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Original article

EVALUATION OF THE EXTRACURRICULAR SPORTIVE ACTIVITIES FROM THE VIEW OF PHYSICAL EDUCATION TEACHERS

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Abstract*

Aim: It is to determine the physical education teachers' views of the extracurricular sportive activities.

Methods. In the research, among the qualitative research approaches, intertwined single case study design is used. Among the purposive sampling methods which emerged from qualitative research traditions, frequently used and enables us to study the cases deeply, criterion sampling method is used. For this purpose, 4 physical education teachers (2 women, 2 men), who worked in different types of high schools (Sports high school, Anatolian high school, Science high school, Vocational high school) in the spring term of 2014-2015 school year, took an active role in school's sport teams and has different year of service, were included in the working group. Research data have been gathered by semi-structured interview form which was prepared by the researchers and gives flexibility to the researcher. Interview forms obtained from participants has been subjected to content analysis by two researchers separately, so that conformity percentage between encoders was observed. In the analysis result, by determining the numbers of agreements and divergences, the reliability of the research data have been calculated as % 91 by using Miles and Huberman's (1994) formula (Reliability = agreement / agreement + divergence).

Results: As the result of the analysis of the physical education teachers' views of the extracurricular sportive activities, it was determined that students and families do not show necessary interest in these activities, that they see these activities as waste of time and especially families see these activities as an obstacle to their children's success in the school.

Conclusion. It was observed that there were problems in performing these activities, the quality and quantity of the facilities and tools and equipment were not enough, also there were problems in sparing appropriate time period for these activities.

Keywords: Extracurricular sportive activity, Physical education teacher, Qualitative research.

Introduction

Researches about the extracurricular activities were done for the first time in 1960s by sociologists, in 1970s by economists and have become an important field for the last 20 years with the contribution of psychology experts. (Farb and Matjasko, 2012). These activities are defined as the activities in which students participate apart from the necessity of gaining a degree. Extracurricular activities provide additional advantages for students to manage stress and to increase the level of their experiences, skills and functionality. (Veronesi and Gunderman, 2012; Thompson et al., 2013). Also, there are studies which states that the extracurricular activities increase the academic success of individuals and make contribution to the character guidance. (Darling, Caldwell and Smith, 2005; Eccles, Barber, Stone and, Hunt, 2003)

Research results show that the individuals who participate in any extracurricular activity, compared to their peers who don't, show much more positive attitudes towards school (Darling et al., 2005), get higher degrees (Darling et al., 2005; Eccles and Barber, 1999; Marsh and Kleitman, 2002) and have much more willingness to engage in

academy. (Darling et al., 2005; Miller et al., 2005; Baker, 2008)

While Physical Education that takes part in extracurricular activities and underlies the sport activities contributes in raising individuals who are qualified in social and cultural terms, it also takes a pioneer role on raising healthy individuals in society (Yilmaz, 2016). Siedentop (1982). It is also indicated that physical education not only improves the skills and strategies aimed at performance, but also is a supportive educational appliance which helps students to acquire a true sport culture. Researches show that physical education has positive effects on individuals' motoric skills (Siedentop, 1994; Grant, 1992), tactical information, the level of performance (Hastie and Buchanan, 2000) and physical fitness (Alexander and Luckman, 2001) Moreover, there are studies revealing that extracurricular activities reduce especially the drug addiction of adolescents (Eccles ve Barber, 1999), provide a much more effective protection for teenagers against skipping class and several behaviors which include committing an offense (Harris, 1999; Harrison ve Narayan, 2003;

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Mahoney, 2000). In addition to reduction and repression of individuals' over-weight conditions (WHO, 2008), physical education also has positive relationship with academic success, reduction in anxiety and depression, and development of muscular force and durability. (Strong et al., 2005). Furthermore, extracurricular sport activities can be used for individuals as additional physical activities after school programs. These programs improve the habit of lifelong physical activity (Huberty, Balluff, Berg, Beighle and Sun, 2009).

Students are given chance to attend to the extracurricular sport activities and after school sport programs especially in schools of the countries that comprehends the importance of extracurricular sport activities (Chepyator-Thomson and Hsu, 2013). Thus, the opinions of physical education teachers, who are in the coordinator and planner position of these activities, towards extracurricular sport activities are considered as important. Thereby, the aim of this study is to observe the opinions of physical education teachers towards extracurricular sport activities.

