

A Study of Adolescents' Attendance in Recreation Centers in Iran

Vida Rahiminezhad

Assistant professor in Research Institute for Education in Iran and a Board Member of Iranian Association for Sociology of Education

Zohre Mohammadi Yeganeh

MA. in English Literature Department and A Faculty Member of Azad University South Tehran Branch in Iran

***Correspond Author:** Vida Rahiminezhad

Abstract: There are 560 Recreation Centers of Intellectual Development of Children and Young Adults in Iran, (RC) [1] among them 56 Centers are located in Tehran. The vital aims of these Centers are: enriching children and adolescents' leisure time, exploring their talents, elevating the level of reading books and the culture of studying, providing sufficient opportunities for their intellectual improvements and promoting their creativity as well as their intelligence. Since the number of the adolescent members of these Centers is decreasing, this study is to recognize ways to increase the number of the members. This is a descriptive survey study with the use of correlation method. Questionnaires made up by the researcher are the measurement tools of this study and population is adolescents who are involved with these Centers including: two groups of both new members and those who renew their membership as well as those who do not continue to renew it anymore. The cluster sampling includes 400 adolescents of Tehran, randomly selected and classified. From each group 200 adolescents are selected based on Cochran formula. In order to analyze the result descriptive and inferential statistics and Spearman correlation test have been used. According to the findings there is a positive and significant relationship between the increase of adolescents' satisfaction of these Centers' activities, their diversities and their given services on the one hand and the adolescents' interests in renewing their membership. That's why; these Centers should develop their policies and their services in the same direction with the adolescents' needs and interests. Accordingly, the researchers are recommended to analyze, periodical, the adolescents' sophisticated needs and interests in order to plan which is based on these new findings.

Key Word: Recreation Centers, creativity, intelligence

INTRODUCTION

Recreation Centers of Intellectual Development of Children and Adolescents are those centers which are established to occupy children and adolescents' leisure time. These recreation centers are formally inaugurated on 23th November in 1965. The aims of these centers include: enriching children and adolescents' leisure time; exploring their talents; providing opportunities for flourishing those talents; elevating the level of reading books and the habit of studying ;providing sufficient opportunities for their intellectual improvements and promoting their creativity as well as their intelligence.

The characteristics of these Centers are: to provide indirect training; to underline religious, moral and educational issues; to train the power of thinking and reasoning in children and adolescents; to motivate the addressees for a meaningful studying and education; to have diverse activities; training the power of

reasoning and thinking; centralizing children and adolescents in new programs and to consider qualities rather than quantities.

Children and adolescents who can be regarded as members of these Centers are as follows:

Group A) Children of pre-elementary Schools (3-5)

Group B) Children of the first three grades of primary schools (6-8)

Group C) Children of the second three grades of primary schools (9-11)

Group D) Adolescents of the first grades of high schools (12-14)

Group E) Adolescents of the second grades of high schools (15-16)

There follows several Recreation Centers activities:

- General activities such as telling stories and reading stories aloud; oral and written competitions; book writing; wall paper writing; introducing countries, events and characters; free discussion, reading poems and
- Art activities such as puppetry and creative plays
- Visual art training; handicrafts, painting, pottery, photography and calligraphy
- Islamic instructions; Quran, Hadith, commands, Islamic history, ideology and ethics
- Group working activities; games; mountain climbing, meetings, ceremonies, scientific ...
- Literary activities; taking part in some literature classes, workshops for poetries and fictions, literature conferences, taking part in story telling associations

Besides the activities mentioned above, there are some other Centers with especial types of activities: Tehran Art Recreation Center, Biology Center and Astronomy Center.

Statement of the Problem:

There are, up to now, 560 permanent Recreation Centers throughout Iran, among which 56 Centers are active in Tehran and 34 Centers of these active Centers are numbered. There are five active especial numberless Centers including: Art and Cultural Recreation Complex, Negarkhaneh Aftaab, Soofar Center, Biology Center, Astronomy Center. The majority of numbered Centers give their services, in two shifts, to the children and adolescents. As a matter of fact, these Centers are scattered not equally all over Tehran (there are, for instance, no Centers in the third and the seventh Tehran municipal district); whereas, there are a few Centers in some other district (there are four Centers in the fifth municipal district).

Each Art and Cultural Center, in Tehran, has three full-time cultural instructors and there are almost 180 hours, run by part-time Art and Cultural instructors. In spite of various activities done in these Centers, the research manager of these Art and Cultural Centers, the instructor and the manager of Center 21, claim that the number of adolescent members of these Centers are not sufficient.

The following tables which are arranged according to age and sex show the number of members of RCs in Tehran, from the year 2006 till 2011. They show the decrease of the number of the adolescents. There are, in these tables, two terms of "new members" and "renewed membership members". It is necessary to mention, in explaining the above terms, each adolescent should pay 5000 Toomans (8) to register his/her name as a member of these Centers for a year, is called a new member. If, a year after, he/she pays 2500 Toomans more he/she will renew his/her membership and is then called extended members.

