision making skills improvement. The R Square (square of the correlation coefficient) value is equal to 0.850. This suggests that 85 percent of changes in students' decision making skills improvement are affected by camps. The R is positive and this indicates positive relationship between the two variables.

This finding is consistent with the research finding of (Toufighi, 2010).

Discussion of fourth hypothesis: the student camping impacts significantly on verbal skills improvement of students.

According to results, the (sig) ANOVA value is less than 0.05. This indicates linear relationship between the students camping and students' verbal skills improvement. The R Square (square of the correlation coefficient) value is equal to 0.781. This suggests that 78.1 percent of changes in students' verbal skills improvement are affected by camps. The R is positive and this indicates positive relationship between the two variables.

This finding is consistent with the research finding of (Lagrka et al., 1980).

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