Examination of Social Activity Understanding from the Viewpoint of School Administrators

Abdullah Balıkçı [i]
İstanbul Universtiy

Sezen Tofur [ii]
Manisa Celal Bayar University

Abstract

The purpose of this study is to examine the social activities in Turkish Education System from the viewpoint of the school administrators. Qualitative method and case study design were conducted in the study. The sample of the study is composed of 10 school administrators, who were selected through convenience sampling and snowball sampling. Data were collected through the semi-structured interview form, observations, and document analysis. Descriptive analysis technique was used to analyze the data. According to the findings of the research, the participants evaluated the social activity as the activities that affect the environment and the students and are desired to affect them and stated that all the stakeholders take on the responsibility for this purpose. The main factor in the quantitative and qualitative differentiation of social activities in schools is the perspective of the school staff who direct and manage these activities. Social activities regulations are generally simple in terms of language and have a structure that facilitates work. Based on the results obtained, it can be suggested to make a regulation that brings a separate lesson time to the club work in the legislation and to carry out the studies that examine the subject from the perspective of the other stakeholders who contribute to education.

Keywords: Turkish Education System, Social Activity Regulation, Social Activity, School Administrator

----

[i] **Abdullah Balıkçı,** Assist. Prof. Dr., Department of Educational Sciences, Educational Administration, İstanbul Universtiy-Cerrahpaşa, Hasan Ali Yucel Faculty of Education, **ORCID:** 0000-0002-9824-0197.

Correspondence: abdullah.balikci@istanbul.edu.tr

[ii] **Sezen Tofur,** Assist. Prof. Dr., Department of Educational Sciences, Department of Educational Administration, Manisa Celal Bayar University, Faculty of Education, **ORCID:** 0000-0001-6518-9156

INTRODUCTION

Social activities are an extension of teaching and learning in classroom (Mohd Sofian & Amir, 2003; Tahir, Hassan & Othman, 2013). They form a complementary understanding of education together with in-class activities (Kılbaş, 2000). Besides being different regulations in different countries, the activities that can be defined as social activities in Turkey are organized according to the Regulation on Social Activities of Educational Institutions of the Ministry of National Education (MoNE) dated on 8 June 2017.

Lareau & Weininger (2008), classify the social activities as planned and unplanned. These activities minimize the chance of children to participate in negative activities (Ivaniushina & Zapletina, 2015). In his study, as a different classification, Köse (2013) divided social activities into three activities as activities completing formal education, social activities, and extracurricular activities. Teaching in schools is provided not only through courses but also through educational activities to be conducted outside of the courses. Thus, in addition to the skills of the students such as speech, data collection, and communication, the development of national and human feelings are also helped (Deveci, 2005). Social activities can be used as an instrument in realizing a significant part of the general aims of education (Gündoğdu, Karataş & Nacar, 2011). The only aim of education is not only to provide knowledge in books, but also to make the students good citizens by providing mental, physical, and social development. That is why social activities are placed in a suitable place in education program (UNESCO, 2005).

Social activities provide many profits to students. In literature, there are many researches related to this issue. Social activities play an important role in the socialization of the children and adolescents. It is a powerful source for personal development and social competence (Massoni, 2011; Ivaniushina & Zapletina, 2015; Balıkçı & Tofur, 2018). It is also important to provide knowledge, experience, and skills related to curriculum. These activities purpose to provide students with the knowledge and skills necessary to cope with the current stage of globalization, which are the superior personal traits such as high self-esteem, innovation, creativity, efficiency, competitiveness and flexibility (Mohamad, 2006; Salamuddin, Harun & Abdullah, 2011; Kirsch, 2013).

The support of school principals is important for social activities to be efficiently conducted. School principals should be selected among the people who know the importance of social activities (Gündoğdu, Karataş & Nacar, 2011). In this sense, it is important to raise the awareness of the administrators in directing students to social activities and to develop policies to make the administrators more willing about activities (Karaküçük, 1999). The role of school principal in social activities in Turkish Education System is stated in the Article 14 of Regulation on Social Activities of Educational Institutions of Ministry of Education dated on 8 June 2017. According to this article, the primary role of school principal in social activities is to take the necessary measures to carry out the activities in accordance with the purpose of the activities and to make the inspections and controls (MoNE, 2017). According to (UNESCO, 2005), the school administration should encourage and assist voluntary participation of students and teachers.

