

Evaluation of Students' Perceptions About Efficiency of Educational Club Practices in Primary Schools

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Abstract The purpose of this study is to examine the efficiency of "Educational Club Practices" that has been in Elementary School program since 2005-2006, by examining the attitudes of students about "Educational Club Practices". Sample was selected in two steps. First, stratified sampling was employed and then random sampling was employed. A total of 941 students were included in this study. For the data collection, an instrument consisting of 30 items was developed by the researchers. The data obtained from study were analyzed according to school location, type of education, grade level and gender. The results indicate that students' attitudes towards educational club practices differ in terms of students' school location, grade level, and type of education. However, there isn't significant difference between male and female students in terms of attitudes towards educational club practices. As a result, overall satisfaction of students with the educational club practices is found low.

Keywords Education, Educational Clubs, Social Activities, Student Socialization

1. Introduction

Education refers to an ongoing process in which people take part throughout their lives. Throughout this process, people spend only limited time of their life in the formal education institutions. Supporting this definition, education is such a broad notion that it cannot be limited to planned and programmed education in schools (Ozgen & Alkan 2012). According to Celikten (2004) and Sisman (2007), the main purpose of education is to raise responsible and successful individuals who are active, democratic, participating, inquisitive, evaluative, and equipped with national and humanistic values.

Since teaching is considered as an activity which aims to create different abilities in students (Mnguni 2013; Acat ve Uzunkol 2010), the changes that will occur as result of the acquisitions necessitate knowing and understanding students'

developmental and individual differences (Kaf Hasirci 2005). Teacher should observe students in this process. From this point of view, teacher is the one who makes the learning meaningful and teacher's efforts and qualifications play an important role in achieving a successful teaching process (Ozur 2007). Meaningful learning occurs whenever education process becomes a part of the learners' life. This implies the necessity of arranging teaching process based on learner's perception, desire, interest and needs.

The main purpose of the formal education in public schools is to prepare students for future in all aspects and help them become individuals who are beneficial to society and productive (Villers & Pretorius 2011; Gedikoglu 2005; Ture 2007). In elementary, middle, and high schools, social activity practices are carried out to help students acquire the skills and abilities that are not built during regular class hours, and students are raised as self-confident individuals (Tetik 2008).

Once the general goals of elementary school program have been examined, students are expected to be individuals who are sensitive to cultural values, who can freely express their thoughts and feelings, who are aware of their responsibilities, who have tolerance, who are able to practice what they learn, to use technology effectively, and to appraise the off school learning opportunities (MEB 2006; Gulay & Ekici 2009). Elementary school period is the most important years during which children develop attitudes and beliefs for their future lives (Ozguven 1999). According to Erden (1996), children's perceptions and attitudes formed by the age of 13 are very difficult to change in later ages. For this reason, the formation of a person's identity has an important place in elementary school. Hence, applied special educational programs, which are formed taking the interests, characteristics, and needs of this specific generation into account, should be initiated for children at these ages. For this purpose, school administrators and teachers in schools and the parents outside schools are responsible to contribute to student's social and cultural education.

To guarantee students spend their free time after school in effective and positive way, appropriate environments must be presented to students. The lack of youth centres and social

centres where students can communicate with their peers, play games together, and perform occupational activities may result in gaining the habit of going to undesirable locations. Leisure activities for students, extra-curricular time, planned social activities can be carried out as planned and implicit ways (Akar 2006).

In primary schools, educational clubs are created to contribute to the personal development of students, to increase the effectiveness of the courses, to develop different aspects of the students, and to ensure students are able to spend their time effectively (Mmotlane, Winnaar & Kivilu 2009; MEB 2005). The time students spend in educational club activities also allows teachers to be together with their students other than during class time. During educational club and social activities, teachers ensure the continuity of students' school life and enable students to create connections with what they have learnt and real life (Pretorius and Villiers 2009). Educational club and social activities play an important role to prevent student drop-outs (Gordon 2010). Gordon (2010) further states that this role of educational club activities is referred as "protective factor" (Gordon 2010). Educational clubs cover the development of students as a whole, and contribute to students' physical, personal, and spiritual development. With educational clubs, students have a chance to practice what they have learnt in school and off-school (Kocinali 2008). Furthermore, events in educational clubs help students to improve social skills, communication skills, and self-confidence. Additionally, through these activities students develop democratic consciousness and the ability to work together (Canbay 2007).

