

## The Investigation of Hyper-active Students in Professional Education Centers: Example of Turkey

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**Abstract:** The source of investigation is the reality that the students in professional education centers, compared with other education centers, are more problematic especially in hyper-activity. In Turgutlu and Ahmetli districts in Manisa, a poll is taken to search the socio-cultural features of the students who draw the attention of the teachers due to their hyper-activity in the educational centers. The poll has been applied to 41 hyperactive students; the SPSS packet program has evaluated findings. In conclusion, it is seen that there is no connection between hyper-activity and students' sex, parents' occupations, divorce and patents' being alive or death yet it has a close relationship with the number of siblings, the opportunity of having a separate room and especially with low economical conditions.

**Key words:** Professional education, Students, Hyper-activity, Turkey and Socio-cultural features

### Introduction

The suitability of a class for education is important for the learning level of students. As the intelligence, behavior and explanation talent of each student is different from others', the management of teacher and students' behaviors in class, affect students learning level. Hence a good teacher is the one who comprehends these differences and who finds the most appropriate method (Küçükahmet et al., 2002).

When the behaviors of students in class are considered, it is obvious that they are always wanted to behave as to the expectations. The criterion of expectations is not as to "my expectation" but as to the rules of school discipline regulations. One of the most problematic factors that obstruct learning in class is the "deviation behavior". Deviation behavior is the one which different from general and is considered to be abnormal by the others. So these behaviors are not approved by society and explained as divergent behaviors. One or more than one student who have deviation behaviors in the class cause some problems. Deviation behaviors can be in positive form when they fit to ideal behaviors or can be in negative form when they are inadequate for ideal behaviors. In this investigation hyper-activity that is an example of negative form of deviation behaviors will be examined. Because of this, physical, psychological and mental deviations, dependent and guilty abnormal will be mentioned, moreover deviation of roles, theoretical, temporary and instantaneous deviations and deviation groups will be explained. When the children who have individual differences with these types of deviations are examined, hyperactive children get the priority (Aycan, 2002; Selçuk, 2001).

Hyper-activity is a problem of behavior more than it is learning. Because, hyperactive children are much more active than usual and behave without thinking and cannot concentrate on anything more than a few minutes. Hyper-activity is a problem that exists in 3-5 % children who go to do school and usually seen in male children. At first one's family, and also one's close social circumstances and character can be the reason of hyper-activity. Moreover, problems based on other social reasons can cause such a behavior defeat. They are generally careless, extremely active and rash; besides, hyperactive children or teenage have the behaviors that mentioned beloved (Anon, 2001, 2003).

They cannot sit in a single place more than a few minutes; they continuously budge.

They cannot wait for their own turn they are impetuous and impatient.

They have difficulty in playing silently and calmly so they are inharmonious, angry and offended in their age groups.

They speak too much and without thinking and frequently quarrel with their parents.

They have difficulty in listening because they are always busy with something else and they cannot finish any work.

They blame others for their own faults; their interest can easily be drawn to different things.

They are always insistent and defensive that's why they speak loudly, and they are offensive; easily get across with somebody and annoy.

They can never bear to obstacles, never accept their faults and they are generally resentful.

As a result of their distrustfulness, their moods change suddenly and they are easily agitated.

As other social problems, hyper-activity has also its own reasons. Careful and intense interest can partly solve the problem. The important thing is to know how to behave to a hyperactive student. In this respect, the question is "what are the social reasons of the problems of hyper-active students?"

The aim of this investigation is to search the social origins of hyper-activity of students in professional education centers in Ahmetli and Turgutlu districts in Manisa. For the investigation, a poll is taken to learn the opinions and

behaviors of students and teachers of professional education centers mentioned above, in 2001-2002 academic year. By this poll, the factual information about the hyperactive students in these professional education centers are evaluated, the reasons of the problems and the answers of the questions, given above, are investigated.

What is the level of their family's effect for their being hyperactive?

What is the importance level of sex, place of birth, father's occupation, and the number of siblings and monthly level of income for their being hyperactive?

