THE EFFECTS OF INTERSCHOLASTIC SPORTS PARTICIPATION ON ACADEMIC ACHIEVEMENT AND BEHAVIORAL DEVELOPMENT OF JUNIOR HIGH GRADES STUDENTS

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Approval of the Graduate School of Sciences

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ABSTRACT

THE EFFECTS OF INTERSCHOLASTIC SPORTS PARTICIPATION ON ACADEMIC ACHIEVEMENT AND BEHAVIORAL DEVELOPMENT OF JUNIOR HIGH GRADES STUDENTS

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The purpose of this study was to determine the effects of interscholastic sports participation on academic achievement and behavioural development of junior high grades students of basic education schools in Turkey. The subjects of this study were 651 eight grade students from fifteen basic education schools which are randomly selected during 2004-2005 academic year in Nevşehir. Required data were collected by student's data record folders (SPDRF), athletics participation licenses, high school entrance exam result sheets, provided by the schools administrations. First of all descriptive statistics were used to define demographic variables of this study. Second, one-way analysis of variance (Tukey HSD) and t-test (Pearson correlation) were used to asses the relationship between demographic variables and interscholastic sports participation on grade point average, high school entrance exam scores, attendance rate and behavioural development of students. Third correlation coefficients were applied to indicate the relation between independent variables and interscholastic sports participation. Finally regression analysis was conducted to understand how well the independent variables predict the academic achievement and behavioural development levels. Results indicate that interscholastic sports participations have positive effects on grade point average, attendance rate, individual development and high school entrance exam scores. Moreover demographic variables of students such as family income, family size, parents education level, family configuration and interscholastic sports participation

are the determinants of academic success, behavioral development level, attendance rate, and high school attendance exam scores.

Key words: Interscholastic sports, academic success, behavioural development, socio-economic status.

ÖZ

OKUL SPORLARINA KATILIMIN TEMEL EĞİTİM İKİNCİ KADEME ÖĞRENCİLERİNİN AKADEMİK BAŞARILARINA VE DAVRANIŞŞAL GELİŞİMLERİNEN ETKİSİ

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Bu çalışmanın amacı okul sporlarına katılımın temel eğitim okullarının 8. Sınıf öğrencilerinin akademik başarılarına ve davranışsal gelişimlerine olan etkilerini tespit etmektir. Bu çalışmada 2004–2005 eğitim öğretim yılı içerisinde Nevşehir'de rasgele seçilen 15 temel eğitim okulundan 651 8. sınıf öğrencisinin okul idarecileri tarafından sağlanan öğrenci ruhsal dosyaları, sporcu lisansları ve lise giriş sınav sonuç belgeleri veri kaynağı olarak kullanılmıştır. Öncelikle demografik verileri belirlemek için tanımlayıcı istatistikler kullanılmıştır. İkinci olarak katılımcıların demografik verilerinin ve okul sporlarına katılım durumlarının akademik başarılarına ve davranışsal gelişim düzeylerine etkilerini tespit etmek amacı ile varyant analizi (Tukey HSD) ve t (Pearson Correlation) ilgileşim testi kullanılmıştır. Üçüncü olarak bağımsız değişkenler okul, cinsiyet, aile genişliği, aile gelir düzeyi, anne baba birliktelik durumu, baba eğitim seviyesi, anne eğitim seviyesi ve çalışma odasının olup olmama durumu ile okul sporlarına katılım arasındaki ilişki ilgileşim analizi yapılarak incelenmiştir. Son olarak bağımlı değişkenler; lise giriş sınav derecesi, okul devam oranı, davranış gelişim düzeyi ve okul not ortalamasının anlamlı yordalayıcılarını ve toplam varyant üzerindeki açıklayıcı etkilerini belirlemek amacıyla çoklu regresyon analizi yapılmıştır.

Bu sonuçlar göre okul sporlarına katılım öğrencilerin akademik başarılarına ve davranışsal gelişimleri üzerinde olumlu katkılar sağlamaktadır. Ayrıca okul sporlarına katılan öğrencilerin devamsızlık oranları katılmayan öğrencilere göre daha azdır.

Anahtar Kelime: Okul sporları, akademik başarı, davranışsal gelişim, sosyo-ekonomik statü.

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LIST OF ABBREVIATIONS

SPDRF	Student Progress Data Record Folders
GPA	Grade Point Average
AR	Attendance Ratio
BD	Behavioral Development
HSEES	High School Entrance Exam Score
ISSP	Inter Scholastic Sports Participation
SES	Socio-Economic Status

CHAPTER I

INTRODUCTION

Sports start with the beginning of human life and used for many different purposes in time (Sönmez & Sunay, 2004). Sports are the activities involving powers and skills, competition, strategy, and (or) chance, and engaged in for the enjoyment, satisfaction and (or) personal gain (such as income) of the participant, and (or) others (e.g., spectators), including organized and recreational sports, as well as sports as entertainments (Speers and Swanson, 1983)

In schools sports and physical education are the activities that can provide fun and enjoyment. However they have different purposes. Sporting programs are basically for children who are keen on specialise in one or more sports. On the other hand physical education programs are designed for every child off all abilities and interests with a foundation of movement experiences that will eventually lead to active and healthy lifestyle.

Physical education is an educational process that has aim the improvement of human performance through the medium of physical activities selected to realize this outcomes (Bucher & Deborah, 1987) Physical education is the education of personality and the complementary factor of general education (Basoglu, 1995, s.5).

Physical education includes the acquisition and refinement of motor skills, the development and maintenance of fitness for optimal health and well-being, the attainment of knowledge, and the growth of positive attitudes toward physical activity.

Physical education is not only concerned with the physical outcomes that obtained from participation in activities but also the development of knowledge and attitudes conductive to lifelong learning and participation (Bucher & Deborah, 1987).

Beyond the meaning, it is very important to understand the philosophy of physical education to realise the needs of today's youths and adults.

There are four traditional objectives of physical education. These are physical or organic development, neuromuscular or motor development, cognitive

development, and social-emotional development (Zeigler, 1985). The objectives of physical development dial with the program of activities that built physical power in an individual by developing the various organic system of the body. Neuromuscular development objectives concern with the developing body awareness, making physical movement useful with a little expenditure of energy as possible, and being proficient, graceful, and aesthetic in the movement. Cognitive development objective deals with the accumulation of a body of knowledge and the ability to think and interpret this knowledge. Finally the social- emotional development objectives are concerned with helping an individual in making person adjustment, group adjustments, as a member of society (Bucher & Deborah, 1987).

Interscholastic Sports are an educational process formed by the combination of the competition characteristic of sports and educational characteristic of physical education.

Extracurricular activities including interscholastic sports sometimes referred to as student's activities or co curricular activities. Gholson (1985) stated that "there is a positive correlation between student involvement in co curricular activities and success in non-academic pursuits following high school and college" and Joekel (1985) pointed out that achievement in co curricular activities is a factor that can predict success in life beyond school.

Interscholastic sports activities support and direct the academic mission of schools and they are more than an extension of a good educational program.

Interscholastic sports provide practical situations for teamwork, sportsmanship, winning and losing, and hard work and so on. Through participation in interscholastic sports students learn self-discipline, build self-confidence, and develop skills to handle competitive situations. Researchers have conducted both quantitative and qualitative studies to determine the impact of participation in athletics in particular on the educational performance of young people.

The aim of interscholastic sports is to create a substructure of performance sports (Açıkada, Ergen, 1990). Moreover students who participate in interscholastic sports tend to have higher grade-point averages, better attendance records, lower dropout rates, and fewer discipline problems and enhanced self esteem than students in general (NFHS, 2002).

A 1992 study by the Colorado High School Activities Association and the Colorado Department of Education revealed that Colorado high school students who participate in some form of interscholastic activity have "significantly higher" grade-point averages and better attendance. Of the students surveyed, the average participant's GPA was 2.96 (on a 4.0 scale), compared to 2.35 for the non-participant. In one school, participants had an average reading test score of 76.30, compared to 58.91 for non-participants. In another school, participants scored 16.17 on the math standardized test, compared to 13.31 for non-participants. A participant missed school an average of 3.59 days a year, while a non-participant missed 5.92 days (NASSP, 1999).

High school students who compete in activity programs in New Mexico had a 2.80 grade-point average, compared to 2.00 for non-participants, according to a 1992 survey by the New Mexico Activities Association. The survey also indicated that more than 60 percent of the state's principals found that GPA's of at-risk students improved by being active in interscholastic activities (NASSP, 1999).

Students participating in a number of activities not only achieve better academically, but also express greater satisfaction with the total high school experience than students who do not participate. According to a 1985 survey conducted for the NFHS by Indiana University; grade point average for "high activity" students was 3.05 on a 4.0 scale, compared to a GPA of 2.54 for "low activity" students. According to the researchers, high activity defines as involvement in four or more activities, while low activity students were involved in one activity or none (NASSP, 1999).

According to the literature started with the study of Schafer and Armed (1968) who examined the records of 585 males attended two Midwestern high schools between 1961 and 1964, student athletes have better GPA than non athletes.

Soltz (1986) reported the grades of 1,550 athletes compared to 4,553 non-athletes in one district. The athletes' grades were consistently higher, a 2.67 GPA on a four-point scale compared to a 2.12 for the non-athletes. He also found that the athletes received more failing grades when they were not participating in a sport than when they were participating.

The U. S. Education Department's Centre for Educational Statistics conducted a study of some 18,500 students in high school or beyond and found that students who participated in activities generally had a higher grade point average (GPA) than students who did not. Similar studies have been conducted in Minnesota, Iowa, Kansas, and Colorado. These studies indicate that higher achievement can be linked to participation in co curricular activities in a general and interscholastic athletics in particular (NFHS, 1991).

A study done by Stegman and Stephens (2000) revealed that high-participation athletes (at least one sport each year of high school) outperformed low-participant athletes in class rank, overall GPA, and math GPA. Both female and male athletes in the high-participant group outperformed their low-participant counterparts. But the differences were only statistically significant for the female athletes. Not only did the high-participant female athletes outperform the low-participant female athletes, but they also had higher GPA's.

The impact of athletic participation on school discipline problems has also been examined by researchers. Landers and Landers (1978) found a definite relationship between participation in co curricular activities and a lower incidence of delinquency. Athletes tended to be less delinquent than comparable non-athletes. Smith (1994) reported that non-athletes were more likely to internalize norms and values that favour rebellious and illegal behavior.

According to the study of Braddock, Royster, Winfield, and Hawkins (1991) students who involved in interscholastic sports are more likely to look forward to core curriculum classes and less likely to exhibit school-related social conduct problems such as fighting and misbehaving. This finding was unchanged when factors such as socio economic status, age, standardized test scores, and family and school characteristics were statistically controlled.

Without athletics, many students would not remain in school. This influence could be particularly true of starting players on athletic teams who develop an attachment to their coach and see the coach as an important influence on their life and their future academic accomplishments (Snyder and Spreitzer, 1977).

Participation in interscholastic athletics sees as a reason for some students to remain in school; involvement in athletics gives these students a means of achieving

recognition and status, which leads to higher academic aspirations and a higher level of scholarship (Otto and Alwin, 1977).

Snyder and Spreitzer (1990) reported that a greater percentage of students who participate in high school athletics went to collage when compared to the student who did not participate in athletics. Moreover they emphasize the positive effect of athletic participation on attendance.

Marsh and Jackson (1986) reported that self-concept differentiated female athletes and non-athletes. The athletes possessed more qualities of leadership and social initiative, possessed more of the qualities that lead to status, were more sociable, possessed a greater sense of personal worth, had less self-doubt, made fewer complaints, had more social maturity, were more conventional in their responses to social situations, and possessed greater intellectual efficiency.

Moreover, athletic participation also provides physical outcomes. Physical training students may experience changes in aerobic capacity, cardiovascular functioning, muscular strength, flexibility, body composition and improvement in the immune system (Lee, 1995).

The effect of interscholastic sports on development of adolescent has been a controversial subject up to 1960's. On the contrary well-developed countries investing huge amount of bugged for the interscholastic sports leagues. This clearly explains awareness of the positive effects of sports directly proportional with the developmental ratio of the countries. Sports have positive effect of on human being if it is appropriate to his or her physical structure. This theory is valid for all age especially for the adolescent which is the period of maturation.

Participating in organized sports activities result in developmental benefits and developmental liabilities to the adolescent. Increased fitness (Fox, 1988) self-esteem and competency (Harter, 1993), academic success (Gerber, 1996), and increased recognition by peers (Hawkins, 1992) are a few of the benefits cited by researchers. However, participation can also provide opportunities for developmental liabilities to occur. Researchers (Malina, 1988; Martens, 1988; Weiss, 1993) have cited liabilities such as stress, anxiety, and physiological injury to the adolescent sport participant.

Influences of peers, family, and school experiences have strong impacts on adolescent behavior. This is a time of great physical, sexual, emotional and social development. It is also a time when patterns of motivation, self-concept, achievement, and social relations emerge (Anderman & Maehr, 1994)

In this study we especially investigate the effect of interscholastic sports on academic and behavioral achievement of junior high school student in order to get rid of the anxiety of parents and administrators.

Moreover the effects of family configuration and extension of the family, socioeconomic status, income level, gender and availability of study environment is going to be examined as a predictor of student success.

