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## INVESTIGATION OF SPORTS SCIENCE STUDENTS' ATTITUDES TOWARD EXTRACURRICULAR SPORTS ACTIVITIES: EASTERN ANATOLIA SAMPLE

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### ABSTRACT

This study aims to determine the attitudes of students studying at Muş Alparslan, Bitlis Eren, Van Yüzüncü Yıl, and Bingöl Universities toward extracurricular sports activities in terms of certain variables. The study is quantitative research and an 18-item attitude survey toward extracurricular sports activities, which was developed by Yılmaz, A., & Güven, Ö. (2018), was used as the data collection tool. The scale is a 5-point Likert scale and the minimum score that can be obtained from the scale is 18 while the maximum score is 90. Furthermore, a test containing socio-demographic information prepared by the researcher was also conducted with the participants. The data obtained was analyzed using the SPSS package software. The data were analyzed using descriptive statistical methods, Mann Whitney-U Test and Kruskal Wallis-H Test. Additionally, the Mann Whitney-U Test was used to determine between which groups the significant difference occurred as a result of the Kruskal Wallis-H Test. Of the students participating in the research, 341 were male and 339 were female. While the population of this study consists of students from Muş Alparslan, Bitlis Eren, Van Yüzüncü Yıl, and Bingöl University, the sample group consists of 680 students from the same universities who voluntarily participated in our study and were chosen by the random sampling method. Based on the results of the study, it was concluded that there were significant differences in terms of the attitude toward extracurricular activities in terms of age and gender, leisure time duration, university of study, and active sports participation ( $p < 0.05$ ). It was also determined that there was a positive difference in the results in favor of students with more leisure time, older students, students who do active sports, and male students. Accordingly, it can be useful to implement policies to eliminate or minimize these differences.

**Keywords:** Student, extracurricular sports activity, attitude.

## INTRODUCTION

Researchers interested in the concept of extracurricular activities have generally defined this concept as structured and unstructured extracurricular activities (Mahoney, Cairns ve Farmer, 2003). Activities that are planned or carried out at the end of the course, depending on a program, or outside the course, and include features planned for several purposes, are called structured extracurricular activities (Balyer & Gündüz, 2012). Another definition of structured extracurricular activities was made by Ivaniushina and Aleksandrov (2015) where the researchers defined the concept of structured extracurricular activities as activities that follow certain rules, are supervised with the help of experienced adults, and are exhibited within the framework of a program to develop certain talents and skills in children. These activities contain a helpful element or more features in ensuring mental health and well-being in adolescents. These features include ensuring physical and mental safety, developing supportive relationships, feeling like a part of the school, having a positive status in the social environment, offering people the chance to improve their skills, and adapting to the family, school, and social environments (Toomey, McGuire ve Russell, 2012).

University education is one of the important processes in which a person's behavior that will last for years in his life is formed. Every positive step taken during this process will bring the person one step closer to happiness and cause him to progress. Therefore, free time activities and recreation should be included as a part of education in the academic lives of students, and students should well understand the importance of leisure activities in their own lives (Agaoglu, 2002).

Young students in higher education, who have a very important place and value in the lives of human beings, have an important place in our country. Young people, who are the future of our country, are one of the biggest factors in the growth and development of the country with their moral, sensitive, respectful and energetic nature. Recreational activities should be organized for students within a plan and program, and students should be able to relieve the intensity of classes in their free time outside of school (Kılbaş, 2001).

Additionally, these activities offer children and adolescents the opportunity to spend their leisure time from school in a positive way. In particular, adolescents encounter identity confusion and their desire to gain a place in society or belong to a group leads them to have some bad friends or to acquire harmful habits. To remove the individual from this harmful environment and ensure the acquisition of a positive identity, extracurricular time must be evaluated and controlled in a qualified manner within a certain plan and program. Accordingly, it is thought that the level of children's attitudes toward extracurricular sports activities may be related to their attitudes and commitment to school (Yılmaz & Güven, 2018).

