

Social, extra-curricular activities offered to students at low and high socio-economic status upper secondary schools in Turkey according to school principals' views

Mustafa Ozmusul, Ahmet Kaya

Faculty of Education, Harran University, Turkey

Received for publication: 03 November 2013.

Accepted for publication: 27 December 2013.

Abstract

Using PISA 2009 data, the purpose of this study is to analyze the social activities offered to students at low and high socio-economic status (SES) upper secondary schools in Turkey according to school principals' views. In the study, descriptive analyses were made. Study group consisted of totally 100 school principals, at low and high SES upper secondary schools. The most activity offered by low and high SES schools to students is sporting team or sporting activities; and the least is collaboration with local newspapers at low SES, collaboration with local libraries at high SES. The percentage of high SES upper secondary schools offer following activities is significantly higher than the percentage of low SES schools: school play or school musical; school yearbook, newspaper or magazine; debating club or debating activities; school club or school competition for foreign language, math or science; lectures and/or seminars; collaboration with local newspapers. Additionally; although, the Regulation of Social Activities is designed ideally in terms of the dimensions such as functioning, rudiments, processes, tasks, monitoring and evaluation, the results of this study or the results of literature show that this design does not reflect on practice. In terms of social activities offered to students at all schools, the index value of Turkey is, 0.38, higher than OECD average. But it is insufficient, when comparing, at least, with New Zealand, the United States, Korea and the United Kingdom, which show over 1.00 (one standard deviation) in index value.

Keywords: Extra-curricular activities, social activities, secondary schools, socio-economic status

Introduction

Problem statement

In the PISA 2009, through school questionnaire, school principals were asked to determine the extra-curricular activities offered by school to students. In parallel, some summative results were given at the OECD report (2010, p. 81-82). In this regard, the responses of school principals were converted into index of extra-curricular activities. The analyses, especially comparisons across the OECD and participant countries were made according to the index values and national quarters of this index. The index values were given also in a table at the report (OECD, 2010, p. 240-241). In the report, the greatest and lowest countries in terms of availability of extra-curricular activities were also given. However, the countries in terms of which social activities are offered by schools to students are not given.

Additionally, in the literature, the studies related to these activities have focused on the relations between participation in these activities and social activities, social outcomes, academic achievement, and educational attainment (Feldman & Matjasko, 2005, p. 159). However, it can be said that, in general, the studies on extra-curricular activities mostly have focused on their contributions; the obstacles when conducting them, but little have paid attention to the equity dimension in terms of the situation at low and high SES schools. Consequently, this study shows in details the activities offered to

Corresponding author: Mustafa Ozmusul, Faculty of Education, Harran University, Sanliurfa, Turkey.
E-mail: mustafaozmusul@yahoo.com.

students in Turkey both in low SES and High SES upper secondary schools from the point of existing socio economic status.

Extra-curricular activities

Extra-curricular activities which can be defined as after-school activities give an opportunity to work on a common interest usually organized by school or non-profit and community organizations (Kirlin, 2005, p.9). Social activities, extra-curricular activities, as the center of educational studies, include all activities which are performed outside of lessons. The conditions and needs of school and surroundings are considerable in organizing these activities. Also, at least one teacher in each activity, another saying in club, guides to the participant students (Özenci, 1997). Nevertheless, the social activities can be accepted as a dimension of developing school-parents relations (Özbaş & Badavan, 2010, p. 72).

School-related extra-curricular activities can be given as follows: sports, cheerleading, fine arts (music, band, and choir), clubs (academic, service, and hobby clubs) theater, student government, and school newspaper or yearbook (White & Gager, 2007, p. 83); national holidays celebrating of determined days and weeks, trips (Özenci, 1997)

In the PISA 2009, OECD (2011) has evaluated following extra-curricular activities offered by school to students:

- a) Band, orchestra or choir
- b) School play or school musical
- c) School yearbook, newspaper or magazine
- d) Volunteering or service activities, e.g. <national examples>
- e) Book club
- f) Debating club or debating activities
- g) School club or school competition for foreign language, math or science
- h) <Academic club>
- i) Art club or art activities
- j) Sporting team or sporting activities
- k) Lectures and/or seminars (e.g. guest speakers such as writers or journalists)
- l) Collaboration with local libraries
- m) Collaboration with local newspapers
- n) <Country specific item> for instance “Folk Dance” for Turkey

When considering the social activities mentioned above and investigated by OECD, it can be said that these can be categorized as art, media,

community works, academic studies, sport, culture. Consequently, the results of the part of school questionnaire regarding extra-curricular activities, as well as these categories seem to reflect a wide range of these activities in the literature.

Extra-curricular activities may reduce school dropout (Mahoney & Cairns, 1997; McNeal, 1995; Croninger & Lee, 2001; Coleman, 1988). It is positively related to academic achievement (Gerber, 1996; Silikler & Quirk, 1997; Görkem, 2012; Shulruf, 2010); influences student culture (Eder & Parker, 1987), adolescents’ social networks and close, supportive relationships with adults (Feldman & Matjasko, 2005), educational attainment (Otto, 1975), school satisfaction (Gilman, 2001), student motivation (Holloway, 2002), social and emotional development (Haensly, Lupkowski, & Edlind, 1985), environmental awareness (Erdoğan & Uşak, 2009), learning process (Albayrak, Yıldız, Berber & Büyükkasap, 2004), interpersonal competence (Mahoney, Cairns, & Farmer, 2003); behavior development (Simoncini & Caltabiono, 2012); civic skills (Kirlin, 2005); subjective and psychological well being (Cenkseven, Akbaş, 2013); happiness (Argyle & Lu, 1990a, 1990b); perception of quality of school life (Sari, Ötünç & Erceylan, 2007); perception of teachers’ job satisfaction

(Akin & Kocak, 2007); communication skills and empathy tendency (Tutuk, Al, & Dogan, 2002); reading skills (OECD, 2010); educational attainment (OECD, 2012b).