1.1. Statement of Problem

Some critics point to the extensive time students spend in extracurricular activities. Some people argue that schools should be in the business of imparting knowledge to adolescents and not be so concerned about their social and emotional lives. Little concern for adolescents' social and emotional development appears in these arguments. Should the main—and perhaps only—major goal of schooling for adolescents be the development of an intellectually mature individual? Or should schools also focus on the adolescent's maturity in social and emotional development? Should schools be comprehensive, providing a multifaceted curriculum that includes many electives and alternative subjects to basic core courses? These are provocative questions that continue to be heatedly debated in educational and community circles (Santrock, 1997).

From the negative effects of such argument in society, a general prejudice also increases about interscholastic sports as a waste of time and have negative effects on student success in junior high school. However the positive effect of sports on physical, mental and physiological development on child is scientifically proved. This contradiction prevents many parents and even school administrative to channel students to participate interscholastic sports. Moreover many classroom teachers oppose interscholastic sports for interfering with academic work required of students (Keller, 1982). The poverty of successful athletes and density of sedentary

life style in our society is the result in lack of realization of the power of interscholastic sports and facilities.

1.2. Null Hypothesis

1. There is no significant difference in grade point averages (GPA), among the interscholastic sports participants and non participants.
2. There is no significant difference in high school entrance exam (HSEES) scores among the interscholastic sports participants and non participant.
3. There is no significant difference in Behavioral development Scores (BDS) among the interscholastic sports participants and non participant.
4. There is no significant difference in attendance rate (AR) among the interscholastic sports participants and non participant.

1.3. Definition of Terms

Interscholastic Sports: Extracurricular activities in schools which interested in competitive Sports

Grade Point Average (GPA): A system of recording achievement based on a numerical average of the grades attained in each course.

Socioeconomic Status: Socioeconomic Status (SES) is measure of an individual's place within a social group based on various factors, including income and education.

Adolescence: Adolescence is defined as a period of growth between childhood and adulthood (Rice, 1992)

Puberty: Puberty is a period of rapid skeletal and sexual maturation that occurs mainly in early adolescence (Santrock, 1997)

Gender: An individual's male or female status and issues related to that status. A socially acquired characteristic, and includes psychological, social and cultural characteristics, such as ideas about "masculinity" and "femininity.

1.4. Assumptions of the Study

It is assumed that the Student Progression Data Records Folders (SPDRF) have been completed truthfully and unbiased by Class Guidance Counselors.

1.5. Limitations of the Study

This study is limited with the 353 male and 298 female eight grade students from 15 different Basic Education Schools (1^{st} to 8^{th} Grades) randomly selected in Nevsehir.

1.6. Significance of the Study

This research attracts importance in understanding the positive effects of participating in interscholastic sports on academic and behavioral development of student. Moreover this study identifies the ratio in realization of physical education curriculum objectives in junior high grades in Turkey.

CHAPTER II

REVIEW OF LITERATURE

Human development has studied in number of different specialties. Physical development deals with the changes in the body. Emotional development is the term generally used for the changes in individual's personality. Social development refers to changes in the way an individual relates to others and cognitive development refers to changes in thinking. The traditional approach to development emphasizes extreme change from birth to adolescence. By contrast, the life span approach emphasizes that development change occurs during adulthood as well as during child hood (Birren & others, 1996). More or less adolescent is an important period for human development for both two approaches.

2.1. Adolescent Development

Adolescence is as a period of growth between childhood and adulthood (Rice, 1992). Puberty is a period of rapid skeletal and sexual maturation that occurs mainly in early adolescence (Santrock, 1997). Puberty begins between ages 10 and 11 years and continues until approximately age 18 years. The growth spurt in height and weight begins in preadolescence and continues until the third year of adolescent development. During this time, there is also the development of adipose, muscle and skeletal tissue. The human growth hormone is extremely active at this time (Tanner, 1962). One of the most obvious effects of the human growth hormone is the development in the skeletal tissue.

Body image is part of the adolescent's self-identity. Self-identity issues emerge as part of the psychosocial development of the adolescent. Peer relationships contribute to an adolescent's sense of identity. Peer friendships have increasing influences on adolescent behavior and attitudes as adolescents move away from parental influences and closer to their peers. It is during this time that loyalties and commitments to peers emerge (Savin-Williams & Berndt, 1990).

During the adolescent years, needs for peer acceptance and social affiliation, often become the central concern of the adolescent's world (Harris, 1999. For both genders, physical appearance, academic performance, and participation in extracurricular activities determine a portion of a given individual's peer acceptance and affiliation (Newman & Newman, 1976). Beyond that portion, however, norms are gender specific. For males, athletic prowess has been an additional factor in the social acceptance equation; for females, aesthetic elements and popularity with the opposite gender have been observed to be of greater importance (Newman & Newman, 1976).

Beginning in the preadolescent years, children of both genders begin to conceptualize what it means to be male and female (Carter, 1987). As children move through primary school, they exhibit certain rigidity with respect to these gender conceptualizations and an inability to integrate even small deviations from gender based roles (Carter, 1987).

2.2. Developmental Characteristic of Junior High School Grades

2.2.1. Physical characteristics:

Most girls complete their growth spurt at the beginning of this period. A boy's growth spurt, however, is usually not completed before the eight or ninth grade, and it may be precipitous. Some boys add as much as 6 inches and 25 pounds in a single year. The period of accelerated growth that may begin in the late elementary grades involves almost all pupils in junior high. The variation among individual students is tremendous. Some early –maturing, ninth- grade girls look as if they could almost be the mothers of some late maturing, seventh grades boys (Brooks-Gunn.1987)

Pubertal development is evident in the practically all girls and in many boys. The sex organs (primarily sexual characteristics) mature rapidly, and secondary sex characteristics appear, breast development, rounded hips, and the appearance of waistline in girls; broadening of the shoulders and replacement of fat with muscle tissue in boys. In both sexes, pubic, axillaries (armpit), facial, and body hair appear the texture of the skin changes and voice changes.

There is likely to be a certain amount of adolescent awkwardness-probably due as much to self-consciousness as to sudden growth- and a great deal of concerns about appearance. Both boys and girls take pains with their grooming.

Although this age period is marked by generally good health, the diet and sleeping habits of many junior high students are poor. Because of poor diet and insufficient sleep. Many junior high pupils may exhibit a certain amount of listlessness. Frequent changes of peace and breaks for relaxation may alleviate drowsiness to certain extent (Biehler & Snowman, 1993)

2.2.2. Social Characteristics:

The peer groups become the general source of rules and behaviors. Developing a code of behavior is move towards adult independence and should be encouraged: In addition to forming their own rules for behavior in out-of school situation, junior high students are often eager to participate in student government decisions.

The desire to conform reaches a peak during the junior high years. Adolescents find it reassuring to dress and behave like others, and they are likely to alter their own opinions to coincide with those of a group.

Students are greatly concerned about what others think of them. Both friendship and quarrels become more intense. (Biehler & Snowman, 1993)

2.2.3. Emotional Characteristics:

Some, but not all adolescents go through a period of 'storm and stress' Starting with G. Stanley Hall who wrote a pioneering two-volume test an adolescent in 1904, some theorists have describes adolescence as a period of turmoil. Feeling of confusion, anxiety and depression, extreme mood swings and low levels of self-confidence were felt to be typical of this age group.

Crime rates are at peek during the adolescent years, and vandalism may be a problem in certain schools. (Biehler & Snowman, 1993)

2.2.4. Cognitive Characteristics:

This is a transitional period between concrete operational and formal thought.

This is a transition period between the moralities of constraint and cooperation.

Between the ages of twelve and sixteen, political thinking becomes more abstract, liberal and knowledgeable. (Biehler & Snowman, 1993)

2.3. Interscholastic Sports & Academic and Behavioral Achievement

The relationship between academic achievement and participation in interscholastic sports at is of interest to principals and school administrators. The relationship, which may well differ plays a role in answering questions about the amount of money, time, and personnel that should be devoted to interscholastic sports programs at the junior high schools.

Considerable research (reviewed below) exists concerning the relationship between academic achievement and participation in interscholastic sports at the high school and the college levels, but little research exists about such a relationship at junior high school. This research investigates some aspects of this relationship at the junior high school in particular, students in grade 8 who participated in previous research.

Athletic participation has a beneficial impact on academic achievement. Ballantine (1981) summarized 20 years of research on the relationship between sports and academic achievement. He noted that a positive relationship existed between sports and academic achievement.

Other researchers (Camp, 1990; Braddock, Royster, Winfield, & Hawkins, 1991; Hawkins, 1992; Broughton, 1992; Coyle, 1995; Gerber, 1996) have also demonstrated a beneficial impact on academic achievement.

Camp (1990) investigated eligibility requirements as part of a complete extracurricular program in the high schools. Camp suggested that academic achievement could be enhanced by student participation in extracurricular activities. His study examined the effects of participation on student success as measured by grades.

Participation in student activities has a positive relationship to grades. Braddock et al.'s (1991) studies on minority students also revealed a positive relationship between academic achievement and sports participation.

Lee et al. (1991) found that a positive relationship existed between academic achievement and pro-academic behaviours for African American students. A few of the academic behaviors cited were homework habits, attitude toward school, cooperation with teachers, and study habits.

Hawkins (1992) also did a study on African American students in the middle grades. His study suggests that sports participation is positively associated with the aspirations of African- American eighth-grade males to enroll in college preparatory programs.

Broughton, (1992) and Coyle (1995) studied the effects of participation in interscholastic sports on achievement. Broughton's results compared male and female athletes, minority and non-minority athletes as well as participants and non-participants in sports. Although his study did not reveal increased academic achievement in all areas, it did show significance in two areas. Broughton's study did indicate that minority athletes scored higher grade point averages (GPA) than did non-minority athletes and those individual sport (i.e. gymnastics) participants scored higher grade point averages (GPA) than did team sport (i.e. football) participants. Coyle's study demonstrated that athletes had significantly greater achievement motivation than did the non-sport participants.

Gerber (1996) examined the relationship between participation in extracurricular activity and academic achievement. Gerber cited sports as the number one extracurricular activity chosen by the students. Scores represented academic achievement in mathematics, reading, and science cognitive tests administered as part of the base year data collection in this study. The test results indicated that the amount of sports participation was significantly related to academic achievement.

Educators who support interscholastic sports programs in the middle school believe that participation on an interscholastic team has benefits to the developing adolescent. Research has shown that participation in sports provides an opportunity for enhancement for self-esteem, self-efficacy, competence, academic achievement and fitness (Camp, 1990; Braddock, 1991; Hawkins, 1992; Gerber, 1996).

Self-esteem and interscholastic sports participation in sports, students encounter demands that mirror other life experiences. Participants have the opportunity for self-evaluation, peer comparisons, and healthy competition, which

help to promote the development of positive self-esteem and self-concept (Fox, 1988).

Harter (1993) discusses a multidimensional view of self-concept utilizing domains. According to Harter, individuals perceive their competency across several domains such as academic, social, physical and personal development.

Within the physical development domain, four self-conceptions have been identified as sport competence, physical strength, physical conditioning and body attractiveness (Fox, & Corbin, 1989). Harter believed individuals have high self-esteem within the domains that they perceive themselves competent.

Braddock (1979) noted that the relationship between athletic participation and self-esteem is a positive one for adolescent students.

Holland and Andre (1994) noted a significant positive relationship between athletic participation and self-esteem for boys. The prestige resulting from athletic participation may produce a more positive self-concept as well as higher aspirations in academics (Snyder & Spreitzer, 1992).

Self-esteem is associated with goal accomplishments (Gordon, 1995). Gordon found that students who participated in extracurricular activities placed more emphasis on goals and goal setting. Her study revealed that students believed that they gained immediate and long-term benefits from their participation in extracurricular activities.

Participation in interscholastic sports also fosters responsibility and responsibility contributes to self-esteem (Snyder & Spreitzer, 1992)

Bandura (1977) have described one aspect of self-concept as self-efficacy. Bandura's theory on self-efficacy describes how one's competence determines the effort put forth in overcoming obstacles in one's environment. This self-efficacy theory asserts that actual performance can be predicted by the person's competence level (Mahoney, 1984).

Harter (1982) defined competence as mastery of a skill. Research in youth sports by Weiss and Horne (1990) revealed that students with high percentages of physical competence posses higher perceptions of self-efficacy.

Harter (1982) theorized that children who perceive themselves as being competent in a particular skill would continue with that skill until mastery is

achieved. This theory surmises that preadolescents can make judgments about their competence levels in scholastic performance, physical performance, and peer relationships.

Klint and Weiss (1987) demonstrated that individuals are motivated to be competent in the areas of sports and academics. They tested Harter's competence motivation theory by explaining the relationship between perception of competence and student's motives of participating in sports. The discriminate function analysis for perceived physical competence was significant, thus supporting the relationship between participant's motives and self-perceptions of competency. When individuals believe they have demonstrated competence, they perceive themselves as successful (Williams & Gill, 1995).