With the new education program implemented in 2005-2006 academic year, educational club practices and mechanism has been differentiated (MEB 2005). In this new program, educational clubs' formation types, goals, and methods have been revised and new regulations have been included. These revisions and regulations, however, do not seem to have a positive effect on solving the problems of educational clubs. Benefiting from the data obtained in this study, the causes of this can be listed as limited time devoted to educational club practices, not considering students' interests and ideas, inadequate financial means, and lots of procedures to be followed in the process.

Students are grouped on the basis of educational clubs established in primary schools. While establishing these clubs, characteristics and needs of students should be kept in foreground. Our study is important as it draws attention to "student opinions" about the establishment and implementation of educational clubs in elementary schools.

Research Questions

Accordingly, the aim of the present study is to evaluate the effectiveness of educational club activities being implemented in primary schools with the data obtained from the students. For this purpose, the sub-objectives of this study are:

1. To explore the primary school students' opinions regarding the effectiveness of educational club practices.
2. To explore the effects of students' personal characteristics (school location, grade level, type of education, gender) on their opinions regarding the effectiveness of educational club practices.

This study uses the data collected from fourth to eighth grade students in Samsun' central districts in 2012.

2. Materials and Methods

Design of the Study

Parallel with the purpose of the study, the design of this study is ex-post facto/after the fact which is a type of associational-survey. Ex post facto study or after-the-fact research is a category of research design in which the investigation starts after the fact has occurred without interference from the researcher. The majority of social research, in contexts in which it is not possible or acceptable to manipulate the characteristics of human participants, is based on ex post facto research designs. It is also often applied as a substitute for true experimental research to test hypotheses about cause-and-effect relationships or in situations in which it is not practical or ethically acceptable to apply the full protocol of a true experimental design. Despite studying facts that have already occurred, ex post facto research shares with experimental research design some of its basic logic of inquiry. Ex post facto research does not include any form of manipulation or measurement before the fact occurs, as is the case in true experimental designs (Salkind 2010). In the study, survey research method used. Survey studies allow researcher to study the opinions and behaviours of people with collecting data from sample participants selected from large population (Ekiz 2007; Vanderstoep & Johnston 2009; Buyukozturk 2009). In addition to this, ex-post facto or after the fact research designs are used to explore the reasons of an event and which factors are involved (Buyukozturk and others 2009).

Population and Sampling

The population of the study is the students in the elementary public schools in Samsun's central districts in Turkey in 2012. In order to explore the opinions of students regarding educational club practices in Samsun's central district schools, fourth through eighth grades are included in the study. Two-stage sampling method was used in this study. At the *first stage*, schools in four central districts and rural areas are classified based on the location of the school and stratified random sampling were performed. At the *second stage*, with simple random sampling, sample schools were identified for each stratum. Schools and number of participating students in this study to sampling are presented in Table 1 below.

Table 1. Schools and number of participating students

Sıra No	School Name	School Location	Number of Students
1	Hacı İsmail İlköğretim Okulu	Canik	159
2	75. Yıl İlköğretim Okulu	İlkadım	106
3	Taflan Yalı İlköğretim Okulu	Atakum	124
4	Kahyalı İlköğretim Okulu	Tekkekoy	70
5	19 Mayıs İlköğretim Okulu	Tekkekoy	126
6	100. Yıl İlköğretim Okulu	Canik	146
7	Kazımpasa İlköğretim Okulu	İlkadım	105
8	Şehit Yuzbasi Tunc Fidaner İlköğretim Okulu	Atakum	105
Total			941

A total 941 students were administered the questionnaire from 8 schools selected for this study. These students were selected with the sampling method mentioned above.

Data Collection Instrument

This study aims to explore the effectiveness of educational club practices in elementary schools. In order to achieve this goal, “*Evaluation of Educational Club Practices in Elementary Schools, Student Survey*” was used to collect data. The survey instrument was created by reviewing MEB’s Educational Club Legislation (MEB, 2005), related literature and the results of pilot study. During the development of the data collection instrument the following steps were followed.