As perspective from human capital theorists, extra-curricular activities can relatively make students smarter, more capable, better able to handle the academic and social demands of formal education; as perspective from cultural capital theorists, they can increase the status of students (Kaufman & Gabler, 2004).

When considering social capital as relations among persons or social networks (Coleman, 1988, p. 118,); theoretically, the extra-curricular activities in terms of collaboration and socialization offering to students can be seen a factor supports the social capital both in school and out of school.

While conducting efficiently the extra-curricular activities, the support of school principals is seen considerable. And also school administrators, teachers, students and parents should work collaboratively for offering these activities (Gündoğdu, Karataş & Hacı, 2011). It requires that school administrators ensure an available environment, the

equipment needs, and the studies are conducted in a planned way for extra-curricular activities. However, they should fulfill supervision of whether these activities are conducted in a planned way, and should endeavor to cope with the obstacles in this process (Döş & Kır, 2013, p. 542).

Relations between Socio-Economic-Status and the Social Activities

Arslan (2006) found that family's socio-demographic characteristics had a significant and important role in child's participation of social activities in school. White & Gager (2007, p.105) show that economic status, gender, and race/ethnicity are influential in youths' participation in extra-curricular activities. Also they indicate that low family income and greater financial worry are associated with lower likelihood of participation in school-related extra-curricular activities. Walpole (2003) demonstrated that low SES students engaged in fewer extra-curricular activities, than their high SES peers according to college experiences. The study by Sari, Ötünç & Erceylan (2007, p.17) shows that in terms of social activities the students' perception of quality of school life at high SES upper secondary schools have more positive than their peers at the low SES. In summary, in addition to association with many indicators (OECD, 2012b), socio-economic background tends to be an important variable for investigating social activities. Consequently, when investigating the social activities at the school level, it seems considerable that as a strong comparative variable, the socio-economic situation should be paid attention.

The Social Activities at Upper Secondary Schools in Turkey

Extra-curricular activities, another saying social activities in the legislation related to Turkish Education, are seen considerable in terms of students' development, supporting their learning, and also expressing themselves (Döş & Kır, 2013, p. 528). The extra-curricular activities are carried out both at primary and secondary schools in Turkey according to the regulation for social activities (MEB, 2010). In this regulation, in general, the issues such as aim, scope, base, definitions; clubs and rudiments, community work, duties and. etc were explained. The considerable points can be summarized as follows:

According to the regulation (MEB, 2010), social activities include three dimensions as student

clubs, community works, and other activities. Student clubs includes groups of which students participate in scientific, social, cultural, artistic, and sportive works. Community works include the works to contribute to the solutions for social and environmental problems. And, other activities include the works such as trip, competition, publication, demonstration, theatre, sport, debating etc. Social activities are carried out through collaboration of school administration and student parents, and using both school and out-school facilities. The expenditures related to works within social activities are financed by school-parent association, or related institutions and organizations which support the projects.

Additionally, The Council of Social Activities (TCSA), which includes vice-school principal, an advisory teacher, three elected students, and two preventative voluntary parents, is established to coordinate the works. Planning and conducting of the works related student clubs are carried out by students and their advisory teacher during out of school hours. It is compulsory that students should participate in at least one student club. After upper secondary students prepare project proposal and their teachers approve it, they can participate in community works. In this regard, it is essential that they participate in community works at least 15 hours. The works of students in the social activities are not evaluated with score, instead of this, in the school report a conclusion whether they complete the social activity duty or not is written.

At a glance, social activities are carried out collaboratively by school principal, advisory teacher, classroom teacher, volunteer parents, elected students, and the students. According to the regulation; the school principal is responsible for carrying out efficiently the social activities according to the regulation. Advisory teacher is responsible to school principal, coordinate the correspondences, monitors the studies and advice to related stakeholders, and inform TCSA about the progress of activities. Classroom teachers inform students about the social activities, and make them become member and participant in the activities, explain the community works and direct them towards these works. Volunteer parents help to classroom teachers in preparing and implementing the activities, help to students at the out of school activities, if required they provide financial support to the activities. Elected students with other students prepare annual work study, as well as the distribution of tasks and submit it to the

advisory teacher, also coordinate activities, meetings, and correspondences. And the students participate regularly in at least one student club and one community work.

In summary, when investigating the possible strong effects of social activities, and looking at the socio-economic variables as a strong comparative variable in the literature, it seems important that to determine to what extent the activities are offered to students in Turkey in detail both in low SES and High SES upper secondary schools. In this regard, the purpose of this study is to analysis the social activities offered to students at low and high SES upper secondary schools in Turkey according to school principals' views in PISA 2009. To achieve this purpose the following questions were answered:

1- What is the situation of the social activities offered to students at low SES upper secondary schools?

2- What is the situation of the social activities offered to students at high SES upper secondary schools?

3- Is there statistically significant difference between the social activities offered to students and SES of upper secondary schools?

4- What is the general picture of Turkey in terms of social activities offered to students at all schools participated in PISA 2009 by comparing the OECD countries?

