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The effect of early morning physical exercises on Academic self-concept and Loneliness foster home children in Ahvaz City

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Abstract

The purpose of this study was to determine the impact of early morning physical exercises on Academic self-concept and Loneliness foster home children in Ahvaz city. The sample subsumed 36 individual who were selected via simple random sampling and divided to control and experimental groups randomly. Pre-test and post-test experimental design with control group was processed. For data collecting we used Yi- Hsin Chen School self-concept inventory and Asher The Loneliness Scale. Then the experimental group was participated in early morning physical exercises one month and one section(45 minutes) every week. While control group received none . This study was experimental type(pre-test, post-test). One way analysis of Covariance (ANCOVA) revealed that: there were significant difference between experimental group and control group, which meant that early morning increased Academic self-concept and reduced Loneliness in foster home children.

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Keywords: early morning physical exercisest, Academic self-concept , Loneliness foster home children

1. Introduction

Family is the most effective factor for overall child development. Within family, a child learns how to share love and show respect for others (Asqaripour, 2008).Lack of love and affection in childhood stage and failure of parents to treat their children emotionally and compassionately creates mental disorders as well as disrupting the social personality and shapes an inferiority complex in them (Kakia,2001).The results of many studies approve that the children who have suitable adjustment and positive self-concept are those that have a sense of high association with family's members especially with their parents (Lucia&Breslau,2006).Also the results of some studies have indicated that the association feeling is negatively correlated with depression, anxiety, loneliness, isolation and aggressive behavior in both children and adolescents (Hartos & Power 2000; Victor & et el. 2006; Stevens &Riley, 2006). In general, non-guardian children term is referred to the ones who are deprived of parental effective care and protection.(Mohseni tabrizi, 2005). These children experience more problems in their life than the normal ones.Today, sports psychologists are testing the sport effect on various mental variables and examining their effectiveness on sport performance (De maral et al. translated by Hashemi, 2008).In their study, Moses et al. (2006) have demonstrated that morning exercises contribute to decreased response to stress and consequently reduce the loneliness.Janssen& Leblanc (2010) research revealed that doing regular exercise is significantly correlated with decreased behavioral problems, improved school self-concept and controlled anger.Azar et al. (2010) showed that

performing sport and physical effort regularly along with parent involvement and supportive family may have a contribution in individuals' health. Massion (2006) indicated that doing exercise and physical efforts is the most effective way for children with autism to get over their disabilities. Leensres (2003) showed, in a research, that studying sport lesson in school along with doing morning exercise causes to decrease children's behavioral problems and loneliness feeling. The loneliness and isolation are the significant features which are seen in these children. In his study, Pour soltani (2002) has concluded that sporting and body activities are influential factors in mental health and decreasing loneliness as well as isolation and hopelessness in children lacking of parents. According to investigations, a variable, among others, that is strongly influenced by sport activities, especially morning exercise, is self-concept. By investigating theoretical structure patterns of the self-concept, Shavelson presented a hierarchical pattern for self-concept above which the general self-concept is positioned and divided into academic self-concept and non-academic self-concept. Academic self-concept is clustered into concepts of itself on special subjects (e.g. literature, mathematics, science ...). Non-academic self-concept encompasses social, emotional and physical self-concepts (Karimzadeh & Mohsani, 2005). In their investigations, Atharino (2002), Alfermann (2000) and Nigg (2008) have concluded that sporting activities and achievement in sport can lead to mitigation of loneliness and promotion of self-confidence, sense of worthiness and appearing a positive self-concept in various aspects in children. Mata et al. (2010) have indicated that the secreted norepinephrine from brain due to regular exercise causes to decrease the isolation and loneliness in girls. Research has shown that doing sporting movements will protect individual's positive self-concept against stress, depression especially loneliness and hopelessness (Park 2008). By studying on meta-analysis data, Spence & Poon (2004) have concluded that participating in sports leads to increased self-concept. Bizman & Uion (2007), through a study, confirmed that watching the sporting activities may contribute to induce positive feeling, improving the self-concept. Sporting activities and physical education cause to strengthening and fostering the whole human aspects physically and mentally (Rajabi, 2001). Thus it is necessary for authors, educators, teachers and those who are interested in inducing motivation in children, in particular non-guardian ones should focus on these subjects strictly. The main objective of this research is to examine the effect of morning exercises on non-guardian's children academic self-concept and loneliness in city of Ahwaz, Iran.