- a. Item pool was created and related items were selected.
- b. After items were selected, experts inspected the instrument. Two professors in the department examined the items whether they are related to the research subject and sub-objectives of the research. In addition to this, one specialist and graduate assistant in Turkish Education examined the items’ grammar and spelling errors.
- c. With experts’ opinions the data collection instrument was finalized. This final version of the instrument was piloted and reliability and validity of the instrument was calculated.

The final student survey consist of 30 items measured on 5-point Likert scale, where “1” indicates totally disagree, “2” disagree, “3” neutral, “4” agree, and “5” means totally agree.

Student Survey Reliability Analysis

Reliability analysis results of the student survey that was developed to explore the opinions of students about the effectiveness of the educational club practices in elementary schools are presented in Table 2 below

Based on the results of reliability analysis eight items with item difficulty indices lower than .20 and significance level greater than .05 were excluded from the instrument (item difficulty indices have to be above 0.2). Pilot study was conducted with the participation of 306 students and reliability coefficient (Cronbach Alpha) of the instrument was calculated .89. In real study with 941 participants, Cronbach Alpha reliability coefficient was found .89 again.

Pilot Study

Pilot study was conducted to identify and prevent possible errors in data collection instrument used in this study. This is an important process for reliability of the study (Altunisik & et. al 2007). Using the results of the pilot study, the errors identified in the questionnaire were corrected.

The permission was obtained to conduct research in public schools under the Ministry of Turkish National Education. Then, two elementary schools in Samsun were identified using the sampling method stated above and pilot study was conducted. The researchers met with the teachers and school administrators to inform them about the study and explained the details. In addition, participating students were provided with an instructive letter which explained the details of the study. Students completed the survey anonymously. Completing the survey took 30 minutes maximum. The researcher distributed the questionnaire at the time when it was appropriate for school administrators and teachers.

The survey was administered to 327 students in pilot study. A total of 18 survey forms among 327 were excluded from pilot study data analysis. The justification of this exclusion was that some of the participants failed to complete the survey as instructed. These participants selected the same answer choice for all survey items.

Student Survey Validity Analysis

In order to test construct validity of the instrument, explanatory factor analysis was performed on data. Before this, KMO (Kaiser-Meyer-Olkin) test was performed to test suitability for factor analysis. Since the result (KMO = .943) is greater than .50, the data set was found to be that suitable for factor analysis. In addition, the result of Barlett’s test ($p < .001$) was found to be significant and this indicates that high correlation exist between variables which again confirms that data are appropriate for factor analysis. The components whose eigenvalues were greater than 1 were accepted in the factor analysis.

Factors were rotated in order to obtain nameable and interpretable factors. Orthogonal Varimax Rotation method was employed on factors to prevent correlation between obtained factors from the analysis of data. Factors were obtained by the correlations between the original variables and their factors. The variable is related to the factor in which the absolute value of a variable is largest. Factor weights should be accepted at least .30 in studies with over 350 participants (Kalayci 2006). Therefore, in this study over .30 factor weightings were considered. After the factors were obtained, the total variance explained by the factors was calculated as 42%.

The factor analysis of the data resulted that student survey of Effectiveness of Educational Club Evaluation in Elementary Schools consists of four factors. These four factors represent four sub-dimensions of the instrument (Table 3). First factor is effectiveness of the educational clubs that consists of 13 items and explains 17% of the total variance. The second factor is systematic run of educational

clubs that consists of 7 items and explain 10% of the total variance. Third factor extracted from data is continuity of the educational club activities. There are seven items in third factor and this factor explains 9% of the total variance. The last factor extracted from data is taking responsibility in educational club activities that consists 3 items and explains

6% of the total variance. These four factors together explain 42% of the total variance of Educational Club Practices in elementary schools. As a result, the analysis of reliability (Table 2) and validity (Table 3) showed that the instrument developed for this study has sufficient reliability and validity..