Methodology

This study was performed as a descriptive one in terms of analyzing the situation of the social activities offered to students at low and high socio economic status (SES) upper secondary schools in Turkey according to school principals' views. In this study, a study group consisted of totally 100 school principals, at low and high SES upper secondary school was established in consequence of selecting top 50 and bottom 50 schools according to ESCS (Economic Social and Cultural Status Index) values estimated by OECD (2010) from total 150 upper secondary schools taken into PISA 2009 Turkey sample. ESCS values were estimated by OECD (2012a, p. 314) on three dimensions, higher parental occupation, higher parental education expressed as years of schooling, and the index of home possessions which comprised all items.

Table 1 shows the distribution of school principals in the study group according to school/programme types. As can be seen in the table, among the 100 school principals 25 percent works at only Anatolian group high schools, 32 percent works general high schools, 3 percent works at science high schools, 24 percent works at mixture (Anatolian, general or technical) vocational high schools, 8 percent works at only vocational high schools, and 8 percent works at multi programme high schools.

Table 1. Distribution of school principals in the study group according to school/programme types

School/Programme Types	Low SES schools		High SES schools		Total	
	f	%	f	%	f	%
Anatolian Vocational High School			1	2	1	1
General high school	15	30	17	34	32	32
Anatolian high school	1	2	20	40	21	21
Science high school			3	6	3	3
Anatolian Teacher Training High School			2	4	2	2
Anatolian Fine Arts High School			1	2	1	1
Vocational High School	5	10	3	6		
Anatolian Vocational High School					8	8
Vocational High School	6	12	1	2		
Anatolian Vocational High School						
Technical High School						
Anatolian Technical High School					7	7
Vocational High School	3	6	1	2		
Anatolian Technical High School					4	4
Multi Programme High School	8	16			8	8
Vocational High School	7	14	1	2	8	8
Vocational High School	1	2				
Anatolian Vocational High School						
Technical High School					1	1
Vocational High School	4	8				
Technical High School						
Anatolian Technical High School					4	4
Total	50	50	50	50	100	100

The data related to social activities used in this study were derived from OECD database of which were the responses of school principals to the questions placed in the part D of the PISA 2009 school questionnaire (OECD, 2011, p. 12).

Data analysis

When answering first and second research questions, the frequency and percentage values of the responses of school principals to the school questionnaire were used. And chi-square test was used to answer the third research question, in terms of testing whether there is a statistically significant difference between the social activities offered to students and SES of upper secondary schools. Data management and analysis was performed using SPSS for windows 18.0.0.

Finding answering fourth question, the index of extra-curricular activities calculated by OECD (2012a, p. 16) for OECD countries and OECD average were used. When calculating the index by OECD, the school principals' answers of what activities occurred at school were used. The index values of countries demonstrate the situation of their all schools placed in PISA 2009 sample. The values derived from this index data converted a graphic. And the situation of Turkey according to this graphic was explained by comparing the index values to OECD average and the countries. In turn, in addition to the analyses for the activities offered to students at low and high SES upper secondary schools, it is aimed to give the general picture of Turkey among OECD countries.

Results

1- What is the situation of the social activities offered to students at low SES upper secondary schools?

Table 2 indicates the social activities offered to students at low SES upper secondary schools according to views of school principals. As the table indicates, the most (100% of schools) offered social activity to students is sporting team or sporting activities; the least (20% of schools) offered social activity to students is collaboration with local newspapers. According to school principals' views, it can be said that the low SES schools give much importance to sportive activities. Additionally, a considerable part (82%) of the low SES schools offer volunteering or service activities (e.g. aid for handicapped persons, Red Crescent and Green Crescent). And also, 76% of low SES schools offer book club. In turn, in addition to the sportive activities, the most of low SES schools seem to give importance to volunteering activities and book clubs.

Nevertheless, the low percentage of low SES schools (20%) which offers collaboration with local newspapers may indicate that many of them are insufficient for disseminating the school activities, news, and particularly demonstrating open system through local newspapers. On the other hand, less than half (46%) of school principals at low SES schools report that their schools offer school yearbook, newspaper or magazine. This finding also may indicate that many low SES schools are insufficient for demonstrating open system in terms of school activities.

Table 2. The social activities offered to students at low SES upper secondary schools

Items	Yes		No		Total	
	f	%	f	%	f	%
a) Band, orchestra or choir	23	46	27	54	50	100
b) School play or school musical	31	62	19	38	50	100
c) School yearbook, newspaper or magazine	23	46	27	54	50	100
d) Volunteering or service activities(e.g. aid for handicapped persons, Red Crescent and Green Crescent)	41	82	9	18	50	100
e) Book club	38	76	12	24	50	100
f) Debating club or debating activities	22	44	28	56	50	100
g) School club or school competition for foreign language, math or science	19	38	31	62	50	100
h) Academic club <science and technology club>	29	58	21	42	50	100
i) Art club or art activities	21	42	29	58	50	100
j) Sporting team or sporting activities	50	100				
k) Lectures and/or seminars (e.g. guest speakers such as writers or journalists)	28	56	22	44	50	100
l) Collaboration with local libraries	15	30	35	70	50	100
m) Collaboration with local newspapers	10	20	40	80	50	100
n) <country specific item> "Folk Dance"	22	44	28	56	50	100

Only 62% of school principals at low SES schools report that their schools offer school play or school musical. In addition, less than half of them offer band, orchestra or choir; folk dance; art club or art activities. From this perspective, it can be said that at least half of the low SES schools are insufficient to perform the art activities.