Table. The number of the members throughout Tehran in 2006

Title	Child-girl	Adolescent-girl	Child-boy	Adolescent-boy	total
Renewed membership					
New member	267	102	264	66	799

Table 2. The number of the members throughout Tehran in 2007

Title	Child-girl	Adolescent-girl	Child-boy	Adolescent-boy	total
Renewed membership	70	22	28	12	133
New member	9712	2558	6611	1703	21584

Table 3. The number of the members throughout Tehran in 2008

Title	Child-girl	Adolescent-girl	Child-boy	Adolescent-boy	total
Renewed membership	2873	1539	2012	730	7154
New member	14754	2159	12604	1206	30723

Table 4. The number of the members throughout Tehran in 2009

Title	Child-girl	Adolescent-girl	Child-boy	Adolescent-boy	total
Renewed membership	5627	1702	4511	909	12749
New member	9535	1370	7895	811	19611

Table 5. The number of the members throughout Tehran in 2010

Title	Child-girl	Adolescent-girl	Child-boy	Adolescent-boy	total
Renewed membership	1978	1344	1279	648	5249
New member	3911	1125	2926	489	8451

Comparing the number of members, each year with the year after, shows the permanent reduction of both male and female adolescent members of RCs; in so much as, in table no. 3 (2008) the total number of both renewed membership and new female members is 3698 in Tehran, among which, in 2009, only 1702 members renew their membership but 1996 members did not. Among male adolescent members, it is observed that from 1936 members just 909 ones have renewed their membership, in 2009, and 1025 members have not renewed their membership or have not taken part in RCs' activities.

By looking at extended and new adolescent members of Center 21, it is obvious that the number of adolescent members of this Center is declining.

Table 6. New and renewed adolescent members of Center 21 in 2009

	Female adolescent	Male adolescent
New members	13	11
Renewed membership	24	16

Table 7. New and renewed adolescent members of Center 21 in 2010

	Female adolescent	Male adolescent
New members	10	6
Renewed membership	14	9

According to the manager of RC number 21, a real member of the center is one who registers his/her name; then takes part continuously in many of centers activities and renew his/her membership every year.

Objectives

Recognizing the ways to increase adolescents' absorptions to Recreation Centers in Tehran

Especial objectives

1. To acknowledge the role of the adolescents' satisfaction of the Centers' activities in renewing their membership in the Recreation Centers
2. To acknowledge the role of the adolescents' satisfaction of the Centers' activities in their presence in the Recreation Centers
3. To acknowledge the role of the Centers various programs in renewing their membership in the Recreation Centers
4. To acknowledge the role of the Centers giving services in renewing their membership in the Recreation Centers

Operational Definition

Recreational Centers

Recreational Centers of Intellectual Development of Children and Adolescents are Centers where children and adolescents use various books as well as diversity of services and diversity of art, literature and cultural activities.

Adolescent Members of RC

Adolescent members refer to all adolescents between 12-16 years old who can enjoy RCs' services until they become 16 continuously.

Adolescents Renewed Membership

Those adolescents who renew their membership after a year and take part in RCs activities.

Adolescents Not Renewed Membership

Adolescents, who register their names once, took part in its activities but do not renew their membership after a year.

Absorbing Members

It means to absorb the members attention so that adolescent after registering their name, take part in the centers' activities and renew their membership when time comes.

Satisfaction

Satisfaction denotes, "being satisfied and happy", which is created a kind of happiness and satisfaction when requests and needs of members are satisfied by services given in RCs [3].

Giving Services

Giving services means the instructor's inclination for answering and helping members; in another word, sympathizing with adolescents, satisfying their needs, using science and skills of modern technology, as well as all facilities provided to satisfy general health of members can be under the category of services given by RCs.

Various Schedules

It means providing all interested activities of RC members, emphasizing the inevitability of repetition and similarities.

Literature review

Leisure time and how to pass the leisure time is a new issue which has been paid heed by sociologists after the industrial revolution and the growth of industry and technology. The definition of the leisure time has been led to emergence of a new branch of social science under the title of “sociology and anthropology of the leisure time”. While some researchers believe that the leisure time has been existed in all stages of human life, some others do not consider it as a part of an industrialized society [4].

Tavakol believes that since people in the past earned money with difficulties and since there was a shortage of enough sources, they tried for the most part of their time just to stay alive [5]. When plantation used to be the economic basis of most societies; people were working all days of the year; rapidly in bad weather and slowly in good weather. The Changes took place during Renaissance as well as the invention of new technical tools, such as the steam engine in 16th.and 17th.century, created a new era which was called industrial civilization. At the beginning of this civilization, farms and houses as working places were replaced by factories with 75 hours working a week. With the progression of technology and the invention of new equipments, machine worked instead of man; the time of working was decreased and **leisure time** was the result; consequently leisure is a phenomenon which is connected to industrial civilization [6]. Considering two conditions: 1) social activities such as working and leisure should not be influenced by obligatory rituals, socio-cultural necessities and social responsibilities but according to an individual’ willingness. 2) Leisure and man’s activities are two different matters [7], while leisure time has got its meaning in industrialized civilization; it had a social obligation in relationship with other human activities in ancient and primitive societies.