The subject of this research was determined from two points. The first one is the observations of the researchers that the number and quality of the activities vary from school to school. This situation is also reflected in the views of the participants. The reason for the difference observed in the activities in schools in the same system was determined as starting point of the research. This point has been tried to be examined and understood by taking into

consideration Social Activities Regulation of MoNE Educational Institutions (2017) which is one of the legal regulations underlying the system. The second point is Council of Higher Education (CHE) thesis bank. 40 thesis (39 postgraduate and 1 doctorate) related to education in the context of social activity and school administration were found, and these theses were examined and 3 theses about the current research topic were determined. These belong to Güneş (2013), Köprübaşı (2014) and Erdem (2018). Whereas Güneş (2013) examined social activity-school administrator interaction in the dimension of vocational high schools, Köprübaşı (2014) examined the function of social activities in secondary education, and Erdem (2018) conducted a study on social activity-students dimension through a more general approach. However, the three theses indicate that the research subject was not examined sufficiently. The thoughts of school administrators about social activities regulation and the problems they encounter in the implementation of social activities as the top officials carrying out social activities were considered to guide the researchers about the current situation and the other studies that can be done.

Purpose of Research

The purpose of this study is to reveal the reasons for variations in quantity and quality of social activities in schools from the perspective of school administrators by taking Regulation on Social Activity of MoNE Educational Institutions into consideration. For this purpose, the following questions were asked about the situation that the school administrators encounter:

1. How do the school administrators perceive social activity?

2. What are the reasons/reason for observing different situations related to social activities in schools?

3. What do the school administrators think about the effects of Regulation on Social Activity of MoNE Educational Institutions on schools?

METHOD

Research Method and Design

Qualitative research method and case study design were used in the study. The qualitative research method and case study design were preferred for three reasons. The first reason is to try to understand the reasons for the differences observed in social activities in schools in terms of quality and quantity although social activities in schools are conducted within the same legislation. The second one is that the study allows participants to express the current situation in line with the newly-issued regulation. The third reason is the positive opinion of experts studying in field and using the qualitative research design in their research. According to Merriam (2015b), in qualitative research, it is tried to make sense of the life experiences of humans. (Christensen, Johnson & Turner, 2015; Creswell 2016), describe case study as a detailed and in-depth data collection based on data sources on a current situation that is experienced.

Participant Group

Ten school administrators participated in the research. When the literature is examined, it is understood that there is no limitation for the sampling size in qualitative research and that the sampling may change according to the questions, data and sources (Patton, 2014; Merriam, 2015a). Whereas the convenience sampling was preferred since the observations and opinions of researchers were taken into consideration in the selection of the participant group of study, snowball sampling was used since the participants suggested other participants who could contribute to research and it was found suitable by the researchers by taking the data obtained from the other interviews into consideration. According to Miles and Huberman (2015), convenience sampling is preferred because it can save time and effort, and snowball sampling is preferred in terms of inclusion of people who can offer rich content in terms of information about the situation. Permissions and appointments in terms of research ethics were received from the participants, and information about the research was briefly given to them. In addition, the real names of the participants and schools were not used in the research. The participants are coded as P1, P2, and the schools are coded as A, B, and so on. All of the participants were selected from official schools.

Data related to participants as follows: As employment; five participants are principals, the others are deputy principals. As specialty; three participants are Classroom Teaching, two participants are Science and Technology, one participant is Religious Culture and Moral Knowledge, Mathematics, English, Social Studies, Information Technologies. As educational status; six participants have B. A., the others have M. A. As professional seniority; seven participants have 12-17 years, two participants have 18-23 years, one participant has 25 years. As administrational seniority; five participants have 0-5 years, the others have 6-10 years.

Data Collection and Analysis

The data were obtained from three sources. Initially, a semi-structured interview form was used. First of all, the literature was reviewed for the interview form, and the draft form generated upon this review was sent to two academicians studying in field and using the qualitative research method in their research in order to check its contribution to field; Turkish teachers so as to check language and expression; and to two school administrators to examine the value of reflecting the situation. After the positive feedback was received, two pilot interviews were conducted, and the research based on the findings of pilot practice was discussed with the mentioned people again, and it was decided to remove a probe question and to add a main question. Thus, six main and nineteen probe questions were identified in the interview form. After this stage, the remaining eight interviews were conducted. A voice recorder was used to prevent loss of data. Observations were used as the second data source. Observations were evaluated in terms of two points in them. The first is the observations of researchers based on the subject of the teacher and school administrator. The second is the observations carried out during research process. It is purposed to make a systematic observation by generating an observation form by taking the points stated by Merriam (2015c) in the observations into consideration. The physical environment, the attitude towards research and the researchers, and the opinions of researcher about the interview and the participant were included in the observation form. The third data source in research is document analysis. Regulation on Social Activities of MoNE Educational Institutions and ten appendix included in the regulation were used for research. In addition, an example of student report card, web pages of seven schools participating in the study, one hundred and twenty

photographs, a form and application directive prepared by a school administration, and five posters related to competitions were used.

