

Comparison of behavioral disorders of female athletes and non-athletes in Zahedan secondary schools

¹Samaneh Sheikhi, ¹Hossein Peymanizad, ²Ahdiyeh Yadolazadeh, ³Mahbubeh Karbalaei

¹*Department of Physical Education, Mashhad branch, Islamic Azad University, Mashhad, Iran*

²*Department of Physical Education, Zahedan branch, Islamic Azad University, Zahedan, Iran*

³*Department of Physical Education, Zabol branch, Islamic Azad University, Zabol, Iran*

ABSTRACT

The main purpose of the study was to compare the behavioral disorders of girl athlete and non-athlete of guidance school in Zahedan. The present study was an applied analysis study but the data collections method was based on scale and field. In addition, in terms of analysis of hypothesis, it is based on comparison method. About 172 non-athlete and 104 athlete students from Zahedan guidance school by using Chocoran table were randomly taken up in this study. The results showed that there is signification difference between the incidence of behavioral disorders, incidence of fury and extra-activity, anxiety and depression, social anarchism of girl athlete students and non-athlete

Key words: behavioral disorders-fury- retroactivity anxiety-depression-social anarchism

INTRODUCTION

Behavioral disorders are included those behaviors that they are unfavorable and stable with some ones age leading to social dissatisfactions and failure at school [2]. Annually, we are long fronting with students who fail at school or they are very irregular and unsuitable behavior at home and bother others: At first glance, every one suppose that this group of students are not cute or talented in terms of education and scientific based skills; they have been called mostly as furious and bad-tempered students without considering their spiritual and mental features leading to spread their abnormalities [13]. Behaviorists using Learning hypotheses like Pouvlof and Whatson have paid attention to the process of people learning. Whatson pretended that putting ideal environmental conditions cause to learn many different behaviors. Behaviorists like Hall, Tulman, Sceaner and Boundora considered learning approaches directly on children's behavior [5]. Kreck (1973) writes in his article about children with behavior disorders that, this disorder can be defined as a group of extra and chronic behaviors which include different stimulant or stressful behaviors leading to depression; these are actually opposed to the third party's expectations and he/she wants to stop these disorders as soon as possible. Always there are students who do not establish in a class due to their family category and educational, social-emotional conditions. In contrast, anarchist and bad-tempered students are those ones who cannot sit calmly and they tend to be very agile and try to have intense physical activity. Both behaviors have been called as wrong and abnormal behaviors in sport classes [14]. The determination of behavior disorders from teachers and managers can help students to recognize these disorders and find approaches to cure them [9]. The range of behavior problem is very high but the fury disabilities, depression, anxiety have seen at school more. In addition to educational, family environments, schools may play a key role in this regard. There are some behaviors that have been observed in sport and play environments including as follows: extra-activity, low

