

## DAILY ROUTINE'S ORGANIZATION OF JUNIOR HIGH SCHOOL STUDENTS OF THE BASIC EDUCATIONAL DEGREE

Research notes

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### Abstract

*The current paper presents results from the daily routine of study of students in the junior high school stage. The study was conducted in the framework of the research project "Physical Education and Sports as Factors for Personal Formation and Physical Improvement of Adolescents". It's establish how students organize their time during the day, according to their learning and extra-curricular involvement with the help of a chronogram. The aim of the study was to determine daily routine of young adults. Particularly, students from fifth, sixth and seventh-grade in several schools in Blagoevgrad. The routine of the day was estimated using survey using questioner as instrument. The results obtained in the study were analyzed using quantitative and qualitative analysis. Results suggest on differences between students from fifth, sixth and seventh grade suggestion on different time required for different activities as well as based on developmental needs in each age period. Lower level of physical activities are noted and recommendations are given how to improve this segment by implementation of sport classes, cooperation with teachers and parents etc*

**Keywords:** daily routine, physical activity, personal formation, junior high school

### INTRODUCTION

The issue of proper organization of the daily routine of adolescents is extremely relevant and urgent to address. Many years ago, there were signals of health problems, which create low levels of physical activity among all ages of the population. According to the World Health Organization (WHO, 2010), about 60% of the world's population is not sufficiently active. And in the modern development of human civilization, it is proven that the habits and positive examples of and from physical activity, acquired in childhood and school-age with much greater force are continued and maintained throughout the conscious life, as well as sedentary lifestyle, acquired by children is retained and continues over the years (World Health Organization, 2003).

In 2010, the WHO Secretariat, during the preparation of the "Global recommendations on physical activity for health" stated emphatically that children and adolescents aged 5-17 years should accumulate at least 60 minutes of daily physical activity with moderate to high intensity, and the largest in duration would bring even more health benefits to those involved (World Health Organization, 2010).

Physical activity is extremely important for all students including those with special educational needs. The subject "Physical activity" and related another form of movement are an indispensable factor for the proper psycho-physical development of adolescents. It is equally necessary for those with and without psychophysical abnormalities. This pedagogical truth has been known for a long time. It only needs to be observed and implemented if we want to help children with special educational needs who need healthy physical activity much more than all other students (Kostov, 2017).

Physical activity level is associated with different conditions in adolescents and youth. Physical activity behavior and habits for movement are associated with quality of life. According to Buckworth & Nigg (2004) health behavior in young adults determine the quality of their life in later years. Increased number of hours per week spend in physical activity is positively related satisfaction of quality of life (Broáni, Šutka, Španiková & Vravková, 2013). Study evidence for relation between decrees of physical activity level with the previously held habits for movement (Buckworth, & Nigg, 2004; Nuivala et al, 2011). For adolescents, participation in sport and physical activity was highly associated with resistant of drug

and alcohol addiction, significantly related with physical and psychological well – being, positive social feedback and lower anxiety – depression scores (Kirkcaldy, Shephard & Siefen, 2002). Furthermore, lower level of physical activity in young people are associated with many health issues, lower self – esteem, increased anxiety and stress, overweight and obesity (Andrijašević et al, 2005; Brkljacic et al, 2012). Physical activity level was also determined to be associated with soci – emotional skills, particularly student's socio – emotional intelligence (Kinov, 2019). From all associations between health outcomes and physical activity, it is reasonable to expect that the physical activity–obesity association would be one of the highest (Livingstone, 2003).

### METHODS

Related with the above-mentioned need for control and proper dosing of students' free time, we surveyed students in fifth, sixth and seventh-grade in several schools in Blagoevgrad. The routine of the day was estimated using survey using questioner as instrument. The applied questioner was comprised from questions related to the time budget for the day covered the whole range of main activities, including school commitments, preparation for school, getting to school and back, sleep, personal toilet, meals; household obligations; learning a foreign language; observations of sports competitions; watching TV; controversial activities; a walk in nature; time spent on the Internet; others. Data were proceed using basic statistic parameters/ Percent's (%) were used for better understanding of daily routine of adolescents and were presented in Tables.

### RESULTS AND DISCUSSION

The first category of results refers to time devoted to schools commitments, preparation for school and returning from school. Results are presented in Table 1. The activity "School commitment" is used during the day up to 6 hours by all students from fifth, sixth and seventh grade. Preparation for school follows its logical path of development, as up to 2 hours more experienced seventh grade students are twice as many as fifth and sixth-grade students, and the trend is clearly expressed in the low percentage of 7th-grade students who spend more than 5 hours for this activity - only 8%, which is almost three times less than fifth graders - 23%. It makes sense for older stu-

Table 1: Time budget of the day – school commitments; preparation for school; getting to school and back.