Descriptive analysis technique was used to analyze the data. According to Yıldırım & Şimşek (2011), in descriptive analysis, direct quotations are used to clarify the views of participants. What is to be do here is to present the findings to the readers in a regular and interpreted way. In order to conduct the analysis in a desired manner, a systematic description of the results should be provided, and the cause and effect relationship should be considered. Descriptive analysis was tried to be applied in study with the creation of themes and categories and the interpretation of comments through direct quotations. The situations that are out of the themes and categories and are reflected on the opinions are added to research. Besides descriptive analysis, content analysis technique was used to analyze the data. According to Krippendorff (2004), content analysis is a technique that allows appropriate and renewable inferences from texts in their entirety. In this research, content analysis was applied by reaching the themes, categories and sub-categories based on the data (Table 1).

Validity-Reliability Studies of Research

Four of the strategies stated by Christensen et al. (2015) were used in order to increase the validity of research. The reflection of these strategies to the research is as follows:

Data diversity. The data were collected through semi-structured interview form which was applied to ten school administrators, the observations of the researchers during research process and their own previous observations, and document analysis of Social Activities Regulation of MoNE Educational Institutions, photographs, form obtained from school administrations, and directives.

Comprehensive field survey. Firstly, CHE thesis bank (40 theses on the subject of research) was examined, and domestic and foreign literature were reviewed.

External audit. Two academicians were consulted about the research process and the research was reviewed. In addition, two school administrators were asked to read the research report, and their views were also evaluated.

Direct quotation. The views of the participants obtained by using the voice recorder and being transferred into a written setting were included in revealing the findings.

Roles of Researchers

The fact that the researchers carried out the teaching and school administration allowed them to experience the stated social activities in their schools and to directly observe the practices in different schools and what the other administrators did. Therefore, since the researchers have their own experiences on the subject, it is thought that they carry out the research according to the purpose and interpret the data.

FINDINGS AND COMMENTS

The themes and categories were formed based on the research data. These themes and categories are shown in Table 1.

Table 1. Themes and categories emerging in research

Theme: Social Activity Perception	Dimensions of Social Activity Perception	Meaning attributed to social activity
		Activities carried out in the context of social activity
		Eases at the point of social activities
		Difficulties at the point of social activities
		Situations paid attention to in social activities
		Reflections of social activity
Theme: Social Activity Structure Interaction	Social Activity Regulation	Evaluations about facilitator aspect
		Evaluations about the complicating aspect

According to Table 1, two themes, two categories, and eight sub-categories have emerged. These themes are social activity perception and social activity structure interaction.

Theme 1: Social Activity Perception

The data in this theme were obtained through three main and twelve probe questions, observations, and document analysis. This theme contains six categories within itself. These are the meaning attributed to social activity, the activities carried out in the context of social activity, the eases at the point of social activities, the difficulties at the point of social activities, the situation paid attention to in social activities, and the reflection of social activities.

Participants preferred to identify social activities basically with a student-centered approach. They care about the socialization and interaction with the environment of the student both inside and outside the school. It is thought that being out of the academic environment in the implementation of the stated understanding will mostly contribute to focus on activities. Some of the school administrators have the following opinions: P1: "*It is a kind of activities that we provide to the students in order to provide the feeling of self-confidence, a social learning environment, and different learning environments.*", P4: "*In my opinion, social activity means socialization of children, parents, teachers, students, and all those who work in the school.*", P6: "*…We think of the social activities as the activities that enable the student to express himself / herself in school, to develop their skills, and to improve their point of view of life that makes them socialize.*" P7: "*I think that everything carried out in social environment in the school is social activity.*"

