

THE POSITIVE EFFECTS OF PET RABBITS ON THE STUDY AND SCHOOL ATTITUDES OF HIGH SCHOOL STUDENTS

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Abstract: *Education needs serious changes. In one aspect, the students are not the same as their previous generation was, and on the other hand, the digital world what is around us, changed the understanding, and remembering processes. A new teacher aspect appears in a reversed socialization process, where the prestige is not necessarily an automatic entitlement. The research results of the authors show, that the students, who kept rabbits spent less time with computer games on their smart phones and other digital devices. They spent less time with their phones on social media sites, and spent more with their personal contacts, what can be hide huge possibilities, because, they spent more time in the real world. Keeping pet rabbits seems good for improve their communication capability, furthermore it helps to expand their knowledge of biology.*

Key words: *pet rabbit, education, digitalization, attitudes, animal assisted education*

INTRODUCTION

Education needs serious changes. In one aspect, the students are not the same as their previous generation, and the other hand, the digital world what is around us, changed the understanding, and remembering processes. The most important parts of the teaching are the reading and understanding capability, and the monotony tolerance. Questions about concentration, motivation, and attention get in front with high priority. The motivation of learning has changed, and the education faces challenges, and, needs to move out their standards, whatever still using the old methods. Cognitive capabilities are in transition. Researches confirmed that, we can remember the route of the information much better, the content of the information itself, that's why the old evolved main points moved. The creation of the matter/ doesn't matter aspects are changing in a certain sense the general education too. The new generation of students with there out of ordinary learning methods, mean a real challenge for the current educational system.

The challenge is serious, the new wave of students grow up in a world with comfortable admittance of information. They expect to use efficient educational methods. They don't like the well-known, frontal – sometimes monotone– lessons and courses, but the grouped and interactive practices are pretended. Other set of problem, that how the teachers and schools can be able to comply with these needs. The larger part of the teachers socialized and learned in that time, when the authoritarian and conventional teacher-student dissymmetry typified education.

A new teacher aspect appears in a reversed socialization process, where the prestige is not necessarily an automatic entitlement. This status makes emotions and anger, and generating the feeling of disappointment.

This is a hard situation, because, the process of education cannot be without emotions, and of course, the teacher must find happiness in the handover of knowledge. The wish for a new learning attitude is more concrete. Worldwide, in every type of schools, there is a huge problem, in the process of the re- reformation, the concentration and discipline should make a stay, what is need for comfortable learning process, and it should be go really focused. The persistent use of internet taught the group of Generation Z to get the answers to their questions immediately. That caused, the students are more impatient, and they can tolerate harder the late success. To teach them slow down, concentrate and deep involve in something is a hard task for every teacher.

The multi-tasking is a further problem. They accustomed to the lot of stimulus from the usage of social media that they can pay attention at minimal time, and they can get bored soon in the conventional classrooms. They don't want to take time with educational material, what have no sense for them. In every period has subjects, what had not reached the student, but it had profit further. The logic made the systematization, and consistence capability, what was helped in other life situations. In the cognitive process, the sciences were so useful. Before the information based age, students learned in linear processes, namely from books, class works, and recommended books were the resource of the information. Today that method has been changed, the information superhighway inspire the students to surfing from one homepage to another. To concentrate to only one resource (for example a book) is missing. This new associative thinking makes them disable to get into reading, or any other linear old school activities.

Ensure, from that discussion can be make the conclusion, there is a need for a change of perspective, in that with the old experiences mixed with new methods [11, 16, 17].

Using animals in education has greatly increased nowadays, with many types of animals such as dogs, guinea pigs, rabbits or horses included within educational settings. Animal-assisted interactions have positive effects for both psychological and physiological health of humans in different environments. In many studies have since reported that AAI positive for pain management, for the treatment of depression or neurological rehabilitation studies [3]. For example, children have reported a reduction in pain close to an animal. Positive effects have been observed in children for acute mental disorders, reducing emotional symptoms and increasing competences and psychological functioning [18, 19, 20]. Even the behaviour of children who otherwise have behavioural problems is also decreasing. The unconditional love of animals reduces the aggression in the group. The animal assistance was more effective in integrating schools. It can be concluded that rabbit-assisted interventions were suitable for decreasing the anxiety levels of elementary school children, improving the efficacy of the education activity of teachers [13, 14, 15].

Over the last 20 years, the popularity of animal-assisted literacy learning programs has been grown in schools and libraries in four Canadian provinces, 43 U.S. states, in Australia, the United Kingdom, Italy, and India [1].

The recent shift in focus from phonics-driven literacy programs to consideration of a more holistic conception of children's social, emotional, and academic growth may be observed in the quietly gaining momentum and popularity of animal-assisted literacy programs in schools and libraries across the globe [2, 3, 6]. This analysis of five such programs in eastern Canada suggests that these programs can contribute to a safe, playful, and caring learning environment in which children are able to gain valuable practice in constrained and unconstrained literacy skills, and can provide children with authentic, meaningful, and unique literacy experiences.

MATERIALS AND METHODS

Paper questionnaires were used for data collection among students in 4 high schools (Karcagi Nagykun Calvinist High School: n=100, Varró István High School: n=89, Móricz Zsigmond Calvinist High School: n=89, Kenderesi Agricultural High School: n=44) in Jász-Nagykun-szolnok County (Hungary).