2.4. Theories of Development

2.4.1. Psychoanalytic Theories

For psychoanalytic theorists, development is primarily unconscious—that is, beyond awareness—and is heavily collared by emotion. Psychoanalytic theorists believe that behavior is merely a surface characteristic and that to truly understand development we have to analyze the symbolic meanings of behavior and the deep inner workings of the mind. Psychoanalytic theorists also stress that early experiences with parents extensively shape our development. These characteristics are high- lighted in the main psychoanalytic theory, that of Sigmund Freud. Freud believed that personality has three structures: the id, the ego, and the superego. The id is the Freudian structure of personality that consists of instincts, which are an individual's reservoir of psychic energy. In Freud's view, the id is unconscious; it has no con tact with reality. As children experience the demands and constraints of reality, a new structure of personality emerges the ego, the Freudian structure of personality that deals with demands of reality. The ego is called the "executive branch" of personality, because it makes rational decisions. The id and the ego have no morality. They do not take into account whether something is right or wrong. The superego is the Freudian structure of personality that is the moral branch of personality and does take into account whether something is right or wrong. (Santrock, 1997)

2.4.1.1. Erickson's Theory

The theories of Erikson are pertinent to the identity issues of the adolescent. Once the adolescent reaches the formal operative stage of cognitive development, egocentrism emerges. Identity versus identity confusion is Erikson's fifth developmental stage, which individuals experience during the adolescent years. At tills, time individuals are faced with finding out who they are, what they are all about, and where they are going in life. Adolescents are confronted with many new roles and adult statuses—vocational and romantic, for example. Parents need to allow adolescents to explore many different roles and different paths within a particular role. If the adolescent explores such roles in a health manner and arrives at a positive path to follow in life, then a positive identity will be achieved. If an identity is pushed on the adolescent by parents, if the adolescent does not adequately explore many roles, and if a positive future path is not defined, then identity confusion reigns. The adolescent begins to master skills and to become competent (Gallahue, 1989). It is also during this stage of social development that the adolescent develops a sense of self-concept, competence and achievement (Harter, 1993).

2.4.2. Cognitive Theories

Where as psychoanalytic theories stress the importance of children's unconscious thoughts. Two important cognitive theories are Piaget's cognitive development and information processing theory.

2.4.2.1. Piaget's Theory

Piaget identified four stages of cognitive development. Each stage is associated with an age range for the developing child. The formal operational stage, which appears between the ages of 11 and 15, is the fourth and final Piagetian stage. In this stage, individuals move beyond the world of actual, concrete experiences and think in abstract and more logical terms. As part of thinking more abstractly, adolescents develop images of ideal circumstances. They may think about what an ideal parent is like and compare their parents with this ideal standard. They begin to entertain possibilities for the future and are fascinated with what they can be. In solving problems, formal operational thinkers are more systematic, developing

hypotheses about why something is happening the way it is, and then testing these hypotheses in a deductive fashion (Santrock, 1997

2.4.2.2. Information Processing Approach;

Information Processing Approach is concerned with how individuals process information about their world, how information enters our minds, how it is stored and transformed, and how it is retrieved to perform such complex activities as problem solving and reasoning. (Santrock, 1997)

2.4.3. Behavioral and Social Learning Theories

Behaviorists believe we should examine only what can be directly observed and measured. At approximately the same time as Freud was interpreting his patients' unconscious minds through early child- hood experiences, behaviorists such as Ivan Pavlov and John B. Watson were conducting detailed observations of behavior in con- trolled laboratory circumstances. Out of the behavioral tradition grew the belief that development is observable behavior, learned through experience with the environment. The two versions of the behavioral approach that are prominent today are the view of B. F. Skinner and social learning theory. (Santrock, 1997)

Behaviorism emphasizes the scientific study of observable behavioral responses and their environmental determinants. In Skinner's behaviorism, the mind, conscious or unconscious, is not needed to explain behavior and development. For Skinner, development is behavior. Social learning theory is the view of psychologists who emphasize behavior, environment, and cognition as the key factors in development (Santrock, 1997)

2.4.3.1. Ethological Theories

Sensitivity to different kinds of experience varies over the life span. The presence or absence of certain experiences at particular times in the life span influences individuals well beyond the time they first occur. Ethnologists believe that most psychologists underestimate the importance of these special time frames in early development and the powerful roles that evolution and biological foundations play in development (Hinde, 1992). Ethnology emerged as an important view

because of the work of European zoologists, especially Konrad Lorenz (1903-1989). Ethnology stresses that behavior is strongly influenced by biology, is tied to evolution, and is characterized by critical or sensitive periods (Santrock, 1997).

2.4.3.2. Ecological Theory

Ethological theory places a strong emphasis on the biological foundations of development. In contrast to ethological theory, Urie Bronfenbrenner has proposed a strong ecological, contextual view of development that is receiving increased attention. Ecological theory is Bronfenbrenner's socio cultural view of development, which consists of five environmental systems ranging from the fine-grained inputs of direct interactions with social agents to the broad-based inputs of culture. The five systems in Bronfenbrenner's ecological theory are the micro system, mesosytem, exosystem, macrosystem, and choronosystem. (Santrock, 1997)

2.4.3.3. Life-Course Theory

Glen Elder's view that the human life span can be best understood in terms of historical time and place, the timing of lives, linked or interdependent lives, and human agency and social constraints (Santrock, 1997). Elder (1994, 1995) believes that the study of human development should begin in the environment of a child or an adult and investigate the environment's developmental implications.

2.5. Theoretical Framework of the Study

Beside with the support of past studies, this study is also strengthened with the theoretical concepts. The developmental theory and zero –sum theory is the most prominent competing theories at students level (Fejgin, 1994). Developmental theory underscores the capacity of athletic participation to socialize the young athlete and shape his her character as prescribed by mainstream society. Zero-sum theory emphasizes the capacity of athletic participation to distract or divert the young athlete’s attention from academic pursuits to sports (Basinger, 2002)

Conflict theorist pointed out that the functionalist perspective neglects to acknowledge that opportunities for sports participation are unequally distributed across gender, racial/ethnic groups, and social classes. (Basinger, 2002)

Beside this at macro-social field, the functionalist theory and critical theory are the dominant theories. Functionalist theory views sports as providing an array of opportunities and advantages, affording the student athlete a brand of knowledge, skills, and sometimes status that can be carried outside the sports context and into other are of social life. Critical theory as presented by Hanson and Kraus (1999), approaches sports from a combination of features of the functionalist and co1onflict approaches. It considers the concurrent operation of conflict and accord. Furthermore, it views the relationship between sports and society as dynamic and proffers solution to the problem of inequality inherent in sports organisation. The present study shows interested in the same subjects with (Basinger, 2002) adopts a developmental-functionalist approach in that it considered that possibility that junior high school sports acts to integrate the students-athletes into a culture of education attachment and attainment, resulting in academic performance that exceed that of non-athletes.

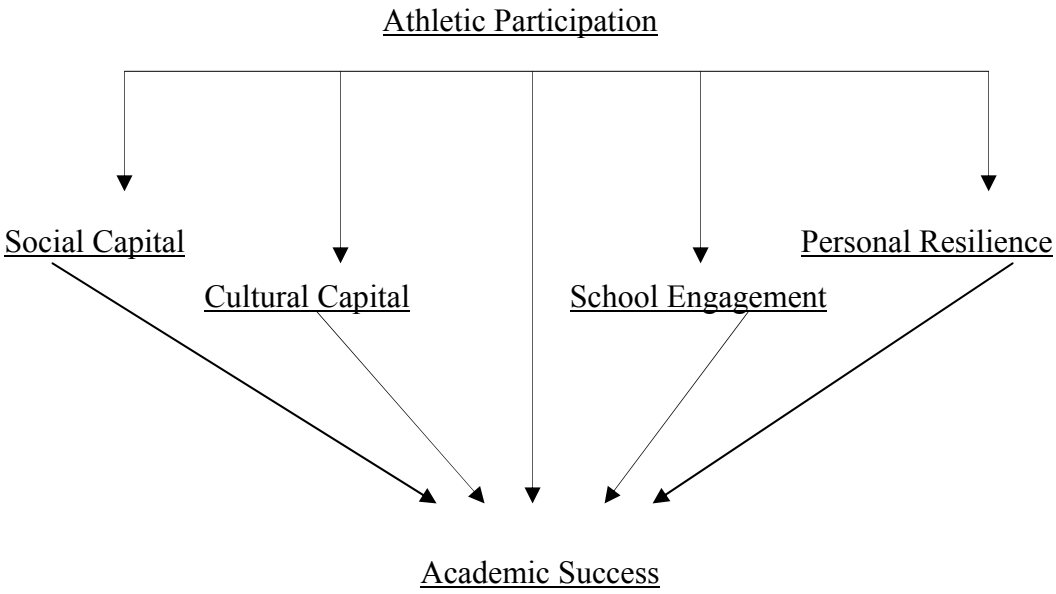
Braddock (2000) suggested that social capital, cultural capital, personal resilience, and school engagement are correlates of academic success in a model that bears his name.

Social capital is the sum of resources, actual or virtual, that accrue to an individual or a group by virtue of possessing a durable network of more or less institutionalized relationship of mutual acquaintance and recognition (Bourdieu, 1986)

McNeal's (1999) reported that sports a part of extracurricular activities increases human, social and cultural capital. Cultural capital is typically measured by participation in elite practices such as taking cultural trips or taking extracurricular classes in high culture areas (Basinger, 2002)

Sports create a value context for student to excel and to fit into their school community in meaningful way (Coleman, 1990). Sports involvement may be the primary sphere of investment that provides many young males with positive rewards for pro-social behavior both in the wider social environment and among their peers (Braddock, 2000). Therefore, students individually motivated to use his/her own resources and get resilience to cope with difficulties.

Finally Newman (1992) noted that school engagement has been defined as ‘’active involvement, commitment and concentrated attention, in contrast to superficial participation, apathy, or lack of interest.



(Source: Basinger L., M., (2002) High School Athletics and Academics Exploring the path from participation to Achievement. University of Miami. Florida. 15, 3-29)

Figure 1 Model of athletic participation’s influence on academic Success (Braddock, 2000)

CHAPTER III

METHODS AND PROCEDURES

In this study the effect of interscholastic sports participation on academic and behavioral developmental of eighth grade students from basic education schools in Turkey is going to be researched. Theoretical knowledge will be obtained from literature and the area study will be done with the help of Student Progress Data Record Folders (SPDRF) provided by the schools administrations.

3.1. Selection of Subjects

The subjects in this study were 651 eighth grade students from fifteen basic education schools which are randomly selected during 2004-2005 academic years in Nevşehir. Data was collected by the help of student progress data record folders (SPDRF) provided by the school administration. The detailed data for the athletes were obtained from the athletics participation license prepared by the schools and approved by the National Education Foundation of the Province. For this study, an athlete is defined as any student who participated in one or more interscholastic sports with athletics participation license, during the 2004-2005 academic years. A non-athlete is defined as a student who doesn't participate any of the interscholastic sports during elementary school period. According to the data obtained 327 (50.2 %) of the participant were athletes and 324 (49.8) of the participant are non athletes. Beside this 353 (54.2 %) of the participant were male and 298 (45.8 %) of the participants were female students.

3.2. Instrumentation

Meisels & Liaw (1993) noted significant differences between subsequent grades and achievement, which varied with socioeconomic status (SES) as a main effect. Jimerson and colleagues (1997) found parental attitudes towards school, parents' involvement with the schools, and students' elementary school social acceptance and emotional health ranking to be significant discriminative that

distinguished a population of retained students from low-achieving, yet promoted students. Reynolds (1991) noted that, among young at-risk students, family background and early social adjustment mediated later progress in school. Mother's level of education was included by Zill (1995) as a significant family risk factor related to early developmental delays. In other educational research, the family characteristics of higher socioeconomic status, higher maternal level of education and value of education have been positively associated with educational achievement outcomes (Egeland, & Teo, 1999). Pellegrini (1992) suggested that early social competencies themselves may be transformed into academic, school based competencies such as literacy and other positive educational outcomes. The current study examined factors which may yield a significant effect on academic outcomes. In this study, dependent variables are grade point average, high school exam scores, behavioral development ratio and attendance rate while the independent variables were school, gender, socioeconomic status such as mother's level of education, father's level of education, income level of family, family configuration, family size and having a study room or not.

Attitudes of students may be measured in difference way, including evaluation (observation of students with anecdotal record being kept by the teacher), opinion polls, and rating scales. The physical education teachers should ask for the assistance of others teachers, particularly the guidance personnel, in this type of testing.

Other instruments in the effective domains are class behavior checklist such as that developed by Genevieve Dexter, State Department of education, Sacramento, California, and the Sportsmanship attitude Scale developed by Marion Johnson. Despite the number of test available, this objectives frequently evaluated by the teacher observing the students and making comments and notes about their behaviors (Bucher, Deborah, 1987).

In this study the formal Student Progress Data Record Folders is used to collect the data's about subjects. The Student Progress Data Record Folders (SPDRF) composed of 16 parts.

The first part includes the name of the student and the name of schools and semesters that student attends. The second part included the picture and the identity

information such as date of birth, name of parents, home town, gender, and marital status. The third part is for the attended schools and the given certificates. The fourth part is the about guardian. His or her names, degree of relations, address and telephone number. The content of fifth part is data about student's family such as the name of parents, their age, their jobs, marital status, education level, income level, fullness or steepness of parents. Moreover the sixth part includes if the parents alive or death, if the parents have secondary marriage, which of the parents the students live together, how many room the house has, how large of the family, and if the students have study room or not. The seventh part is reserved for the sibling includes age, education level and handicaps. The eighth part includes the data about student's physical development such as weight, height, visual and auditory condition in every class. The ninth part interested in the health condition of the student such as kind of vaccinations and illness. The tenth part contains the taken courses and the grades of the courses. The eleventh part of the SPDF includes behavioral development of students in grades. The eleventh part is for the interests of students such as occupational and vocational interests by student's declaration, participation in extracurricular activities by observation of counselor, and kinds of participation of educational branch. The twelfth part is a check-list includes the emotional and social behavioral features such as cheerful, agitated, calm, and quick tempered and so on. The thirteenth part includes the name of behavioral tests that applied to students such as autobiography, problem investigation test, reason for failure tests and so on. The fourteenth part of the SPDRF is a checklist provides us behavioral data for students from 1st grade to 12th grade which mean primary school to end of high school. There are four main aspect of Dominant Behavior Checklist. In first part there are eight dominant behaviors which determine if the student is introverted or extroverted. In the second part there are eight dominant behaviors to define the level of reconciliation of students. The third part with eight items is for the level of responsibility. The fourth part of the checklist has six items to determine the level of balance in behaviors. The final part is for cultural qualifications.