It is understood that the activities carried out within the scope of social activity are carried out based on a legislation as in other activities. The studies carried out evaluate inside and outside of school as a whole. However, it was observed that the number and quality of the activities changed from school to school. This situation is also reflected in the views of participants. It is seen that the activities are conducted based on the existing resources, student needs, cooperation and participation (teacher, student, parent) principles. It can be stated that the diversity and difference observed in activities are due to the administration perception and understanding of school administrators. Some of the school administrators have the following opinions: P1: "*Within the scope of social activity regulation, each student has a club.*" P4: "*...As long as we are on duty, we strive to provide our children with the best possible national and spiritual values. In this context, we have activities for our students. We have what we do for our parents. There are activities that we do for our students in terms of information purposes. ...we apply social awareness projects in our school. We have been focusing on social assistance and solidarity projects for four years.*" P5: "*...teachers is not enough alone for student coaching issue, therefore we received support from parents, and we informed the parents. The parent follows this student coaching schedule and signs it one by one, and the responsible teacher delivers it to school administration. We determine the study to be carried out by students next week according to the minus and pros. With this, our academic success has increased. The disciplinary problems in students were also reduced by half.*" P8: "*... of course, in-school and out-of-school activities are done. For example, organizing a school board, a quiz at school, a football tournament at school, and a table tennis tournament are social activities. Our school football team also attends the activities outside school.*"

In terms of the elements facilitating social activities, the participants consider it as appropriate to rank the whole environment which is closely or indirectly related to education. The views indicate that the expectations of participants are in this direction, that they should be in this direction, and that the expectations from environment will always be. It is understood that the most important expectation from environment is from the educational staff that directs / manages the activities to be done / to be made. In context of education, it can be considered as a natural situation to expect that the teaching and training issues should be done by the experts in their fields in a proper and objective manner and in a facilitating way. Some of the school administrators have the following opinions: P2: *"When we talk about our goals to our interlocutors in a clear manner, we do not encounter any difficulties. Even those who are not able to help in an aid campaign are trying to support in a small way."* P3: *"Teachers are our biggest stakeholder that facilitates our work. If they help us, they make our job easier because it is very difficult to reach all students individually in an administrative sense. Teachers are very helpful by being in solidarity with parents."* P9: *"Administrative team, principal, other deputy principals, and other employees have a harmonious working environment at school. Our school has a young and dynamic staff. We can meet at a common point for almost all subjects. The principal is open for consultation."* P10: *"What facilitates our work in social activity is a financial advantage if a school is set for a purpose. We see benefit from the municipality in terms of bus service. The parent cares for this issue and is pleased with these social activities. We can benefit from official institutions."*

According to the participants, educational staff and environment are the elements that facilitate social activities to be carried out in accordance with their objectives. Deficiencies in the attitudes of teachers and the perception of parents can lead to some difficulties in making social activities. In addition, the inadequacy of financial resources to reach the objectives may cause problems for the participants. Material resources can be specified based on money and physical infrastructure. Some of the school administrators have the following opinions: P1: *"Because these activities are carried out in social times, the difficulties we can experience are related to gathering in social time."* P4: *"...One of the problems we are experiencing is that some teachers are reluctant. Unfortunately, this is a self-criticism."* P5: *"While reading the regulations, the difficulties are that we do not have a workshop outside classroom, that there is no indoor sports area. We will form a ring with children and do an activity, but we do not have a suitable area for this. There must be some areas where the child can consume his energy."* P9: *"Many activities inevitably require costs at the point of difficulties."*

Participants think that it is both necessary and mandatoryto pay attention to certain situations at the point of social activities. They consider the mandatory situation as fulfillment of legal responsibilities. They emphasize that the work that is not carried out within the framework of legislation will leave both themselves and other parties to the difficult situations. In addition to legislation, participants also take into account student achievements, which can be considered as a reflection of student-centered approach in activities. Apart from this, they also indicate the cooperation environment and willingness to participate in activities. It is understood from the opinions that the activity can be done in desired number and manner provided that the rules are complied with. Some of the school administrators have the following opinions: P1: *"We're looking at whether it fits the legislation or not. When we are planning social activities, we are looking to get permission from that organization if we get permission from any organization. Other than that, we look at student achievements. If the activities are related to course gains, we plan it."* P5: *"...I want my teachers to work on community service. Instead of bringing me a lot of paperwork, I say that your document may be little, but I would like to have more practices."* P7: *"For example, we do theater exercises. We performed a poetry concert, and we invited our parents. We want our students to increase their self-confidence. We desire them to improve public speaking skills. We also would llike our parents to see the activities carried out in our school."* P8: *"Initially, we consider volunteering in social activities. Secondly, we conduct preliminary studies to encourage participation. According to the activity, we have the desired participation. We prepare a framework plan with our administration staff prior to the annual school board meeting. We talk about what we're going to do this year. We discuss on activities. Then, we bring the issues we have discussed with administrators in teachers board. We get the*

opinions of our teachers. Certain days and weeks are already routinely celebrated within the framework of the regulation."