On the other hand, less than 60% of school principals at low SES schools report that their schools offer academic club <science and technology club>; lectures and/or seminars (e.g. guest speakers such as writers or journalists). Meanwhile, less than half of them offer debating club or debating activities; only 38% offers school club or school competition for foreign language, math or science. Another point, in terms of academic activities, is that only 30% of low SES schools seem to collaborate with local libraries according to school principals' views. Taken together, for these findings, it can be said that a considerable part of the low SES schools are not successful in terms of offering academic activities.

2- *What is the situation of the social activities offered to students at high SES upper secondary schools?*

Table 3 indicates the social activities offered to students at high SES upper secondary schools according to views of school principals. As the table indicates, the most (100% of schools) offered social activity to students is sporting team or sporting activities; the least (38% of schools) offered social activity is collaboration with local libraries. For that, it seems that high SES schools give much importance to sportive activities. Additionally, a large proportion (94%) of school principals report that

their schools offer volunteering or service activities (e.g. aid for handicapped persons, Red Crescent and Green Crescent). And also, 84% of high SES schools offer book club. In addition to sportive activities, the most of high SES schools seem to give much importance to volunteering activities and book clubs.

However, just over 80% of school principals at high SES schools report that their schools offer school play or school musical. In contrast, just over half of the high SES schools offer art club or art activities; only half of them offer band, orchestra or choir; and only 40% of them offer folk dance. From this perspective, it can be said that even though a considerable part of high SES schools offer school play or school musical, at least half of the high SES schools are insufficient to perform the other art activities.

When looking at the academic activities offered by high SES schools; almost 80% of school principals at high SES schools report that their schools offer lectures and/or seminars (e.g. guest speakers such as writers or journalists); and almost three-quarters (74%) of them offers school club or school competition for foreign language, math or science; less than 70% of them offer debating club or debating activities and academic club <science and technology club>. Taken together, it seems that a large proportion of schools offer various academic activities. But significant part, at least 30%, of high SES schools does not seem to be sufficient for offering debating activities or academic club <science and technology club>. In parallel, only 38% of them seem to collaborate with local libraries according to school principals' views.

Table 3. The social activities offered to students at High SES upper secondary schools

Items	Yes		No		Total	
	f	%	f	%	f	%
a) Band, orchestra or choir	24	50	24	50	48	100
b) School play or school musical	41	82	9	18	50	100
c) School yearbook, newspaper or magazine	39	78	11	22	50	100
d) Volunteering or service activities(e.g. aid for handicapped persons, Red Crescent and Green Crescent)	47	94	3	6	50	100
e) Book club	42	84	8	16	50	100
f) Debating club or debating activities	33	66	17	34	50	100
g) School club or school competition for foreign language, math or science	37	74	13	26	50	100
h) Academic club <science and technology club>	34	68	16	32	50	100
i) Art club or art activities	27	54	23	46	50	100
j) Sporting team or sporting activities	50	100			50	100
k) Lectures and/or seminars (e.g. guest speakers such as writers or journalists)	39	79,6	10	20,4	49	100
l) Collaboration with local libraries	19	38	31	62	50	100
m) Collaboration with local newspapers	21	42	29	58	50	100
n) <country specific item> "Folk Dance"	20	40	30	60	50	100

Table 4. The results of chi-square test for low and high SES of upper secondary schools

Items	Groups		Yes	No	Total	X ²	df	p
a) Band, orchestra or choir	Low SES	N	23	27	50	0,157	1	0,692
		%	46	54	100			
	High SES	N	24	24	48			
		%	50	50	100			
	Total	N	47	51	98			
		%	48	52	100			
b) School play or school musical	Low SES	N	31	19	50	4,960	1	,026
		%	62	38	100			
	High SES	N	41	9	50			
		%	82	18	100			
	Total	N	72	28	100			
		%	72	28	100			
c) School yearbook, newspaper or magazine	Low SES	N	23	27	50	10,866	1	,001
		%	46	54	100			
	High SES	N	39	11	50			
		%	78	22	100			
	Total	N	62	38	100			
		%	62	38	100			
d) Volunteering or service activities, e.g. <national examples>	Low SES	N	41	9	50	3,409	1	,065
		%	82	18	100			
	High SES	N	47	3	50			
		%	94	6	100			
	Total	N	88	12	100			
		%	88	12	100			
e) Book club	Low SES	N	38	12	50	1,000	1	,317
		%	76	24	100			
	High SES	N	42	8	50			
		%	84	16	100			
	Total	N	80	20	100			
		%	80	20	100			
f) Debating club or debating activities	Low SES	N	44	6	50	4,889	1	,027
		%	88	12	100			
	High SES	N	33	17	50			
		%	66	34	100			
	Total	N	55	45	100			
		%	55	45	100			
g) School club or school competition for foreign language, math or science	Low SES	N	19	31	50	13,149	1	,000
		%	38	62	100			
	High SES	N	37	13	50			
		%	74	26	100			
	Total	N	56	44	100			
		%	56	44	100			
h) Academic club <science and technology club>	Low SES	N	29	21	50	1,073	1	,300
		%	58	42	100			
	High SES	N	34	16	50			
		%	68	32	100			
	Total	N	63	37	100			
		%	63	37	100			
i) Art club or art activities	Low SES	N	21	29	50	1,442	1	,230
		%	42	58	100			
	High SES	N	27	23	50			
		%	54	46	100			
	Total	N	48	52	100			
		%	48	52	100			
j) Sporting team or sporting activities	Low SES	N	50	0	50			
		%	100	0	100			
	High SES	N	50	0	50			
		%	100	0	100			
	Total	N	100	0	100			
		%	100	0	100			
k) Lectures and/or seminars (e.g. guest speakers such as writers or journalists)	Low SES	N	28	22	50	6,297	1	,012
		%	56	44	100			
	High SES	N	39	10	49			
		%	79,6	20,4	100			
	Total	N	67	32	99			
		%	67,7	32,3	100			
l) Collaboration with local libraries	Low SES	N	15	35	50	,713	1	,398
		%	30	70	100			
	High SES	N	19	31	50			
		%	38	62	100			
	Total	N	34	66	100			
		%	34	66	100			
m) Collaboration with local newspapers	Low SES	N	10	40	50	5,657	1	,017
		%	20	80	100			
	High SES	N	21	29	50			
		%	42	58	100			
	Total	N	31	69	100			
		%	31	69	100			
n) <country specific item> “Folk Dance”	Low SES	N	22	28	50	,164	1	,685
		%	44	56	100			
	High SES	N	20	30	50			
		%	40	60	100			
	Total	N	42	58	100			
		%	42	58	100			