Method

Research model

In this research, qualitative research approach is used with the aim of extensive and profound data collecting about study subject, directly learning participants' individual perceptions, experiences and perspectives, understanding and comprehending existing situations. (Büyüköztürk et al., 2009). So, descriptive and realistic picture about the subject is aimed to be produced. Also the pattern of the study has the characteristics of state determination about observing the opinions of the physical education teachers working in different establishments towards the extracurricular sport

activities. (Creswell, 2005). The most significant point of the case study is that it tries to observe profoundly by focusing on a current fact, event, situation, individual and groups.

Research Group

This research conducted during the fall semester of 2014-2015 academic year was carried out by four physical education teachers who works in different high schools (Anatolian high school, science high school, business high school, sport high school) under the ministry of national education in the center of city Ankara. In the selection of research group, criterion sample from purposeful sample method (Büyüköztürk et al., 2009) that enables to search profoundly by selecting the case that are rich in terms of information was used depending on the aim of the research. Criteria sample is to study of the cases that meet a several criteria that are determined beforehand. The criterion or criteria can be created by the researcher (Yıldırım and Şimşek, 2013). As a criterion, these features derives from the nature of the research has requires this sample method to be selected. The criteria used to determine the research group is included below:

- The physical education teachers who work in schools where the number of the students is over 200.
- The physical education teachers who has worked for more than 10 years
- The physical education teachers of the schools that is active in Ankara metropolitan municipality.

Characteristics about the research group are presented on table 1.

Table 1. Personal information about the participants of research

*Name	Age	Marital Status	Number of Children	Years of Service	Sport Branch s/he trains	
Fatih	Male	36	Married	1	12	Football
Murat	Male	42	Married	3	18	Volleyball
Ayşe	Female	35	Married	2	13	Badminton
Melike	Female	37	Single	-	14	Football
Mean Age: 37,5 (Min: 35, Max: 42) Mean Years of Service: 14,25 (Min: 12, Max: 18)						

In Table 1, the ages of the teachers who are included in research changes between 36 to 42 and the average of the ages is 37,5. According to their marital status, three participants are married, and

Validity and Reliability

In order to provide validity and reliability in qualitative researches, some methods are applied

one of them is single. The number of the children that married participants have, changes between 1 to 3. Also, the sport branches that teachers train are football, volleyball, badminton and again football.

which are researchers spending a long time around the research environment, data and analysis are given to be controlled by the people who are



searched and data, analysis and comments are being presented to the experts. (Ekiz, 2009).

For this purpose, the analysis period of the data that was acquired by participants (Yıldırım and Şimşek, 2015) and how the revealed codifications are linked with categories and themes are presented to readers directly with the expressions of participants. For the categories acquired in research, examples of the expressions that are assumed to represent every one of them the best are selected and placed in the findings section (Yıldırım and Şimşek, 2013). Furthermore, interviews are textualized with computers and any of the texts about the participants her/himself are shared electronically, and by asking whether they want to add or take out any information, the participants are confirmed.

For the purpose of receiving expert opinions, the 8 questioned experiment form was evaluated by 4 experts in the field of physical education and sport teaching who studies about the subject and is informed about the subject of the study, 1 expert in the field of pedagogy and 1 expert in the field of Turkish education. The opinions of experts in the field of qualitative research and physical education and sport teachers were applied for the content validity of interview forms and they are asked to consider with “available”, “not available” and “needs to be improved” options. At the end of this process, the expediency of the questions are tried to be determined. Besides, by providing consistency between the experts in accordance with the feedbacks coming from 5 experts in total, the dependability of the assessment instrument is determined. The concordance coefficient of correlation between researchers and expert opinion that was revealed by Miles and Huberman (1994) was calculated as 0,91 according to the formula; $[\text{agreement}/(\text{agreement}+\text{dissensus})\times 100]$.