Grade	Time budget of the day (main activities)							
	School commitments		Preparation for school			Getting to school and back		
	1 - 6 hours	over 7 hours	0 - 2 hours	3 - 4 hours	over 5 hours	0 - 1 hour	1 - 2 hours	over 2 hours
5	100%	0%	33%	44%	23%	65%	29%	6%
6	100%	0%	32%	58%	10%	85%	15%	0%
7	100%	0%	61%	31%	8%	93%	7%	0%

Table 2: Time budget of the day – sleep, personal toilette, meals; household activities; learning a foreign language.

Grade	Time budget of the day (main activities)								
	Sleep, personal toilette, meals			Household activities			Learning a foreign language		
	1 – 5 hours	6 - 8 hours	over 9 hours	0 - 1 hour	1 - 2 hours	over 2 hours	1 - 2 hours	3 - 4 hours	over 5 hours
5	10%	44%	46%	77%	23%	0%	92%	4%	4%
6	0%	14%	86%	82%	18%	0%	77%	18%	5%
7	0%	2%	98%	93%	7%	0%	91%	9%	0%

Table 3. Time budget of the day – observations of sports competitions; watching TV; sports activities.

Grade	Time budget of the day (main activities)								
	Observations of sports competitions			Watching TV			Sports activities		
	0 – 1 hour	2 – 3 hours	over 4 hours	0 – 2 hours	3 – 4 hours	over 5 hours	0 – 2 hours	3 – 4 hours	over 5 hours
5	58%	39%	3%	91%	6%	3%	92%	4%	4%
6	68%	28%	4%	84%	13%	3%	90%	7%	3%
7	61%	26%	13%	94%	3%	3%	88%	9%	3%

Table 4. Time budget of the day – a walk in nature; time spent on the Internet; others

Grade	Time budget of the day (main activities)							
	A walk in nature			Time spent on the Internet			Others	
	0 - 2 hours	3 – 4 hours	over 5 hours	0 – 3 hours	4 – 7 hours	over 8 hours	0 – 1	over 2 hours
5	96%	1%	3%	87%	13%	0%	87%	13%
6	93%	7%	0%	54%	34%	12%	90%	10%
7	95%	5%	0%	55%	27%	18%	95%	5%

dents to be able to prepare for school much faster than younger and inexperienced students. The activity “Getting to school and back” is also logically sound, given that most specialized schools-vocational high schools, etc., start after 7th grade, with some small exceptions. In this sense, this theoretical assumption is proved with the obtained empirical data, which shows that a very large percentage of students manage to move to their school within one hour, between one and two hours the difference decreases dramatically, and over 2 hours is negligible.

The number of hours spend in sleeping, eating, activities in the house as well as out of school learning activities as part of daily routine are presented in Table 2. The ratio of fifth-grade students who spend time sleeping, personal toilette and eating between 6-8 hours and those who take more than 9 hours of this activity is almost the same about 44% - 46%. However, the difference in this activity becomes significant for older students from sixth grade - 14% spend between 6-8 hours a day, 86% over 9 hours. An even more significant difference is observed among seventh-graders, as almost all of them (98%) perform these activities for more than 9 hours. Duties from everyday life, perhaps logically, given the acceleration in the development of students and the emergence of increasingly challenging activities for them, the majority spend only up to 1 hour for this activity. Learning a foreign language has approximately the same tendency, with the vast majority of students spending between 1-2 hours a day and a negligibly small percentage of 3-4 hours and over 5 hours.

The indicator “Observations of sports competitions” gives us an indirect idea of the motivation of students to observe, and hence the arousal of their interest in sports activities. Between 58% -68% of all surveyed students spend up to 1 hour a day on this activity, 84% -94% watch TV up to two hours a day, and between 88% -92% also play sports up to two hours a day. Results for this part are presented

in Table 3.

Walk in nature and activities on social media and IT devices are also included in everyday routine. They are presented in Table 4. There is a large percentage of students who walk in nature for about two hours a day - 93% -96%. Also, from 0 hours to 3 hours every day, a very large percentage of fifth-graders spend their time online, and this percentage decreases significantly among sixth and seventh-grade students.

## CONCLUSIONS

There is no doubt about the need to increase the time spent by students on sports and physical activity in general. For this to happen, however, sports educators - teachers and coaches - have a big role to play in arousing and retaining the interest of adolescents as much as possible in these activities. For the correct and appropriate daily routine a huge role is played by the parents, who by personal example or another appropriate way to succeed in motivating their children to prioritize one or another activity, on the one hand, and on the other to reduce negative or age-inappropriate activities. The way to and from school is also very suitable for increasing physical activity, but with the proviso that a suitable safe environment is created and maintained in the city or region for the movement of students on foot or by bicycle.

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