INVESTIGATE THE RELATIONSHIP BETWEEN FATIGUE GENDER THE EDUCATIONAL VARIED IN TERMS OF IN ISFAHAN MIDDLE SCHOOL STUDENTS

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Abstract

Academicresearchto study thefatigueofstudentsintermsof collectivevariablesis donein the93-92school year. For thispurpose,asample of366peoplefromthe cityhigh schoolstudentsrandomlyselectedby stratified. The data collection toolwasa questionnairefatiguePrashyngeducation andteachingstyle questionnaire.Cronbach's alpha reliabilityofresearchmethodsin order0/910and0/927respectively.The dataobtainedwereanalyzedthrough descriptiveand inferential statistics. Studyresultsshowed thatfatigueis a significant differenceby genderStudents(p< 0/05)there. These findingssuggestthatfemale studentsthanmale studentsratetheirdegreeof fatiguehave beenreported.

Keywords: Fatigue school, teachers, Isfahan.

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Introduction

Students in academic situations, different emotional experience. Emotion and motivation, learning strategies, cognitive resources, self-learning and academic achievement are correlated. Furthermore, the psychological health and physical health are affected students (Pkran, 2006). However, emotions are less prominent role in motivational and educational research have gained. Therefore, extensive studies have experience of different emotions in academic situations, including academic performance are examined.

Different emotions and moods, often in more general structures are positive emotion to negative emotion (Tlgn, Watson and Clerk, 1999). Positive emotion as a multidimensional variable consisting of emotions such as joy, pride and satisfaction measure and negative emotion as a multidimensional variable consisting of emotions such as anxiety, frustration and inconvenience is measured (Pyntrych, 2000).Structures with periods of emotional excitement may be transient or moods, desires and tendencies to experience emotions are fleeting concerns. Terms emotional trait (Spielberger, 1972) and trait emotion (Watson & Clark, 1984) to denote specific emotions or desires, a tendency to experience positive emotions vs. negative emotions are used.

Inconnection with thesubject ofseveralresearchstudieshave been conductedinternally and externallyTypicallyreferredtosome of them:

Hosseini and kheyr(1389) studythe roleofemotions inacademicand practicemathteachershavefoundthatstudentswithpositiveacademicemotionsratherTn habhknowledge andcognitive skillsareattained, But pleasant and unpleasant emotions associated with learning and develop the mathematical progression .To 270 N patients (127 female and 143 male) knowledge first high school students in

Shiraz were selected by cluster sampling friends and Mathematics Achievement Emotions Questionnaire and Inventory completed the emotion Regulation. The findingsshowedthat thesamples consistedonlyofacademicemotionsandmath performanceof studentsthere.The findingsshowedthat thesamples consistedonlyofacademicemotionsandmath performanceof studentsthere. TeachingmethodscanMathematicalpositive emotionsand emotion regulationas asignificant positivepredictor. Resultsmathematicsteachersplay an important rolein the development ofpositive and negativeemotionsand emotion regulationhasstudents.

Pkran, ElliottandMeyer(2006) in a study entitledachievement goalsand achievement motivation: Atheoretical modelandprospectivetestfoundTherelationship betweenacademicperformance inmathand emotiontheybelievethereis a significant relationship theexcitingoutcomeofa mathematicalfunctioncan bedividedinto threedomains:theoutcomeof thenextthrill, excitement and the thrillof theoutcomeoftheactivity,according totheir differentassessmentsdetermined.

According to what was said, Fatigue Evaluation Study on Gender variable is considered.

Research Methods, Instruments, population, sample and sampling

The objective of this study is to investigate the relationship of correlation because their data deals.The kind of performance you know. In time of the kind of temporary and is the kind of data a little and the method of collecting information and transmit the data to a field and through questionnaire. Tool collecting data on

research with attention to the research and the method of the two standard questionnaire style Prashing teaching educational and fatigue has been used.Statistical society this research included all students in secondary schools are city of Isfahan in the academic year 93-1392 study are the total number of them according to education of over 10000 people. The present research in statistical society Varianceunknown a preliminary study on a group of people of the society in order to determine necessary Variancesociety. For this purpose a 30 group of the society statistics done by random selection and questionnaire distribution in between them and after mining the data related to the answers of the group statistical sample research with the use of formula Cochran. For statistical society limited and countable variables and a little of this formula are used.

P = meanobserved ÷Numberquestion×maximumQuestion

P= 0/60

Q = 0/40

t = 1/96

d=0/05

$$n=\frac{\frac{(t)^2(Pq)}{(d)^2}}{1+\left[\frac{1}{N}\times\left(\frac{(t)^2(Pq)}{(d)^2}\right]\text{-}1\right]}=\frac{\frac{(1.96)^2(0.60\times0.40)}{(0.05)^2}}{1+\left[\frac{1}{10000}\times\left(\frac{(1.96)^2(0.60\times0.40)}{(0.05)^2}\right]\text{-}1\right]}=366$$

Thesample sizeinthisstudy, about 380questionnaireswere distributedto366studentsachieveda perfect366questionnairesanalyzedMaterialsstratified randomsamplingisproportional to size. This meansthattheschools areseparate schools forboys and girlsschoolswererandomly selectedandStudentsarerandomlyselected andquestionnairestheywereinvestigating.

Results

Describethe samplein termsofgender

Table(1.1) Frequency distributionof respondentsby gender

Percent	Frequency	Gender
51/6	189	girls
48/4	177	male
100	366	gather

ResultsTable(1-1) shows thepercentof respondentswere female and48/4of 51.6% of themareboys.

Fatigue analysis of study variables by gender

Table (2-1) summarizes the results of the independent t-test fatigue study by gender

Sig.	df	t	SD	Average	Number	Gender	dependent variable
0/0001	364	-6/71	1/65	6/91	189	male	FatigueStudy
			3/18	8/67	177	girls	

ResultsTable(2-1) shows thatthedegreeof fatiguewere significant differencesby genderStudents(p <0/05)there. These findingssuggestthatfemale studentsthanmale studentsratetheirdegreeof fatiguehave beenreported.

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