Agreement percentage is accepted to be gained when the agreement percentage in reliability calculation is %70 percent. (Yıldırım and Şimşek, 2013). In line with the expert opinions, 6-question final interview form was obtained. In order to provide research's reliability, to determine whether or not the codes given under the conceptional categories gained during the research represent the said conceptional categories, the codes of two researchers and the categories related to codes were compared (Kurt and Ekici, 2013).

Every of them are the steps that are needs to be urged upon and has important role in valid and reliable data collecting. (Yıldırım and Şimşek, 2013).

Data Collection

The process of data collection was done during the fall semester of 2014-2015 academic year. The most common used data collection methods in case studies are interviewing, observing and document

analyzing. In research, since it was thought that the perceptions towards sport activities of the physical education teachers who works in different high schools can be reached more easily with the interviews, interview as technique of data collection was used. Interviewing is a technique, which is used to find out about the behaviors, emotion and their expressions about the world around them that cannot be observed (Merriam, 2013; Yıldırım and Şimşek, 2013). Kvale (1996), tried to explain this process with a miner metaphor. Interview can be assimilated to a miner who digs deeply to find a precious mineral. As a miner digs to find a precious mineral, so the researcher tries to reveal and find out with systematical questions a person's perceptions, opinions emotions, comments and the way s/he thinks as part of the results that need to be revealed. (cited from: Türnüklü, 2000). In research, “half constructed interview form” is used as the data collection tool. During the preparations of this forms, first of all literature about the subject (Rainer et al, 2011; Şahin, 2011; Yılmaz, 2012; Demirhan, 2014; Yılmaz, 2016) is scanned and questions that have general quality about the research problem were prepared. Furthermore, a basis is provided to basic questions through the problems determined before and the scientific publications about the problems in this field. The clarity of the questions, the level of expressing the same meaning of all the participants and the efficiency towards their perceptions on physical education classes were tested by applying created general questions to three physical education teachers. At this point, creating open-ended questions which discover the beliefs of the participants and are frankly expressed standardized were aimed. (Patton, 1990). Some of the questions considered to be not reaching the purpose but to be expressing more generally are firstly corrected and then some are completely removed and new questions are added on the interview form. At this stage, content validity of the questions were tried to be provided. According to Tekin (2004), content validity is about how much every problem serves the purpose as a whole. The pre-interview data were not saved and was subjected to content analysis for the preparations of the interview questions. With the company of an expert in the field of physical education, a question pool was created by analyzing the data and made ready for expert opinion.

Due to volunteerism principle, the necessary permission was received by the physical education teachers. In the content of the interview, face to face interviews were specified to be carried out of the class hours and necessary attempt on the study environment being suitable (noise that might occur during the interview, intervention of another interview etc.) was made. It was specified that the content of the interview made with physical



education teachers in which qualitative data is collected, will be in the limitedness of the research. The interviews lasted 45-50 minutes and with the consideration that voice recording might create a problem in terms of the participant, the necessary confirmation was received. In addition to the interview data, field notes were taken; because the sound recordings that cannot be expressed with words and halts might also have specific meaning and symbols (Türmüklü, 2000). During the interviews, first of all physical education teachers were asked about their own experiences and the interviewees were tried to be felt comfortable. These kinds of questions will help to build an effective communication between the interviewer and the interviewee (Yıldırım and Şimşek, 2013) and are considered as they contribute to receive more qualitative answers in the further stages of the interview. The questions that will be asked during the interview were expressed clearly and signally for interviewer to understand, and it was watched out that there are no abstract and general questions. Questions, internal validity of which was provided, were asked all the physical education teachers with same ordering and to receive detailed information, it was benefited from the flexibility of the qualitative researches that provide to the researcher. In terms of flexibility concept, researcher might ask additional questions to receive more profound answers, repeat the question in case of a misunderstanding or ask the question in a different way (Yıldırım and Şimşek, 2013). Also, it was tried to receive profound answers and to clarify the information given by asking additional questions when the occasion arises. In the situations that answers cannot be received from researchers, the same questions were asked in different ways. As the confirmation of participant, it was tried to measure the reflection level of personal opinions of physical education teachers by representing summarily the field notes the interviewer took and the information s/he recorded after the interview to study group. Then, summary text was examined by physical education teachers and asked them whether s/he has opinions to add. In this way, the conformation process of participants was completed.

