

Family recreational environment and its relation with some values for secondary school students in Dakahlia governorate

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Research Summary

The researchers conducted this study to identify the relationship between family recreational environment and some values for secondary school students in Dakahlia Governorate. The researchers used descriptive approach, and applied family recreational environment scale and some values scale as data collection tools. The study was applied to a sample of (1131) from secondary school students in Dakahlia governorate for the basic sample and (50) students for the survey sample.

The most important results were: parents are aware with recreation status within family context; there is a correlation between family recreational environment and some moral and social values for secondary school students. The most important Recommendations were The country has to pay

attention to families' awareness and develop an information strategy based on moral and social values, and the need to activate it in accordance with this age spirit within an educational philosophy that achieves society's goals.

Introduction and research problem

Recreation is one of the most important ingredients in educational process, which helps in educating young people in a comprehensive and integrated way in all stages of growth. It also represents the progressive aspect of contemporary education process because it pays great attention to life and practical aspects of various stages of growth (Shehata:2004).

Family is the first group environment in which child lives in, where it represents the first social cell that places its

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mark on children's future, that affects person's growth and learns how to deal with others around him. Family is also an important recreational environment that has an affective and big role in helping children to achieve a comprehensive and balanced growth and achieve social cohesion through sound recreational and social upbringing process that have a significant impact on their personal features individually and collectively as well as directing and controlling their behaviors to become citizens who corresponds appropriately with society nature and prevailing values.

Values are important in society, where social structure integration depends on similarity in value system among its society members; the greater the similarity between them, the unity of society has become more cohesive, while disparity and difference of these value systems among them lead to difference in values and conflict between society members, which in turn leads to society disintegration and collapse (Shadia:2003).

Lately, Egyptian society suffered from some rapid changes in values and social behaviors as a result of cultural changes, in which internet misuse is its most important tools, beside emergence of some satellite channels that show many bad media content below value level, also viewers' passion and desire to watch and follow programs led to fall in some spiritual and social values and therefore disorder in moral system and social values, that made us describe current period as a real crisis in values and caused imbalance in holding ethics.

As values are formed within various society institutions, including family, and because individuals' behavior is largely influenced by surrounding environment, we found that student within his family environment is influenced by parents' tendencies and hobbies. Therefore, family recreational environment encourage its children to recreational practice and create participation opportunities in various recreational fields, which help to instill and establish moral and social values in children

souls, and thus prepare people who behave in a socially acceptable manner consistent with society values, and become citizens able to improve their country. As secondary school students occupy a great position within society, they are who make future men. So, preparing them in a good way contributes to society building, prosperity and progress, and this led researchers to study family recreational environment and its relation to some values for secondary school students in Dakahlia governorate.

Research Importance and Need:

Importance of research is highlighted in the following points:

1. Drawing attention of parents and educator to recreational participation importance with in family and its positive effects in modifying behaviors and attitudes of children and changing it for the better.
2. This research benefits those interested researchers at recreational activities at educational and educational institutions in informing positive

attitudes for students towards recreational practice, which develop and promote moral and social values and remove negative values.

3. This research will contribute to enriching field of Arab studies and researches in social and educational sciences, especially in relation to leisure time and recreation, to assist researchers in conducting studies on this subject and linking them to other variables.

Study Purpose:

This research aims to identify the relationship between family recreational environment and some values for secondary school students in Dakahlia governorate by answering the following questions:

1. What is recreation status and objectives in family for secondary school students?
2. What are recreational activities and challenges that face recreation practice in family for secondary school students?
3. What are moral and social values of secondary school students?
4. What is the correlation between family recreational

environment and some values for secondary school students in Dakahlia governorate?

5. Are there any statistically significant differences in family recreational environment and some values for secondary school students due to (gender, practice places, practice hours)?

Study procedures

The researchers used descriptive approach with survey method due to its relevance to research nature.

Research Community and Sample:

Research community consists of secondary school students in Dakahlia governorate. The researchers randomly selected the sample, which consisted (1131) of secondary school students in Dakahlia governorate for basic sample and (50) for exploratory sample outside the basic sample.

Data collection tool:

Scale of the recreational environment consists of (55) phrases distributed over (4) dimensions, and scale of some values for secondary school students consists of (72)

phrases distributed on (2) dimensions, prepared by the researchers.

Steps to design family recreational environment scale and some values scale for secondary school students in Dakahlia Governorate:

Through theoretical readings and reference studies and surveying views of (7) experts in recreation and psychology (Appendix A), researchers prepared a scale of family recreational environment and a scale of some values for secondary school students. The family recreational environment scale contains (4) dimensions: Recreation status within family context- Objectives of family recreational activities- Family recreation activities- Challenges to recreation practice within family. The scale of some values contains (2) dimensions: moral values (including responsibility, motivation for achievement, honesty) and social values (including belonging and citizenship, social participation, freedom of opinion and expression).