We used the proportion of 4 and 5 points of the Likert-scale for the analysis.

We have tried to examine the following issues deeply:

- Have you played less with your PC/phone than before you had pet?
- Did you ask for help from your parents/friends with your pet?

- Has rabbit farming help you to get more biological knowledge?
- Did it help you learn and get to know your environment?
- Did the rabbit help you in communication?

Data were processed with Microsoft Excel software.

RESEARCH RESULTS

In all school, students stated that they spent less time with playing on digital devices and using their telephone.

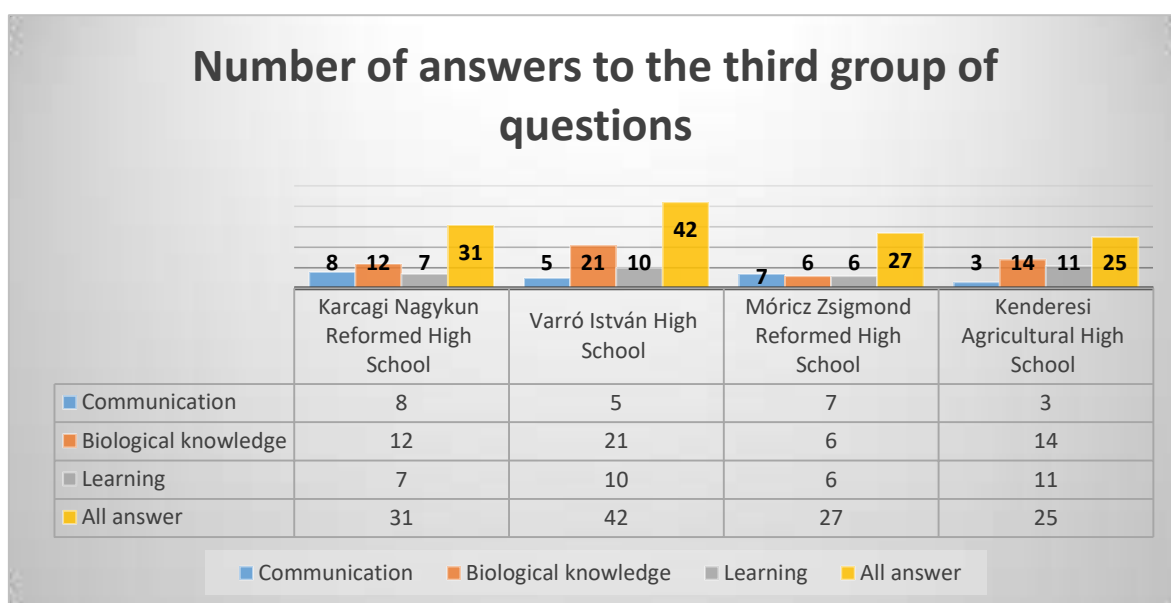
In the Móricz Zsigmond Calvinist High School 22.2%, in the Karcagi Nagykun Calvinist High School 38.7%, in the Varró István High School 50%, and in the Kenderesi Agricultural High School 56% thought, that decreased the using of these devices as a result of rabbit keeping.

The next important result in connection with the answers of the support request, which are highlights several important issues. In three institutions, almost 50% asked for help in connection with animal care. It also affects the strengthening of communication skills, because the specific acquisition questions and their correct wording are also strengthen them and meaning help in logical thinking.

Rabbit keeping also plays a role in the development of personal relationships according to the results of the questionnaire, as it seems: in the Kenderesi Agricultural High School 44%, in the Móricz Zsigmond Calvinist High School 22.2%, in the Karcagi Nagykun Calvinist High School 22.6%, in the Varró István High School 23.8% declared this.

A relevant data to education, that in the Kenderesi Agricultural High School 56%, a Varró István High School 50%, in the Karcagi Nagykun Calvinist High School 38,7%, in the Móricz Zsigmond Calvinist High School 22.2% of students believe that they have enriched their knowledge of rabbit farming.

The next result that 44% in the Kenderesi Agricultural High School, 23.8% in the Varró István High School, 22.6% in the Karcagi Nagykun Calvinist High School, 22.2% in the Móricz Zsigmond Calvinist High School of students answered that rabbit keeping helped for them in learning.



Just a few percent said that the animal keeping would have helped in the question of developing communication skills. In the Karcagi Nagykun Calvinist High School 25.8%, in the Kenderesi Agricultural High School 12%, in the Móricz Zsigmond Calvinist High School 25.9% said that, the rabbit keeping affected positively their communication.

CONCLUSIONS

Based on our researches, the student, who kept rabbits spent less time with computer games on their smart phones and other digital devices, spent less time with their phones on social media sites, and spent more with their personal contacts, what can be hide huge possibilities, because they spent more time in the real world. Keeping rabbits is a good for improve their communication capability, furthermore it helps to expand their knowledge of biology.

The underprivileged children attend with to pet keeping, there is a great potential in it, even we discuss about integration, or about cooperation, and pets get involve in education, can be used to develop teamwork. It is also proven by finding of [6] that children from disadvantaged families learn tenderness and care, which attitude also affects their interpersonal relationships.

In total, we can say to set the pet assisted pedagogy, in education- of course, within the framework, what the institution possibilities allows- should be useful. If there is no chance to do this way, than need to use the possibilities of extracurricular teaching places more, and catch its instructive impact. Numerous studies report on the beneficial effects of out of school learning [8].

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