Data Analysis

Before starting the analysis of the data, first voice recordings of the interviews were turned into scripts by the researchers. During this process, loss of any kind of information was tried to prevent by listening repeatedly. Interview forms were named from K1 to K4. This kind of numbering provided the themes that will be expressed in the findings section to be supported by the opinions of the participants. Content analysis was used during the analysis of the data turned into scripts. Content analysis is the process in which the data is

described, coded and categorized (Patton, 1990). Also, content analysis requires alike data to be commented in a way readers can understand by gathering them together around the specific concepts and themes (Yıldırım and Şimşek, 2013).

1. Open Coding: As a part of the research problem, codifications were carried out by reviewing the data received after the interview extensively. It is important that the researcher takes research questions or the conceptual framework of the research in consideration and needs to be aware of what s/he is looking for in these framework data (Yıldırım and Şimşek, 2013). The words, sentences and paragraphs were coded by conceptualizing with the aim of determining the idea wanted to be expressed while the data was read (Brott and Myers, 2002). For this reason, the interview data were placed in codes created before within the research problem. Also apart from the created codes before, different codes were created for the expressions gathered together.

2. Thematic Coding: Finding the themes that can gather the codes related to one another is the next stage after the codification of the received data. In this study, themes were determined in accordance with both the conceptual framework of the study and the data just like in the coding process, while the concepts occurring as a result of codification were tried to be gathered under a significant theme (Bulgu et al., 2007).

Content analysis was carried out independently for four (4) interviews by two researchers. The interview forms lined from K1 to K4 are analyzed and themed separately by three (3) experts in his or her field. Using different researchers during the analysis of received data and confirmation of the received results is one of the strategies applied to the reliability of the data. For this reason, the results were presented with a descriptive expression by making content analysis in subject study and the findings within the frame of the themes and patterns emerged were represented by giving places to direct expressions. Moreover, the results obtained from interview analysis are represented in a way "data representation by categories approach" that Miles and Huberman (1994) suggested.

Findings

In the study where the physical education teachers' opinions aimed at extracurricular activities was analyzed, the categories of the opinions of physical education teachers towards these activities, opinions about students' personality development, head teachers' and families' perspectives towards the activities, schools' conditions in running the activities effectively and the suitability of time are created. The opinions of physical education teachers towards these activities are demonstrated at Table 1.

Table 1. General Opinions Of Physical Education Teachers Towards Extracurricular Sport Activities

Categories	Indicator	Frequency	
Positive Perspective	Tension release /relief	K1, K2, K3, K4 f(4)	
	Self Confidence	K1, K3, K4 f(3)	
	High Self Respect	K3, K4 f(2)	
	Psychosocial Development	The ability of self-expression	K1, K2, K3 f(3)
		Increase in communication skills	K1, K3 f(2)
		Gaining sense of belonging to group	K3 f(1)
		Development of Cooperation	K3 f(1)
	Total	f(16)	
	Presenting Safe Environment	Bad Circle of Friends	K2, K3, K4 f(3)
		Bad Habits	K1, K2, K3 f(3)
Total		f(6)	
Providing Physical Development	Increase in length	K2, K3 f(2)	
	Development in Muscular Structure	K4 f(1)	
	Total	f(3)	
Negative Perspective	Lack of Continuity for Classes	K3, K4 f(2)	
	Increase in Academic Success	Giving Unnecessary High Notes	K1, K2 f(2)
	Total	f(4)	

In Table 1, it is seen that the reasons why physical education teachers have positive perspective towards extracurricular sport activities were handled under 3 categories. The titles of these categories are “providing psychosocial development, presenting reliable environment and providing physical development.” The category of providing psychosocial development contains indicators such as tension release, self-confidence, high self-respect, ability of self-expression, increase in communication skills, gaining sense of belonging to group and providing cooperation. This category has the highest frequency f(16). And, the second highest frequency belongs to the category f(6) which contains indicators such as bad circle of friends and staying away from bad habits. The lowest category is f(4) which contains indicators such as increase in length and muscular development. When these categories are considered, it is seen that among the reasons why physical education teachers have positive perspectives towards extracurricular sport activities, supporting the psychosocial development ranks first. Participant opinions on indicators creating this category are included below.