The preliminary version of the two proposed scales was presented to experts, they

agreed on (4) dimensions for recreational environment scale (Appendix B) and (2) dimensions for some values scale (Appendix C).

In light of experts' agreement on dimensions of family recreational environment scale consisting of (69) phrases, after excluding (2) phrases in first dimension, and (1) phrase in second dimension, (2) phrases in third dimension, (3) phrases in fourth dimension, because these phrases didn't gain (75%) of experts' agreement, and thus the scale consisted (61) phrases. Researchers conducted internal consistency validity, and deleted (6) phrases from the scale: (1) phrase in first dimension, (2) in second dimension, (2) in third dimension, (1) in fourth dimension. So, scale phrases became (55) phrases distributed on (4) dimensions in its final version: Recreation status within family context (13 phrases) - Objectives of family recreational activities (15 phrases) - Family recreation activities (15 phrases) - Challenges to recreation practice within family (12 phrases) (Appendix D).

In light of experts' agreement on dimensions of some values scale consisting of (90) phrases, after excluding (6) phrases in first dimension, and (5) phrase in second dimension, because these phrases didn't gain (75%) of experts' agreement, thus scale became (79) phrases. Researchers conducted internal consistency validity, and deleted (7) phrases from the scale: (4) phrases in first dimension, and (3) phrases in second dimension. And thus, scale phrases became (72) distributed on (2) dimensions in its final version; moral values includes: responsibility (12 phrases) - motivation for achievement (12 phrases) - honesty (11 phrases), and social values includes: belonging and citizenship (12 phrases) - social participation (13 phrases) - freedom of opinion and expression (12 phrases) (Appendix H).

The degree of each dimension is determined, besides determining total score by a triangular balance (yes = 3 degrees - to some extent = 2 degrees - no = 1 degree), then calculating total score of the scale.

Field study:

After confirming of validity and consistency coefficients, researchers applied family recreational environment scale and some values scale for secondary school students in Dakahlia governorate on basic sample of (1131) from secondary school students, during the period from 17/2/2018 to 19/4/2018, after scales' application, data were emptied in preparation for conducting appropriate statistical treatments.

Results presentation and discussion:**1. Frequency and percentages of recreation status within family context for secondary school students.**

Table (9) shows students' awareness of recreation status within family context, where the highest phrase was "your family members believe that leisure time investment increases its value" with (84.232%), and this may be due to parents' realization of the importance of practicing recreational activities in leisure time and their positive impact on family life. This is consistent with (Hany, 2010) that there is awareness of recreational basic

concepts and recreational activities in families.

2. Frequency and percentages of family recreational activities' objectives for secondary school students.

Table (10) shows students' awareness of family recreational activities' objectives, where the highest phrase was "leisure time investment for family members" with (85.794%), and this may be due to parents' awareness of leisure time importance and need to exploit it in useful activities to get rid of school burdens, this is consistent with (Haider, 2017) that parents are keen to help their family members to invest Leisure time by providing recreational activities.

3. Frequency and percentages of family recreational activities for secondary school students.

Table (11) shows that one of family recreational activities "entertainment and watching television and radio programs" came in first position with (86.531%), this may be due to television and radio are one of the main recreational means in home for all families. This is consistent

with (Metwally, 2006) that social and cultural recreational activities are among the most important recreational family interests.

4. Frequency and percentages of challenges to recreation practice within family for secondary school students.

Table (12) shows arrangement of challenges to recreation practice within family, where the highest phrase was "parents' reluctance to participate and supervise of recreational activities" with (82,847%), this may be due to some parents' busyness of their role in raising their children as a result of life pressures, this is consistent with (El-Samanoudiet al, 2015) that the most important challenges of recreational activities are time constraints and preoccupation with other burdens.

5. Frequency and percentages of moral values (responsibility) for secondary school students.

Table (13) shows that the highest phrase in "responsibility" was "make sure to be a model and a good example of my colleagues in

all my actions" with (93.133%), due to importance of family environment and its role in development and stabilization and strengthening children values, this is consistent with (Hamdino, Khamis, 2016) that students' participation in recreational activities encourages them to have good morals and bear responsibility.

6. Frequency and percentages of moral values (motivation of achievement) for secondary school students.

Tables (14) show that the highest phrase in "motivation of achievement" was "I seek to achieve a high degree of success" with (96.833%), this is due to many students in this age are interested in and aspire to achieve a prestigious social position, this is consistent with (Hue, 2018) that students' participation in services and recreational activities contribute to raising level of motivation for achievement.