Since the present study concerns adolescents, it is necessary to discuss over the adolescents leisure time, in particular. Another definition of the leisure time is: parts of children and adolescents’ lives, in general, except the time which is related to going to school, doing their homework, following the elders commands and may be economical activities that they do willingly with satisfaction; hence, leisure time is not the time when they do not go to school in their school time, the time when they do not do their duty or the time when they have to do something.

Theoretical concepts

A certain number of researchers and intellectuals are working on the leisure time and, in this regard, each presents a particular opinion to show that it is something impossible to introduce a perfect definition of the leisure time to cover all factors.

1. Leisure Time as free time

The first interpretation of this view is when you are free you have leisure time. They believe that free time refers to the time that after paying heed to necessities of life as working, sleeping, resting, time for eating, cleaning and etconeuse it freely. According to the oldest view (the view of 77% of the researchers and intellectuals after the industrial revolution), the leisure time is the same as free time; because, leisure time got its best meaning in the first years and decades came immediately after the industrial revolution, in contrast to long hours of working hard.

2. Leisure time as an activity

In this view, activity is used as a key word and accordingly the leisure time defined as an instructive and pleasant activity; is placed in the opposite to the view that leisure time is the free time. According to this definition, leisure time is equal to pleasure and it means not just having free time which is necessarily

leisure time, but the way that the free time is filled and its ability to change the free time to the leisure time. These activities may refer to a lot of activities that people use in order to make oneself busy by acquiring knowledge and personal skills. This view that regards the leisure time as an activity, is a traditional interpretation of the leisure time that describes it as pleasant, voluntary and instructive activities. Also there are certain proponents of this view who consider leisure time as opportunities for performing some serious activities which are not necessary in one's life.

3. Leisure time as a type of imagination or existence

In this view, it is not the activity which creates the leisure time but the leisure time as a result of "a type of imagination or existence". Kraws believes that the leisure time is a very pleasant type of imagination or existence, result from participating in activities with instinctive motivations.

4. Leisure time as a general content and

In this view, the leisure time is not restricted to the free time and can exist in many other aspects, such as working and other necessary aspects of life; whereas, it may not be satisfied in entertainments too [8]. Leitner [9] and some of the theoreticians of the leisure time believe that duty and leisure time are in so close relationship which are inseparable DeMazdir [10] in supporting this view considers tranquility, entertainment and growth as three basic outputs of the leisure time. Accepting DeMazdir's view, tranquility, entertainment and growth cannot be found just in one's free time or one's entertainments but in both voluntary and obligatory aspects of life.

Theoretical Framework

In spite of the different views about the essence of the leisure time as a result of different philosophy of life, all concur with the advantages of leisure time in one's social and individual health.

In regard to the presented views, the aims of the present study are as follows:

1. The leisure time is separated from duty and occupation but refers to a particular time of one's life.
2. In one's free time, one chooses his/her leisure time voluntarily.
3. One's leisure time is separated from family, social and occupational responsibilities.
4. The outcome of the leisure time is creativity, maturation, tranquility, and satisfaction.
- 5.

RC activities are studied the adolescents' leisure time with the help of the theory of symbolic compromise.

Symbolic interaction

It means how much human beings are affected by various environments, different institutions and tools of educational industry. It is in this interaction that individuals become sociable in their lives and how this is effective, and whether this effect happens in short time? [11]_All of these questions can be answered according to the facts which are accumulated and observed and deduced with the help of symbolic social interaction theory [12] and phenomenological social theory [13].

On the first step, when a human being is placed in a situation or an environment with a especial culture, value and its own particular facts, after being consistently involved with that environment has to leave there or gives up that situation. In fact, this happens when he does not agree with the situation or disagrees with the facts proposed in that situation and if he tolerates and stays he has accepted everything. On the other hand, along with other members of that society, he has given a common definition of the situation. As a matter of fact, he has a contract with other members to accept the values and rules of that society; such as the present family culture; video, satellites and television program selection; as well as education and training institution and other possible cultural situation [14].

On the second step, he positively answered to the introduced social facts by giving a common definition of the same situation with other members of the society. This acceptance of the facts is not complete; because, it varies in different situations and environments.

The present study, concerning symbolic social interaction theory, takes into account the RC's activities in regard to occupying adolescents' leisure time. Accordingly, if the RCs; activities attract the adolescents' attentions, they renew their membership; otherwise, without taking part in RCs' activities, they leave there.

The Research Background

Although various researches have been done, in general, about the adolescents' leisure time, no study has been found on RCs' activities and its methods of absorbing the adolescents to these Centers yet. Therefore, in the first part of this study, the used researches which are in relationship with the ways of the adolescents' passing of their leisure time in RC or other centers with similar activities.