Opinion of teacher Ayşe, one of the participants, is so: “Before anything else, these activities provide children to get relaxed from other classes and release tension psychologically. Thanks to these activities, students get the happiness of the capability of achieving something and this way regards themselves valuable...”

Teacher Fatih expresses the affection of these activities on psychosocial development so: “First of all, I can say that it has effects on psychological development. Children see these activities as a way of relaxation. And second of all, these activities are a way of socializing for children. The child can express her/himself better. Their communications with their friends grow strong. Their self-confidences increase and so, they display an extrovert personality. The children become more sociable. So, this situation appears to be very important in terms of having a place in society as an individual...”

About psychosocial dimension, teacher Melike states so: “...these activities provide children an opportunity to build a healthy communication. These provide them the feeling of becoming a part of a group, sharing and moving along with unity and solidarity.

It contains indicators such as avoiding bad circle of friends and habits towards the category of providing a reliable environment. Opinions of participants related to these are so:

Melike teacher expresses her opinion about avoiding bad habits so: “Since these activities occur after the main classes and provides children to be in a controlled environment, it keeps them away from the bad habits such as computer games, internet cafes, and drug and smoking addiction received from bad circle of friends.

The opinion of teacher Fatih towards avoiding bad circle of friends has similarities to teacher Melike. “...these activities provide a



controlled environment. What is the child going to do if he doesn't participate in these activities? S/he is going to find a friend and if that friend is good, then it's okay. But if s/he is bad, then it will be much easier for the child to gain bad habits. Since these activities are performed in a planned and programmed way, the family is also comfortable. The circle of friends in the sport environment is also like the child who engages in sport her/himself. They are not that kind of people who smoke and use drugs. With this, also their friends would be the ones who are known..."

The contribution of extracurricular sport activities on physical development is also mentioned. There are participant opinions on the fact that it provides increase of length in children, weight control, and muscular development and tolerates the clumsiness brought by non-proportional caused by developmental age.

Teacher Melike expressed that these activities affect the development of these children in a good way. "Especially when considered their developmental age, it can be said that the non-proportional growing occurred during the increase of length can be balanced. I also think that the stance of children is fixed by sport and it is important to have a weight control...(Science High-school).

Teacher Fatih expressed that the extracurricular sport activities effects the muscular development of the children in a good way. "Since sport is played regularly, extracurricular activities that are done related to the natural training content shapes the appearance of the students. As a result of this, the body images of the children are high and the feeling of trust gets increased. So it cannot be said that these activities provide only to psychological, social or physical development. This is monolith and dependent to each other. (Anatolian High-school)

It was determined that the negative opinions of physical education teachers towards extracurricular sport activities are mostly in terms of academic. It was figured out that the students have problems of continuity about the classes and have the expectation of having privileges also from the other classes. The opinion of teacher Ayşe towards the students' problems about continuity of the classes is so:

"I think that when the students participate in these activities, they cannot spend enough time for their classes and they have difficulties, and the situation where the competitions collide with the classes causes students to have problems about discontinuance. No matter how much this situation is tolerated by teachers, the students still have academic problems because of the discontinuance of the classes. At this point, families have hesitation about their children to attend to these activities."

The opinion of teacher Murat about the school grades being unnecessarily high is so:

"...for instance, the fact that the students in the football team pass mathematic classes without an effort and get high grades. In practice, I definitely think that this application harms the students. When the student is in school team, both the child and the family have expectations. The situation of children representing the school creates an expectation about him or her being good at other classes as well. Unfortunately, students get unnecessarily high grades. The ones participating in sport activities are only successful on paper, not in reality..."

Opinions of physical education teachers towards perspectives of family and head teachers on participation of children in extracurricular activities, which is another sub-problem of research, are included in Table 2.