Schools are both educational centers and places where the same age group comes together. For this reason, schools are a large resource in terms of sports. Because the growth period of children and young people in secondary education coincides with these ages. In these periods when physical development accelerates, the person needs to gain sports resistance, agility, and some habits (Karasüleymanoğlu, 1992). Sociologists stated

that schools socialize students by using sports both as a form of social control and as a tool for educational attainment. While sports activities at school provide physical education for the child or young individuals, they also contribute to their psychological development and health, as well as improving their socialization and strengthening their human relations (Göktaş, 1994).

Physical education and sports activities are some of the most effective ways for individuals who make up society to be healthy, enterprising, skillful, and productive, to develop a balanced personality, in short, to develop and direct their body, mind, emotions, and social skills in line with national goals (MoNE, 1997). Extracurricular activities are an important pillar of the production subsystem of the school, which is the basic system in education and training. Since teaching programs pre-construct and control student behavior, although these programs are tried to be made following the needs of the students, it can be said that extracurricular educational activities, which enable the transfer of the knowledge gained in the development of professional personalities to life under control and supervision, realize a significant part of the basic purposes that the student cannot reveal in the classroom environment (Binbaşıoğlu, 2000). Achieving the goals of extracurricular activities largely depends on the efficient organization of these activities. Considering these activities together with educational activities is the first stage of the organization. Making this organization is the duty of the school administration, and at the same time, the school administration controls and supervises the operation of the organization. Planning of the activities is done by the guidance counselor and the participating students. The teacher guides the students in carrying out the activities. Students determine the distribution of tasks and the conduct of their studies themselves. As a result of the activities carried out, activity reports are prepared by the students, checked by the guidance counselor, and evaluated by the school administration (Hesapçioğlu, 1994).

In terms of the educational institutions in Turkey, while they popularize physical education and sports activities in schools as an effective tool of education and training, they also constitute an important resource for the country to be successful in sports competitions around the world. To close the gap between Turkey and the countries that have made giant breakthroughs in sports, it is necessary to approach the issue consciously and systematically. The base of the athlete pyramid is entirely within our schools. Providing basic sports information and identifying gifted athletes can take place in these institutions. This is possible by creating a suitable "sports environment" in schools. In every school, sports activities are carried out in extracurricular times and inter-class competitions are organized. Schools participate in local inter-school competitions in the sports branches in which they practice at school. Schools that rank in local competitions represent their province and schools in domestic competitions that result in first place in Turkey, according to the quotas recognized by the Ministry. Individual athletes and school or provincial mixed teams who come first in Turkey are entitled to represent the country in the sports branches in which ISF organizes competitions that year (MoNE, 1997).

Activities not only satisfy students' interests and needs but also help them gain a good civic education. Although the lessons at school are carried out according to the curriculum and the interests, wishes, and needs of the

students, it is accepted that there are points that they cannot reach. Reaching these points and teaching students the behaviors that can affect their future lives is possible with extracurricular activities (Pehlivan, 1998).

In general terms, it is possible to list the functions of extracurricular activities as follows:

- To develop the student as a whole in social, moral, mental, physical, and psychological aspects
- To help students develop their skills in areas of interest
- To help students become good citizens by gaining knowledge, skills, and habits, especially regarding social and cultural values
- To arouse valuable entertainment interests in students so that they can spend their leisure time productively
- To provide the child with the opportunity to experience life as it is
- To accustom students to democratic life by doing and living
- To develop students' creative thinking habits by using their activities and freedom
- To help students choose a profession and gain experience in the profession they choose
- To develop students' leadership and management skills
- To create an effective and efficient school culture for students
- To help students gain universal values such as cooperation, competition, taking responsibility, working, achieving, being tolerant, being loved, loving
- To reinforce the behaviors acquired academically (in class) or to make up for the deficiencies (Yılmaz, A., 2016)

The study was conducted to determine university students' orientation towards extracurricular activities.

## **METHOD**

### **Research Model**

This research, which covers the examination of sports science activities' attitudes toward extracurricular sports activities, was shaped by a quantitative research design. Quantitative research is the handling of numerical data in a formal, objective and systematic process in order to obtain information about the world we live in Burns & Grove, 1993).

