Difficulties Faced in Social Club Activities: A Qualitative Study Based on Teacher Opinions[*]

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Abstract

The purpose of this study is to scrutinize the problems encountered in social club activities based on opinions of club advisors. This study was conducted in line with qualitative research methods using the interview technique to collect data. Therefore, interviews were held with 21 club advisors included in the study group. A category analysis, a type of content analysis, was used to solve data analyze. Based on study's results, it was found that not only do student clubs not fulfill their stated purposes due to inadequacy of logistical and physical conditions and time allocated for social club activities, but that overcrowding and teachers not having adequate information about clubs. It was also determined that active and effective clubs usually in the form of command. In other words, social clubs, whose members are selected through antidemocratic methods, do not fulfill, for the most part, their function of socializing students. Although there are participants who think that students develop friendships with students from different classes and of various ages while also developing their communication and human relationship skills through social club activities, other participants advocated that it would be more beneficial if social club activities were carried out among students of the same age group.

Keywords: Social clubs • Teacher opinions • Qualitative research • Socializing • Social participant

The primary purpose of education is to raise physically and mentally healthy individuals who contribute to society effectively. Another of education's primary functions is to establish an environment for students not only to continually develop as a complete individual physically, psychologically and sociologically, but also to become happy and productive individuals who actively participate in social activities (Yeşilyaprak, 2013).

Since humans are social creatures, it is considered a prerequisite that people participating in social life do so through communicating, helping, exhibiting mutual understanding, and being acceptance toward one another.. Just as it is expected that individuals not remain insensitive to social problems, so are they expected to be able to propose solution to social problems. Such behavior is regarded as a path leading to the socialization of individuals who display an entrepreneur personality by expressing their opinions in matters concerning other individuals and themselves (George Washington Academy, 2014). In order for students to gain the above-mentioned qualities, some implementations have been suggested so as to raise students as effective individuals who actively participe in the 'Regulation on Social Activities' published in the official gazette dated January 13, 2005 by the Ministry of National Education in Turkey. These activities, which include different implementations and which aimed at raising students as social individuals, has been carried out by means of student clubs that meet once every two weeks in elementary and secondary schools. In this process, it is envisaged that student membership in any social club, regardless of grade level, be decided democratically in line with students' wishes. Social clubs are defined as planned, programmed, and systematic studies performed in or out of school, in accordance with education purposes, in line with students' interests and wishes, and to improve their personalities by benefitting from both school administration and club advisor's knowledge.

Students participating in social club studies develop skills not only in working with various persons and groups, but also improve their collaboration skills, abilities to apply their knowledge to new situations, and conduct observations, examinations, and analyses (Social Skills Central, 2014). Furthermore, social club studies are regarded as a socialization tool since they not only help students to take an active role in various social groups when they are conducted with good advisor, but also help them to develop good relationships with others (Karslı,

2006). The concept of socialization is generally defined as one's ability to be in contact with other individuals by joining a social group. According to Tezcan (1994) however, socialization is expressed as one's 'preparation to society' during children's education process. In this respect, among the purposes of socialization are enabling children's expectations to remain in their mind, teaching them skills so that they may participate in adult activities and teaching them social roles and attitudes supporting (Setterns, 2002). On the other hand, Levine and Moreland (1994) indicated that individuals gain a group culture as a result of the socialization process and develop communication and interaction skills by communicating with one another in various matters. Moreover, the development of attitudes, skills, and values in students who participate in social club activities, such as viewing differences with acceptance and respect enabling active participation, and gaining rights, freedom, and responsibility awareness, enables schools to establish a democratic school culture and to bring up democratic citizens (Centerville Elementary School, 2014).

Social clubs present a structure contributing not only to students' physical and mental development, but also one that supports students to develop their academic success as a part of school and teaching program. Students gain self-management skills and are prepared to live in a democratic society by participating in social club activities (Stearns & Glennie, 2010). On the other hand, Broh (2002) emphasized that students' social ties are strengthened through participation in extracurricular activities.

Students can find the opportunity to apply what they have learned in classes in social club studies, and as a result of these activities, their commitment to school can improve. In addition to enabling product presentation by allowing students to work in collaboration, social club activities significantly contribute to students' development of communication and research skills (Başaran 1982; Mahoney, 2000; Özkaptan, 2007). Moreover, in social club studies, students can develop such feelings as belonging to a group, self-reliance, feeling secure, and being appreciated. Gracey (1967) emphasized that the socialization of individuals is a process which starts at home, continues in school, and surrounds the individual throughout life. He also put forward the idea that as long as students are enabled to be active in the learning environment, they will adopt the cultural values of the society

in which they live, take responsibility in society, develop high social participation skills, and lead to improvements in their academic success levels. As suggested by Gracey, implicit program enables students to be individuals as their social personality characteristics develops and according to him, social clubs are in a position to play a role in the implicit program.