Table 2. Student Survey Reliability Analysis

ID	Items	\bar{X}	S_j	r_{jx}	t	p
1	In educational club activities, I am using the knowledge learned in other courses.	3.85	1.28	.53	-16.80	.00
2	I have responsibilities in educational club activities.	3.83	1.47	.44	-12.96	.00
3	I can use the achievements gained in educational club activities for all my life.	3.88	1.27	.47	-13.06	.00
4	We do educational club activities off school.	2.82	1.62	.48	-17.20	.00
5	Educational club activities help me to have different friends.	3.89	1.43	.49	-14.25	.00
6	I enjoy participating in the educational club activities.	4.04	1.35	.57	-17.59	.00
7	Educational club activities help me to uncover my strengths.	3.51	1.36	.56	-16.98	.00
8	At the end of the educational club activities, we evaluate our works.	3.59	1.47	.58	-19.10	.00
9	I learn something new in educational club activities.	4.26	1.26	.59	-16.71	.00
10	Volunteer parents also participate in our educational club activities.	2.24	1.53	.30	-9.54	.00
11	As a club, we apply the decisions we received in the club.	4.10	1.28	.58	-17.54	.00
12	I fondly participate to the club activities.	4.07	1.29	.61	-18.48	.00
13	Educational clubs improved my relations with my friends.	3.67	1.45	.54	-17.14	.00
14	We take decisions together in our club.	3.87	1.44	.51	-15.31	.00
15	We do our club meetings at regular intervals.	2.99	1.61	.47	-16.57	.00
16	In our club, each member has at least one responsibility.	3.47	1.57	.49	-15.54	.00
17	We organize activities that non-member students can also participate.	2.68	1.62	.37	-12.60	.00
18	Our teachers support us when our club plans some activities.	4.07	1.29	.51	-15.04	.00
19	Clubs' work schedule and activities are announced to whole school.	3.34	1.53	.47	-16.32	.00
20	Our activities are consistent to goals of our club.	3.85	1.36	.54	-17.08	.00
21	I would also want to participate in educational club activities during the summer break.	3.02	1.67	.50	-19.64	.00
22	There is a plan showing the annual activities of our club.	3.44	1.56	.49	-16.28	.00
23	I think educational club activities are useful.	4.06	1.35	.62	-17.89	.00
24	Our teachers evaluate our club works.	2.04	1.34	.30	-7.44	.00
25	Sometimes, we cooperate with nearby schools in our club activities.	1.95	1.37	.30	-8.65	.00
26	Club activities changed my behaviours and thoughts.	3.20	1.45	.47	-14.60	.00
27	School principal visits our club one in a while.	2.74	1.64	.44	-16.50	.00
28	I gain new techniques and skills in club activities.	3.84	1.39	.64	-20.66	.00
29	The club I participate usually organize activities that I am interested in.	3.36	1.48	.52	-16.12	.00
30	Our club's supervisor teacher takes into account our suggestions and ideas.	4.15	1.30	.56	-15.97	.00

Table 3. Items distributions in factors by results of validity analysis of student questionnaire

Number of Factors	Items	Names of the Factors	Explained Variance	ΣX	SD
1	1, 3, 5, 6, 7, 8, 9, 11, 12, 13, 23, 26, 28	Effectiveness	%17	49.96	10.90
2	18, 19, 20, 22, 24, 29, 30	Being systematic	%10	24.26	5.03
3	4, 10, 15, 17, 21, 25, 27	Continuity	%9	18.47	11.17
4	2, 14, 16,	Responsibility	%6	6.51	3.23
KMO= .943		Barlett P= .000		Explained Total Variance = %42	

Actual Study Data Collection

In order to begin collecting data, first a list of elementary schools located in Samsun’s central districts Ilkadım, Canik, Atakum and Tekkekoy was obtained from the Samsun Provincial Directorate of National Education official website. Among the schools on the list, two elementary schools -one urban and one suburban- were identified for each district. A total of eight schools were selected compatible with the aforementioned sampling criteria (see 1.2). Then, actual sampling groups were selected from the 4th, 5th, 6th, 7th, and 8th grade students in selected sample schools. After student sampling was performed, approval was obtained to conduct the research and teachers and the researcher administered the survey.