There has been a research [15] under the title of estimating art-cultural activities of RCs and ways of their diversities according to the Instructors and Members. The members of this study are among students of the fifth and the sixth grade of primary schools as well as the first and the second grade of high schools as members of RCs. The majority of the instructors are educational instructors, but just few of them, are art instructors, in almost 200 RCs throughout Iran. 10 members, from each sampling center, are selected by the authorities of the centers, for the research. Besides the centers' members, 200 sampling instructors are selected from all RCs' instructors of Iran, both men and women. Tools of research consist of two answer sheets, one for members and the other for the instructors. One outcome that this research introduced was boys' and girls' equal inclination in the activities such as film making, scientific tourism, make-up classes study and research along with the activities that boys and girls, separately, inclined towards them. Girls, for instance, have more tendency to activities as embroidering, cooking, pearl sewing, carving and boys are inclined to electronic training, football and watching TV.

A research [16] entitled "A Study of the Fulfillment of RC's Goals in Instructors' and Parents' Point of View", has been done to fulfill RC's goals, such as achieving social, emotional, moral, ideological, physical, mental and creative maturation of children and adolescents. The major question of the study was whether RCs have reached their goals or not. This research had been a descriptive survey study. All the instructors of RC libraries of Isfahan (50 instructors) and 198 parents who are selected according to systematic but accidental sampling method have taken part in this study. The findings of this study show that in both instructors' and parents' view, RCs schedules affect children and adolescents' social maturation in a proper way. 95% of instructors and 80% of parents believed that RC has improved a proper social attitude among friends. To 89% of the instructors RC help the children and adolescents to be friends with others more easily than before. According to 72% of the instructors, RC programs increased believing in God among the members. 87% of the instructors and 60% of the parents believed that RC programs have increased children to make friendly with one another. The children's more interactions and taking part in RC's programs as well as the presence of a kind of friendly atmosphere, children learn to show love and affection to one another.

Another research which is done almost around the same title is "A Study of Cultural-educational Centers' Success in Enriching the Students' Leisure Time of Golestan County [17]". Although this research is not about RC, since it deals with enriching adolescents' leisure time in some centers similar to RCs, can be considered as a proper research to study. Tools of this study are interview along with observation. Statistical sampling is all male and female students who have registered in these Cultural-educational Centers, in years 79-80 who had been selected randomly and the next tool was an answer sheet prepared concerning four following items:

1. Javaneha (children)'s program particularly for adolescents of the fourth and the fifth grade in primary school on 377 samples.
2. Javaneha's program particularly for students of the last grade of primary schools and the first and the second grades of high schools on 375 samples.
3. Permanent members' programs particularly about fifth grade of primary schools and first and the second grades of high schools done on 375 samples
4. The number of managers as samples is 34.

In this study, Dumazieh, Comte, Nehru, Friedman, Kaplan and Islam notions have been used and all diverse Articles of Association of these centers have been studied and reach the conclusion that in accordance to students of primary school, the richness of their leisure time depends on the programs of these centers and the performance of these programs. There is a meaningful relationship between the gender of the students and enriching their leisure time (the time they pass in these centers). There is no meaningful differences between male and female members of these centers and the time they pass in there. According to young members of associations, there is a meaningful relationship between the quality of the programs and their practices with enriching their leisure time. There is a meaningful relationship between the quality and practicing general programs and the members of these centers and their leisure time.

In a research [18] entitled, "A Study of Educational-Cultural Centers Practice in Filling the Students' Leisure Time in the City of Bijar," which took place in 2002-03, it is concluded that the leisure time of the students of fifth grade of primary schools and the first and the second grade of high school causes both the educational and practical improvements of the students. These programs have been attractive to them and finally another point is that these programs have the least relationship with the students' lives.

The sampling population consists of 1442 of both male and female students of different grades who are active in the educational-cultural centers in the city of Bijar; this sampling according to Morgan table consists of 330 students. The tools of gathering information are answer sheets which are arranged according to Likart scale. To analyze this study, the descriptive and inductive Kolmogrof statistics is used.

In a research [19] entitled "A Study of proper Methods of Passing of the Leisure Time of Male and Female Students of the Fifth Grade of Primary Schools, and the First and Second Grade of High Schools to the Members and Authorities," different views of different members about the present situation of proper methods of passing of their leisure time, as well as different views of some authorities and experts in education and training about the passing of the students' leisure time, its problems and difficulties have been studied. According to the outcome of this research, the reason why students cannot pass their leisure time in proper ways are due to some facts: a) the lack of some proper training, sport and entertaining equipped centers, b) the financial problems of their families, c) parents' lack of knowledge of the importance of passing of their leisure time and d) some restrictions for just female students. Accordingly some recommendations of this study are: the development of RC centers in all parts of Tehran municipal districts and considering some proper places for passing of the female students' leisure time.