### **Population and Sample of the Study**

While the population of this study consists of 61486 of students studying at Muş Alparslan University, Bingöl University, Bitlis Eren University, and Van Yüzüncü Yıl University, the sample group consists of 680 students studying at the mentioned universities who voluntarily participated in our study and were selected by the random method.

### **Data Collection Tools**

The participants who agreed to participate in the study were administered a 6-item information form containing socio-demographic characteristics and a 25-item Sport-Oriented Attitude Scale developed by Yılmaz, A., & Güven, Ö. (2018). This scale is a 5-point Likert scale and the scores that can be obtained from the scale range from a

minimum of 18 and a maximum of 90 points. Scoring on the scale is as follows: 1-Strongly Disagree, 2-Disagree, 3-Undecided, 4-Agree, 5-Totally Agree. This scale has 3 subscales, which include cognitive, affective, and behavioral subscales. Sub-dimensions Cronbach alpha values; Cognitive was measured as 0.89, Affective was measured as 0.91, Behavioral was measured as 0.87.

### Data Analysis

SPSS 22.0 package software was used in the statistical analysis of the data and the margin of error was accepted as 0.05. Percentage, frequency, standard deviation, and mean analyses were conducted as descriptive statistical methods in the evaluation of the data. The data were analyzed using descriptive statistical methods, Mann Whitney-U Test and Kruskal Wallis-H Test. In addition, the Mann Whitney-U Test was used to determine between which groups the significant difference occurred as a result of the Kruskal Wallis-H Test.

### FINDINGS

**Table-1.** Statistical Distribution of Participants According to Demographic Characteristics

Variables	Participants	n	%
Gender	Female	339	49.9
	Male	341	50.1
	Total	680	100.0
Age	19 years and Under	169	24.9
	20 years	130	19.1
	21 years	216	31.8
	21 years and Over	165	24.3
	Total	680	100.0
Actively Doing Sports	Yes	354	52.1
	No	326	47.9
	Total	680	100.0
Daily Leisure Time	2 Hours and Under	125	18.4
	3-4 Hours	395	58.1
	5 Hours and Over	160	23.5
	Total	680	100.0
University of Education	Muş Alparslan University	102	15.0
	Bingöl University	127	18.7
	Bitlis Eren University	203	29.9
	Van Yüzüncü Yıl University	248	36.5
	Total	680	100.0

When Table 1 is examined, it can be observed that 339 (49.9%) of the participants in the study are women and 341 (50.1%) are male. When the age variable of the participants is examined, 216 people are 21 years old (31.8%), 169 people are 19 years old and under (24.9%), 165 people (24.3%) are 21 years old and over and 130 people (19.1%) are 20 years old and over. The universities where the participants studied covered Van Yüzüncü Yıl University with 248 students (36.5%), Bitlis Eren University with 203 students (29.9%), Bingöl University with 127 students (18.7%) and Muş Alparslan University with 102 students (15%).

**Table 2.** Descriptive Statistics and Reliability Values of Participants' Student Attitude Scale Scores Toward Extracurricular Sporting Activities

Variables	Score Range	n	$\bar{x}$	sd	Skewness	Kurtosis	C. Alfa
<b>Cognitive</b>	18-92	680	27.51	5.90	-0.507	-0.208	0.89
<b>Affective</b>	18-92	680	18.29	7.76	580	-0.454	0.91
<b>Behavioral</b>	18-92	680	15.20	3.60	-1.104	1.073	0.87
<b>Student Attitude Scale Toward Extracurricular Sporting Activities Total</b>	18-92	680	60.99	9.24	0.854	0.931	0.73

**Table 3.** Comparison of Participants' Student Attitude Scale Scores Toward Extracurricular Sporting Activities According to Gender Variable

Variables	Gender	n	Rank Mean	Rank Total	U	p
<b>Cognitive</b>	Female	339	321.88	109119.00	51489.000	0.01*
	Male	341	359.01	122421.00		
	Total	680				
<b>Affective</b>	Female	339	386.37	130981.00	42248.000	0.00*
	Male	341	294.89	100559.00		
	Total	680				
<b>Behavioral</b>	Female	339	342.88	116235.50	56993.500	0.75
	Male	341	338.14	115304.50		
	Total	680				

\*p<0.05

According to Table 3, it was determined that the participants' cognitive subscale scores of the student attitude scale toward extracurricular sports activities showed a statistically significant difference in favor of male participants, and the affective subscale scores showed a statistically significant difference in favor of female participants, depending on the gender variable (p<0.05). However, it was determined that behavioral subscale scores did not create a statistically significant difference (p>0.05).