The sixteenth part is for the view of classmates about the student. The seventeenth and the last part is includes the certificate of achievement, rewards and the discipline condition of the student.

High School Entrance Exam (HSEES) scores were additionally gathered from the school administrators.

3.3. Statistical Analysis

The 11.0 version of SPSS program is used to analysis of the collected data. First of all descriptive statistics were used to define demographic variables of this study. Second, one-way analysis of variance (Tukey HSD) and t-test (Pearson correlation) were used to asses the relationship between demographic variables and interscholastic sports participation on grade point average, high school entrance exam scores, attendance rate and behavioral development of students. Third correlation coefficients were applied to indicate the relation between independent variables and interscholastic sports participation. Finally regression analysis was conducted to understand how well the independent variables predict the academic achievement and behavioral development levels.

Dependent Variables: Grade point averages (GPA), high school entrance exam scores (HSEES), behavioral development ratio (BDR), and attendance rate (AR)

Independent Variables: School, gender, family income, family size, family configuration, and father's education level, mother's education level, study room availability, sports type.

CHAPTER IV

RESULT

The sample in this study consisted of 651 junior high grades students from fifteen basic education schools. Three hundred and fifty two of the total samples (54.2%) were males and two hundred and ninety eight (45.8%) were females. Three hundred and twenty seven (50.2%) samples were interscholastic sports participant whereas three hundred and twenty four (49.8%) of the samples were non-participants. 29.2 % of the interscholastic sports participants were the members of team sports (N=190) and 14% of the interscholastic sports participants were the members of individual sports (N=91). 7.1% of the interscholastic sports participants were interested in both individuals and team sports together (N=49).

An independent-sample t-test was conducted to evaluate if there is a significant difference in high school entrance exam scores according to the gender.

Table 1: The High School Entrance Exam Score Differences According to the Gender

	Gender	N	Mean	Std. Deviation	t	Sig.
High School Entrance Exam Scores	Male	353	307.6845	53,6598	.453	.650
	Female	298	305.7137	57.0905		

$p < .05$

Result seen in table one indicates that there was not any significant differences in the high school entrance exam score of participants according to their gender $t(649)=.45$; $p>.05$

An independent-sample t-test was conducted to evaluate if there is a significant difference in behavioral development scores according to the gender.

Table 2: The Behavioral development Score Differences According to the Gender

	Gender	N	Mean	Std. Deviation	t	Sig.
Behavioral Development Scores	Male	353	8.6164	1.22273	.358	.610
	Female	298	8.5826	1.17972		

p< .05

Result seen in table two indicates that there was not any significant differences in the behavioral development score of participants according to their gender t (649) =.36; p>.05

An independent-sample t-test was conducted to evaluate if there is a significant difference in attendance rate according to the gender.

Table 3: The Attendance Rate Differences According to the Gender

	Gender	N	Mean	Std. Deviation	t	Sig.
Attendance Rate	Male	353	5.4174	2.0906	1.371	.171
	Female	298	5.1957	2.0130		

p< .05

Result seen in table three indicates that there was not any significant differences in the behavioral development score of participants according to their gender t (649) =1.37; p>.05

An independent-sample t-test was conducted to evaluate if there is a significant difference in grade point averages according to the gender.

Table 4: The Grade Point Average Differences According to the Gender

	Gender	N	Mean	Std. Deviation	t	Sig.
Grade Point Average	Male	352	3.2988	0.8617	1.104	.270
	Female	298	3.3693	0.7467		

p< .05

Result seen in table four indicates that there was not any significant differences in grade point averages according to their gender t (649) =1.10; p>.05

An independent-sample t-test was conducted to evaluate if there is a significant difference in high school entrance exam scores according to the family configuration.

Table 5: The High School Entrance Exam Score Differences According to the Family Configuration

	Family Configuration	N	Mean	Std. Deviation	t	Sig.
High School Entrance Exam Score	Together	578	307.3271	55.7227	.708	.479
	Divorce	73	302.4690	51.2428		

p< .05

No significant differences were found in high school entrance exam scores according to the family configuration t (649) =.71; p>.05.

An independent-sample t-test was conducted to evaluate if there is a significant difference in behavioral development score according to the family configuration.

Table 6: The Behavioral development Score Differences According to the Family Configuration

	Family Configuration	N	Mean	Std. Deviation	t	Sig.
Behavioral development Score	Together	578	8.6183	1.19769	1.040	.049
	Divorce	73	8.4630	1.23912		

p< .05

Results seen in table 6 point out that there was statically significant differenced between student with divorce parents and students with non-divorce parents among behavioral development scores t (649) =1.04; p<.05

An independent-sample t-test was conducted to evaluate if there is a significant difference in attendance rate and grade point average according to the family configuration

Table 7: The Attendance Rate Differences According to the Family Configuration.

	Family Configuration	N	Mean	Std. Deviation	t	Sig.
Attendance Rate	Together	578	5.2751	2.0668	1.427	.154
	Divorce	73	5.6393	1.9600		

p< .05

Table 8: The Grade Point Average Differences According to the Family Configuration

	Family Configuration	N	Mean	Std. Deviation	t	Sig.
Grade Point Average	Together	578	3.3513	.7925	1.795	.073
	Divorce	73	3.1708	.9371		

p< .05

The results revealed that there were no significant differences in the attendance rate t (649) =1.4; p> and there were no significant differences in grade point average scores t (649) =1.79; p> .05 according to the family configuration.

An independent-sample t-test was conducted to evaluate if there is a significant difference in high school entrance exam scores according to the availability of study room at home.

Table 9: The High School Entrance Exam Score Differences According to the Availability of Study Room.

	Study Room.	N	Mean	Std. Deviation	t	Sig.
The High School Entrance Exam Score	Available	444	308.9779	54.6354	1.487	.137
	Not Available	207	302.0731	56.3058		

p< .05

The results in table 9 shows that there are no significant differences between high school entrance exam scores t (649) =1.49; p> .05 according to the availability of study room at home.

An independent-sample t-test was conducted to evaluate if there is a significant difference in behavioral development scores, according to availability of study room at home.

Table 10: The Behavioral Development Scores Differences According Availability of Study Room

	Study Room	N	Mean	Std. Deviation	t	Sig.
Behavioral Development	Available	444	8.6023	1.21082	.041	.668
	Not Available	207	8.5981	1.18715		

p< .05

According to the results seen in table 10 the differences between behavioral development scores t (649) =0.04; p> 0.05 is not statistically significant according to the availability of study room at home.

An independent-sample t-test was conducted to evaluate if there is a significant difference in grade point average according to the availability of study room.

Table11: The Attendance Rate Differences According to the Availability of Study Room

	Study Room	N	Mean	Std. Deviation	t	Sig.
Attendance Rate	Available	444	5.3866	2.0272	1.285	.199
	Not Available	207	5.1643	2.1160		

p< .05

Result seen in table 12 indicates that there is no significant differences in Attendance Rates t (649) =1.28; p>0.05 according to the availability of study room at home.

An independent-sample t-test was conducted to evaluate if there is a significant difference in grade point average according to availability of study room at home.

Table 12: The Grade Point Average Differences According to the Availability of Study Room

	Study Room	N	Mean	Std. Deviation	t	Sig.
Grade Point Average	Available Not Available	444 207	3.3255 3.3431	0.8932 0.6004	.257	.797

$p < 0.05$

According to the results seen in table 12 the differences between grade point average's t (649) =.26; p> .05 is not statistically significant according to the availability of study room at home.

One-way ANOVA was conducted to evaluate the relationship between school variation and high school entrance exam scores and the relationship between School Variety and behavioral development scores.

Table13: The High School Entrance Exam Score Differences According to the School Variation.

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups Within Groups Total	107792.9 1874398 1982191	12 638 650	8982.743 2937.928	3.058	.000

$p<0.05$

There is a significant difference in the grade point average scores according to the schools variation F(12.638)= 3.05; p< 05 shown in table 13 But Post-Hoc Tukey tests revealed no high school entrance exam score difference according to the school variation.

Table14: The Behavioral development Scores Differences According to the School Variation.

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups Within Groups Total	7.146 932.653 939.799	12 638 650	.596 1.442	.407	.961

$p<.05$

The results pointed no significant differences in behavioral development scores between schools F (12.638) = .41; p>.05).

One-way ANOVA was conducted to evaluate the relationship between school differences and attendance rate.

Table15: The Attendance Rate Differences According to the School Variation.

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	52.989	12	4.416	1.045	.406
Within Groups	2697.036	638	4.227		
Total	2750.025	650			

p<.05

The results pointed no significant differences in Attendance Rate between schools F (12.638) = 1.14; p>.05)

One-way ANOVA was conducted to evaluate the relationship between schools and grade point average.

Table16: The Grade Point Average Differences According to the School Variation.

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	34.918	12	2.910	4.725	.000
Within Groups	392.899	638	0.616		
Total	427.817	650			

p<.05

The analysis of variance scores in table 16 indicates significant differences in the grade point average scores among schools variation F(12.638)= 4.72; p< .05). But Post-Hoc Tukey tests revealed there is no grade point average scores difference according to school variation

One-way ANOVA was conducted to evaluate the relationship between father education level and high school entrance exam scores

Table17: The High School Entrance Exam Score Differences According to the Father Education Level

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	51524.40	5	10304.880	3.443	.000
Within Groups	1930666	645	2993.281		
Total	1982191	650			

p<.05

The analysis of variance scores determine there are significant differences in the grade point average scores according to father's education level F(5,645)= 3.44; p<.05) But Post-Hoc Tukey tests revealed there is no high school entrance exam score differences according to the Father Education Level.

One-way ANOVA was conducted to evaluate the relationship between father education level and behavioral development.

Table18: The Behavioral Development Scores Differences According to the Father Education Level

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	3.044	5	.609	.419	.836
Within Groups	936.756	645	1.452		
Total	939.799	650			

p<0.05

The results pointed that no significant difference in behavioral development scores of students according to the father education level F (5.645) = .42; p>.05. But Post-Hoc Tukey tests revealed there are no behavioral development scores differences according to the father education level.

Table19: The Attendance Rate Differences According to the Father Education Level

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	146.609	5	29.322	7.265	.000
Within Groups	2603.416	645	4.036		
Total	2750.025	650			

p<.05

The results pointed that significant difference in attendance rate of students according to the father education level F (5.645) = 7.265; p>.05. The mean scores of attendance rate of students with university graduate fathers have (4.44 ± 1.70) higher mean scores of students with high school (5.17 ± 1.58); middle school (5.80±1.98); primary school (5.30±2.26); non-school (5.28± 2.15) graduate fathers.

One-way ANOVA was conducted to evaluate the relationship between father education level and grade point average.

Table20: The Grade Point Average Differences According to the Father Education Level

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	33.221	5	6.644	10.861	.000
Within Groups	394.596	645	.612		
Total	427.817	650			

p<.05

There is significant difference in grade point average of Students according to the Father Education Level F (5.645) = 10.86; p<.05). The mean scores of students with father which graduates university or more have higher mean scores of the others. Students with masters or doctorate graduates father (4.10±.63) have higher mean scores of high school entrance exam than students with university graduates father(3.62±.70), high school graduates father(3.44±.66), middle school graduates father(3.12+.98), primary school graduates father(3.35±.67) and non-graduates father(3.23±.32).

Table21: The High School Entrance Exam Score Differences According to the Mother Education Level

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	26632.13	5	5326.427	1.757	.120
Within Groups	1955559	645	3031.874		
Total	1982191	650			

p<.05

No significant differenced was found in grade point average according to the mother's education level F (5.645) = 1.75; p>.05

One-way ANOVA was conducted to evaluate the relationship between mother education level and behavioral development.

Table22: The Behavioral development Scores Differences According to the Mother Education Level

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	6.206	5	1.241	.857	.509
Within Groups	933.594	645	1.447		
Total	939.799	650			

p<.05

The analysis of variance scores determine there is no significant differences in the behavioral development scores according to mother's education level F(5,645)= .86 p>.05

One-way ANOVA was conducted to evaluate the relationship between mother education level and attendance rate.

Table23: The Attendance Rate Differences According to the Mother Education Level

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	108.438	5	21.688	5.295	.000
Within Groups	2641.587	645	4.095		
Total	2750.025	650			

p<.05

The results pointed significant difference in attendance rate of students according to the father education level F (5,645) = 5.29; p<.05. Students with university graduate fathers have lower level mean scores of in attendance rate (4.44±1.70) than mean scores of masters or doctorate (5.16±2.48) mean scores of high school (5.17 ± 1.58), mean scores of middle school (5,80±1,98), primary school(5.30±2.26) and non-school(5.28±2.15) graduate fathers.

One-way ANOVA was conducted to evaluate the relationship between mother education level and grade point average.