Table 2. Opinions of physical education teachers towards perspectives of family and head teachers on participation of children in extracurricular sportive activities

Categories		Indicators	Frequency	
Family Support	Doesn't support the participation	Academic anxious	K2, K4	f(2)
		Problem of distance to sport facility		
		No sufficient time		
	Support the participation	Being indexed to promote	K1, K3	f(2)
		Preferring as job in future		
		Total	f(4)	
Head Teacher	Provides necessary support	Being aware of importance of activities	K1, K2, K3, K4	f(4)
		Providing prestige of school		
			Total	f(4)

In Table 2, opinions of physical education teachers towards perspectives of family and head

teachers on participating in extracurricular sportive activities were indicated. The findings that families

don't support these activities because of the reasons such as academic anxious, the problem of distance to sport facility and no sufficient time; support because of the reasons such as enabling to pass class easily and contribution on job that students will have in future were obtained. According to physical education teachers, the reasons why families don't support these activities are so:

According to teacher Melike; "we don't see enough support from family. Academic anxious of families is considered as a factor that restrains students from participating in these activities; because there is an exam and it is needed to be studied. When I say that we integrate students into this branch, will do such studies, generally family doesn't want this."

Teacher Fatih stated that since sport area is distant and there is a time problem to perform these activities, families don't support the participation of children in these activities. "Our school is distant from city center. Students come to school with school buses. And because of the intensity in curriculum, we try to perform sportive activities after classes. In this situation, as child should use the school bus to go home, family doesn't want children to stay in school after class. And since child goes to course at weekend, family doesn't want child to come to here. So because of intensity in curriculum and location of school, family doesn't want child to participate in this activity."

According to physical education teachers, the reasons why the families support children to participate in extracurricular sportive activities are so:

According to teacher Ayşe; "The role of family is completely indexed to promote. Necessities such as socializing, getting different friends, experiencing competition environment are not primary necessities for family. Primary expectation of family is that student promote. Being healthy, other factors are considered later on."

Teacher Murat specified this opinion as a reason why the families support the extracurricular sportive activities: "since this is a sport high school, family already support the participation of child in these activities. Sport is already the future of child and future job of child. The purpose of student to come here is clear."

Opinion of teacher Ayşe on the fact that the head teachers are aware of the activities which are one of the reasons to support the extracurricular sportive activities is so: "School administration provides us necessary support and encouragement. The biggest reason for this is that head teacher and deputy head teacher are physical education teachers. They also designed and performed these activities. They know the difficulties and facilities. Since they know the process very well, they support us on this subject."

According to teacher Murat; "Without the support of head teacher, it is hard to perform the activities. Successes acquired in activities have a great influence on advertising of the school."

Opinions of physical education teachers on participating in extracurricular activities towards school conditions and time sufficiency which is another sub-problem of research are included in

Table 3. Opinions of physical education teachers on participating in extracurricular activities towards school conditions and time sufficiency

Categories		Indicators	Frequency
Sufficiency of School Conditions	Sufficient	Material	K1, K2, K3 f(6)
		Multipurpose Sport facility	
		Outdoor installation	
	Total	f(6)	
	Insufficient	Sport facility	K4 f(3)
Material			
Implementer problem			
Total	f(3)		
Time Factor	Insufficient	School providing dual education	K1, K2, K3, K4 f(4)
		Intensity of Curriculum Program	
		Total	

In Table 3, opinions of physical education teachers on performing extracurricular sportive activities towards sufficiency of school conditions were handled under two categories which are sufficient (f8) and insufficient (f2). Opinions towards time convenience were examined under

insufficient category (f4). On performing extracurricular sportive activities, about the sufficiency of school conditions convenience of material, sport facility, outdoor installations were mentioned. Opinions of participants about this category are so:



“...since I work in sport high school, conditions of schools are quite good. There are facilities to perform different activities. Students can perform the branch they want, and they good at. Also there is multipurpose sport facility, we can maintain these activities effectively... (Murat)”

“...there is no problem for our school about equipments. Necessary supports are provided by our administration. There is multipurpose sport facility. Trainings are performed at will. The only problem is time... (Fatih)”

Melike, physical education teacher, stated that while she performs the extracurricular sportive, they have troubles about material, sport facility and implementer problem related to insufficiency of school conditions.