Participants agreed that social activity reflects positively on all stakeholders of education. Reflections can be identified as the opportunities related to self-esteem, value and meaning gain, benevolence, reduction of negative behaviors, increase in love and respect behaviors, working peace, contribution to personal development, increasing communication level, copying with monotonization, participation and contribution, providing an active working environment, and self-expression. Some of the school administrators have the following opinions: P4: *"...We found that parents and teachers who are not involved in charity activities have more ownership after participating in these activities."* P7: *"...Now, we are in the process of preparing strategic plans. We made surveys to the parents, teachers, and students. According to the result, social activities are the most favorable aspect in the school (around 85%)."* P8: *"...It makes a big contribution to the peace of work at the institution in terms of teachers and administrators. Especially, in the out-of-town trips, our teacher friends are more sincere, have the opportunity to know each other, and can tolerate the misunderstandings occuring from time to time. It contributes to the personal development of the students. It also contributes to the corporate culture."* P10: *"Children are fond of it. Changes are happening in the school environment. It's more than just a monotonous school life. We ensure the participation of parents. Parents also come with us, when we go to the activities related to theater and cinema trips. We're becoming a more active school."*

According to the observations of the researchers, the participants shared their views sincerely with the researchers. The fact that they are friendly and share the available documents shows that they support this belief. It is thought that there is a suitable atmosphere for doing social activities during the education in schools. The photos of P4 on the social activities mentioned in the opinions, the appreciation and participation documents for the activities in the room of the same participant, the tournament trophies in the room of P8 and P9, the project participation certificate of P7, and the news related to the activities on the web pages of seven schools are thought to support the student-centered approach as well as the social activity understanding. It is thought that the critical approach in the opinions will contribute to the reliability of the data. At this point, it is important for P2, P3, P4 and P10 to express both the positive and negative attitudes of the teachers in their views. It is understood that the researchers were experienced in terms of the social activities mentioned in their views and that they transferred their experiences in the schools where they worked before to the current school where they are work at the moment. It can be stated that these transfers reflected positively on the school. For example, P5 talked to the researchers about the TUBITAK project at the previous school, and also mentioned that they want to do it again in the current school (in terms of less paperwork more practice).

According to the results of the document analysis, many activities are carried out in schools. These activities are presented in Table 2.

Table 2. Social activities carried out in schools

Schools	Type of Social Activity							
	Trip	Kermes	Project	Competitions	Donation Activity	Ceremonies	Book-Author Meetings	Values Education
A	x		x			x		
B	x	x	x	x	x	x	x	x
C	x		x					
D	x		x		x	x		x
E	x	x	x	x		X		
F	x		x	x		x	x	

When Table 3 is examined, it is seen that many activities are organized within the framework of the related regulation. However, the notable point is the lack of the same number and variety of activities in each school. The reason for this situation can be shown as the attitudes and perception of the educational staff towards the social activities, especially the school administrators who administrate and direct the school. At the point of activity, it is understood that B school is more sensitive than other schools. One hundred and twenty photographs obtained from school B reveal this sensitivity. In addition, three folders related to the activities that the school principal showed to the researchers indicate that the studies were cared for and recorded.

In addition to this, the presence of the contract directing the activities, follow-up schedules (two), reports (three), and plan and explanation sections in the forms to be used for student coaching activities in C school indicate the importance given to the activities, and this situation also shows that the activities are aimed to be carried out in a systematic and planned way. The activities are included on the web pages of the D and E schools. In particular, whereas E school presents the rankings in competitions (intelligence games and the province championship in TUBITAK project), D school prefers to emphasize the projects with social content (competition, planting, library activities).