Table24: The Grade Point Average Differences According to the Mother Education Level

Mother Education	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	32.691	5	6.538	10.673	.000
Within Groups	395.126	645	0.613		
Total	427.817	650			

p<.05

There is significant difference in grade point average of students according to the mother education level F (5,645) = 10.67; p<.05). The mean scores of students with mother which graduates university or more have higher mean scores of the others. Students with master or doctorate graduate's mothers (3.98+.87) have higher mean scores of high school entrance exam than students with university graduates mother (3.81+.72), high school graduates mother (3.38+.75), middle school graduates mother (3.10+1.01), primary school graduates mother (3.33+.69) and non-graduates mother (3.25+.35).

Table25: The High School Entrance Exam Score Differences According to the Family Income

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	109003.4	2	54501.688	18.854	.000
Within Groups	1873187	648	2890.721		
Total	1982191	650			

P<0.05

Result shows that there is significant difference in grade point average of students according to the family income level F (2.648) =18.85; p<0.05). Students with higher income families have higher mean scores of grade point average level (331.71$\pm$48.70) than students with middle (302.43$\pm$54.33) and lower (295.61$\pm$56.47) income level families.

One-way ANOVA was conducted to evaluate the relationship between family income level and behavioral development.

Table26: The Behavioral development Scores Differences According to the Family Income.

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	0.031	2	.016	.011	.989
Within Groups	939.768	648	1.450		
Total	939.799	650			

p<.05

The results indicates in table 26 that, there is no significant behavioral development score differences between lower, middle, and higher income level family students F (2.648) =.011; p>.05)

Table27: The In Attendance Rate Differences According to the Family Income

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	45.892	2	22.946	5.499	.000
Within Groups	2704.133	648	4.173		
Total	2750.025	650			

p<.05

According to result seen in table 27 there is significant difference in attendance rate of students according to the family income F (2,648) =5.49; p<.05 Students with lover income level families have higher attendance problems rates (5.37$\pm$2.04) than students with higher income level families (4.79$\pm$.59).

One-way ANOVA was conducted to evaluate the relationship between family income level and grade point average.

Table28: The Grade Point Average Differences According to the Family Income

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	39.730	2	19.865	33.169	.000
Within Groups	388.088	648	.599		
Total	427.817	650			

p<.05

There is significant difference in grade point average of students according to the family income level F (2.648) =33.169; p<.05. The grade point average mean scores of lover income family student is (3.20±.55). The grade point average mean scores of middle income family student is (3.20±.83) and grade point average mean scores of higher income family are student is (3.81±.81).

Independent sample t test was conducted to evaluate the relationship between interscholastic sports participations and high school entrance exam.

Table29: The High School Entrance Exam Score Differences According to the Interscholastic Sports Participation

	ISSP	N	Mean	Std. Deviation	t	Sig.
High School Entrance Exam Scores	Participants	327	338.1122	36.4189	17.691	.000
	Non-participants	324	275.1624	52.9294		

p<.05

There is significant difference in grade point average of students according to interscholastic sports participation t (649) =17.69; p<.05). Interscholastic sports participant have higher grade point average scores (338.11±36.41) than non participants (275.16±52.92).

Independent sample t test was conducted to evaluate the relationship between interscholastic sports participations and the introverted-extroverted aspects of behavioral development.

Table30: The Introverted-Extroverted Aspects of Behavioral development Score Differences According to the Interscholastic Sports Participation.

	ISSP	N	Mean	Std. Deviation	t	Sig.
Introverted & Extroverted	Participants	327	7.133	.031	1.103	.000
	Non-participants	324	6.642	.892		

p<.05

The results shows significant difference in introverted-extroverted aspects of behavioral development score differences according to the interscholastic sports participation t (649) =1.10; p<.05. Interscholastic sports participants have higher (7.13±.03) scores of introverted-extroverted aspects of behavioral development score than non participants (6.64±.89).

Independent sample t test was conducted to evaluate the relationship between interscholastic sports participations and the reconcilability aspects of behavioral development score.

Table31: The Reconcilability Aspects of Behavioral development Score Differences According to the Interscholastic Sports Participation.

	ISSP	N	Mean	Std. Deviation	t	Sig.
Reconcilability	Participants	327	9.072	2.043	.376	.000
	Non-participants	324	7.141	1.974		

p<.05

The results shows there is significant difference reconcilability aspects of behavioral development score according to the interscholastic sports participation t (649) =.376 p<.05) Interscholastic sports participants have higher (9.07±2.04) scores of Reconcilability aspects of behavioral development score than non participants(7.14+1.97).

Independent sample t test was conducted to evaluate the relationship between interscholastic sports participations and the responsibility aspects of behavioral development score

Table32: The Responsibility Aspects of Behavioral development Score Differences According to the Interscholastic Sports Participation

	ISSP	N	Mean	Std. Deviation	t	Sig.
Responsibility	Participants	327	6.657	.041	.376	.000
	Non-participants	324	5.452	.129		

p<.05

The results shows there is significant difference responsibility aspects of behavioral development score according to the interscholastic sports participation t (649) =.38; p<.05)

Interscholastic sports participants have higher (6.66±.04) scores of responsibility aspects of behavioral development score than non participants (5.45±.13).

Independent sample t test was conducted to evaluate the relationship between interscholastic sports participations and balance in emotion aspects of behavioral development score

Table33: The Balance in Emotion and Behavior Aspects of Behavioral Development Score Differences According to the Interscholastic Sports Participation

	ISSP	N	Mean	Std. Deviation	t	Sig.
Balance in Emotion	Participants	327	4.073	.708	.817	.437
	Non-participants	324	4.042	.374		

p<.05

The results shows there is no significant difference balance in emotion and behavior aspects of behavioral development score differences according to the interscholastic sports participation t(649) =.82; p>.05)

Independent sample t test was conducted to evaluate the relationship between culture aspects of behavioral development score and interscholastic sports participations.

Table34: The Culture Aspects of Behavioral development Score Differences According to the Interscholastic Sports Participation

	ISSP	N	Mean	Std. Deviation	t	Sig.
Culture	Participants	327	3.167	.086	1.284	.437
	Non-participants	324	3.284	.244		

p<.05

The results shows there is no significant difference in balance in emotion and behavior aspects of behavioral development scores according to the interscholastic sports participation t(649) =1.28; p>.05)

Independent sample t test was conducted to evaluate the relationship between interscholastic sports participations and the overall behavioral development score

Table35: The Overall Behavioral development Score Differences According to the Interscholastic Sports Participation

	ISSP	N	Mean	Std. Deviation	t	Sig.
Overall Behavioral Development	Participants	327	6.022	.031	3.23	.006
	Non-participants	324	5.203	.787		

p<.05

The results in figure 35 shows that there is significant difference in overall behavioral development score according to the interscholastic sports participation t(649) =3.23; p<.05 Interscholastic sports participants have higher (6.02±.31) scores of overall behavioral development score than non participants (5.20±.79).

Independent sample t was conducted to evaluate the relationship between interscholastic sports participations Attendance Rate.

Table36: The Attendance Rate Differences According to the Interscholastic Sports Participation

	ISSP	N	Mean	Std. Deviation	t	Sig.
Attendance Rate	Participants	327	4.373	1.542	2.131	.000
	Non-participants	324	6.267	2.074		

p<0.05

Independent sample t test results determined there is significant difference in attendance rate according to interscholastic sports participation t (649) =2.13; p<.05).

Interscholastic sports participant have lover in attendance rate (4.37±1.54) than non participants (6.26±.07)

Independent sample t test was conducted to evaluate the relationship between interscholastic sports participations and grade point average.

Table37: The Grade Point Average Score Differences According to the Interscholastic Sports Participation

	ISSP	N	Mean	Std. Deviation	t	Sig.
Grade Point Average	Participants Non-participants	327 324	3.579 3.080	.978 .482	8.22	.000

$p<0.05$

The analysis of variance scores determined there is significant difference in grade point average of students according to interscholastic sports participation t (649) =8.22; p<.05). Interscholastic sports participant have higher grade point average scores (3.58±.98) than non participants (3.08±.48)

One-way ANOVA was conducted to evaluate the relationship between sports type and high school entrance exam.

Table38: The High School Entrance Exam Scores Differences According to the Interscholastic Sports Type

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	673090.5	3	224363.513	110.888	.000
Within Groups	1309100	647	2023.339		
Total	1982191	650			

$p<0.05$

The analysis of variance scores determined there is significant difference in grade point average of students according to sports type t (649) =110.89; p<.05. The high school entrance exam scores (344.07±32.51) of individual sports participants and the high school entrance exam scores (330.88±36.75) of team sport participants are lover than high school entrance exam scores (356.18±34.53) of bilateral sports participants.

One-way ANOVA was conducted to evaluate the relationship between Sports Type and Behavioral development aspects.

Table 39: The Introverted-Extroverted Aspects of Behavioral development Score Differences According to the Sports Type

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	4.860	2	2.430	.580	.560
Within Groups	1356.834	324	4.188		
Total	1361.694	326			

$p<0.05$

The results shows there is no significant difference in introverted-extroverted aspects of behavioral development score differences according to the interscholastic sports type F (2.324) =0.580; p>.05)

One-way ANOVA was conducted to evaluate the relationship between Sports Type and The Reconcilability Aspects of Behavioral development Score

Table 40: The Reconcilability Aspects of Behavioral development Score Differences According to the Interscholastic Sports Type

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	3.460	2	1.730	.439	.645
Within Groups	1275.518	324	3.937		
Total	1278.979	326			

$p<.05$

The results shows there is no significant difference in reconcilability aspects of behavioral development score according to the interscholastic sports type F (2.324) =.44; p<.05).

Table 41: The Responsibility Aspects of Behavioral development Score Differences According to the Interscholastic Sports Type

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	9.188	2	4.594	1.784	.170
Within Groups	834.433	324	2.575		
Total	843.621	326			

$p<0.05$

The results shows that there is no significant difference in responsibility aspects of behavioral development score according to the interscholastic sports type F (2.324) =1.78; p<.05)

One-way ANOVA was conducted to evaluate the relationship between Sports Type and The Balance in Emotion and Behavior Aspects of Behavioral development Score

Table 42: The Balance in Emotion and Behavior Aspects of Behavioral development Score Differences According to the Interscholastic Sports Type

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	15.154	2	7.577	2.153	.118
Within Groups	1140.283	324	3.519		
Total	1155.437	326			

p<0.05

The results shows there is no significant difference in balance in emotion and behavior aspects of behavioral development score differences according to the interscholastic sports type F (2.324) =2.15; p<.05)

One-way ANOVA was conducted to evaluate the relationship between sports type and the culture aspects of behavioral development score

Table 43: The Culture Aspects of Behavioral development Score Differences According to the Interscholastic Sports Type

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	9.367	2	4.684	1.054	.350
Within Groups	1439.556	324	4.443		
Total	1448.924	326			

p<0.05

The results shows that there is no significant difference in culture aspects of behavioral development score according to the interscholastic sports type as it seen in table 43; F (2.324) =1.05; p<.05)

One-way ANOVA was conducted to evaluate the relationship between Sports Type and The Overall Behavioral development Score.

Table44: The Overall Behavioral Development Score Differences According to the Interscholastic Sports Type

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	0.150	2	.075	.057	.944
Within Groups	426.446	324	1.316		
Total	426.596	326			

$p<0.05$

The results shows there is no significant difference in overall aspects of behavioral development score differences according to the interscholastic sports type F (2.324) =.057; p<.05)

One-way ANOVA was conducted to evaluate the relationship between sports type and attendance rate.

Table45: The Attendance Rate Differences According to the Sports Type

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	62.235	3	207.565	63.128	.000
Within Groups	365.570	647	3.288		
Total	427.815	650			

$p<0.05$

The analysis of variance determined there is significant difference in attendance rate of students according to sports type F (3.647) = 63.13; p<.05). Results indicates that bilateral sports participant have lover level of in attendance rate (3.63$\pm$.82) than individual sports participant (4.61$\pm$1.74) and than team sports participant (4.23$\pm$1.21) than non- participants (6.27$\pm$2.07)

Table46: The Grade Point Average Score Differences According To the Sports Type

	Sum of Squares	df	Mean Squares	F	Sig.
Between Groups	62.238	3	20.746	36.716	.000
Within Groups	365.579	647	.565		
Total	427.817	650			

$p<.05$

The analysis of variance scores determined there is significant difference in grade point average of students according to sports type F(3.647)=36.71; p<.05). Bilateral sports participants have higher grade point average (3.93±.65) than individual sports participant (3.85±.66) than team sports participants (3.36±1.10) and than non participants (3.08±.48).

Correlation coefficient was computed among variables to determine the relationship.

Table47: Correlation between Dependent Variables and Independent Variables

	HSEES	BDR	AR	GPA
HSEES	1.00			
BDR	.424**	1.00		
AR	.549**	.404**	1.00	
GPA	.677**	.403**	.519**	1.00
School	-.072	-.011	0.40	-.101*
Participation	.570**	.548**	.461**	.307**
Gender	-.018	.050	-.054	.043
Father Education	.085*	.029	.113**	.189**
Mother Education	.059	.018	-.092	.168**
Family Income	.212**	.077*	.087	.240**
Family size	-.028	-.074	-.056	-.070
Study Room	.001	.034	-.099	.020
Sports Type	.542**	.577**	-.449**	.374**

* p<0.05
** p<0.01

Correlation coefficients were computed among the four variables of student success and other factors that have effects on academic achievement and behavioral development.