Nevertheless, less than 80% of the school principals at high SES schools report that their schools offer school yearbook, newspaper or magazine. From this finding, it may indicate that many high SES schools seem to demonstrate open system in terms of disseminating school activities and news. In contrast, the low percentage of high SES schools (42%) which offers collaboration with local newspapers may indicate that many of them are insufficient for disseminating the school activities, news, and particularly demonstrating open system through local newspapers.

3- *Is there statistically significant difference between the social activities offered to students and SES of upper secondary schools?*

Table 4 shows the results of chi-square test that whether the social activities offered to students differ according to the SES of upper secondary schools. The results show that school play or school musical activity significantly differs according to the SES of schools ($X^2(1) = 4,960$; $p < 0,05$). That is, the proportion of high SES schools offering school play or school musical to student is higher than that for low SES schools by 20 percentage point (82% and 62%, respectively).

Additionally, in terms of offering school yearbook, newspaper or magazine significantly differs according to the SES of schools ($X^2(1) = 10,866$; $p < 0,05$). In that sense, the proportion of high SES schools offering school yearbook, newspaper or magazine is higher than that for low SES schools by 32 percentage points (78% and 46%, respectively).

When considering debating club or debating activities, it significantly differs according to the SES of schools ($X^2(1) = 4,889$; $p < 0,05$). In that sense, the proportion of high SES schools offering debating club or debating activities is higher than that for low

SES schools by 22 percentage points (66% and 44%, respectively).

The activity of school club or school competition for foreign language, math or science also significantly differs according to the SES of schools ($X^2(1) = 13,149$; $p < 0,05$). For that, the proportion of high SES schools offering school club or school competition for foreign language, math or science is much higher than that for low SES schools by 36 percentage points (74% and 38%, respectively).

Lectures and/or seminars (e.g. guest speakers such as writers or journalists) is another activity offered to students that significantly differs according to the SES of schools ($X^2(1) = 6,297$; $p < 0,05$). For that, the proportion of high SES schools offering lectures and/or seminars is higher than that for low SES schools by almost 24 percentage points (79,6% and 56%, respectively).

When comparing the schools in terms of collaboration with local newspapers, the analysis indicates that it significantly differs according to the SES of them ($X^2(1) = 5,657$; $p < 0,05$). For that, the proportion of high SES schools collaborating with local newspapers is higher than that for low SES schools by 22 percentage points (42% and 20%, respectively). In addition to those significant differences, the analyses show that there are some similarities (not significant differences) among high SES schools and low SES schools in terms of offering social activities as follows: Band, orchestra or choir; volunteering or service activities; book club; academic club <science and technology club>; art club or art activities; sporting team or sporting activities; collaboration with local libraries; folk dance.

4- *What is the general picture of Turkey in terms of social activities offered to students at all schools participated in PISA 2009 by comparing the OECD countries?*

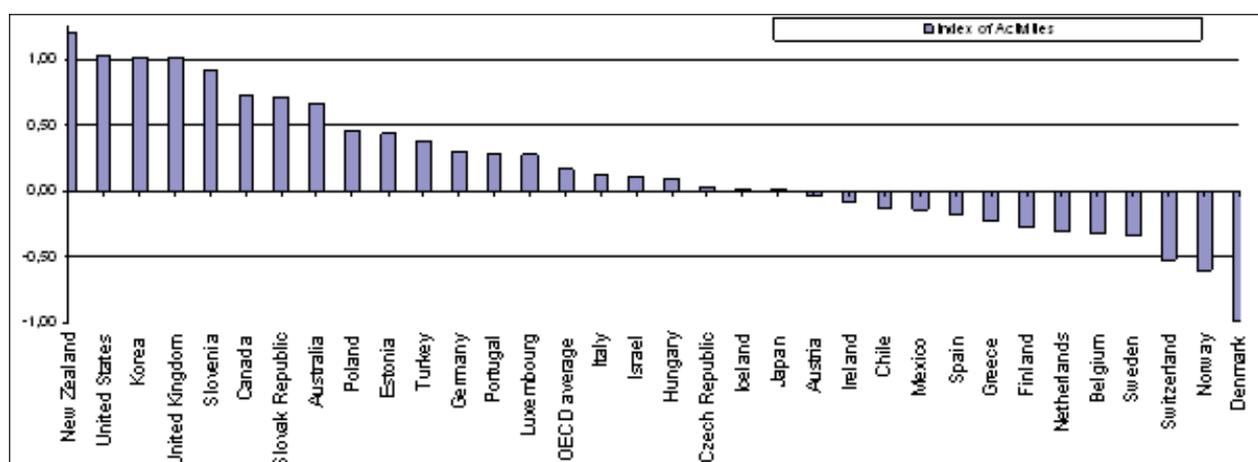


Figure 1. Index of schools' extra-curricular activities (OECD, 2010, p. 240).