In order to provide an effective education, before all units in education system, a productive communication system should be constructed, and then all students should be taken under control by reducing class problems as much as possible. As, this is not put in practice; hyperactive students become problems in the class. In general, professional education centers, in particular, in the schools in two districts of Manisa, students are more problematic than the ones in other schools and have more deviation behaviors.

## **Materials and Methods**

The investigation is a descriptive one that based on practice. The socio-demographic features of the ones that constituted the environment and example of our investigation are examined. Whereas environment includes the 315 students that go to the professional education centers, example covers all 41 students whose hyperactivities are determined by educationalists.

The poll that has been prepared in likert type is used in the investigation. The first part of the poll includes the questions about hyper-active students, as for second part includes the questions that are answered by the teachers of the students.

In the resolution process of the data, SPSS packet program is used in computer. For evaluation, the one hand  $p=0.05$  meaningfulness levels is demanded to test the levels of investigation, on the other hand arithmetic average, standard deviation, frequency, percentage and z point are calculated.

## **Results and Discussion**

Findings include the factual questions that show the socio-demographic features of students and the adjudication questions that search the attitudes towards hyper-active behaviors. According to this;

**The Analysis of Factual Questions:** When the connections between hyper-activity of the students in professional education centers and their sex, parents' occupations, divorce and parents' being alive or death are examined, no connection is found between their hyper-activity and those factual features.

When the connection between students' hyper-activity and the number of their siblings are examined and z point is calculated, meaningful result is found (Table I).

When the connection between the hyper-activity of students in professional education centers and the monthly level of income is examined; as it is understood from the z point that is calculated between a-d, b-c, c-d, it is found that there is a meaningful connection between them, especially with low income groups (Table II).

When the connection between the hyper-activity of students in professional education centers and the opportunity of having a separate room is examined; meaningful results are found (Table III).

**The Analysis of Attitude Questions:** All of the students, totally 41, in the example have answered questions in control of their teachers. By evaluating the explanations of teachers, the students who answered the questions in the poll assumed to be hyperactive. In order to check the behaviors and explanations, the attitude questions are asked to teachers.

As it can be seen on the table beloved, there are totally eleven attitude questions that are asked to teachers. In these questions that are prepared to put forth the reasons of the hyper-activity, frequency and percentage of students' answers are indicated (Table IV).

To the answers that are given to the first question, "frequently quarrels with his/her parents"; the ratio of "no" is 2,3 %; the ratio of "sometimes" is 51,3%; the ratio of "often" is 46,4%. From this, it is understood that hyperactive children frequently quarrel with their parents.

To the answers that are given to the second question, "blames others for his/her own faults"; the ratio of "no" is 4,9%; the ratio of "sometimes" is 58,5%; the ratio of "often" is 366,6%. According to these results, hyperactive children do not generally blame others for their own faults or they do not frequently prefer it.

To the answers that are given to the third question, "be easily offended, quickly annoyed, easily angered"; the ratio of "sometimes" is "19,5%; the ratio of "often" is 80,5%. According to these results, it is obvious that hyperactive students have easily offended, quickly annoyed and easily angered personality.

To the answers that are given to the fourth question, "be generally resentment, angry, hurt"; the ratio of "no" is 2,5%;

**Aycan:** The investigation of hyper-active students in professional education centers

the ratio of "sometimes" is 58,5%; the ratio of "often" is 39,0%. According to these results, it is understood that hyperactive students are not generally resentment, angry and hurt.