Results show large correlation between High School Entrance Exam Scores and Grade Point Average (.677, p<.01). Beside this there is a moderate large correlation between high school entrance exam scores and attendance rate (.549, p<.01) and behavioral development ratio (.424, p<.01)

As it seen in table 47 behavioral development ratio and attendance rate (.404, p<.01), behavioral development ratio and grade point average (.403, p<.01) were correlated positively moderate large in magnitude.

Attendance rate and grade point average were correlated positively and moderate large in magnitude (519, p<.01)

All four factors were significantly correlated with Interscholastic Sports Participation moderately large in magnitude. According to high school entrance exam the correlation coefficient is .570, p<.01; according to behavioral development scores the correlation coefficient is .548, p<.01; according to attendance rate the correlation coefficient is .461, p<.01 and according to grade point average the correlation coefficient is .307, p<.01when correlated with interscholastic sports participation.

The Stepwise Regression Analysis was conducted for the Ratio of Predictors of High School Entrance Exam Scores

Table 48: Stepwise Regression Analysis for the Ratio of Predictors of High School Entrance Exam Scores

model	predictor	R^2	R^2 changes	F	Beta	t
1	ISS Participation	.324	3.25	312.984*	-.570	17.691*
2	Family Income	.362	3.62	183.401*	.192	6.116*

*p<.05

A stepwise regression analysis was conducted to determine the predictors of high school entrance exam score and their ratios. Interscholastic sports participation and family income was the significant predictor of high school entrance exam score.

Interscholastic sports participation alone accounted for 10.4 % ($.324^2$=.104) of the variance of high school entrance exam score.

The stepwise regression analysis was conducted for the ratio of predictors of behavioral development scores

Table 49: Stepwise Regression Analysis for the Ratio of Predictors of Behavioral development Scores

model	predictor	R^2	R^2 changes	F	Beta	t
1	ISS Participation	.300	.300	228.371*	-.548	-16.684*
2	Family Size	.309	.307	8.352*	-.552	2.890*

*p<.05

According to the result in table the significant (p<.05) predictor of behavior development score are interscholastic sports participation and family size. Interscholastic sports participation alone accounted for 9 % ($.3^2=.9$) of the variance of behavioral development scores.

The stepwise regression analysis was conducted for the ratio of predictors of attendance rate

Table 50 Stepwise Regression Analysis for the Ratio of Predictors of Attendance Rate

model	predictor	R^2	R^2 changes	F	Beta	t
1	ISS Participation	.461	.211	175.004*	.461	13.229*
2	Father Education	.471	.220	76.209*	-.458	13.204*

*p<.05

The significant predictors of attendance rate are interscholastic sports participation and father education level seen in Table 50. Interscholastic sports participation alone accounted for 19.90 % of the variance of attendance rate.

The Stepwise Regression Analysis was conducted for the Ratio of Predictors of Grade Point Average.

Table 51: Stepwise Regression Analysis for the Ratio of Predictors of Grade Point Average.

model	predictor	R^2	R^2 changes	F	Beta	t
1	ISS Participation	.307	.093	67.618*	-.307	-8.223*
2	Family Income	.383	.174	55.769*	-.229	6.314*

*p<.05

Table 50 shows the result of stepwise regression results for determining the predictors of grade point average and their ratios. There are 2 significant predictors for grade point average and the interscholastic sports participation alone accounted for 9.3 % of the variance of grade point average.

CHAPTER V

DISCUSSION

It is clear that, there is insufficient interest in physical education and sports in Turkey and this is the main problem for all of us. The insufficiency of instructors, facilities, materials, courses; excessive number of students in class and the negative approach to the physical education and sports are the factors that has constructive effects on the success of physical education courses. (MEB,1993; TED,1988).

Development can be defined as a multidimensional progress which is directly proportional with the time, effort and opportunity. Schooling is the continuous process which starts from kindergarten to adulthood. Junior high grades are perhaps the most important one of the periods of all.

During the twentieth century, schools have assumed a more prominent role in the lives of adolescents (Santrock, 1997). The primary school from one to five grades; and secondary schools from six to eight grades was combined under the name of primary education in Turkey. This eight years period includes childhood and early adolescence which is the most important times for education of individuals.

By making secondary education compulsory, the adult power structures adolescents in a submissive position and made their move into the adult world of work more manageable. Today, secondary schools have retained their comprehensive orientation, designed to train adolescents intellectually, but in many other ways as well, such as vocationally and socially (Santrock, 1997).

In this study the academic and behavioral differences between student athletes and student non-athletes were researched in order to examine the relationship between interscholastic sports participation and school performance of junior high school students.

Moreover, school quality, gender differences, income and family size as socio-economic status, parent's education level, family configuration of students were investigated as co-variances.

The differences between same grade governmental schools expose from the quality of school management, teachers quality, physical condition of school, material sufficiency and student quality. So the huge differences between two close schools in the same quarter can be inevitable. Rutter and others (1979), who developed the notion of school ethos, claim that an urban school with a good school ethos is characterized by student and teacher cohesion, a strong academic emphasis, positive teacher expectations of students, positive teacher attitudes toward students, a stress on positive rewards, and consistent and shared values and standards. These schools create students who perform well academically, have good discipline and have high attendance records, while schools with a poor ethos create the opposite student behaviors. A positive ethos can be created by effort of administrators and teachers. This is the way of taking responsibilities and more loads for teachers. Several recent studies point to the importance of returning to teachers the substantial authority for planning, policy, and curriculum and for determining individual teaching styles. Goodlad (1984) suggests far greater decentralization of authority than now exists, including giving teachers the authority to develop programs and choose materials that they and their students will use. Behavioral and academic outcomes were higher in schools where a high proportion of students were given active roles and positions of responsibility, and where teachers and students shared extracurricular activities. A good school ethos, according to a number of studies, is created by a strongly academic atmosphere, high expectations for student success, and a stress on positive rewards.

In this study the differences between schools, considered with all four items are not statistically significant. Student of a sample school can be arranged in first ten places in an exam done around the city. The number of successful student can not be an indicator of success of a school. Total quality must take a part in this position. All students must get the benefits of education. The crowded big schools have better change to provide student in that list because of the number of students. But a village school has less change. Individual success mostly depends on individual performance and abilities. The indifference between schools depends on the equality in general. The small cities show similarities in many aspects such as culture, family life, life of expectations and more and it is very difficult to chance such traditions.

Many teachers work in their own cities. So features carried to the next generations. Teacher must be different in many areas. Sometimes they must be run counter to the society. It is important for development. The worst thing is the adjustment of teacher with society. When adjustment occurs, teachers have no change to affect the citizens because there is no difference between teacher and others.

First of all the material problems in provinces schools must be solved. Education is so difficult with only explanation. Students must see, feel, touch, practice and more.

Than the teacher qualities must be increases. No matter how young a teacher in basic education. Students needs teachers who plays, who sings, who shouts with them. The new teachers are full of new knowledge and have energy to coop with fatigue.

Another important factor for student's success is the character of his family background. Most of the empirical evidence on family and student achievement is quantitative studies which examine how parents' occupation and the families' socioeconomic status affect student achievement. Rumberger, Ghatak, Poulus, and Dornbusch (1990) identified four ways that family influence students' performance in school: First, parents of high socioeconomic status background are more likely than parents of low socioeconomic backgrounds to be involved in their children's education. Second, academic achievement is improved when parents spend more time with their children in pursuit of activities that help cognitive development or the formation of human capital. Third, parents also influence academic achievement by transmitting the appropriate values, aspirations, and motives needed to succeed in school. Finally, parents who communicate with their children and promote responsible behavior in their children also influence student achievement.

Bowen (1978) supports Rumberger, et al, (1990). He states, "An abundance of evidence based on major national studies with huge samples indicates a very strong and positive relationship between the education of parents and the measured intelligence, academic achievement, and extracurricular participation of children in school or college". According to the Bowen (1978) college educated parents affect their children's attitudes, values, and decisions about school and college. Lockheed,

Fuller and Nyirango (1989) suggest that there is strong evidence that students' family background contributes significantly to both educational attainment and achievement in developing counties.

A notable body of literature has established that parents can play a key role in a student's college enrolments and success. Students' degree aspirations are significantly related to whether their parents have a bachelor's degree (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996).

Ellwood and Kane (2000) find that college enrolment rates have risen faster in the top income quartile than the bottom quartile in part because differentials in family income and parental education for those in the top and bottom quartiles have widened; the most important predictor of college attendance.

The result of this study shows consistency with the result of literature. Father education level is the predictor of high school entrance exam scores and grade point averages. Beside this mother education level is the predictor of attendance rate and grade point averages of the student. With the increase of father education level the grade point averages and the high school entrance exam scores of the students' increases. On the other hand with the increase of mother education level, the attendance rate and grade point averages increases.

The education level of mother and father directly effects success of students as it is mentioned in literature. Education begins in families, and continues with family and schools together. Teacher counseling is not enough for student's education.

Parents are basic motivators for student, because parents know the best about their child. Father and mother have different purposes in our society in students' education. Father referred as discipline and mother referred as control. Parents are the best samples for adults according to the child. Father is a sample for boys and mother is a sample for girls. Most of us reproduce our parents consciously or not consciously. The mission of the teacher is a bit different. Child only see teacher in school in formal life.

The school is apart of life but it is not real. It is an imitation. Real life starts after the bell rings. The mission of teacher ends until the next morning.

Early inequality in education threatens to breed further inequality. As higher returns to education increase the schooling and incomes for parents at the top of the income distribution, these parents demand increased educational investments for their children, which in turn yield higher academic performance. On the flip side, lower-income parents demand less early education. Less early education yields less exposure to market wages for the parents and poorer academic achievement for their children, the consequence of which is further depressed wages for both generations. (Bainbridge, Meyers, Tanaka, Waldfogel, 2000)

There is strong evidence that academic achievement in primary and secondary school depends at least in part on the early education children receive (Lee and Burkam, 2002).

Low-income children are especially vulnerable to the ill effects of poor-quality early care and education (Currie, 2001). Lack of high-quality and affordable early care and education also impinges on children's possibilities through its influence on their parents' employment and work performance (Anderson and Levine, 2000). The effects of gaps in access to early education are likely to extend beyond childhood and may contribute to a cyclical pattern of inequality in education and income.

Because of the difficulties in operationally defining "parent involvement," many theorists have concentrated their efforts more on specific categorization of the different types of parent involvement. Gordon's six types of parent involvement are: the traditional type of parent involvement type (the parent as audience or bystander-observer); parents as decision makers (as in school advisory committees or parent teacher associations in which parents participate in school decision making activities); parents begin as classroom volunteers; parent as a paid paraprofessional or teacher's aide; parents as learners (e.g., participate in child development or parenting classes); and parents as teachers of their own children at home (Gordon & Breivogel, 1976)

There continues to be an ongoing debate about the influence of the single-parent family on a child's development (Dickerson, 1995). However, other studies suggest that socioeconomic status is more important than family configuration (Parley, 2000) Studies also report that many educational disadvantages found in

minority children and their schools are related to a predominance of single-parent families (Bankston & Caldas, 1998)

Divorce has become epidemic in our culture too. While divorce has increased for all socioeconomic groups, those in disadvantaged groups have a higher incidence of divorce. Youthful marriage, low educational level, and low income are associated with increases in divorce. Common problems of single adults focus on intimate relationships with other adults, confronting loneliness, and finding a niche in a society that is marriage oriented (Santrock, 1997)

The stress of separation and divorce places both men and women at risk for psychological and physical difficulties (Chase-Lansdale, 1996). Separated and divorced women and men have higher rates of psychiatric disorders, admission to psychiatric hospitals, clinical depression, alcoholism, and psychosomatic problems, such as sleep (Santrock, 1997).

Normal people associate mother- hood with a number of positive images, such as warmth, selflessness, dutifulness, and tolerance (Rollins, 1996). The role of the mother brings with it benefits as well as limitations. Although motherhood is not enough Rather than being responsible only for the discipline and control of older children and for providing the family's economic base, the father now is being evaluated in terms of his active, nurturing involvement with his children (Updegraf, McHale & Crouter, 1996).

On the other hand children's social development can significantly benefit from interaction with a caring accessible and dependable father who fosters a sense of trust and confidence (Smith & Morgan, 1994). The father's positive family involvement assumes special importance in developing children's social competence, because he is often the only male the child encounters on a regular day-to-day basis. (Santrock, 1997)

Father-mother cooperation and mutual respect help the child develop positive attitudes toward both males and females (Biller, 1993).

Socioeconomic status (SES) appears to be the best predictor of educational outcomes for students, particularly for children experiencing poverty (Johnson, 1992). A number of other variables that can be described as aspects of

socioeconomic status and characteristics of school and parental influence have also been related to school achievement and are reviewed briefly.

Parental education and SES has been loosely applied to explain why first-generation students are less successful in attending and succeeding in college (Cabrera & La Nasa, 2001)

Other variables studied as influences on achievement that may be aspects of socioeconomic status or strongly related to it are; family size, the type of school a family's children attend and characteristics associated with it, and the location of the school (Mickelson & Heath, 1999; Roscigno, 2000).

Parental control is another factor that has been associated with student achievement. As Wu and Martinson (1993) point out, the most common measure of family structure used in these studies is a dichotomous snapshot contrasting intact families and non intact families. This research deals with the effects of being reared by a one-parent family, compared to being reared in a traditional two-parent family that includes a mother and a father.