**Table 4.** Comparison of Participants' Student Attitude Scale Scores Toward Extracurricular Sporting Activities According to the Variable of Actively Doing Sports

Variables	Actively Doing Sports	n	Rank Mean	Rank Total	U	p
<b>Cognitive</b>	Yes	354	341.77	120988.00	57251.000	0.86
	No	326	339.12	110552.00		
	Total	680				
<b>Affective</b>	Yes	354	326.19	115470.00	52635.000	0.05
	No	326	356.04	116070.00		
	Total	680				
<b>Behavioral</b>	Yes	354	315.71	111762.50	48927.500	0.01*
	No	326	367.42	119777.50		
	Total	680				

\*p<0.05

According to Table 4, it was determined that the participants' behavioral subscale scores of the student attitude scale toward extracurricular sports activities showed a statistically significant difference in favor of the participants who did not actively do sports compared to the actively doing sports variable (p<0.05). However, it

was determined that the cognitive and affective subscale scores did not demonstrate a statistically significant difference ( $p > 0.05$ ).

**Table 5.** Comparison of Participants' Student Attitude Scale Scores Toward Extracurricular Sporting Activities According to Age Variable

Variables	Age	n	Rank Mean	X <sup>2</sup>	sd	p	Significant Difference
<b>Cognitive</b>	19 Years and Under (A)	169	571.50	362.146	3	0.00*	A-B
	20 Years (B)	130	220.03				A-C
	21 Years (C)	216	228.56				A-D
	22 and over (D)	165	345.35				B-D
	Total	680					C-D
<b>Affective</b>	19 Years and Under (A)	169	195.01	157.792	3	0.00*	A-B
	20 Years (B)	130	306.00				A-C
	21 Years (C)	216	430.85				A-D
	22 and over (D)	165	398.41				B-C
	Total	680					B-D
<b>Behavioral</b>	19 Years and Under (A)	169	503.83	185.259	3	0.00*	A-B
	20 Years (B)	130	210.74				A-C
	21 Years (C)	216	311.14				A-D
	22 and over (D)	165	313.87				B-C
	Total	680					B-D

\* $p < 0.05$

According to Table 5, it was determined that the participants' scores on the cognitive, affective, and behavioral subscales of the student attitude scale toward extracurricular sports activities showed a statistically significant difference according to the age variable ( $p < 0.05$ ).

**Table 6.** Comparison of Participants' Student Attitude Scale Scores Toward Extracurricular Sporting Activities According to Daily Leisure Time Variable

Variables	Daily Leisure Time	n	Rank Mean	X <sup>2</sup>	sd	p	Significant Difference
<b>Cognitive</b>	2 Hours and Under (A)	125	331.85	0.450	2	0.80	
	3-4 Hours (B)	395	344.45				
	5 Hours and Above (C)	160	337.52				
	Total	680					
<b>Affective</b>	2 Hours and Under (A)	125	422.73	27.921	2	0.00*	A-B
	3-4 Hours (B)	395	327.01				A-C
	5 Hours and Above (C)	160	309.57				
	Total	680					
<b>Behavioral</b>	2 Hours and Under (A)	125	311.82	4.844	2	0.09	
	3-4 Hours (B)	395	353.41				
	5 Hours and Above (C)	160	331.03				
	Total	680					

\* $p < 0.05$

According to Table 6, it was determined that the participants' affective subscale scores of the student attitude scale toward extracurricular sports activities showed a statistically significant difference according to the daily leisure time variable ( $p < 0.05$ ). However, it was determined that the cognitive and behavioral subscale scores did not show a statistically significant difference ( $p > 0.05$ ).