Theme 2: Social Activity Structure Interaction

Data on this theme were obtained through two main and seven probe questions, observations and document analysis. The theme has reached two categories. These are the evaluations about facilitator aspect of the legistlation organising social activities and the evaluations about facilitator aspect of legistlation. Participants think that Regulation on Social Activities of MoNE Educational Institutions, which regulates and organizes social activities, has differences compared to the previous regulation. According to the participants, the regulation is flexible in terms of implementation of social activities, and it is encouraging, and the language is understandable and simplified. In addition to club work, the importance of community services is also emphasize in terms of understanding in the regulation. Another point that is understood from the views of participants is that the regulations have different reflections in schools. Based on the experience of participants, thinking that they behave in accordance with general structure of the regulations, they do not examine the regulations in detail and only read the related items when they need. However, it is emphasized in the opinions that the regulation is a structure, framework, and guide for the participants. Some of the school administrators have the following opinions: P3: "*The regulation usually draws a framework for us, and it also reminds us of our official responsibility. We are trying to do our activities by adhering to regulations within the framework of that responsibility.*" P4: "*We consider the legistlation as the rules to be adhered to. The more flexible a regulation and the less the rules are, the more useful it is. We strive to adhere to regulations on social activities.*" P5: "*...The regulation allows student to have active resting, that is to say, active resting is carried out because of social activities and different activities.*" P6: "*...Some issues have been clarified, and it has used the words correctly. It turned formal education into lifelong learning. Yes, lifelong learning is a more logical word here, which is important.*" P9: "*The regulation has made the formal part of work much easier. The approval of school principal may be sufficient for trips organized in the province. This is an important situation.*"

However, the absence of a separate course hours for club activities available in the previous regulation is a deficiency. They define this as a negative situation. Some of the school administrators have the following opinions: P6: "*...I like it when I look at the regulation in general, but it seems to have a little lack of applicability. We also need to put a course hour for social activities.*" P8: "*...in addition to this, club activities were being carried out at school. For this purpose, a course hour was allocated from the weekly course hours in the pre-2017 period, or class hours for class guidance were devoted to this activity. This practice no longer exists, in my opinion, this course hour needs to be reinstated. Because when the course is outside time, we can not get as much efficiency.*" P9:

"...However, before 2017, there was one hour of guidance and social activity course. Educational clubs were more active. Social clubs are not in regulation now, but they are available in practice. There is no time in course hour for club activities. It needs to be implemented in social times."

According to the observations of researchers, it is thought that eight participants did not fully read the regulations related to the current subject because they could not express activity headings and annexes in regulation. However, it has been observed that based on their experiences, they have explained the activities in line with the spirit of regulation. It is also thought that they are looking at the legistlation when they question how exactly they need to do so. At this point, they mostly check the 8th, 9th, 10th and 13th articles related to permissions. The fact that P1 among other two participants states that there is a change in the 8th article of regulation (changes in clubs) and that the understanding in article 9 (community service activities) was re-included in regulation and the fact that P10 states that the regulation consists of four parts indicate that there are observations supporting the thought stated above. However, it was observed that all of the participants adopted doing work as an administration reflex considering the regulation.

The focus of document analysis on this theme is Regulation on Social Activities of MoNE Educational Institutions. The regulation consists of seven chapters, twenty four articles, and ten annexes. According to researchers, the third chapter of regulation (Article seven-twelve) includes the main points of social activities (club, community service, trips, competitions, publications). The views of participants also relate to the stated aspects of regulation. However, the thirteenth article that regulates permissions is highly reflected in the opinions of school administrators. As can be seen in Table 3, Annex 5-6 included in Annexes section are used in trips because it is the social activity preferred by all schools.

In addition to regulations, schools A and F implement practices that give more importance to the legal regulations, and they make news on the web pages reminding this situation. Whereas school A has emphasized student council selection, the protocol related to traffic awareness development of students, and the general assembly of school association on the web page, school F has prepared a simplified version of the regulation (how the social activities committee will be formed, what the rules and duties are) in order to deliver it to teachers. What attracts attention here is that the club activities, community service, and travel-ceremonies are the most preferred activities in school.

Points Added to Research

The participants were asked a separate question in order to take into account the unforeseen circumstances. Two of the participants stated that there was no situation to be added to their opinions. The remaining eight participants state that the current regulation is paving the way for social activities. The first point that draws attention in the opinions is that the studies should provide a financial reflection to the ones who take labor in the activities. Financial reflection is referred to as incentive awards and payment. The second point is that the activities need to be carried out by paying attention to the importance of social activities and to the conditions. Some of the school administrators have the following opinions: P2: *"...Of course, it is my best wish that those who prepare these regulations take the environmental conditions into consideration."* P4: *"In my opinion, I would personally like to establish a mechanism in the people who will be administrators, to reflect the activities of teachers as points in assignment, and to put them as criteria. I think it would be useful to take the social activities of administrators as a criteria."* P6: *"I do not allocate social activities on weekdays or weekends, in-school or out-of-school. However, the teacher does not come if the teacher is not paid, so the student is not interested. Related items should be added in terms of where the appropriations will come and how they will be."*