Battle and Scott (2000) compared female-headed single parent and male-headed single parent families in Black boys. They found that parental configuration was not as important as SES in explaining achievement in 12th grade and those boys from female-headed single parent households did better in achievement than did boys from male-headed households. A major focus of recent research on girls, and particularly girls from so-called "urban" backgrounds, has been on how girls create identity and their significance (Rotheram-Borus, Dopkins, Sabate, & Lightfoot, 1996; Waters, 1996).

This research deals with the effects of being reared by a one-parent family, compared to being reared in a traditional two-parent family that includes a mother and a father. Some studies of family configuration show that children from two-parent families have an academic advantage compared to single-parent families (Ford, Wright, Grantham, & Harris, 1998; Presmeg, 1995).

The results of this study shows that the mean scores of OKS, GPA, BD of students from two-parent families have slightly higher than single parents students although the significant were not desired level (0.05)

Parental motivation is one of the main factors for sports participation (Çakıroglu, 1986). Parents serve an important socialization function in the lives of children and adolescents (Bugental & Goodnow, 1998). When parenting practices are neglectful, inconsistent, or harsh, child outcomes are often problematic. For instance, Steinberg, Lamborn, Darling, Mounts, and Dornbusch (1994) found that an authoritarian parenting style was associated with adolescents' having low levels of self-confidence and other internalizing problems. Rueter and Conger (1998) found negative, inconsistent parenting to be linked to poor adolescent problem solving. In a recent investigation, Pettit, Laird, Dodge, Bates, and Criss (2001) found low monitoring of youths' activities to be significantly associated with higher levels of adolescent delinquent behavior. Thus, adolescents who are recipients of negative parenting are at elevated risk for a range of maladaptive behavioral outcomes. Behavioral risk is far from total— many with this risk are normally adjusted.

Junior high school has been shown to be an important transition time for an adolescent in terms of healthy self-esteem development (Eccles, Midgley, & Adler, 1984; Seidman, Aber, Allen, & French, 1996).

Corroborating studies include those done by Kalliopuska (1990) who found that those who participate in sports are able to relax more, have a more positive self-image, and have positive effect on self–esteem. Folkins and Sime (1981) who received literature assessing mental health and physical fitness training and found that six of eight studies reported significant improvements in self esteem following participation in physical fitness training programs Play and sports in childhood and adolescence can likewise enhance one's development physically, mentally and socially; and participation in athletics encourages the development of leadership skills, self esteem, muscle development and overall physical health (Eppright, Sanfacon, Beck, and Bradley, 1997)

The result of this study shows consistency with the results of literature. Interscholastic sports participants have higher high school entrance exam scores; higher behavioral development scores, higher grade point averages and higher attendance rates than non-participant.

According to the results of this study the interscholastic sports participants have better development scores in both academic and behavioral area. According to

the results of student behavioral characteristic questionnaire, interscholastic sports participant are more extroverted, more desirous to take responsibility and have more balance in emotions and behaviors.

The nature of sports allows students to express feelings. Students who easily express his or her self easily become more social and extroverted. In interscholastic sports participation students learn to take responsibility and increase balance in emotion and behavior. Participation in a competition is the best way to take responsibility all on its own. Moreover student develops balance in gladness after winning or balance in sadness after losing.

Physical education and sports courses may be the best one according to the student if it is asked. Child grows with game and game is the life of child. Physical education gives such opportunities to the students. If we need to define physical education and sports again we can say that the opportunity of students to be educated while they doing the best thing they want to do.

CHAPTER VI

CONCLUSION AND RECOMENDATION

In this study the effect of participation in interscholastic sports on student's academic and behavioral developmental grades and success at high school entrance exam among the students at the level junior high from Basic Education Schools in Turkey is going to be researched. Theoretical knowledge will be obtained from literature and the area study will be done with the help of student progress data record folders (SPDRF) collected by the school administration.

The subjects in this study are 651 eighth grade students from fifteen basic education schools in Nevsehir which are randomly selected in 2004-2005 academic year. All the seventh grades students from randomly selected schools are completely being included in the sample. Data was collected by the help of student Progress data record folders (SPDRF) collected by the school administration. The 11.0 version of (SPSS) Statistical Program for Social Science is used to analysis of the collected data with the help descriptive statistics, t-test, One-way ANOVA correlation and Regression procedures.

Based upon the findings of the study the fallowing conclusion can be made.

1. Interscholastic sports participation in not an obstruction for student success on the contrary of general opinion.
2. Interscholastic sports participation has advantage on behavioral development of adolescent.
3. Individual sports participation have higher scores in test variables.
4. There is positive relationship between academic and behavioral success of the student and Socio-economics status.
5. Parent Education is an important variable in academic success.
6. Family configuration is an important factor for behavioral development of students.

6.1. Recommendation

The success of schools at meeting the needs of students' attitudes towards learning and emotions is related to the climate of the facility. This element is important not only in the success of students in academic measures, but also the level of emotional and social satisfaction. *In Creating a Place Where People Want to Be* by Nancy-Jo Hereford (1999), elements of successful middle schools is the focus. Hereford states that creating an inviting place to learn is the goal of these schools. This includes a positive school climate ensures where everyone is valued, respected, and comfortable. Schools are more than the place of instruction; schools are the place of education. The future research can be interested in the wide range of schools including private and governmental schools selected from different region of Turkey.

All extracurricular activities require extra budget, effort and time. When the benefits of such kind of activities are realized by school managerial, parents, and students, it will be easy to finance such kind of activities.

The positive result on four highly regarded school junior high school variables such as high school entrance exam scores, grade point average, attendance rate and behavioral development scores are important outcomes of this study. It would be of great interest to see if the same results would hold up when other extracurricular are studied.

It is more vital to convincing parents to make like-minded at the importance of and benefits of extracurricular activities also interscholastic participation. The future studies can be interested in the parental view about the interscholastic sports participation and the other extracurricular.

Sports participation is the most popular activities in schools. Winning, losing, competing, achieving are the part of human nature. The detailed studies must be conducted to determine the effects of interscholastic sports participation on behavioral developments. The physical developmental differences can be possibly evaluated.

Time, budged, materials sufficiency, environment, teacher qualities are the importance factors for interscholastic sports development. The effects of such items on participation can be researched (Çam, 1996,)

The problems in implication of physical education curriculum in schools are other important subjects to be researched. The results of this research can explain the insufficiency of elite athletes in Turkey.

Sports carrier is thought as an alternative for unsuccessful students in undeveloped countries. The educational politics supports this theory. So sports politics in Turkey may be a good research area for Sports Management Students.

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APENDICES

APENDIX A

FORMAL CORRESPONDENCE

T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Araştırma, Planlama ve Koordinasyon Kurulu Başkanlığı

Sayı : B.08.0.APK.0.03.05.01-01/ 8073 13 /12/2005
Konu : Araştırma İzni

NEVŞEHİR VALİLİĞİNE
(İl Millî Eğitim Müdürlüğü)

İlgi : Nevşeri Valiliği İl Milli Eğitim Müdürlüğü'nün 24.11.2005 tarih ve 19460 sayılı yazısı.

Orta Doğu Teknik Üniversitesi, Eğitim Bilimleri Fakültesi Beden Eğitimi ve Spor Bölümü yüksek lisans öğrencisi Kubilay ÖCAL'ın **"Okul Sporlarına Katılımın Öğrencilerin Sayısal ve Davranışsal Başarısına Olan Etkisi"** konulu tez anketini iliniz merkez, köy ve kasabalarındaki ilköğretim okullarında uygulama izin talebi incelenmiştir.

Orta Doğu Teknik Üniversitesi, Eğitim Bilimleri Fakültesi Beden Eğitimi ve Spor Bölümü tarafından kabul edilen ve ekte gönderilen 1 sayfa 47 sorudan oluşan anketin araştırmacı tarafından uygulanmasında Bakanlığımızca sakınca görülmemektedir.

Bilgilerinizi ve gereğini rica ederim.

Cumaali DEMİRTAŞ
Bakan a.
Müsteşar Yardımcısı

EK :
EK – 1 Anket (1 Sayfa)

EĞİTİME %100 DESTEK ÜCRETSİZ 444 0 632 DANIŞMA HATTI
Atatürk Bulvarı Nu: 98 Kızılay 06650 ANKARA
Telefon: 425 00 86 - 425 33 67 Faks : 418 64 01
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APENDIX B

STUDENTS' PROGRESS DATA RECORD FOLDER

ÖĞRENCİ DOSYASI

Ders Yılı	Numarası	Okulu	Okulun Bulunduğu İl / İlçe

ÖĞRENCİNİN

ADI SOYADI .....

MEV. STOK NO: 35

ÖĞR. KİŞ. DOS. FORM: 33

MİLLÎ EĞİTİM VAKFI

KULLANMA TALİMATI

1 – Basitleştirilerek yürürlüğe konulan yeni öğrenci dosyaları ilkokuldan yüksek öğrenime devam ettirilecek şekilde kullanılacaktır.

2 – Öğrenci nakillerinde dosyalar öğrencinin gittiği okula gönderilecek, kayıt yapan okullarca öğrenci dosyasının alındığı bildirilmeyecek, alınmama halinde alınmadığı bildirilip dosya istenecektir.

TÜRK TARİH KURUMU BASIMEVİ, ANKARA–1994

Fotoğraf İlköğretim		Fotoğraf Ortaöğretim

NÜFUS CÜZDAN ÖRNEĞİ

Nüfus cüzdanı Seri No : Nüfus Cüzdanı No :

Adı Soyadı		**Doğum Yeri**	
Baba Adı		**Doğum Tarihi**	
Ana Adı		**Medeni Hali**	
Cinsiyeti		**Dini**	
		Kan Grubu	

İli			**Ver. Nüf. İd.**	
İlçesi			**Ask. Cüz. No.**	
Mahallesi			**Veri. Nedeni**	
Köyü			**Cüz. Kay. No.**	
Cilt No.			**Ver. Tarihi**	
Sayfa No.				
Kütük Sıra No.				

Bu Nüfus Cüzdan örneğinde kimliği ve nüfus kaydı açıklanan Türkiye Cumhuriyeti vatandaşı olarak nüfus kütüğüne kayıtlıdır. Bu cüzdan nüfus idaresinden verilmiştir.

M. Ali KILIÇUK
İlköğretim Okulu Müdürü
Nevşehir
Resmi Mühür ve İmza

2

DEVAM ETTİĞİ OKULLAR VE ALDIĞI BELGELER

ÖĞRENİME BAŞLADIĞI VE DEVAM ETTİĞİ OKULLARIN ADI	GETİRDİĞİ BELGENİN			KABUL EDİLDİĞİ		AYRILDIĞI		ALDIĞI BELGENİN		
	ADI	TARİHİ	NO.	SINIF	TARİHİ	SINIF	TARİHİ	ADI	TARİHİ	NO.

OKUL YÖNETİCİLERİ TARAFINDAN DOLDURULACAKTIR.

Öğrencinin okula nasıl geldiğine ve neden ayrıldığına ait (diploma, tasdikname gibi) belgeler bu sayfaya işlenecektir.

VELİ SAYFASI

Okulu	Adı ve Soyadı	İmzası	Yakınlık Derecesi	İşi, Adresi ve Telefon No	Tarihi
Okul Öncesi Eğitim					
İlköğretim					
Ortaöğretim					

Veli sayfasındaki okul öncesi eğitim,ilköğretim ve ortaöğretimin başlangıç günlerinde imzaları ile birlikte yeniden işlenecektir.