2. Heading styles

The study universe included all derelict and evil-guardian children aged 6 to 12 in 2010 in the city of Ahwaz. Randomly selected 36 persons were selected and again randomly they divided to test groups (10 girls and 8 boys) and controls (9 females and 9 males) groups. First, both groups pretested by School self-concept inventory and Asher The Loneliness Scale and then test group for a month, every week, each week 3 sessions and each session was 45 minutes performed the morning to exercise. After the test period, both groups of children treated by the same School self-concept inventory and Asher The Loneliness Scale post tested. And at last the test results were reviewed and analyzed statistically.

2.1. School Self-concept Inventory

This inventory was constructed by Yi-Hsin Chen in 2004. It focuses on measuring the self-concept of the students who are attending in elementary and guidance schools. This questionnaire is a self-report one and includes 15 items and the choices are designed as Likert four-choice scale (Chen 2004). The methods of Cronbach alpha and split-half were used in order to determine the inventory's reliability, on which the coefficients 0.92 and 0.96 were obtained for all the inventory respectively, representing the desired reliability coefficients

2.2. Asher The Loneliness Scale

This scale was designed by Asher, Hymel & Renshaw in 1984. It assesses the child loneliness as well as his or her social dissatisfaction and consists 24 items. This scale is scored based on Likert-rating scale and each phrase takes 1 through 5 point (Asher, Hymel & Renshaw 1984). The methods of Cronbach alpha and split-half were used in

order to determine the inventory's reliability, on which the coefficients 0.93 and 0.89 were obtained for all the inventory respectively, showing the desired reliability coefficients.

3. Tables

4. Table 1: Results of One –Way Analysis of Covariance (ANCOVA) Compare the Post-test Mean between Subject's Non-Guardian Children Academic self-concept and Control's.

Variables Source	Total squares	Degrees of freedom	Average squares	of F	Significance level(p)	squares
Pre-test	157/48	1	157/48	9/97	0/003	0/23
Group	3855/75	1	3855/75	244/30	0/0001	0/88
Error	505/03	32	15/78			

As shown in table 1, by controlling pre-test, it was revealed that there exists a significant difference in Academic self-concept between subject's non-guardian children and control's ($P < 0.0001$, $F = 244.30$). Therefore the first hypothesis is confirmed.

5. Table 2: Results of One –Way Analysis of Covariance (ANCOVA) Compare the Post-test Mean between Subject's Non-Guardian Children Loneliness and Control's.

Variables Source	Total squares	Degrees of freedom	Average squares	of F	Significance level(p)	squares
Pre-test	318/4	1	318/4	7/00	0/012	0/18
Group	13585/52	1	13585/52	299/01	0/0001	0/90
Error	14531/91	32	45/43			

As indicated in table 2, by controlling pre-test, it was cleared that there exists a significant difference in loneliness between subject's non-guardian children and control's ($P < 0.0001$, $F = 229.01$). Therefore the second hypothesis is confirmed.

4. Discussion & Conclusion

The findings show that the morning exercises was led to increased School self-concept in subjects group. According to results shown in table 1, there is a significant difference in Academic self-concept between subjects and controls group ($P < 0.0001$, $F = 244.30$). Thus the first hypothesis is confirmed. The findings of this hypothesis are consistent with those of Janssen & Leblanc (2010) Atharnio (2002) and Spence & Poon (2004). To explain the findings obtained of this hypothesis it can be stated that since the non-guardian children face with more obstacles in realizing self-worth sense due to various problems and limitations, it may threaten the child's self-concept at next stages in various contexts such as education and lead to a variety of mental-emotional and behavioral disorders in them. Sporting and body activities, because of its nature, appealing, diversity of sports and team and individual activities, have a large contribution in promotion of mirth and academic achievement and also filling the gaps resulting from lack of parents and a sound family.

The results show that the morning exercises caused to decrease loneliness in subjects of non-guardian children group. As indicated in table 2, there is a significant difference in loneliness between subject's non-guardian children

and control's ($P < 0.001$, $F = 229.01$). Therefore the second hypothesis is confirmed. The results obtained from this hypothesis are in agreement with those of Moses et al (2006), Atharainio (2002), Alfermann (2000), Nigg (2008). From these findings it is perceived that sporting and exercises produce mirth in children due to Endorphin activation. Also sporting and exercise provide great chance for children to find friends and make intimacy relationship with their peers. It has naturally a reinforcement property. Therefore, when the children, especially non-guardian ones, do sport they gain more mirth and joy through reinforcing their mood and the happier children can largely overcome their loneliness and hopelessness resulted from missing their parents.

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