The survey was administered on 30 students for each grade level and 150 students for each school. For this research, a total of 1200 students were selected from 8 schools. However, 941 of the 1200 students returned their surveys. The research was conducted in 2010-2011 academic year spring semester. The survey did not include personal information of the students.

Analysis of Student Survey Data

The data obtained from students to evaluate educational clubs in elementary schools were analyzed through quantitative data analyzing software program SPSS 17. First, normality of the data was tested by using

Kolmogorov-Smirnov and Shapiro-Wilcoxon test. Results of these tests showed that student data were not normally distributed and non-parametric data analysis was performed to analyse the data. Additionally, descriptive statistics were used in analyzing the data. In the analysis of the data, the significance level was accepted as $p < .05$. The findings were presented in tables. Based on the experts’ opinions, sub-dimensions of the survey were combined and the analysis was performed on total scores. Combination of the sub-dimensions was called “stating a positive opinion”.

Student Survey Findings

In this section, demographic information of the student participations was analyzed and presented in tables. Additionally, the data were analyzed to answer the research question of this study that is “what are the opinions of elementary school students about the effectiveness of the educational club practices in elementary schools?” Moreover, the data were analyzed to find out if there are significant differences between students according to groups defined by their demographic characteristics.

In the table 4 below, a total of 941 students were included in this study. Nearly half of the participating students (%48.8) were selected from village schools and (%51.2) were selected from central district schools. In addition, %45.2 of the participating students was male and %54.8 was female.

Table 4. Number of Student Participants by School Location and Gender

School Location	School Code	N	%	Gender	f	%
Village	1	159	16.9	Male	79	18.6
				Female	80	15.5
	2	106	11.3	Male	49	11.5
				Female	57	11.0
	3	124	13.2	Male	54	12.7
				Female	70	13.6
	4	70	7.4	Male	29	6.8
				Female	41	7.9
Subtotal		459	48.8			
Central Districts	5	126	13.4	Male	55	12.9
				Female	71	13.8
	6	146	15.5	Male	64	15.1
				Female	82	15.9
	7	105	11.2	Male	48	11.3
				Female	57	11.0
	8	105	11.2	Male	47	11.1
				Female	58	11.2
Subtotal		482	51.2			
Total		941	100.0	Male	425	45.2
				Female	516	54.8

Table 5. Student Participants by Grade Levels

Grade	<i>f</i>	%
4	188	20.0
5	215	22.8
6	175	18.6
7	192	20.4
8	171	18.2
Total	941	100.0

As seen in Table 5, the distribution of 941 students is homogeneous by grade levels.

Table 6. Number of Students by the Education Type Implemented in Schools

Type of Education	<i>f</i>	%
Full Time	634	67.4
Dual (morning and afternoon)	307	32.6
Total	941	100

In table 6, a total of 634 (%67.4) students were selected from schools where full-time education was implemented, and 307 (%32.6) were selected from schools that dual education was implemented.

Effectiveness of Educational Club Practices by the Variable of School Location

Effectiveness of educational club practices in primary schools were analyzed by school location variable and presented below.

Table 7. Mann-Whitney U Test between Village and Central District Schools

School Location	<i>n</i>	The Sum of Rank	Mean Rank	U	Z	p
Village	459	234327	510	2480	-4.353	.00
Central District	482	208883	433			
Total	941					

In order to determine whether there is significant difference between opinions of students in village schools and central district schools towards the effectiveness of educational club practices in schools, Mann-Whitney U test was conducted. In table 7, Mann-Whitney U test results ($U = 92.480$, $p < .00$) indicate that there is a significant difference between these two groups. Considering the mean ranks, students from village schools have more positive opinions than central district school students towards the effectiveness of the educational club practices.

School location affects elementary school students' opinions about the effectiveness of the educational club practices. There is a significant difference between village school students and central district school student in favour of village school students. Analysis results, in table 7, show that village school students have greater mean than central

district school students. Therefore, students attending village schools have more positive opinions towards educational club practices than students attending central district schools. It can be inferred from this result that students' expectations, environmental conditions, teachers' attitudes, and classroom sizes can cause the difference between village school and central district schools.