Blankenship [20] in his essay about leisure time centers in the United State of America claims that these centers are set up to satisfy social and individual needs. When people migrated from villages to large cities, it was a necessity to prepare a safe place for their kids in order to get enough skills to become sociable; therefore, some services such as public entertaining facilities and training courses were prepared and developed in the public parks. The goal of these centers' improvements was: providing proper places as the

playgrounds; presenting useful, healthy and educational programs; presenting entertaining opportunities for individual, the aged people and families.

These centers' activities include both activities inside and outside these centers. Blankenship in his study asserts that those researches are needed which can identify whether thoughtful activities done in these centers are along with the related goals and the needs of families and individuals or not.

These centers are placed in many parks having libraries and providing different activities for the citizens for different ages. Yet since the subject of this study is adolescents, the subject of this study is just about those activities which are related to them. For instance, there are two groups of activities provided for adolescents in the center of the City of Oakland Park. The first group of activities is provided when the schools are open and the second group includes activities in relation to holidays. During the months that the students go to school, there are some activities, done everyday after school, including: doing homework, competition, sport and other activities. During holidays, the activities which are provided, considered for adolescents and teenagers consist of camping, sport, game, watching movie, competition, and self-promotion in life skills and so on.

Ossman and his colleagues [21] had a study on the effects of three different aspects of the quality of the services given in entertaining centers existing in the camps. These aspects contain facilities, the quality of practical function and the ability of the employees and the satisfaction of the users of those services and their intentions. This study accepts the importance of the role of the quality of services and the satisfaction of the users of those services and accordingly suggests that entertaining centers of these camps should promote the quality of their services to increase the satisfaction of the users of these services and finally to introduce the users to others.

Canadian Council on Children and Youth [22] in a project on entertaining centers claim that there is a gap between the programs usually provided by entertaining centers and the request of the young people; therefore, these centers are trying to fill the gap by introducing those activities that adolescents are more willing to do. The findings of this study have asserted that the diversity of the activities is related to the adolescents' interests to experience new activities. In this regard, it is necessary to explore the adolescents' inclination to these activities.

Method of Research

This is a descriptive survey study. The necessary data will be accumulated by testing the theories in the research field.

Tools of Measurement

In order to answer the study, a questioner should be prepared by the researcher.

The Way of Data Accumulating

The Validity and the Reliability of the questions

Experts' view is used to identify the answer sheet's reliability. The validity of different parts of the answer sheet is analyzed with Alpha's estimating reliabilities index of Cronbach and on the whole it is /75.

Statistical Population, Sampling size and Method of Sampling

Part A:

Population: Two groups of Tehran's Adolescents who have some connections with RCs,: (new members); and those previous members who have not renewed their membership.

Part B:

Sample size and sampling method: Statistical population of this project is 400 adolescents of Tehran who are classified and selected only according to clustering sampling method. The first group consists of 200 sample members of population who have renewed their membership and the next group is another 200 members who have not renewed their membership and selected according to kokran formula.

$$n = \frac{z^2 s^2}{d^2} = \frac{(1.96)^2 (1)^2}{(.14)^2} = \frac{3.86}{.0196} = 196$$

Part C:

Sampling Selection and its Size:

There are 35 numbered active RCs throughout Tehran, which are selected as samples with random clustered classified sampling of 17 centers.

Table 8. Selection of the RCs randomly according to their municipal districts and geographical directions.

Number	Direction	Municipal District	All centers in each district	Number of best centers
1	North	1-2	2 (16-37)	1
2	Center	6-10-11-13	8 (11-10; 2-3-20-; 17-18-23)	4
3	West	5-9-18	6 (38-39-40-41; 15; 34)	2
4	East	4-8-13-14-15	12 (26-28-30; 9-21; 42; 22-27-14; 29-32-6-9)	4
5	south	19-20-16-17	7 (35-34-8-5-24-12-25-33)	2

Methods of Analyzing information

In this study the method of analyzing the results is descriptive-inductive survey study, variance of one way, Tookey, method (percent, average and...).

Results

1. Descriptive findings

The descriptive information of the sampling population is as follows:

Table 9. Renewed and not Renewed Membership of RCs in Tehran

Renewed their membership	Frequency	Percent	The percentage
Yes	206	50.2	50.5
No	202	49.3	49.5
Total	408	99.5	100
Mentioned	2	2	
total	410	410	

50/5% of the sampling population who are 206 members, renewed their membership and 49/5% of them who are 202 members, have not renewed their membership.

Table 10. Distribution of Sampling Population According to Age

age	Frequency	Percent	The percentage
12	58	14.1	14.1
13	84	20.5	34.6
14	105	25.6	60.2

15	93	22.7	82.9
16	70	17.1	100
total	410	100	

This study is based on RCs' definition of adolescents (12-16).

The highest frequency of the members is 14 years old; whereas, the least belongs to 12 and 16 year-old members.

2. The Description of the Related Data

Different reasons of why the members have not registered their name in RCs yet.