Discussion

The percentage of low SES schools which offers collaboration with local newspapers and school yearbook, newspaper or magazine is insufficient. However, high SES schools which offers collaboration with local newspapers is low percentage.

Also, almost half of the low SES schools are insufficient to perform the art activities school play or school musical, band, orchestra or choir; folk dance; art club or art activities. Even though a considerable part of high SES schools offer school play or school musical, at least half of them are insufficient to perform the other art activities. In parallel, Ekici, Bayrakdar & Ugur (2009) reveal that among extra-curricular activities, the most selected was sport activities, particularly football; however, the activities such as handcrafts, theater, literature studies, art, were insufficient.

A considerable part of the low SES schools are not successful in terms of offering academic activities (lectures and/or seminars; debating club or debating activities; school club or school competition for foreign language, math or science; collaborating with local libraries). Significant part of high SES schools, at least 30%, is not sufficient for offering debating activities or academic club <science and technology club>. Additionally, only small part, 38%, of them collaborates with local libraries according to school principals' views.

The study performed at 143 primary schools by zenci (1997) reveals that social activities are ineffective for using Turkish language, preventing negativities in surroundings, developing for art, culture and aesthetics feelings, and motivating the students. Also, there are no sufficient foundations and materials for social activities. Additionally, all students do not take place in social activities. Another point is that teachers do not spend enough time to work. Professional help hasn't been taken from the experts for the social activities

G ndo du, Karata & Hacı (2011) have shown that according to views of school principals, the places for extra-curricular activities are insufficient and used particularly by physical education teachers; insufficient financial support is given to schools. When disseminating the extra-curricular activities, the schools should have sufficient physical conditions, and should pay attention to student needs, and also parent support.

Ekici, Bayrakdar, & Ugur (2009) demonstrated that there are following problems exist mostly

in managing extra-curricular activities according to school administrators: the parents' difficulties, large number of students, insufficient number of teacher leader, insufficient time divided to these activities. Also the low interest of stakeholders in these activities, as well as insufficient places and tools for practice, is a big challenge (D & K r, 2013, p. 543)

Nevertheless; Albayrak, Y ld z, Berber & B y kkasap (2004) found that primary school parents believe that these activities help to learning; also the students enjoy the activities which are student centered and suitable for aim. In turn, the activities are seen important in the view of parents, more important, how the activities are carried out.

In summary; although, nevertheless the regulation for social activities (MEB, 2010) is designed ideally in terms of the dimensions such as functioning, rudiments, processes, tasks, monitoring and evaluation etc.; either the results of this study or the results of literature show that this design does not reflect on practice.

In terms of many, at least six, social activities, the proportion of high SES upper secondary schools are significantly higher than low SES schools. Arslan (2006) found that family's socio demographic characteristics had a significant and important role in child's participation of social activities in school. White & Gager (2007, p.105) show that economic status, gender, and race/ethnicity are influential in youths' participation in extra-curricular activities. Also they indicate that low family income and greater financial worry are associated with lower likelihood of participation in school-related extra-curricular activities. From these findings, it seems an association between the activities offered by low SES schools and many socio-economic factors.

However; although there are many obstacles mentioned above, the index value of Turkey is higher than OECD average. On the other hand, it is still very low when comparing some countries especially New Zealand, the United States, Korea and the United Kingdom. When considering the strong effects of social activities in the literature (Mahoney & Cairns, 1997; McNeal, 1995; Croninger & Lee, 2001; Coleman, 1988; Gerber, 1996; Silikler & Quirk, 1997; G rkem, 2012; Shulruf, 2010; Eder & Parker, 1987; Feldman & Matjasko, 2005; Otto, 1975; Gilman, 2001; Holloway, 2002; Haensly, Lupkowski, & Edlind, 1985; Erdo an & U ak, 2009; Albayrak, Y ld z, Berber & B y kkasap, 2004; Mahoney, Cairns, & Farmer, 2003; Simoncini & Caltabiono, 2012; Kirlin, 2005; Cenksev-

en, Akbaş, 2013; Argyle & Lu, 1990a, 1990b; Sari, Ötünç & Erceylan, 2007), in addition to the formal education given at the school, in order to establish a school system weighted social activities, it seems at least quantitatively that there are considerable steps which should be followed by Turkey according to these countries

But, when following the steps it seems important that configurations and implementations regarding social activities should be made in a way to prioritize the cultural values rather than copying the implementations of the related countries.

Conclusions

1) The conclusions drawn the situation of the social activities offered by low SES schools to students, from highest to lowest, are as follows:

- sporting team or sporting activities
- volunteering or service activities;
- Book club
- School play or school musical
- Academic club <science and technology club>
- Lectures and/or seminars (e.g. guest speakers such as writers or journalists)
- Band, orchestra or choir
- School yearbook, newspaper or magazine
- Debating club or debating activities
- <country specific item> “Folk Dance”
- Art club or art activities
- School club or school competition for foreign language, math or science
- Collaboration with local libraries
- Collaboration with local newspapers.