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In the study conducted with qualitative research method case study pattern and ten school administrators, the following conclusions have been reached: The participants evaluated social activity as the activities that affect the environment and students and are desired to affect them and stated that all the stakeholders take on the responsibility for this purpose. In the context of social activity, a variety of studies are carried out in and out of school. The main factor in quantitative and qualitative differentiation of social activities in schools is the perspective of school staff who direct and manage these activities. This differentiation is reflected in the difficulties and conveniences experienced in school. While social activities are considered as a facilitating factor in a school which has an effort to know and perform a task, the opposite is considered a complicating factor. Two factors are taken into account at the point of social activities. These are the legislation and the interests and needs of students. The activities carried out at different levels have a positive reflection on both administrators and teachers, students and parents from different points. Different studies support this situation. In his study, Deveci (2005) emphasized that participation of students in social activities should be supported in raising successful individuals for society. Karaküçük (1999) emphasized that according to school administrators, students participating in social activities are more successful in social relations, social activities and that willingness of the students in course and their success in course are important to encourage students to social activities. In this sense, it will be appropriate to raise awareness of school administrators and teachers about social activities. In a similar way, Güneş (2013) emphasized that teachers and administrators should firstly understand the importance of concept of social activity.

The main factor affecting social activities is legislation and Regulation on Social Activities of MoNE Educational Institutions (2017). In this direction, the administrators were asked to evaluate the regulation. According to this, the legistlation is generally considered positive since the regulation is prepared in a simple and understandable way in terms of language and facilitates the activities. However, it is mentioned by the participants that especially the club study is not done in a separate course time and that it is the negative aspect of regulation in terms of making the studies difficult and preventing effective participation. When the positive and negative aspects are evaluated together, it is understood that there are more positive ones. The results of study by Köprübaşı (2014) suggest that the club regulation should be reorganized in a way to reduce workload and to make a simple clup study procedure. Similarly, the results of study by Güneş (2013) indicate that schools should be used efficiently in this field by developing the necessary environments for preparation and implementation of social activities in schools, and this result support the results of current study.

Based on research, some recommendations can be listed for practitioners. Social activities can be carried out at a greater number and variety with the support of environment. In his study, Massoni (2011) listed sports activities, clubs, discussion, theater, school publications, student council, and other social activities as social activities. An arrangement can be made in legislation that brings a separate course time for club activities. Classrooms can be used for club activities by rearranging course schedule. In the study of Gündoğdu, Karataş & Nacar (2011), the most important challenge that school principals have in administration of social activities is stated as the insufficiency of places to perform activities. It may be advisable to revise the arrangement that brings a separate course time for club studies in curriculum. In addition, there are some recommendations that can be presented to researchers about the study: The subject in context of social activities can be investigated from the perspective of other stakeholders who contribute to education. The interaction between school administrator and social activity can be examined in different ways.

REFERENCES

Balıkçı, A. & Tofur, S. (2018). Türk eğitim sisteminde sosyal etkinlik anlayişi üzerine bir değerlendirme. *Turkish Studies,* 13(27), 1797-1808.

Christensen, L.B., Johnson, R.B. & Turner, L.A. (2015). Nitel ve karma yöntem araştırmaları (M. Sever, Trans.), in (A. Aypay, Trans. Ed.) *Araştırma yöntemleri desen ve analiz* (pp. 400-433). Ankara: Anı Publishing.

Creswell, J. W. (2016). Nitel araştırma tasarımı. A. Budak ve İ. Budak, (Trans.), in M. Bütün & S. B. Demir, (Trans. Eds.), *Nitel araştırma yöntemleri* (pp. 42-68). Ankara: Siyasal Publishing.

Deveci, H. (2005). Sosyal bilgiler dersinde gazete kullanımı. *The Turkish Online Journal of Educational Technology, 4*(3), 159-166.

Erdem, B. (2018). *Ortaokulda görev yapan okul yöneticisi ve öğretmenlerin öğrenci merkezli eğitime ilişkin görüşleri* (Yayınlanmamış yüksek lisans tezi). Eskişehir Osmangazi Üniversitesi, Eğitim Bilimleri Enstitüsü, Eskişehir.

Gündoğdu, C., Karataş, Ö. & Nacar, E. (2011). Sosyal etkinliklerin uygulamalarında okul müdürlerinin sorunları. *E-journal of New World Sciences Academy, 6*(1), 65-72.

Güneş, Y. (2013). *Meslek liselerinde, sosyal etkinliklere okul yöneticilerinin yaklaşımı* (Yayınlanmamış yüksek lisans tezi). Yeditepe Üniversitesi, Sosyal Bilimler Enstitüsü, İstanbul.