Table 11. Reasons of not renewing the membership in RCs in Tehran

Reason of not renewing membership	frequency	Percent
Lots of school homework	40	9.8
Move to a new house	9	2.2
Registration in other RCs and other classes	20	4.9
Parks as inappropriate places	5	1.2
Lack of attraction and diversity of RCs' programs	19	4.6
Registration in another RC	3	0.7
Finding a job	3	0.7
Not having spare time as the result of studying for long time	12	2.9
Distance from home to RCs	14	3.4
Lack of facilities	6	1.5
Other reasons (instructors' carelessness, inappropriate reaction,...)	15	3.7
Total	146	35.6
Not answered	264	64.4
total	410	100

According to the above table 64.4% of the adolescents who have not renewed their membership, have not mentioned the reasons; whereas, among 35.6% of those members who mentioned the reason of not renewing their membership these reasons are given: 9.8% for having a lot of homework, 4.9% registering their names in other RCs or in some other classes, 4.6% for RCs' not attractive books and programs.

A comparison Between the Average of indexes of Research in Renewed and not Renewed Members

Table12. An Independent T test to compare the average of indexes of research in renewed and not renewed members.

indexes	Renewed membership	number	average	Standard deviation	Standard deviation error
Satisfaction of the programs	+	131	65.27	23.85	2.08

	-	117	52.30	32.19	2.98
Satisfaction in the way of giving services	+	201	76.29	21.76	1.54
	-	190	62.19	29.38	2.13
Tendency to renew membership	+	203	95.07	21.69	1.52
	-	197	59.90	49.14	3.50
Taking part in RCs	+	191	80.65	17.90	1.30
	-	173	60.69	24.77	1.88
Diversity of the programs	+	206	65.78	31.91	2.22
	-	202	58.04	30.65	2.16

The average of alternations for those adolescents who have renewed their membership is more that those who have not.

Test Hypotheses (Results)

1. There is a relation between the increase of adolescents' satisfaction of RCs' activities and the participants in these centers.

Table13.Rho and Spearman's significant correlation to analyze relation between the increase of adolescents' satisfaction of RCs' activities and their participation

increase of adolescents' satisfaction of RCs' activities	Participating in RCs	
	Rho	.295(**)
	Sig	0
	number	224

As it is illustrated in table 13, there is a positive and significant relationship between the increase of adolescents' satisfaction of RCs' activities and their participation in these centers. Consequently this leads to the increase of the adolescents' satisfaction of RCs' activities.

2. There is a relationship between the increase of the adolescents' satisfaction of RCs' activities and their renewing their membership.

Table 14. Rho and Spearman's significant correlation to analyze the relation between increase of adolescents' satisfaction and their willing to renew their membership in these centers

increase of adolescents' satisfaction of RCs' activities	Willing to renew the membership	
	Rho	.377(**)
	Sig	0
	number	248

As it is illustrated in table 14, there is a positive and significant relationship between the increase of adolescents' satisfaction of RCs' activities and the adolescents' renewing their membership. Consequently, the increase of the adolescents' satisfaction of RCs' activities leads to renew membership willingly.

3. There is a relationship between the increase of diversity of RCs' activities and the adolescents' participation.

Table 15. Rho and Spearman's Significant Correlation to Analyze the Relationship Between the Diversity of RCs' Activities and Members Participation

		Members' participation
Diversity of RCs' activities	Rho	.175(**)
	Sig	0.001
	number	366

It can be identified in table 15 that there is a positive and significant relationship between the diversity of RCs' activities and the members' participation in these centers; that is, the increase of diversity of RCs' activities lead to adolescents' renewing their membership.

4. There is a relationship between the way of services given in RCs to members and their willing in renewing their membership.

Table 16. Rho and Spearman's Significant Correlation to Analyze the Relationship Between the Way of Giving Services in RCs to Members and Their Willing in Renewing Their Membership

		Willing to renew membership
Satisfaction in the way of giving services	Rho	.366(**)
	Sig	0
	number	390

According to table 16 there is a positive and significant relationship between the satisfaction of the members in the way that the services given by RCs and their willing in renewing their membership.

Analysis

There is a significant relationship between the adolescents' satisfaction of RC's activities, and increasing of their participation and their interests in renewing their membership in RCs. This means that the more satisfied the adolescents are of RCs' activities, the more willing can be found in renewing their membership. The finding of the present study is similar to the findings of Ossman and his colleagues; because, both studies emphasize on the importance of the quality of services given, with satisfaction of the members. Accordingly, it is suggested that the existing entertaining centers should increase the quality of their services to boost the members satisfaction and finally to introduce these centers to other people.

Another accepted assumption of this study is the presence of diversity of RCs' activities and the adolescents' participation. As a matter of fact, these results mean that the more various are RCs' activities, the more participation of the adolescents in different activities that they like.

This finding is similar to a part of conclusion and recommendation of Ahmadi and madady. They believe that diversity of the programs creates the motivation in adolescents for their more participating in RCs' activities. On the other hand, the Canadian Council on Children and Youth emphasizes that there is a relationship between the diversity of activities based on the adolescents' interests and experiencing new activities. That's why it is necessary to find out inclinations to much more activities.