The percentage of low SES schools which offers collaboration with local newspapers and school yearbook, newspaper or magazine is insufficient. Almost half of the low SES schools are insufficient to perform the art activities school play or school musical, band, orchestra or choir; folk dance; art club or art activities. A considerable part of the low SES schools are not successful in terms of offering academic activities (lectures and/or seminars; debating club or debating activities; school club or school competition for foreign language, math or science; collaborating with local libraries)

2) The conclusions drawn the situation of the social activities offered to students at high SES upper secondary schools are as follows:

- Sporting team or sporting activities
- Volunteering or service activities, e.g. <na-

tional examples>

- Book club
- School play or school musical
- Lectures and/or seminars (e.g. guest speakers such as writers or journalists)
- School yearbook, newspaper or magazine
- School club or school competition for foreign language, math or science
- Academic club <science and technology club>
- Debating club or debating activities
- Art club or art activities
- Band, orchestra or choir
- Collaboration with local newspapers
- <country specific item> “Folk Dance”
- Collaboration with local libraries

Even though a considerable part of high SES schools offer school play or school musical, at least half of them are insufficient to perform the other art activities. Significant part of high SES schools, at least 30%, is not sufficient for offering debating activities or academic club <science and technology club>. Only small part, 38%, of them collaborates with local libraries according to school principals' views. And, there is low percentage of high SES schools that offer collaboration with local newspapers.

3) The conclusions drawn the whether the social activities offered to students differ between high and low SES upper secondary schools are as follows:

The percentage of high SES upper secondary schools offers following activities are significantly higher than the percentage of low SES schools: school play or school musical; school yearbook, newspaper or magazine; debating club or debating activities; school club or school competition for foreign language, math or science; lectures and/or seminars (e.g. guest speakers such as writers or journalists); collaboration with local newspapers.

However, there are no statistically differences between high and low SES percentage of upper secondary schools offer following activities: Band, orchestra or choir; volunteering or service activities; book club; academic club <science and technology club>; art club or art activities; sporting team or sporting activities; collaboration with local libraries; folk dance.

4) In terms of social activities offered to students at all school, the index value of Turkey is higher than OECD average. But it is insufficient, when comparing, at least, with New Zealand, the United States, Korea and the United Kingdom, which

show over 1.00 (one standard deviation) in the index value.

Suggestions

1) Since the percentage of low SES schools which offers collaboration with local newspapers and school yearbook, newspaper or magazine is insufficient, they should give much importance to local newspapers and yearbook, newspaper or magazine works. Also, since almost half of the low SES schools are insufficient to perform the art activities school play or school musical, band, orchestra or choir; folk dance; art club or art activities, these studies should be increased.

A considerable part of the low SES schools are not successful in terms of offering academic activities (lectures and/or seminars; debating club or debating activities; school club or school competition for foreign language, math or science; collaborating with local libraries). For that, the low SES schools should increase their endeavors to promote these activities. In this regard, low SES schools' endeavors in terms of media, art and academic activities should be supported and become an educational policy.

2) Even though a considerable part of high SES schools offer school play or school musical, since at least half of them are insufficient to perform the other art activities. In this regard, high SES schools should increase their endeavors through art club or art activities, band, orchestra or choir, folk dance.

Significant part of high SES schools, at least 30%, is not sufficient for offering debating activities or academic club <science and technology club>. Debating and academic activities should be increased in this regard. Additionally, only small part, 38%, of them collaborates with local libraries according to school principals' views. Consequently, collaborating with local libraries should be a considerable issue at high SES upper secondary schools. For that, they should contact with local authorities and develop cooperation through use the local libraries. Also because of the low percentage of high SES schools which offers collaboration with local newspapers, they should increase collaboration with local newspapers and disseminate the school activities, news through local media.

3) In terms of many, at least six, activities, the proportion of high SES upper secondary schools is significantly higher than low SES schools. For that, because of insufficient percentage, the endeavors

through offering activities to students at low upper secondary schools should be supported. Especially, the policy and practices of high SES schools may be demonstrated to low SES schools. Additionally, the cooperation between them may be increased, and available partnerships may be established. And a positive discrimination policy may be followed for low secondary schools, in this regard, their sources may be increased.

4) Even though the index value of Turkey is higher than OECD average, however, it is still low when comparing some countries. For ensuring increase in the percentage of schools offer activities to students in Turkey, the implementations of those countries, especially New Zealand, the United States, Korea and the United Kingdom, which show high index values, should be utilized in accordance to the patterns of Turkish cultural values.

References

- Akin, U., & Kocak, R. (2007). The Relationship Between Teachers' Classroom Management Skills and Job Satisfaction. *Educational Administration: Theory and Practice*, 13(3), 353-370.
- Albayrak, M., Yildiz, A., Berber, K., & Buyukkasap, E. (2004). Parents' ideas about activities out of lesson and student behavior interested with activities. *Gazi university kastamonu education journal*, 13.
- Argyle, M., & Lu, L. (1990a). Happiness and social skills. *Personality and Individual Differences*, 11(12), 1255-1261.
- Argyle, M., & Lu, L. (1990b). The happiness of extraverts. *Personality and individual differences*, 11(10), 1011-1017.
- Arslan, B. (2006). *Effects of family socio-demographic characteristics on child participation in social activities at school*. Ege University, Institute of Social Sciences, unpublished master thesis.
- Cenkseven, F., & Akbas, T. (2013). Examining the predictors of subjective and psychological well-being of university students. *Turkish Psychological Counseling and Guidance Journal*, 3(27), 43-65.
- Coleman, J. S. (1988). Social capital in the creation of human capital. *American Journal of Sociology*, 94, 95-120.
- Croninger, R., & Lee, V. (2001). Social capital and dropping out of high school: Benefits to at-risk students of teachers' support and guidance. *The Teachers College Record*, 103(4), 548-581.