Students' Opinions about Effectiveness of Educational Club Practices by Grade Level

Elementary school students' opinions about the effectiveness of educational club practices in elementary schools were analyzed by grade level variable and presented in table 8 below.

Table 8. Kruskal-Wallis H Test between Students' Grade Levels

Grade Level	<i>n</i>	Mean Rank	Chi-Square Test	Sd	p
4	188	533	38.47	4	.00
5	215	521			
6	175	469			
7	192	432			
8	171	384			
Total				941	

In Table 8, the results of the Kruskal-Wallis H test which was performed to determine whether there is a significant difference between students in different grade levels were presented. According to the test results, $X^2(df=4, N=941) = 38.476$, $p < .00$, students' views about the effectiveness of educational clubs differ significantly. This means that, in different grade levels, students have different opinions about the effectiveness of educational club practices in schools. Considering the average ranks of the groups, fourth grade students have the greatest interest towards educational clubs and the eight grade students have the lowest interest. In other words, students' interest towards educational club practices decreases when their grade level increases. Kruskal-Wallis H test result has presented significant differences between grade levels. Mann-Whitney U test was performed between grades to determine between which grade levels there are significant differences (Buyukozturk 2011).

Table 9. Mann-Whitney U Test between Grade Levels

Grade Level	Grade Level				
	4	5	6	7	8
4		-	+	+	+
5	-		-	+	+
6	+	-		-	+
7	+	+	-		-
8	+	+	+	-	

Note: (+) indicates that there is a significant difference between grade levels and (-) indicates that there is no significant difference between grade levels.

Mann-Whitney U test results are presented in Table 9 ($p \leq .05$). Significant differences between grade level were

shown with “+”. Based on the Mann-Whitney U test, 4th grade students have significantly different opinions with 6th, 7th, and 8th grade students, 5th grade students have significantly different opinions with 7th and 8th grade students, and 6th grade students have significantly different opinions with 8th grade students.

Elementary school students’ opinions about educational club practices are significantly different between grade levels (Table 8). Within the purpose of this research, paired comparisons were performed with 4th, 5th, 6th, 7th, and 8th grades to find out between which grade levels have significant differences. With these comparisons, significant differences were found between, 4th grade and 6th, 7th, and 8th grade students, 5th and 7th and 8th grade students, and 6th and 8th grade students (Table 9). Considering mean ranks of the groups, there are no significant differences between consecutive grades. In other words, consecutive grade students in primary schools share similar opinions about educational club activities. Additionally, the average ranks of the groups indicate that, 4th grade students have the greatest score and 8th grade students have the lowest score. In other words, as the grade level increases mean rank scores decrease (Table 8). From this result, it can be inferred that students’ positive views towards educational club activities decrease through their education life. Thus, students’ expectations from educational club activities differ as grade level increases. In other words, educational club activities’ satisfaction levels decrease in higher grades. This result is related to individuals’ availability of being convinced. This is supported by the expression of Kiran (2008) “there is a relation between individual’s age and availability of being convinced, and at age nine individuals’ availability of being convinced is the highest, then it decreases with the age.”

Effectiveness of Educational Club Applications by School Type

The effectiveness of the educational club applications in primary schools were examined by the school type variable and presented below.

Table 10. Mann-Whitney U Test by Education Type Implemented in Schools

Type of Education	n	The Sum of Rank	Mean Rank	U	Z	p
Full Time	634	319144	503	76789	-5.25	.00
Dual (Morning-Afternoon)	307	124067	404			
Total				941		

In Table 10 above, Mann-Whitney U test results were found to be significant (U=76789, p=.00) between students attending the schools where full-time education was implemented and students attending to schools where dual education was implemented. Considering the mean ranks of these two groups, students attending the schools in which

full-time education was implemented have more positive opinions than students attending the schools that implemented dual education. Therefore, students who are attending the full-time education schools appear to be more satisfied with the educational club activities in school than students attending the dual education schools. The reasons for this significant difference between students attending the two different types of schools might be listed as time limitation, high number of students, and physical limitations in schools where dual education was implemented (Gokalp 2007).