agility, solitude, fury, scare of physical activity [14]. The lesson of physical education has lots of suitable positions to nurture moral features because among sport activities, students can get familiar with many different criteria and rules preventing moral abnormalities [12]. According to many different morality abnormalities of students at physical education class, researches have not been enough determined these behavior disorders, for example, Kargar et al (2002) carried out the comparison of students behavior disorders in Tehran and they concluded that athletes have the lowest behavior disorders due to the growth of social issues while low-minded students have the highest behaviors disorders. Rotter et al (1997) concluded children and adolescents' problems in despite of good lifestyle and social wealth in many young countries, the behavior disorders of children and adolescents is incredibly increasing. Kashkouli (2000) studied the epidemic behavior disorders of children in primary schools of Bushehr city and concluded that: the incidence of depression and anxiety is 1.22%. Hashempour (2001) concluded in a research on women athletes and non- athletes that the exercise can reduce the depression of women. Kargar and Mehrinezhad (2002) concluded in their research on athlete low- minded (brain – retarded) students of Tehran that, athletes due to the social growth have the lowest degree of behavior disorders, while non- athlete brain retarded students have the highest behavior disorders. Rezazadeh (2004) concluded in a study on the effect of focus training games of reducing attention disorders that based on parents and teachers' evaluation educational games can reduce significantly the signs of low- attention along with extra-activity in the subjects of experimental group than observational group. Also, it is determined that these games can also decrease the symptoms of low- attention in experimental group than observational group. Nourbakhsh et al (2005) concluded that physical activity social growth and sport activities particularly group sports can increase social skills such as responsibility, solve-problem skills, and decision- making policies in students [20]. Heidari et al (2006) carried out a study in the field of behavior disorders and concluded that there is a significance difference between behavioral excitement disorders based on Rutter form with gender, mean, birthday rank, physical complain, arrangement/disarrangement of parents in children education, children abuse, and school escape [14]. Afsharmand et al (2007) concluded that there is a difference between personality features of physical and non- physical students so that physical education students have lower abnormalities than non-physical education students. Saberi (2008) concluded in a study on girls and boys disorders that the anxiety of girls and boys is getting high in this regard. The high readiness of girls to show their sensations, happiness, sadness against boys can present the high degree of girls' disorders than boys. Faraziani et al (2009) concluded in their study on blind students and health individuals that athlete students had greater social growth than non- athletes [2]. Seyed Ahmadi et al (2010) carried out a research on the comparison of 74 people mental health from athlete and non- athlete students and concluded that the prevalence of mental disorders in all students were 61.75%, 9.4% athlete and 30.2% non athlete students which a significant difference was obtained ($P < 0.001$); therefore, athlete students had better mental health than non- athlete students. Butcher and Holy (2007) in their study on the prevalence of disorder in girls and boys concluded that the extra – activity disorder is mostly taking place in boys. Pelham et al (2008) in their research on the relationship between group sports and increasing attention between athletes and non- athletes concluded that the treatment of attention deficiency (treat- therapy) by the use of sport activities is very effective in this regard [20]. Strohle (2009) believes that physical activity is related to health advantages and the lack of activity can make harmful effects on human health. The lack of physical activity may be related with mental disorders. Saleavan et al (2010) concluded that anxiety disorders and attention problems were the highest degree of behavior disorders ranging from 2.4% to 11.7%. In this field, it can be said that many high- school students have got emotional and sentimental problems including and provoking their life comprehensively. In addition, the rapid growth of adolescents psychology and biological issues in these ages make social problems in high range which stress can be the main sign in this regard [16]. Castlow et al (2010) in their study on the contingency of DSM-IV disorders reviewed disorders ranging from 9-16 year old in 1420 children and 13 year old and concluded that although the prevalence of three months of each disorder with 13.3% (95% confidence level) was obtained, but in previous study, 36.7% of participants (31% girls and 42% boys) had at least a one disorder psychologist; and the anxiety of separation and extra- activity disorder were reduced. The risk of having one disorder psychologist in 16 years old is higher than the estimation point [4].

MATERIALS AND METHODS

The recent study was an applied analysis method but data collection approach is based on the scale and field terms," but in terms of hypotheses analysis, it is based on comparative- deductive method.

Subjects

By using Chocoran Table 172 non- athlete students and 104 athlete students were randomly selected from guidance school of Zahedan, Education districts 1 and 2.

Measurement tools

Zatez et al (1967) questionnaire was used in this study. This questionnaire was consisted of 30 statements which 26 have been directly extracted from Rutter questionnaire. This questionnaire considers five dimensions of behavior

disorders including fury and extra- activity, anxiety and depression, social anarchism, Anti- social behaviors, and attention deficiency disorder.

This questionnaire was completed by teachers and have particular recommendation check list. The minimum "0" and maximum "2" have been taken in this questionnaire.