**Table 7.** Comparison of Participants' Student Attitude Scale Scores toward Extracurricular Sporting Activities According to the University Variable

Variables	University of Education	n	Rank Avg.	X <sup>2</sup>	sd	p	Significant Difference
<b>Cognitive</b>	Muş Alparslan University (A)	102	528.84	187.796	3	0.00*	A-C
	Bingöl University (B)	127	415.64				A-D
	Bitlis Eren University (C)	203	227.59				B-C
	Van Yüzüncü Yıl University (D)	248	316.98				C-D
	Total	680					
<b>Affective</b>	Muş Alparslan University (A)	102	301.64	106.247	3	0.00*	A-C
	Bingöl University (B)	127	193.06				A-D
	Bitlis Eren University (C)	203	384.11				B-C
	Van Yüzüncü Yıl University (D)	248	396.29				
	Total	680					
<b>Behavioral</b>	Muş Alparslan University (A)	102	458.96	71.046	3	0.00*	A-B
	Bingöl University (B)	127	397.96				A-C
	Bitlis Eren University (C)	203	299.32				A-D
	Van Yüzüncü Yıl University (D)	248	296.06				B-C
	Total	680					

\*p<0.05

According to Table 7, it was determined that the participants' scores on the cognitive, affective, and behavioral subscales of the student attitude scale toward extracurricular sports activities showed a statistically significant difference according to the university variable (p<0.05).

## CONCLUSION and DISCUSSION

In this study, which was conducted to examine the attitudes of Muş Alparslan University, Bitlis Eren University, Van Yüzüncü Yıl University, and Bingöl University students toward extracurricular sports activities, the cognitive, affective, and behavioral subscales of sports were examined.

In Table 3, the student attitude scale scores of the participants toward extracurricular sports activities were examined according to the gender variable, and the cognitive subscale scores of the student attitude scale toward extra-curricular sports activities were statistically significant in favor of male participants, while the affective subscale scores were statistically significant in favor of female participants, according to the gender variable. Accordingly, it was determined that there was a significant difference (p <0.05). However, it was determined that behavioral subscale scores did not create a statistically significant difference (p>0.05). Within this scope, it is thought that the positive result in favor of men at the end of the study is because men are more inclined toward sports. Additionally, it is thought that such a result may have arisen because this study was conducted in the Eastern Anatolia Region and the social traditions of the individuals living in this region and the social pressures on female students may have caused female students to develop negative attitudes toward sports. Some studies show similarities or differences with the results obtained from the study. In a study, Yılmaz (2019) found that as a result of students' attitudes toward extracurricular sports activities, there was a significant difference in favor of men in the subscales and the overall scale, except for the cognitive dimension. In this respect, this is a similar result to our study. In another study conducted by Fahey, Delaney, and Gannon (2005), it was found that males had more positive attitudes than females. Moreover, in the study conducted by Akgül et



al. (2012), it was concluded that there was a significant difference in children's attitudes toward in-school and inter-school sports activities according to gender. In general, it was determined that male students were more likely to participate in sports activities as extracurricular activities, while female students were active in different extracurricular activities (Feldman and Matjasko, 2005). When Table 4 is examined, it was determined that the participants' behavioral subscale scores of the student attitude scale toward extracurricular sports activities showed a statistically significant difference in favor of the participants who did not actively do sports compared to the actively doing sports variable ( $p < 0.05$ ). However, it was determined that the cognitive and affective subscale scores did not show a statistically significant difference ( $p > 0.05$ ). Accordingly, it is thought that the positive difference in the study results in favor of individuals who do active sports because individuals who are constantly involved in sports develop positive attitudes toward sports and feel the need to do sports.