Effectiveness of Educational Club Practices by Students’ Gender

Mann-Whitney U test was performed to determine whether there is a significant difference between male and female students’ opinions in terms of the effectiveness of the educational club practices in primary schools.

Table 11. Mann-Whitney U test by Gender

Gender	n	The Sum of Rank	Mean Rank	U	Z	p
Male	425	195166	459	104641	1.21	.22
Female	516	248045	480			
Total				941		

The result of the Mann-Whitney U test indicates that there is no significant difference (U=104641, p=.22) between male and female students’ opinions in terms of the effectiveness of the educational club activities. In other words, male and female students share similar opinions about educational club activities. This result of the study was supported by the findings of Kocinali’s study in 2008. He stated that “there are no highlighted distinctions between the views of male and female students about educational clubs”. Although there is no significant difference between male and female students in terms of opinions about educational club practices, considering the mean ranks of these two groups, it can provide a clue that male and female students’ expectations are different from each other.

3. Conclusion and Recommendations

When the research results are examined, many problems are faced related to the educational club activities in primary schools. In order to easily overcome the problems encountered, educational system being implemented should be constantly reviewed and innovations need to be updated in the program based on developing economic and technological conditions. In this way, the education of a more informed and productive generations will be possible. Evaluation of the following results of this study in this context will further increase the importance of this research.

The conclusions drawn in line with the findings of the study are listed as follows:

- Educational clubs established in primary schools are formed taking into account the educational interests and needs of the students and the environmental conditions. Because of the differences of physical conditions and the student interests between village schools and central district schools, significant difference was found between these two groups of students. In other words, the physical differences between schools in villages and central districts caused the students' happiness with educational club activities. It can be inferred that the educational club activities in primary schools are less efficient to satisfy central district school students than village school students.
- When primary school students' opinions were analysed by grade level, the difference was found between different grade levels of the students in terms of the effectiveness of educational club activities. Based on these findings, when students' grade levels increase students' satisfaction from educational club activities decreases. Considering the fact that the educational club activities in primary schools carried out with the combination of students from different grades, the significant difference between different grade level students' expectations is a big problem. Furthermore, finding different activities for different grade level students in educational club practices emerges as a new problem.
- There is a significant difference between full-time education implementing school students' and dual education implementing school students' opinions about educational club activities in favour of full-time education implemented school students. This means that students attending full-time education implementing schools are more satisfied with the educational club activities in schools. The reason for this significant difference may be the time that students spend on educational club activities. Students attending full-time education implementing schools spend more time on educational club activities than students attending dual education implementing schools.
- When participants' opinions about educational club activities were analyzed by gender, significant difference were not found between opinions of male and female students. Based on this result, opinions of students about educational club activities do not vary with gender of students.

Suggestions

Based on the results, this study presents following recommendations related to practice and research.

Suggestions for Practice

When forming educational clubs, as specified in the educational club applications regulations, by giving the priority to the students' interests and needs, students should be allowed to form the clubs and to decide the club activities.

In this process, teacher's role should be to guide and lead the students.

1. Educational club practices should not be limited only in school activities, but also off-school applications should be targeted.
2. Educational club activities are the practices that students have fun as well as learn. For this reason, educational club activities should not only include teaching activities but also include activities that reflect the life itself. Therefore, the educational club activities should prepare students to real world by reflecting situations that students would face in everyday life.
3. If off school activities are also considered while planning educational clubs, the students would not perceive the time allocated to the educational club works as a course and participation of students in these activities would increase. Accordingly, related to educational club activities, both in-school and off-school activities should be included in educational club agenda.

4. Recommendations for Future Research

1. In order to render educational club activities more effective, students' interests and inclinations can be explored and thus the clubs can be established in schools in line with these tendencies.
2. Effectiveness of educational club activities in Turkey and effectiveness of educational clubs or effectiveness of coaching systems (educational coaching) in different countries can be compared and relationship between these can be presented.
3. Qualitative researches can be conducted to determine the problems encountered during the educational club activities and present the first hand solutions and suggestions from practitioners.

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