7. Frequency and percentages of moral values (honesty) for secondary school students.

Table (15) show that the highest phrase in "honesty" was "I commit to honesty in

allmy words and actions" with (81.333%), due to parents' interest in sound social upbringing of their children, this is consistent with (Kassim, 2017) that honesty is one of the most important moral values acquired by students through participation in activities.

8. Frequency and percentages of social values (belonging and citizenship) for secondary school students.

Table (16) show that the highest phrase in "belonging and citizenship" was "I respect and appreciate the national anthem" with (88.167%), this is due to family environment interest in providing recreational atmosphere and encouraging participation in some social activities that serve community, this is consistent with (Hamdino, Khamis, 2016), that students' participation in activities to develop pride and belonging to country and maintain it.

9. Frequency and percentages of social values (social participation) for secondary school students.

Table (17) show that the highest phrase in "social

participation" was "I share my family in some household burdens" with (87.767%), this is due to parents' interest in raising their children and encouraging them to participate and cooperate between family members, either inside or outside home, this is consistent with (Hue, 2018) that students' social participation has a positive impact on social values.

10. Frequency and percentages of social values (freedom of opinion and expression) for secondary school students.

Table (18) show that the highest phrase in "freedom of opinion and expression" was "I feel that society gives me the freedom to express my views on raised issues" with (84.467%), due to technological progress and multiplicity of modern methods and techniques related to information and communication, this is consistent with (Kassim, 2017) about students' awareness of some social values in modern upbringing, including freedom of opinion and expression and their desire to practice.

Table (1)
Correlation coefficients between dimensions of family recreation environment and some values for secondary school students.

Variables		Scale of some values for secondary school students						Scale Total degree
		Moral values			social values			
		Respo nsibility	Motivation for achievement	Honesty	Belonging and citizenship	Social participation	Freedom of opinion and expression	
scale of Family recreation environment for secondary school students	Recreation status within family context	388. *	374. *	398. *	434. *	432. *	415. *	542. *
	Objectives of family recreational activities	449. *	457. *	400. *	468. *	487. *	476. *	615 *
	Family recreation activities	406. *	390. *	371. *	445. *	411. *	423. *	546. *
	challenges to recreation practice within family	434. *	393. *	360. *	433. *	382. *	404. *	540. *
	Scale total degree	544. *	524. *	496. *	579. *	556. *	559. *	728. *

Value of "t" table at a significant level of 0.05 = 0.062

Table (1) shows a statistically significant correlation between dimensions of family recreational environment and some values for secondary school students, all values are significant at 0.05 level. This may be due to encouraging role of recreational environment in investing leisure time inside family context, this is consistent with (Haider, 2017) that parents help their family members to invest leisure time by

providing a recreational environment.

11. Significance of differences in family recreational environment for secondary school students, which is attributed to gender (male - female)

Table (20) shows that there are no statistically significant differences between "family recreational environment" dimension for secondary school students according to gender variable,

where calculated value (t) is less than tabular value at a significant level (0.05), this may be due to parents' concern in providing participation opportunities in various recreational activities for their children without discrimination between males or females, this is consistent with (Haider, 2017) in the absence of statistical differences between students according to gender variable in interests and recreational participation.

12. Significance of differences in family recreational environment for secondary school students, which are attributed to practice places (inside home - outside home)

Table (21) shows that there are statistically significant differences between "family recreational environment" dimension according to variable of practice places for the benefit of outside home, where value of (t) calculated is greater than its tabular value at a significant level (0.05), this may be due to that students at this age need to satisfy many of their various wishes and recreational needs provided by recreational

institutions (clubs, youth centers, cultural palaces, museums, and parks). This is consistent with (Sayed, 2009) about interest in participating in some recreational programs and activities provided outside the family.

13. Significance of differences in family recreational environment for secondary school students, which are attributed to practice hours (less than one hour - more than an hour)

Table (22) shows that there are statistically significant differences between "family recreational environment" dimension according to variable of practice hours in favor of more than one hour, where value of (t) calculated is greater than tabular value at a significant level (0.05), this may be due to that most students need to practice various recreational activities to take advantage of leisure time, especially in increasing modern technology.

Research Conclusions:

- Parents are aware with recreation status with in family context and the importance

of providing a recreational environment that gives students the opportunity to invest their leisure time as an important part of their total time.

- There is a correlation between family recreational environment and some moral and social values for secondary school students.

- There are statistically significant differences in values dimension for secondary school students according to variable of practice hours in favor of more than one hour.

Research Recommendations:

- The country has to pay attention to families' awareness and develop an information strategy based on moral and social values, and the need to activate it in accordance with this age spirit within an educational philosophy that achieves society's goals.

- The country has to support the establishment of integrated recreation centers that serve families in all governorates.

- Working to activate community participation between recreational institutions and educational institutions to provide recreational care for

students to invest their leisure time.

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