Ivaniushina, V. A. & Zapletina, O. O. (2015). Participation in Extracurricular Activities and Development of Personal and Interpersonal Skills in Adolescents. *Journal of Siberian Federal University. Humanities & Social Sciences, 8*(11), 2408-2420.

Karaküçük, S. (1999). Okul yöneticilerinin sosyal etkinliklere yaklaşımları. *Gazi Beden Eğitimi ve Spor Bilimleri Dergisi, 4*(3), 51-62.

Kılbaş, Ş. (2000). Adana ili liselerinde eğitsel kol çalışmalarının durumuna ilişkin yönetici ve öğretmen görüşleri. *Çukurova Üniversitesi Eğitim Fakültesi Dergisi, 6*(13), 27-30.

Kirsch, S. (2013). *Are teachers promotıng extracurrıcular actıvıtıes to low- achıevıng students?* (Unpublished Master's Theses). New York: State University of New York University at Fredonia.

Köprübaşı, R. (2014). *Yönetici, öğretmen ve öğrenci görüşlerine göre ortaöğretimdeki sosyal etkinliklerin işlevselliğinin incelenmesi* (Yayınlanmamış yüksek lisans tezi). Çukurova Üniversitesi, Eğitim Bilimleri Ana Bilim Dalı, Adana.

Köse, E. (2013). Eğitim kurumlarında gerçekleştirilen sosyal sınıflandırılmasına yönelik bir öneri. *Uluslararası Türkçe Edebiyat Kültür Eğitim Dergisi, 2*(2), 336-353.

Massoni, E. (2011). The positive effects of extra curricular activities on students. *ESSAI, 9*(1), 84-87.

MoNE (2017). Millî Eğitim Bakanlığı Eğitim Kurumları Sosyal Etkinlikler Yönetmeliği http://mevzuat.meb.gov.tr adresinden 10.09.2018 tarihinde erişildi.

Merriam, S. B. (2015a). Araştırmanın desenlenmesi ve örneklem seçimi (S. Turan & D. Yılmaz, Trans.), in (S. Turan, Trans. Ed.) *Nitel araştırma yöntemleri* (pp. 55-82). Ankara: Nobel Publishing.

Merriam, S. B. (2015b). Nitel araştırma desen ve uygulama için bir rehber (S. Turan, Trans.), in (S. Turan, Trans. Ed.). *Nitel araştırma yöntemleri* (pp. 85-111). Ankara: Nobel Publishing.

Merriam, S. B. (2015c). Dikkatli bir gözlemci olmak (S. Turan, Trans.), in (S. Turan, Trans. Ed.). *Nitel araştırma yöntemleri* (pp. 111-131). Ankara: Nobel Publishing.

Miles, M. B. & Huberman A. M. (2015). Veri toplamaya odaklanmak ve veri toplamayı sınırlamak: anlamlı bir başlangıç (D. Örücü, Trans.), in (S. Akbaba Altun, A. Ersoy, Trans. Eds.) *Nitel veri analizi* (pp. 16-39). Ankara: PegemA Publishing.

Mohamad, H. (2006). *Leadership capabilities among school principals and teachers involvement in extra-curricular activities.* (Unpublished Masters thesis). Universiti Malaya.

Mohd Sofian, O.F. & Amir, Y. (2003). *Importance and Activities of School Extracurricular.* Shah Alam. Penerbit Karisma Publications Sdn. Bhd.

Patton, M. Q. (2014). Nitel araştırma tasarımı (B. Tarman & M. F. Yiğit, Trans.), in (M. Bütün & S. B. Demir, Trans. Eds.) *Nitel araştırma ve değerlendirme yöntemleri* (pp. 209-258) içinde. Ankara: PegemA Publishing.

Salamuddin, N., Harun, M. T. & Abdullah, N. A. D. (2011). Teachers' competency in school extra-curricular management. *World Applied Sciences Journal, 15*, 49-55.

Tahir, Z. M., Hassan, N. A. & Othman, N. (2013). Performance Measurement for extra management at secondary school level. *Procedia – Social and Behavioral Sciences, 81*, 438-442.

UNESCO (2005). *School manamken: a training manual for educational management.* UNESCO International Institute for Capacity Building in Africa.

Yıldırım, A. & Şimşek, H. (2011). *Nitel araştırma yöntemleri.* Ankara: Seçkin Publishing.