Table 1. The categorization of questionnaire different agents of Ratter behavior disorders (1967)

Fury and extra activity		anxiety		anti-social		Anti- social behaviors		Low attention disorder	
Ques	Sig	Ques	sig	Ques	sig	Quest	Sig	Ques	sig
1	Anxiety	6	Concerned and panic	5	Anti-social to classmates	15	Absent at school	1	panic
2	Mischief	7	Solitude play	13	Mischief	6		2	Lack of focus
3	Destroying	8	Sad nail suck	14	Noiseless at class	17		14	Trembling
4	Fighting	11	Tongue	15	Telling lie	20		30	Absent-minded
9	Fury and stimulation	18	Interruption	10	-	25		-	-
-10	Sudden muscular contraction	21	Reluctance at school	19	Parent complain from children	27		-	-

Statistical methods

In this research to describe date and observations after data collection, Mann Whitney-U test and X^2 were used for the research hypothesis.

RESULTS

Table 2. The distribution status of students' behavior disorders

	Group		total
	athlete	Non- athlete	
Natural	(%79.8)83	(%57.6)99	(%65.9)182
Disorder	(%20.2)21	(%42.4)73	(%34.1)94

As it is shown in Table 2, in athlete group about 79.8% were shown natural but 20.2% had disorders. In non- athlete group 57.6% natural and 42.4% had disorders in this regard. Totally, 65.9% natural and 34.1% were along with disorder.

Table 3. The results of X^2 test to determine the relationship between an athlete and the prevalence of behavior disorders.

Number	Statistics	degree
1	X^2 statistics	14.386
2	Degree of freedom	1
3	Significance level	0.00001
4	Kramer correlation coefficient	0.228

As a result, there is a relationship between being an athlete and the prevalence of disorders; that is, athlete people have lower prevalence of disorders than non-athlete ones.

Table 4. Descriptive statistics of athlete and non- athlete students behavior disorders

Group	mean	Standard deviation	Mean ranking
Athlete	4.88	5.948	104.26
Non- athlete	9.9	9.901	159.2

Table 5. The comparative test of athlete and non- athlete students behavior disorders

U statistics	Z Statistics	Degree
5383	-5.572	0.00001

According to the mean ranks and table 5, it seems that the degree of disorders prevalence in athlete students is lower than non- athletes.

Table 6. Descriptive statistics of extra- activity and fury of athlete and non- athlete students

Group	mean	Deviation criteria	Mean ranking
athlete	1.33	1.983	108.34
Non- athlete	2.64	2.687	156.71

Table 7. The comparative test of fury and extra- activity of athlete and non- athlete students

U statistics	Z Statistics	Degree
5807	-5.003	0.00001

According to the mean ranks and table 6, it seems that the degree of extra- activity and fury in athletes is lower than non- athletes.

Table 8. Descriptive statistics of depression and anxiety in athlete and nonathletic students

Group	mean	Standard deviation	Mean ranking
Athlete	1.86	2.247	108.64
Non- athlete	3.72	3.592	156.55

Table 9. The comparative test of anxiety and depression of athletes and non-athletes

U statistics	Z Statistics	Degree
5839	-4.9	0.00001

According to the mean ranks and table 9, it seems that the degree of depression and anxiety in athlete students is lower than non- athlete students.

Table 10. Descriptive statistics of social anarchism of athlete and non- athlete students

Group	mean	Standard deviation	Mean ranking
Athlete	1.24	1.651	106.68
Non- athlete	2.54	2.320	157.74

Table 11. The comparative test of social anti-social of athlete and non- athlete students

U statistics	Z Statistics	Degree
5634.5	-5.269	0.00001

According to the mean ranks and Table 11, it seems that the degree of social anti-social in athlete students is lower than non-athletes.

Table 12. Descriptive statistics of Anti - social behavior of athlete and non-athlete students.

Group	mean	Standard deviation	Mean ranking
Athlete	1.023	0.5	114.08
Non- athlete	1.901	1.209	153.27

Table 13. The comparative test of anti- social behavior of athlete and non- athlete students

U statistics	Z Statistics	Degree
6404	-4.374	0.00001

According to the mean ranks and Table 13, it seems that the degree of anti- social behavior of athlete students is lower than non- athletes.