ÖĞRENCİNİN AİLE DURUMU

ÖĞRENİM KADEMESİ		ADI SOYADI	DOĞ. TAR.	ÖZ ÜVEY	EV ADRESİ	EV TEL.	İŞ ADR.	İŞ TEL.	ÖĞ. DUR.	AİLE GELİ.
İLKÖĞRETİM	BABANIN									
	ANNENİN									
	BİRLİKTE OTURDUĞU AKRABASI (Varsa)									
ORTAÖĞRETİM	BABANIN									
	ANNENIN									
	BİRLİKTE OTURDUĞU AKRABASI (Varsa)									

OKUL ÖNCESİ EĞİTİM DURUMU

Okulun adı	Okulun Bulunduğu İlçe ve İl	Öğrencide Öğrenim Süresince Tespit Edilen Bedeni, Zihni, Duygusal Özellikler (Özetle yazılacak)

Öğrencinin bedensel, zihinsel, duygusal ve sosyal gelişiminde belirgin aksaklıklar görülmesi halinde, veli ile işbirliği yapılarak Rehberlik Araştırma Merkezine başvurulacaktır

5

ÖĞRENİM KADEMESİ	BABA SAĞ MI?	ANNE SAĞ MI?	ANNE-BABA AYRI	ANNE YENİDEN EVLENMİŞ	BABA YENİDEN EVLENMİŞ	ÇOCUK KİMİNLE OTURUYOR?	ÇOCUĞUN OTURDUĞU EV KİRA MI?	EV KAÇ ODALI?	AİLENİN FERT SAYISI	ÇOCUĞUN ÇALIŞMA ODASI VAR MI?
OKUL ÖNCESİ										
İLKÖĞRETİM										
ORTAÖĞRETİM										

ÖĞRENCİNİN KARDEŞLERİ
(Büyükten küçüğe doğru, her öğrenim kademesinde işlenecektir)

Öğrenim Kademesi	Doğum Tarihi	Erkek	Kız	Öz	Üvey	Öğrenim Durumu veya İşi	Varsa Sürekli Hastalığı veya Özürleri
Okul Öncesi Eğitim							
İlköğretim							
Ortaöğretim							

ÖĞRENCİNİN
BEDEN GELİŞİMİ İLE GÖRME VE İŞİTME DURUMU

ÖĞRENİM KADEMELERİ	SINIF	BOY (cm)	AĞIRLIK (Kg)	GÖRME ÖZÜRÜ		İŞİTME ÖZÜRÜ	
				SAĞ	SOL	SAĞ	SOL
OKUL ÖNCESİ EĞİTİM	1						
	2						
	3						
İLKÖĞRETİM	1						
	2						
	3						
	4						
	5						
	6						
	7						
	8						
ORTAÖĞRETİM							
	9						
	10						
	11						
	12						

ÖĞRENCİNİN SAĞLIK DURUMU

KAN GRUBU:

ÖĞRENİM KADEMELERİ	SINIF	YAPILAN AŞILAR	AŞI TARİHİ	GEÇİRDİĞİ HASTALIK
OKUL ÖNCESİ EĞİTİM	1			
	2			
	3			
İLKÖĞRETİM	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
ORTAÖĞRETİM				
	9			
	10			
	11			
	12			

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ÖĞRENCİNİN İLKÖĞRETİMDE BAŞARI DURUMU

DERSLER	YIL SONU ORTALAMASI									ÖĞRENCİNİN ALDIĞI TAKDİR-TEŞEKKÜR-ONUR					
	1	2	3	4	5	HAZ.	6	7	8	4	5	HAZ.	6	7	8

İLKÖĞRETİM KURUMLARINDA ÖĞRENCİ DAVRANIŞ GELİŞİMİNİ DEĞERLENDİRME FORMU

DAVRANIŞLAR	SINIFLAR															
	1		2		3		4		5		6		7		8	
	I.Dönem	II.Dönem	I.Dönem	II.Dönem	I.Dönem	II.Dönem	I.Dönem	II.Dönem	I.Dönem	II.Dönem	I.Dönem	II.Dönem	I.Dönem	II.Dönem	I.Dönem	II.Dönem
Çevreyi temiz tutma ve doğayı koruma alışkanlığı																
Beslenme alışkanlığı																
Arkadaşlarıyla geçimi ve yardım severliği																
Büyüklerine karşı saygısı, küçüklerine karşı sevgisi																
Okul, toplum ve trafik kurallarına uyma alışkanlığı																
Bağımsız olarak iş yapabilmesi																
Planlı ve düzenli çalışması																
Eşya, araç ve gereçleri dikkatli kullanması ve koruması																
Başkalarıyla birlikte çalışabilmesi																
Grup içinde çalışma ve sorumluluk alma istek ve alışkanlığı																
Aldığı görevi yerine getirme başarısı																
Serbest zamanlarını değerlendirme alışkanlığı																
Okula gelmediği gün sayısı																
Okula geç geldiği gün sayısı																

NOT: Bu form İlköğretim kurumlarının 1-5'inci sınıflarında sınıf öğretmeni tarafından, 6, 7. ve 8 'inci sınıflarda şube rehber öğretmeni tarafından doldurulacaktır.

Sınıf Öğretmeninin
Adı ve Soyadı : .....
İmzası : .....

Rehber Öğretmeninin
Adı ve Soyadı : .....
İmzası : .....

ÖĞRENCİNİN İLGİ DUYDUĞU ALANLAR

ÖĞRENİM KADEMELERİ	SINIFLAR	ÖĞRENCİNİN İLGİ DUYDUĞU MESLEKLER (Beyanına göre)	ÖĞRENCİNİN DERS DIŞI ETKİNLİKLERİ (Gözleme göre)	ÖLÇME ARAÇLARINA GÖRE İLGİLERİ	KATILDIĞI EĞİTİCİ KOLLAR	
OKUL ÖNCESİ EĞİTİM	1					
	2					
	3					
İLKÖĞRETİM	1					
	2					
	3					
	4					
	5					
	6					
	7					
	8					
ORTAÖĞRETİM						
	9					
	10					
	11					
	12					

Her ders yılı sonunda sınıf ve rehber öğretmen tarafından doldurulacaktır. Liselerde ilgi envanterlerinden en az biri ile ölçüm yapılacaktır. (Kuder, KDE gibi)

11

İLKÖĞRETİMİN 1-5. SINIFLARINDA (7-14 Yaş) SINIF ÖĞRETMENİ TARAFINDAN GÖZLENEN DUYGUSAL VE SOSYAL DAVRANIŞ ÖZELLİKLERİ

ÖZELLİKLER	SINIFLAR	I	II	III	IV	V
	NEŞELİ					
	TELAŞLI					
	DURGUN					
	ATILGAN					
	SİNİRLİ					
	SAMİMİ AÇIKSÖZLÜ					
	DİKKATLİ					
	KORUYUCU					
	YARATICI					
	LİDER					
	REKABET DUYGULARI GÜÇLÜ					
	BAĞIMLI					

Kayda Değer Diğer Huşuslar:

Sınıf öğretmeni, gözlemleri sonucu her öğretim yılı sonunda, yukarıda sayılan özelliklerden öğrencide görebildiklerini (x) koyarak belirtir. Cetvelde bulunmayan kayda değer başka özellikler de varsa bunu boş bulunan sütuna yazar. Değerlendirir.

12

ÖĞRENCİYE UYGULANAN TEST, TEKNİK VE ENVANTERLER

ÖĞ. KAD	SINIFLAR	UYGULANAN TEKNİKLER	TARİH	SONUÇ
İLKÖĞRETİM	1			
	2			
	3			
	4			
	5			
	6			
	7			
	8			
ORTAÖĞRETİM				
	9			
	10			
	11			
	12			

Bilimsel anlamda mevcut yetenek testleri ile rehberlik, öğrenci tanıma tekniklerinden ihtiyaç duyulanlar uygulanmalı, özellikle; otobiyografi, problem tarama listeleri, başarısızlık, uyumsuzluk, sağlık, fiziki yaşam ortamları ile ilgili olanlara yeterince yer verilmelidir.

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DAVRANIŞ ÖZELLİKLERİ

Öğretim Kademeleri		İlköğretim								Ortaöğretim				
Sınıf ve Dönemler		1	2	3	4	5	6	7	8	9	10	11	12	Toplam
İçe ve Dışa Dönüklük	Konuşkan													
	Suskun													
	Açıksözlü													
	Kapalı													
	Maceracı													
	Tedbirli													
	Girişken													
	Çekingen													
Uzlaşabilme	İyi huylu													
	Çabuk kızan													
	Kıskanç													
	Kıskanç değil													
	Sakin -Nazik													
	İnatçı													
	İşbirliğine açık													
	Kötümser													
Sorumluluk	Düzensiz													
	Düzenli													
	Sorumlu													
	Güvenilmez													
	Dikkatli-Titiz													
	Dağınık													
	Sebatlı													
	Sebatsız													
Heyecan Davranışlardaki Dengelilik	Rahat													
	Sinirli gergin													
	Sakin													
	Endişeli													
	Telaşsız													
	Telaşlı													
Kültür	Sanatsever													
	Sanata duyarsız													
	Yeniliğe açık													
	Dargörüşlü													
	Hayalgücü geniş													

İlköğretimde ve ortaöğretim kurumlarının her sınıfında, sınıf öğretmeni ve danışman öğretmen, gözlemleri sonucu ukarıda sayılan özelliklerden öğrencide belirgin olarak görebildiklerine (X) işareti koyarak belirtir. Buradan ana bölümdeki sonuçlara ulaşabilmek için özelliklerdeki tekrarlanan (x) leri sayarak değerlendirir.

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ORTA ÖĞRETİM BAŞARI DURUMU

ÖĞRETİM YILI	SINIFLAR	DOĞRUDAN SINIF GEÇTİ	YIL SONU BAŞARI ORTALAMASI İLE SINIF GEÇTİ	SORUMLU GEÇTİ (Sorumlu olduğu ders sayısı)	SINIF TEKRARI	D Ü Ş Ü N C E L E R
...../.....						
...../.....						
...../.....						
...../.....						
...../.....						
...../.....						

Bu kısım okul yönetiminde doldurulacaktır.

15

İLKÖĞRETİM KURUMLARINDA OKUYAN ÖĞRENCİ HAKKINDA SINIF VE REHBER ÖĞRETMENLERİNİN GÖRÜŞLERİ

SINIF VE DÖNEMLER		ADI VE SOYADI	ÖĞRENCİ HAKKINDAKİ GÖRÜŞLERİ
1	I. Dönem		
	II. Dönem		
2	I. Dönem		
	II. Dönem		
3	I. Dönem		
	II. Dönem		
4	I. Dönem		
	II. Dönem		
5	I. Dönem		
	II. Dönem		
6	I. Dönem		
	II. Dönem		
7	I. Dönem		
	II. Dönem		
8	I. Dönem		
	II. Dönem		

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ORTAÖĞRETİM KURUMLARINDA OKUYAN
ÖĞRENCİ HAKKINDA DİĞER GÖRÜŞ VE BİLGİLER:

SINIF REHBER ÖĞRETMENİNİN

LİSESİ	SINIFLAR		ADI VE SOYADI	ÖĞRENCİ HAKKINDAKİ GÖRÜŞLERİ
	HAZ.	I. Dönem		
		II. Dönem		
	9	I. Dönem		
		II. Dönem		
	10	I. Dönem		
		II. Dönem		
	11	I. Dönem		
		II. Dönem		
	12	I. Dönem		
		II. Dönem		

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APENDIX C

SAMPLE OF HIGH SCHOOL ENTRANCE EXAM RESULT SHEET

< Diğer Kayıtlar | Diğer Kayıtlar >

2005 ORTA ÖĞRETİM KURUMLARI ÖĞRENCİ SEÇME SINAVI (OKS)
PUAN SONUÇ BELGESİ

ADAY KİMLİK BİLGİLERİ

T.C. Kimlik Numarası	25502404002
Adı	YASİN
Soyadı	KESKİN
Baba Adı	MEHMET
Kurumu	Nar İlköğretim Okulu

AÇIKLAMA

Her iki puan türünden/veya birinden 160 puan üzeri aldınız. 21 Temmuz - 5 Ağustos 2005 tarihleri arasında tercihlerinizi okulunuzdan yapabilirsiniz.

PUAN SONUÇ BİLGİLERİ

Test Adı	Doğru Sayısı	Yanlış Sayısı	Boş Sayısı
Türkçe	18	7	0
Matematik	5	5	15
Fen Bilimleri	12	6	6
Sosyal Bilimler	18	5	2

Puan Türü	OKS Puanı	Genel Başarı Sırası	İl Başarı Sırası	Yüzdelik Dilim
OKS-MF	344,623	133796	609	19,017
OKS-TM	353,017	128955	614	18,329

ONAY

MEHMET ALİ KÜÇÜK (Müdür)

01.08.2005

2005 ORTA ÖĞRETİM KURUMLARI ÖĞRENCİ SEÇME SINAVI (OKS)
PUAN SONUÇ BELGESİ

ADAY KİMLİK BİLGİLERİ

T.C. Kimlik Numarası	26498370852
Adı	MERVE
Soyadı	DEMİRSOY
Baba Adı	MEHMET KAMİL
Kurumu	Nar İlköğretim Okulu

AÇIKLAMA

Her iki puan türünden/veya birinden 160 puan üzeri aldınız. 21 Temmuz - 5 Ağustos 2005 tarihleri arasında tercihlerinizi okulunuzdan yapabilirsiniz.

PUAN SONUÇ BİLGİLERİ

Test Adı	Doğru Sayısı	Yanlış Sayısı	Boş Sayısı
Türkçe	13	11	1
Matematik	5	19	1
Fen Bilimleri	9	15	0
Sosyal Bilimler	8	17	0

Puan Türü	OKS Puanı	Genel Başarı Sırası	İl Başarı Sırası	Yüzdelik Dilim
OKS-MF	284,001	489953	2127	69,640
OKS-TM	281,108	517496	2230	73,555

ONAY

MEHMET ALİ KÜÇÜK (Müdür)

01.08.2005

APENDIX D

CERTIFICATE OF SPORT LICENSE

ÖĞRENCİ SPORCUNUN

Adı ve Soyadı : Muhammet Ali ÖZGELİK
Doğum Yeri ve Yılı: Nevşehir 1995
Baba Adı : Yaşar
Ana Adı : Kaniye
Okulu : Nar İlköğretim Okulu
Okula Kayıt Tarihi : 10.09.2001
Bölüm-Sınıf No: 5/A
Kategorisi : Minikler
Spor Dalı : Futbol
Branş Değişikliği :
Uyruğu : T.C.
Terfi Tarihi :
Bu Lisanstaki bilgiler sporcunun kurumunca düzenlenmiştir.
Bu Lisans 2005.- 20..06 Öğretim Yılından itibaren geçerlidir.
123 KASIM 2005
Milli Eğitim Müdür
Adı Soyadı
İmza - Mühür
İl Spor Müd. Yrd.

VİZE YERİ

...../...../20.....
Milli Eğitim Müdür
Adı, Soyadı
İmza - Mühür

...../...../20.....
Milli Eğitim Müdür
Adı, Soyadı
İmza - Mühür

...../...../20.....
Milli Eğitim Müdür
Adı, Soyadı
İmza - Mühür

Okulun Bulunduğu İl
NEVŞEHİR

(Lisans No.:)
236