According to Table 5, it was determined that the participants' scores on the cognitive, affective, and behavioral subscales of the student attitude scale toward extracurricular sports activities showed a statistically significant difference according to the age variable ( $p < 0.05$ ). Within this framework, it is thought that there may be a significant relationship between the age factor and participation in extracurricular activities since age is one of the main factors in terms of physical and mental maturity and certain emotions are acquired as age progresses. While some studies obtained results parallel to our study, other studies observed different results. In a study conducted by Yılmaz (2016), when the general scale and subscales of the parental attitude scale toward extracurricular sports activities were examined according to the age variable, it was concluded that there was no statistically significant difference between age groups in the general scale and the subscales. Furthermore, in the same study, it was found that the age variable did not create a difference in parents' attitudes toward extracurricular sports activities. Civil (2007), in a study titled "Investigation of Socio-Economic Structures of Students Participating in Extracurricular Sports Activities in Secondary Education Institutions" (Giresun and Trabzon Province Sample), found that the students living in the mentioned cities varied according to their age groups.

According to the results obtained in Table 6, it was determined that the participants' affective subscale scores of the student attitude scale toward extracurricular sports activities showed a statistically significant difference according to the daily leisure time variable ( $p < 0.05$ ). However, it was determined that the cognitive and behavioral subscale scores did not show a statistically significant difference ( $p > 0.05$ ). Accordingly, it is thought that this result is due to the positive relationship between leisure time and participation in sporting activities. As leisure time increases, the time spent on sports and therefore, the time spent doing sports also increases. Increasing the time devoted to sports also leads to an orientation toward extracurricular sports activities and a positive attitude toward them, and thus, it is thought that there may be a positive relationship between them.

According to Table 7, it was determined that the participants' scores on the cognitive, affective, and behavioral subscales of the student attitude scale toward extracurricular sports activities showed a statistically significant difference according to the university variable ( $p < 0.05$ ). Within this scope, it is thought that this result in the

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study is because universities are located in different cities and have different socio-cultural dynamics. On the other hand, it is thought that the student distribution and numbers of the universities included in the study, meet the expectations of the students studying at the university in the city, and the quantity and quality of the university and the number of sports facilities in the city may be the sources of this difference. Additionally, studies that are similar to our study in this aspect were identified in the literature. In a study that was similar to our study, school type affected the attitudes of high school students toward extracurricular sports activities. In another study, it was determined that the attitudes of students studying at a sports high school toward extracurricular sports activities were more positive than those of students studying at an Anatolian high school in Turkey. This finding can be explained by the positive attitudes of students who do sports toward extracurricular sports activities. In the study examining the factors affecting the participation of high school students in sports, it was determined that the force that pushed children into sports was internal motivation, and fun, pleasure, and satisfaction with competence were motivating factors for children in ensuring and maintaining participation in sports (Şirin, Çağlayan and İnce, 2008).

#### **SUGGESTIONS**

This examination, which was made for the distribution of education in universities in Muş, Van, Bitlis, and Bingöl in the Eastern Anatolia Region, yielded results containing several significant differences in terms of certain variables.

- We attach importance to the fact that there are initiatives that continue to encourage females to do sports and extracurricular sports activities, where the females' program has positive results.
- The action organization regarding the distribution of females and the general studies conducted on a regional scale afterward will be important in the continuity of the program for extracurricular sports activities in the literature and report of females.
- By investigating the main reasons for the significant difference between universities, the sports culture in the city, sports facilities, sports structures, or other similar effects should be examined. Particularly, the needs of the sports regime should be taken into consideration.
- The elasticity of leisure time allows the study schedules and leisure time to be increased as much as possible without fluctuating positively due to extracurricular events.
- Students should be encouraged to participate in course activities through social clubs and similar formations.
- Sports activities, groups, and clubs that appeal to all age groups should be encouraged in universities.

- Further studies on the matter will contribute to the literature by expanding the spread of these and similar regimes.

#### ETHICAL TEXT

This article has been prepared following the journal's research and publication ethics, publication principles, writing rules, and journal ethics rules. Responsibility for any violations that may arise concerning this study belongs to the authors. Ethics committee approval dated 18.05.2023 and numbered 49 was obtained from Muş Alparslan University Scientific Research and Publication Ethics Committee for this article.

**Author(s) Contribution Rate:** In this study, the contribution rates of the researchers to this article are as follows:

1<sup>st</sup> Author = 60%

2<sup>nd</sup> Author = 40%

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