The results show that there is a significant relationship between satisfaction of the services given and the members' inclination to renew their membership in RCs; therefore, the hypothesis of the study is going to be proved.

Conclusion

The theoretical framework of this study, in regard to the explanations given in literature section about the leisure time, is given below:

- Leisure time has nothing to do with work and occupation and refers to a especial time in everyone's daily life.
- Everyone voluntarily chooses his/her leisure in his/her leisure time.
- Individuals are separated from their social, family and occupational responsibilities.
- The consequence of paying attention to leisure time is mental satisfaction.
-

Concerning the symbolic interaction, the RCs' Activities are studied in relationship to spending of the adolescents' leisure time. Firstly, the adolescents take part in their interested activities to reach satisfaction, after getting rid of their responsibilities over family and school. If they are not satisfied with the activities and services provided by RCs', they will not renew their membership for the coming year; therefore, one question of the questioner is to explain the reason why they have not renewed membership. This can be a suitable method to recognize adolescents' reason to get rid of the membership. In fact, this task is done in a way that when the adolescents get rid of their responsibilities; they, voluntarily, take part in their own interested activities. Then if they are satisfied of the RCs' activities, they will renew their membership. This means that RCs' activities and the adolescents' needs, interests and demands are all in the same ship together.

In accepting the above theories, Hedin [23], Hultsman [24], Carnegie Council on Adolescent Development, Morris and company should be used. Hedin, Hultsman, explored the factors through which the adolescents determine whether participate or do not participate in organized activities. Hedin noticed that one of the factors which is effective in the individuals' determination in organized activities is the matter of interest (the interest to that activity). Bergstrom [25] believes that the organizations which are busy filling the adolescents leisure time should present and develop some programs and activities to satisfy the physical, recognition, emotional and social needs of the adolescents.

To answer the question that "which center is the most ideal one?", the adolescents answered a center with employees who listen to their needs carefully, respect them and provide a safe place with a safe environment for them and at last the center which provides interesting, profound and exciting programs for the adolescents [26].

When Morris and Company [27] asked the adolescents that in non-school hours in which opportunities and places they are interested? In response to their question, the adolescents list their needs and demands as follows:

1. Going to the parks which are safe for the adolescents and having entertainments
2. Going to the interesting scientific museums
3. Going to the libraries with the newest books
4. Watching some films
5. Going to scientific tourism
6. Participating physical activities
7. Talking to a knowledgeable, trustworthy elder who loves adolescents
8. Participating in the activities to learn new skills and use the skills learned

According to the above, some adolescents' needs and demands are mentioned. If, now, RCs' plan some programs not being interested by the adolescents, they will not take part in them. It is better before selecting the activity and working on it, first of all, considering the goals of RCs', needs and interests of the adolescents to different activities by giving the members some questioners to prevent spending money and

time. Finally, do whatever to lead the adolescents to be absorbed continuously to RCs'. Adolescents themselves know much better than anyone else that in which activities they are interested and what do they expect of RCs.

Those organizations that claim they can occupy the adolescents' leisure time are trying to provide interesting programs to attract their attention. There is no need to point out that presenting better programs for adolescents prevents their refuge to alcohol, drugs and leaving school. Therefore, it is not an easy task to make and provide programs that the adolescents are interested in. Accordingly, not only should the related organizations pay heed to the content of the programs, but also pay more attention to the board of directors and the employees' lives, developing activities, the philosophy and the goals of the program [27].

Shinew and his colleagues [28] pointed out that adolescence plays a crucial period in one's personality and it is clear that the effect of the decisions made in this period play a great role in one's life (both positive and negative). That's why the scattered organizations of the leisure time need to understand the sophistication of the situations of the society inherited today; on the other hand, the increasing sophistication of adolescence should be first identified by the researches and then different activities be recommended according to these sophistications. These activities should be introduced according to the modern technology and changes; then arrange while following the adolescents' needs and interests and develop to find its place as the adolescents' interested activities.

Regarding the results of the present study mentioned about those organizations that give services to fill the leisure time, it can be concluded that RCs' goals should somehow, match with the adolescents' needs and interests.

Recommendations

- Using of those activities which cause permanent absorption of the adolescents to RCs and which finally leads to renewing their membership (activities such as musical classes and animation classes).
- Providing some places for physical and athletic activities in RCs' goals; because, there are a lot of adolescents who are interested in these activities. If RCs provide such facilities, more adolescents are going to register in these centers.
- Increasing of the number of scientific tours (one day or few days) and paying attention to their qualities
- Having permanent activities which are continuing for a period of time. Most of RCs' activities are provided for a short period of time and if continued have no new materials for higher levels.
- Promoting the centers with new technology which are accessible for all members.
- Providing new computer programs interested by adolescents (preparing some computer games in regard to RCs goals).
- Paving the way for production of some films appropriate for adolescents' needs and demands, yet never play them repeatedly.
- Not presenting classes which overlap with others. There are many classes interested by adolescents which are performed coincidentally; so that students can not take part in all classes they want.
- Establishing new centers in those areas with no RCs. There are two municipal districts in Tehran with no centers (3 &7). If these districts have centers, the adolescents of these places can be absorbed to them as well.