“School conditions are not sufficient. There are a hall but insufficient. We draw our areas with our own effort. We can't get enough support from administration. We pay some things from our own pocket. There is a problem about implementer that has sufficient equipment”

General of teachers spoke of insufficiency of time as a biggest problem on performing extracurricular sportive activities. The reasons of these are that school has dual education and curriculum is intensive. Opinion of teacher Ayşe on this subject is so:

“Our facilities are sufficient. Children can participate in different sportive activities. But time is the biggest problem for performing. Either the training is done after school which is hard because students need to catch the school bus, or it is needed at weekend which is hard because students have courses and parents don't send them to sport. In school there are two systems that students attending the classes in the morning or noon. Considering physical education lesson, areas to perform practices are therefore limited. Time problem brings along the area problem. Activities can't be done properly...”

Discussion

In present research, it was aimed to determine the opinions of physical education teachers towards extracurricular sportive activities. In this context, according to obtained findings, it was determined with frequency (f:29) that physical education teachers have positive perspective generally to extracurricular sportive activities. In the theme of positive perspective, it was seen that psychosocial development came into prominence and among indicators belonging to this category, the entire physical education teachers considered the extracurricular sportive activities as a tool of “Release tension” and “relaxing”. In addition to this, physical education teachers stated that they consider the extracurricular sportive activities as a activity contributing to students' skills of

“development of self-confidence”, “high self-respect coefficient” and “communication”. In similar way, there are studies on the effect of these activities on adolescents and that have similar findings (Darling, 2005; Eccles ve Barber, 1999). This can be interpreted as extracurricular sportive activities contribute positively to different development traits of individuals.

In the theme of negative perspective of physical education teachers for extracurricular sportive activities, only “decrease in academic success” was clarified. It was seen that physical education teachers have the considerations that students participating in the extracurricular sportive activities is generally absent from school and academic success will decrease because particularly other teachers give “more than adequate” grades the students participating in these activities. In the study of Yaman (2011), it was determined that the biggest anxious of parents towards participation of children in extracurricular sportive activities are about academic success. This is in parallel with findings of present study.

In the theme of family support on participation of students in extracurricular sport activities, there are families who support or don't support these activities. Families who support their children think that these activities make contribution on children's lesson grades, and in the future children can have professional tendency according to activity fields. Families who don't support think that these activities can influence negatively to children, there are difficulties on reaching the activity areas and there is time insufficiency. However, many conducted studies (Darling, 2005; Eccles and Barber, 1999), show that extracurricular sportive activities make positively contribution on academic success of students. In the education system of Turkey, various exams are done at every stage passing on which students' academic successes are effective (TEOG, KPSS, YGS, LYS etc.). In this context, parents think for their children only about these exams on which mathematical and verbal intelligence are dominant to pass next education step and by ignoring other development dimensions they considered extracurricular sportive activities as a negative factor.

It was determined that physical education teachers participating in research have opinions that in terms of supporting the extracurricular sportive activities head teacher doesn't give necessary importance to this subject. Also they stated that head teachers are aware of importance of extracurricular sportive activities and think that with these activities prestige of school will increase. Hesapçioğlu (2000) defines the extracurricular activities as planned, programmed and regular activities performed within head teachers'

knowledge and under the guidance of teacher. Accordingly, it is thought that the fact that school administration has positive attitude towards these activities can be important.

Physical education teachers think that in the theme of school conditions, schools have generally sufficient opportunities towards extracurricular sportive activities. This sufficiency was stated as sportive materials, multipurpose sport facilities and outdoor installations. In the category of insufficiency of school conditions, deficiency of qualified physical education teacher arose as a reason. In the evaluations of physical education teachers, a theme of time factor was revealed depending on reasons of intensity of education programs and schools giving dual education (morning-noon). In the research of Yılmaz (2016), it was determined that about participation of children in extracurricular sportive activities, families define the distance of installations and intensity of business life as limited factors. Zhe (2015) stated that school administrations should allocate more resources for extracurricular sportive activities and with these resources present sportive equipment's should be regulated and extended.

As the result of the analysis of the physical education teachers' views of the extracurricular sportive activities, it was determined that students and families do not show necessary interest in these activities, that they see these activities as waste of time and especially families see these activities as an obstacle to their children's success in the school. It was observed that there were problems in performing these activities, the quality and quantity of the facilities and tools and equipment were not enough, also there were problems in sparing appropriate time period for these activities.

Conclusion

It was observed that there were problems in performing these activities, the quality and quantity of the facilities and tools and equipment were not enough, also there were problems in sparing appropriate time period for these activities.

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