**Table 1:** The connection between hyper-activity and the number of siblings

Number of siblings	Naming	SD	Variance	Average	N	z	
No siblings	a	1,29	1,66	28,5	4	a-b	0,83
						a-c	1,70
1-3 siblings	b	1,68	2,85	27,9	30	b-c	1,33
4-6 siblings	c	1,69	2,85	27	7		
7-9 siblings	d	-	-	-	-		

**Table 2:** The connection between hyper-activity and the monthly level of income

The level of income*	SD	Variance	Average	n	z	
0-100 Million Turkish Liras	2,96	8,77	15,09	33	a-b	1,27
101-250 Million Turkish Liras	2,60	6,78	13,75	8		
251 Million and more Turkish Liras	-	-	-	-		

\*100 Million Turkish Liras = 66 668\$ and 54 054 EU

**Table 3:** The connection between the hyper-activity and the opportunity of having a separate room

Separate room	Naming	SD	Variance	Average	n	z	
Yes	a	1,45	2,12	28,46	15	a-b	1,9
No	b	1,88	3,55	27,46	26		

**Table 4:** The frequency and percentage of students' answers

Questions	NO		SomeTimes		Often	
	f	p	f	p	f	p
Frequently quarrels with his/her parents.	1	2,24	21	51,22	19	46,34
Blames others for his/her own faults.	2	4,88	24	58,54	15	36,58
Be easily offended, quickly annoyed, easily angered.	0	-	8	19,51	33	80,49
Be generally resentment, angry, hurt.	1	2,44	24	58,54	16	39,02
Be generally vindictive and wants to take revenge.	3	7,32	5	12,20	33	80,48
Do not stand still and be over active.	1	2,44	10	24,39	30	73,17
Easily gets agitated.	4	9,75	18	43,90	19	46,34
Be unsuccessful in finishing the works that he/she starts.	3	7,32	17	41,46	21	51,22
Frequently budes.	0	-	11	26,83	30	73,17
His/her interest is easily drawn to different things.	1	2,44	10	24,39	30	73,17
His/her mood changes suddenly.	0	-	17	41,46	24	58,54

To the answers that are given to the fifth question, "be generally vindictive and want to take revenge"; the ratio of "no" is 7,3%; the ratio of "sometimes" is 12,2%; the ratio of "often" is 80,5%. According to this, it is understood that hyperactive students are vindictive and do not forget the things that are done against them.

To the answers that are given to the sixth question, "do not stand still and be over active"; the ratio of "no" is 2,5%; the ratio of "sometimes" is 24,4%; the ratio of "often" is 73,1%. According to these results, the students who are active and do not stand still are hyperactive students.

To the answers that are given to the seventh question, "easily gets agitated", the ratio of "no" is 9,8%; the ratio of "sometimes" is 43,9%; the ratio of "often" is 46,3%. Getting agitated is not seen only in hyperactive students but also in other students as a result of their growing up.

To the answers that are given to the eighth question, "be unsuccessful in finishing the works that he/she starts"; the ratio of "no" is 7,3%; the ratio of "sometimes" is 41,5%; the ratio of "often" is 51,2%. According to this, hyperactive students are unsuccessful in finishing the works that they start.

To the answers that are given to the ninth question, "frequently budes"; the ratio of "sometimes" is 26,8%; the ratio of "often" is 73,2%. According to this, it is understood that hyperactive students always budge and cannot sit still.

To the answers that are given to the tenth question, "his/her interest is easily drawn to different things"; the ratio of "no" is 2,4%; the ratio of "sometimes" is 24,4%; the ratio of "often" is 73,2%. According to these results, it is understood

that hyperactive students' interests can easily be drawn to different things.

To the answers that are given to the eleventh question, "his/her mood changes suddenly"; the ratio of the ratio of "sometimes" is 41,5%; the ratio of "often" is 58,5%. According to this, it is clear that generally the moods of hyperactive students change suddenly.

### **Conclusions**

There is no connection between the hyper-activity of the students and their sex and the place of birth, their parents' being alive or death. No meaningful difference is found in the analysis.

A meaningful difference is found between the connection of the students' hyper-activity and the number of their siblings.

A meaningful difference is found between the connection of the students' hyper-activity and monthly level of income. As a result of this, students feel themselves as second-class citizens.

It is found that most of the students who have been thought to the definition of "hyper-active child" and taken to the investigation have hyperactive features.

As it is in other investigations (Çalik, 2002; Soyutürk, 2002, Şeker et al., 2000), the general result of this investigation is that educationalists, by suggesting democratic attitudes and behaving as to these suggestions in class, should make the students have ideal behaviors.

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