

## Quarreling effect on educational performance of the guidance level girls of Savadkuh city at educational year 2010

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**Abstract:** the main purpose of this study is Quarreling effect on educational performance of the guidance level girls of Savadkuh city. Sampling method is 40, that 40 person for Quarreling group and 40 person for unquarreling group were selected and descriptive and inferring data had been used for analyze of data and used test for confirm or reject is independent. T hypothesis and findings show that evaluated. T is less than chart's T and therefor hypothesis zero is confirmed and reveal that quarreling cannot effect educational performance of students very much.

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### Introduction

All societies must search method that prevent of quarreling to each other, all people to somehow control quarreling behaviors and limitation level of them is different with each other. Psychologists that have different the orefical ideas, don't agree with each other about definition of quarreling. The main subject is that quarreling must be defined base on its consequences or personal intention show that some people suggest that quarreling can be harmful for others or potentially harm them. Quarreling can be physical such as to kick, to bite or verbal such as to cry, to offend and some of the oriciansreceive tool quarrelin gas a hostile quarreling, tool quarreling is the act towards reach a purpose but characteristic quarreling in order harm someone else. Most quarreling between children is because of tools and means. This kind of quarreling is because of belongings or some time harm somebody or nervously quarrel. Doubtless prevalence of quarreling among teenagers result in anxiety of families, teachers and responsible of the country. Increasing development of behavior alunnormality has a negative effects on human social concerns and threats peace and security. There are two important and basic ideas about quarreling in psychological studies.

*A:* inherited and intrinsic factors: Fruid and Lorenz believe that quarreling is intrinsic is human and so have a potential and intrinsicrole.

*B:* aggravative factors of quarreling: learning factor emphasis that excess quarreling is learned through direct experience or observing other's behavior. one of the most important reasons that result in quarreling and sometimes become more developed and change to a form of normalities and criminality and result in reproach of parent at childhood and teens. Natural

and intrinsic way of expressing is quarreling behavior.

### Background of research:

The research abroad country Novaker, has applied immunity test in order to help for control quarreling in different situation against nervousness successfully. From frouid's point of view quarreling is representative of "death instinct" in contrast to "life instinct" is active, means that while life instinct direct us toward meeting of needs, death instinct result in quarreling. Vindora believe that quarreling is also teachable by social aspect and preventable and controllable too. Vindorabelieve that quarreling in human is teachable. Motivational the oricianssuggest the best action for this problem is filtration and dreaming. Accordance this research, filtration is best. Filtration don't destroy whole quarreling but prohibit of next quarreling. Findings of Espel Berger show that when this three ways included 1) expression of nervousness. 2) preventing and 3) silence don't become effective, so are harmful for people and things.

### Research purposes

**General purposes:** Quarreling effect on educational performance of the guidance level girls at Savadkuh city.

**Trivial purposes:** Evaluation ways of reduction of quarreling among students.

Evaluation of family role in reduction of quarrelings.

**Hypothesis express:** Non quarreling students in comparison with quarreling student have more educational performance.

**Express of research variables**

**Independent variable:** in this research, quarreling is independent variable.

**Dependent variable:** In this research, educational performance is dependent variable.

**Theoretical definition of words**

**Quarreling behavior:** A behavior that its purpose is harm oneself, in this definition, the important thing is motive and purpose.

**Educational performance:** Educational performance regard to application rate and manner of homework doing is determined that is used by students at school and continue the results of research at a field and the end of educational year is recognized and may be the sign of weakness at student's performance in learning of courses.

**Operational definition of words**

**Quarreling:** in research, people quarreling is determined accordance to grade that Ayzeng's quarreling is received.

**Educational performance:** rate of course application that students are doing during two semesters, finally is attained from their general mean at the end of educational years.

**Research method**

Regard to research subject that is about quarreling effect on educational performance of the guidance level girls as Savadkuh city, this research method is comparative or past event and statistical society is included all of girls students at guidance level at Savadkuh city that are studying at educational year of 1399. Sampling method is random clustering and number of sample in both groups is 40. That 40 person are in quarreling and 40 person are in unquarreling group. That is executed by Ayzeng test.

**Tools of research**

In this research for evaluation this theory, rating tools of quarreling are used. That is Ayzeng's quarreling questionnaire that assess the level of quarreling that is answered with yes or no, the grading is one and zero, for grading, this test, questions that are answered yes, get one grade. Except question of (28,25,20,18,16,9,8) if the test answer no, get a grade. The person who get most mean from 30 grades (upward 15) is quarreler and the person who get grade less than mean (downward 15) is unquarreling. This test is produced by people's quarreling and self esteem. According research is determined that when quarreling of people is high, self esteem of them is less and on contrary, when quarreling is less, rate of self esteem is high. With

respect to upper chart we can say that mean between two groups is 48% and so mean of unquarreling group is at a level higher than quarreling group.

The charts of summary independent T test's result for two groups.

**Chart's T**

Evaluated T	Df	A	Chart's T
0.85	78	0.01	2.358

To show the different between means, independent T test is used for two groups and so evaluation like the result of  $T=0.85$  at level of  $\alpha=0.01$  and with  $Df=78$  is less than chart's T that is 2.358, therefore we can say that there is not a possible different of 99% between groups and hypothesis of zero is confirmed.

**Interpretation and grading way**

As we said, in this research, explanative data are used for determination of frequency drawing of charts, graphs and means and also in order to examining difference between examiner performance at research steps in deductive data for independent groups, (I) test is used and also the level of meaning fullness is 1%

Zero hypothesis

$$H: m_1 - m_2 = 0$$

Opposite hypothesis

$$H_A: m_1 - m_2 \neq 0$$

Standard deviation	Variance	Mean	Number N	Group name
2.47	6.12	18.26	40	Quarreling girls
2.84	6.98	18.74	40	Un quarreling girls

**Document and results**

In this study, in order to confirming or rejecting this hypothesis, whether there is a relationship between quarreling and educational performances the T test is used for comparison in two independent groups and the value of computed T in level  $\alpha=0.01$  and with respect to  $Df = 78$  and T of chart 2.358 and computed T 0.85 and computed T is less than chart T. So, the zero hypothesis is confirmed meaning that with possibility of 99% this problem was confirmed. There is no difference between the means and quarreling variable cannot affect educational performance. In other words it can be said that nonquarreling students in comparison with quarreling students don't have higher educational performance.

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