- Changing all RCs into two shift system centers so that they could be accessible for the members in most parts of non-school hours. This item has been requested by a lot of members of one shift system centers.
- Providing suitable places for related activities. For example, not considering more than one class in one place, or a class in a library (It usually happens during the summer when members participate in more classes).
- Considering some especial instructors to help the adolescents do their homework during the non-school hours. There are a lot of adolescents who can not go to these centers because of their homework.
- Selecting the adolescents' idea periodically about their needs of different RCs activities, in accordance with increasing sophistication of adolescence.

References

1. WWW.tehran.kanoonparvareh.com
2. Rahimi, Froogh. (2008). History, and Foundation of Recreation Centers. the Giving and Taking Information Press.
3. Farhadnejhad, Hajali. (2010). "Managing the Members Satisfaction in Public Organization". Number 19, 197.
4. Saadat, Sheikh. (1996). "Paying Attention to the Adolescents of Tehran in Their Leisure Time" A Research in Young people Supreme Council.
5. Tavakol, Mohamm. (1991). Sociology of Science. Nass Publisher: Tehran.
6. Imani, Hossein. (1997). An Introduction to Leisure Sociology. Hamshahri Press. Fifth year. Number 1289.
7. Ardakanian. (2010). The Importance of Training the Leisure Time in Promoting Health in the society. Barge Farhang Publisher. Pages: 176-188.
8. Leitner, Michael J. and Sara F. Leitner. (2004). Leisure Enhancement, Third edition, New York: The Haworth press.
9. Du Mazei, Josef. (1973). Leisure Time in History and sociology. Translated by: Adineh, M. Farhang and Life Magazine. Number: 12.
10. Torkildsen, George. (2005). Leisure and Recreation Management. London: Rutledge.
11. Dubar, Claud. (1999). La Socialisation, Construction des Identities Sociaux et Professionnelles, Paris: Armand Colin.
12. Herbert Mead, Geroges. (1963). L'esprit, lesoi, et la societe, Paris : P.U.F.
13. Berger Peter et Thomas Luckmann. (1986). La Costruction Sociale De La Realite, Paris: Merdiensklincksieck.
14. Rosso, John Jack. (1973). Social Contract-Principles of Political Law. Translated by Kia, Manoochehr. 2nd edition. Ganjineh Publisher: Tehran.
15. Kiomarsi. (2002). Estimating art-cultural activities of RCs and ways of their diversity according to the Instructors and Members.
16. Ahmadi, Ahmad & Madadi, Soheila. (2000). "A Study of the Fulfillment of RC's Goals in Instructors' and Parents' Point of View
17. JahanTeegh, Abas & Khosravi, Ghorban. (2001). A Study of Training-Cultural Centers Success in Enriching Gilan Students Leisure Time.
18. Ghassemi Pour, Nosrat Allah. (2003). A Study of Educational-Cultural Function in Filling the Students' Leisure Time In the City of Bijar.
19. Shadmehr, Ali & Nabavi, Sadegh. (2001). A Study of Proper Methods of Passing of the Leisure Time of Male and Female Students of the Fifth Grade of Primary Schools, and the First and Second Grade of High Schools to the Members and Authorities

20. Blankenship, Kiane C. (2011). The Importance of Research and Evaluation in Recreation. Humankienetics. Com.
21. Osman, Robert, W. Shutiab Cole, C. Randal Vessel.(2006). Examining the Role of Perceived Service Quality in Predicting User Satisfaction and Behavioral Intention in Compus Recreation Setting. Recreational Sports Journal, Volume 30, Issue I.
22. Canadian Council on Children and Youth (1985) Choices and Challenges. Joint Project with Fitness and Amateur Sport, Ottawa.
23. Hedin, D. (1986). Summary of the Family's View of After School time. Minneapolis, MN: University of Minnesota, Center for Youth Development.
24. Hultsman, W.Z. (1993). The Influence of Others as a Barrier to Recreation Participation Among Early Adolescents. Journal of Leisure Research, 25, 150-164.
25. Bergstrom, J. (1990). School's out: Resources for your child's time. Berkeley, CA: Ten Speed Press.
26. The Carnegie's Council on Adolescent Development. (1992).A Matter of Time: Risk and Opportunity in the Nonschool Hours. Carnegie Council on Adolescent Development. New York.
27. Morris, S.W., and Company. (1992).What young adolescents want and need from out of school programs: A Focus Group Report. Washington, D.C.: Carnegie.
28. Shiness, Kimberly J., Kathryn A. Norman, Cheryl k. Baldwin. (1997).