Table 14. Descriptive statistics of low- attention disorder of athlete and non- athlete students

Group	Mean	Standard deviation	Mean ranking
Athlete	1.1	1.767	118.18
Non- athlete	1.93	2.245	150.79

Table 15. The comparative test of low- attention disorder of athlete and non- athlete students

U statistics	Z Statistics	Degree
6830.5	-.0474	0.001

According to the mean ranks and Table 15, it seems that the degree of low- attention disorder in athlete students is lower than non- athletes.

DISCUSSION AND CONCLUSION

The results showed that there is a significant difference between the prevalence of behavior disorders in athlete and non- athlete students. Seyyed Ahmadi et al (2010) concluded in a research on athlete and non- athlete students that athlete students have better mental health than non- athletes; this result is matched to our study. Haddad (2000) concluded that the mental health of girl students is better than non- athlete students. Asadi and Ahmadi (2000)

concluded that the mental health status of athlete students is significant better than non- athlete students. Esfahani (2002) concluded that athlete students have better mental health than non- athletes. Bravan (1995) stated that physical activity lends to better mental health, because the human body is influenced by physical and sport conditions tolerating daily mental and psych. Pressures et al. showed that there is significant differences between the prevalence of anger and extra- activity of girls athlete and non- athlete students. Allah gholipour (1377) in his study concluded that there is a significant difference between the anger of athlete and non- athlete people. Taghavi (2003) stated that there is a relationship between the anger and doing exercise. Back mound et al (2001) concluded that our society's children use exercise to reduce their anger and they never use it to evaluate their energies in this regard? The reason may relate to the gender of subjects or personal differences. Buthcer et al. (2007) concluded that the extra- activity disorder takes place in boys, six times than girls. Rezazadeh and Maryamolsadat (2004) concluded that educational plays can significantly reduce the symptoms of extra- activity in the subjects. Afsharmand (2007) concluded that physical training students show the lowest anger behaviors in compare to non- athlete students. Dehghan (2010) reached to this conclusion that using movemental – sensational exercises can cause to decrease the behavior problems; the reasons may be related to the positive effects of sport leading athletes to handle their negative energy considerably in this regard. The results indicated that there is a significant difference between anxiety and depression of athlete and non- athlete students. Asadi et al. (2000) in a research concluded that the mental health status like depression and anxiety of students is better than non- athlete students. Hashempour (2002) concluded that depression in women who exercise enough, have the lowest degree of depression. Esfahani (2002) in a study concluded that the symptoms of depression of girls students is significantly prior than non- athlete students. Rahdar (2004) concluded that there is a significant difference between the anxiety of athlete and non- athlete people. Torlindson et al (1990) in a research concluded that participation in sport activities have a direct impact on sensation health and prevent any mental anxiety. Butchman et al (1991) concluded in their study that there is any differences between body activities and depression willson and campbell (1992) concluded that physical exercises can increase mental health and decrease depression and anxiety. Virrer (1992) concluded that the gradual activity with mental health has the reduction impacts in depression and anxiety. Puffen et al (1994) concluded that the physical activity has negatively relationship with subjects' depression. Tooker (1994) concluded in his research that there is a negative relationship between anxiety level and the degree of physical fitness and personal differences as well as sport field. Fakhari (2000) concluded that there is a significant difference between the incidence if athlete and non-athlete depression. King (2004) concluded that the physical activity can prevent depression; the sport dimension may not cause to athlete's self- confidence of changes in athlete's physiological system.