- Dos, İ & Kir, E (2013). Social activity at the primary and secondary schools and its management. *Gaziantep University Journal of Social Sciences*, 12(3), 527-544.
- Eder, D., & Parker, S. (1987). The cultural production and reproduction of gender: The effect of extracurricular activities on peer-group culture. *Sociology of education*, 200-213.
- Ekici, S., Bayrakdar, A., & Ugur, O. (2009). The attitudes of managers and students of secondary schools, towards interscholastic activities. *International Journal of Human Sciences*, 6(1), 430-444.
- Erdogan, M., & Usak, M. (2009). Curricular and Extra-Curricular Activities To Develop The Environmental Awareness Of Young Students: A Case From Turkey. *Odgojne znanosti*, 11(17), 73-86.
- Feldman, A. F., & Matjasko, J. L. (2005). The role of school-based extracurricular activities in adolescent development: A comprehensive review and future directions. *Review of Educational Research*, 75(2), 159-210.
- Gerber, S. B. (1996). Extracurricular activities and academic achievement. *Journal of Research & Development in Education*.
- Gilman, R. (2001). The relationship between life satisfaction, social interest, and frequency of extracurricular activities among adolescent students. *Journal of Youth and Adolescence*, 30(6), 749-767.
- Gorkem, D. (2012). *The effects of primary school students participation in social activities on their academic achievement*. Dokuz Eylul University, Institute of Educational Sciences, unpublished master thesis.
- Gundogdu, C., Karatas, & Hacı, E. (2011). Problems of school director in terms applying extracurricular activities. *e-Journal of New World Sciences Academy Sports Sciences*, 6(1), 65-72.
- Haensly, P. A., Lupkowski, A. E., & Edlind, E. P. (1985). The role of extracurricular activities in education. *The High School Journal*.
- Holloway, J. H. (2002). Extracurricular Activities and Student Motivation. *Educational Leadership*, 60(1), 80-81.
- Kaufman, J., & Gabler, J. (2004). Cultural capital and the extracurricular activities of girls and boys in the college attainment process. *Poetics*, 32(2), 145-168.
- Kirlin, M. (2005). Promising approaches for strengthening civic education. White paper from the California Campaign for the Civic Mission of Schools <http://www.cms-ca.org/CMS%20white%20paper%20final.pdf> (accessed October 6, 2013).
- Mahoney, J. L., Cairns, B. D., & Farmer, T. W. (2003). Promoting interpersonal competence and educational success through extra-curricular activity participation. *Journal of educational psychology*, 95(2), 409.
- Mahoney, J. L., & Cairns, R. B. (1997). Do extra-curricular activities protect against early school dropout? *Developmental psychology*, 33(2), 241.
- MEB <Ministry of National Education>, (2010). Ministry of national education regulation for social activities for primary and secondary education institutions "Milli eğitim bakanlığı ilköğretim ve ortaöğretim kurumları sosyal etkinlikler yönetmeliği" <http://mevzuat.meb.gov.tr/html/256990.html> (accessed October 2, 2013).
- McNeal Jr, R. B. (1995). Extracurricular activities and high school dropouts. *Sociology of education*, 62-80.
- OECD (2012a), PISA 2009 Technical Report, PISA, OECD Publishing. <http://dx.doi.org/10.1787/9789264167872-en>
- OECD (2012b), *Education at a Glance 2012: OECD Indicators*, OECD Publishing
- OECD. (2011). *School questionnaire data file*. Database – PISA 2009. [Online]
- Otto, L. B. (1975). Extracurricular Activities in the Educational Attainment Process. *Rural Sociology*.
- OECD. (2010). PISA 2009 results: what makes a school successful? *Resources, Policies and Practices*, 4.
- Ozbas, M., & Badavan, Y. (2010). The School-Family Relationship Duties that Primary School Administrators Actually Perform and are Supposed to Perform. *Education and Science*, 34(154), 69-81.
- Ozenci, S. (1997). *The Case of educational and social activities of students in elementary schools*. Marmara University, Institute of Educational Sciences, unpublished master thesis.
- Sari, M., Otunc, E., & Erceylan, H. (2007). Quality of Life in High Schools: The Case of Adana Province. *Educational Administration: Theory and Practice*, 13(2), 297-320.
- Shulruf, B. (2010). Do extra-curricular activities in schools improve educational outcomes? A critical review and meta-analysis of the literature. *International Review Of Education / Internationale Zeitschrift Für Erziehungswissenschaft*, 56(5/6),

591-612. doi:10.1007/s11159-010-9180-x

- Silliker, S. A., & Quirk, J. T. (1997). The effect of extracurricular activity participation on the academic performance of male and female high school students. *School Counselor*, 44(4), 288-93.
- Simoncini, K., & Caltabiono, N. (2012). Young school-aged children's behaviour and their participation in extra-curricular activities. *Australian Journal of Early Childhood*, 37(3), 35-42.
- Tutuk, A., Al, D., & Dogan, S. (2002). Determining communication skills and emphatic levels of nursing students. *CU Nursing Journal*, 6(2), 36-41.
- Walpole, M. (2003). Socioeconomic status and college: How SES affects college experiences and outcomes. *The review of higher education*, 27(1), 45-73.
- White, A. M., & Gager, C. T. (2007). Idle hands and empty pockets? Youth involvement in extracurricular activities, social capital, and economic status. *Youth & Society*, 39(1), 75-111.