The results showed that there is significant difference between social and anti-social in girls athlete and non- athlete students. Johnson and Morgan (1981) concluded that the unsuccessful students have more anti-social? Singer et al. (2005) concluded that group sport activities can lead to increase social skills in students? Afsharmand et al. (2007) concede that physical education students have lower than other non- athlete students. It may be come from the sport rules and features affected on these students. Momeni et al concluded in their research that there is a significant differences between girls athlete and non- athlete students. Ghayour (1998) concluded that athlete students significantly are interoverter than non- athlete students. Jafari (1999) concluded in a study that blind athlete students have better performance than non- athlete blind students, and this is very effective in their social growth as well. Asadi et al (2000) concluded that there is a significant difference between the social function of boy students with non- athlete students. Karghar and Mehrinezhad (2002) have reached to the conclusion that athlete people have lower behavior disorders due to their high social growth, while low- minded (brain- retarded) students have higher behavior disorders. Esfahani (2002) concluded that the signs of social disfunction of athletes is significantly better than non- athletes. Amintash and Abedi (2006) concluded that athletes have better social growth than non- athlete. Noushaladi et al. (2001) concluded that physical activities grow all children social behaviors as a necessary tool for their external world; Faraziani (2009) concluded that athlete students have better social growth than non- athletes. Willjalemsen and Torlindson (1998) concluded that exercising has a good relationship with social connections. The results showed that there is a significant difference between the attention lack disorder of athlete and non- athlete girl students. Pelham et al. (2008) concluded that treatment- therapy of attention – lack can be effective by sport activities. Dehghan et al. (2010) concluded that movemental – Sensational skills lead to decrease children behavior disorders ranging from 5-8 year old. Rezazade et al. (2007) concluded that educational games applied in the study can reduce significantly the symptoms of low- attention disorder in experimental group in compare to observational group. Apligite and Heart (1996) concluded that attention disorder is one of the most common childhood disorders which starts before 7 year old and lasts up to adulthood in 70-80% of these people. So, sport can impact positively on these people spiritual and mental health.

REFERENCES

- [1] Afsharmand Z, Ihahedi V, Mohammadi A, *Sport sci cen*, **2007**, 16, 5, 156-171.
- [2] Asadi H, Ahmadi M, *Itarakat Magazine*, **2000**, 5, 49-84.

- [3] Butcher J, Minika S, Hulli J, Mental pathology, Arasbaran Publication, **2010**.
- [4] Dehghan Behnia F, Amiri N, Pishiare E, Safarkhani M, MA thesis, **2010**, 82-96.
- [5] Ghayour M, MA thesis, Najafabad Aazd University, (Najafabad, Iran, **1998**).
- [6] Haddad N, MA thesis, Tehran University, (Tehran, Iran, **1998**).
- [7] Hashempour Z, MA thesis, Tehran university, (Tehran, Iran, **2001**).
- [8] Heidari J, Azimi H, Mahmoudi A, Ghahraman R, *Med Sci Mag*, **2006**, 56, 16, 91-100.
- [9] Johnson RW, Morgan WP, *Scand J sport Sci*, **1981**, 3, 2, 41-49.
- [10] Karghar Z, Yazdi SM, A research on exceptional children, **2002**, 4, 423-430.
- [11] Kashkouli Gh, MA thesis, Tehran university, (Tehran, Iran, **2000**).
- [12] Kreck, Samuel E. Exceptional children training, **1997**.
- [13] Momeni K, thought and behavior seasonal magazine, **1998**, 8, 32-40.
- [14] Ramazaninezhad R, Physical training at schools. SAMT publication, 1st printing, **2003**.
- [15] Rezazde M, MA thesis, Esfahan university, (Esfahan, Iran, **2004**).
- [16] Rahimian B, Bayani A, MA thesis, Guilan, (Rasht, Iran, **2011**).
- [17] Saberi H, Thought and behavior magazine, 2nd printing, **2008**, 8.
- [18] Seyed Ahmadi M, Keyvanlou F, Koushan M, *Med Sci Mag*, **2010**, 17, 2. P: 116-122.
- [19] Strohle A, *J Neural Transm*, **2009**, 116, 777-784.
- [20] Yeghane T, MA thesis, Tehran University, (Tehran, Iran, **2010**).