Social club studies in Turkey have two fundamental functions that support student development by making use of leisure time and improving academic success in classes. The second task expected from social clubs is to form a structure including activities done at home (Şahin, 1995). Social club activities carried out in elementary and secondary schools in other countries have been examined, including implementations in France, Germany, England, and Japan. Since social clubs applied in elementary and secondary schools in France are seen an auxiliary tool in academic success, a relevant social club has been formed to accompany almost every class. For instance, after mathematic class club members research interesting stories, comics, example events, texts, and images about mathematics, they announce the documents that they have read to other club members using various means. Furthermore, club members organize small scale seminars in school on such subjects as the significance and properties of mathematics and mathematic study methods. This way, not only is students' socialization achieved, but so is their academic success increased ("The French education system," n.d.). Social club activities, called bukatsu in the Japanese education system, are carried out in two ways: bunkabu and undoubu. Students who prefer to participate in bunkabu are active in cultural activities including music, photography, and theater whereas students taking part in undoubu are active in sports activities, including soccer, baseball, basketball, karate, and volleyball. The most significant purpose of social club activities in Japan is to enable students bored of school classes to have a good time (East Asian Studies Center, 2015). It is also necessary to indicate that students show more interest in undoubu. Social club activities in elementary and secondary schools called Gymnasium in the German education system are also carried out is two ways: as social and as academic clubs. Although it is mandatory for students to select one of these social club activities, they generally participate in them voluntarily (Lohmar & Eckhardt, 2012). As in other countries, the primary function of social clubs in the English education system is to enable students to take an active role in out-of-class activities. There are clubs in which activities are carried out in drama, dance, music groups, arts, and hand crafts. There are also special interest clubs, such as chess, voluntarism, business, and enterprising. Moreover, there are clubs designed to aid students' classes, such as a book (reading) club, mathematics research club, philosophy club, and history club. It is asserted that presenting social club activities as a learning environment outside of the class atmosphere is a golden opportunity for students. Certain activities include field trips, such as informal environmental and museum tours. Since parents' active participation in club activities where student performances are showcased, such as dance, music, and theater, causes parents to become aware of their child's interests and leads them to support their child's academic development (Department for Children, Schools and Families, 2008), enabling students' families to participate in club activities is regarded as an extremely important matter. As it can be understood from different countries' implementations, the mutual purpose of social club activities in schools is to enable students to socialize by presenting real life experiences and improving their academic success levels.

When studies on social clubs are analyzed, the following findings may be listed: A parallel relationship between students' participation in social club activities and their participation levels in extracurricular activities was found to exist in Sari's study (2012). It can therefore be said that social clubs play an important role in students' socialization process. Sarac, in his survey (2011), reached the following conclusions: participating students expressed that as a result of the social activities in which they participated in their schools, their public speaking abilities had increased, their social anxiety had decreased, their cooperation and team working skills had developed, they had gained stronger self-confidence, their social skills had developed, both their friends' and their own creativity had emerged, they had learned the situations that they may come across in the organization process, and they had gained career experience. In their own respective studies, Yaman (2011) and Mahoney (2000) obtained results indicating that students perceived club activities as events where they can have fun in extracurricular activities, make different friends, and socialize. According to Stearns and Glennie (2010), if students' participation in social clubs activities is insufficient, they cannot fully realize the academic and social benefits expected from social clubs activities. Therefore, it is required that schools

provide the necessary resources to organize activities that appeal to students' interests and encourage all students to participate in these activities. In the results of a qualitative study conducted by Jackson and Laanan (2010) on the effects of social club activities on students, it was found that not only did students who participated in social club activities experience the socialization process faster, they also experienced favorable changes in their academic success levels. Torun (2008) found that although students' selection of clubs and clubs' day-to-day functions conformed to democratic rules, students were often reluctant to participate in activities since they were sent to a club in which they did not want to participate.. In his research, McNeal (1999) emphasized the effect that participation in social activities has on school climate. In a separate study, McNeal (1998) focuses on the importance of extracurricular activities in the development of a school's culture. In his study, Fin (1989) determined that students experienced great pleasure when they participated in school club activities. It still needs to be clarified as to whether social clubs in primary and secondary schools in Turkey fully accomplish their responsibilities in terms of socializing students. In this context, two questions are important: "What problems do club advisors face when implementing club activities?" and "How do they explain the origin of these problems?"

Purpose

Purpose of this study is to explore the problems encountered in social club activities based on club advisors' opinions.

Method

Being as a qualitative study using a descriptive survey design, this study aims to determine the difficulties experienced in social club activities based on club advisors' opinions. The most significant property of qualitative studies is that they require an in-depth and detailed research process about the problem that the researcher is examining (Patton, 2002; Yıldırım & Şimşek, 2006).

Study Group

The study group of this survey consists of 21 social club advisors appointed in 4 different secondary schools in Turkey's Polatlı, Mamak, Sincan, and Keçiören sub-provinces during the 2013-2014 academic year. Since there are some benefits to using criterion sampling in this study, both it and maximum variation sampling were used – both of them being objective sampling methods. If this group (social club advisors) experiences a particular problem, all other social club advisors will certainly face this problem. Another objective

Table 1
Personal Information on Participants

Participants	Gender	Rank/year	Social clubs	Departments
K1	Female	14	Culture-Literature	Turkish
K2	Female	12	Sports	Physical Education
K3	Female	10	Health, Cleaning and Nutrition	Science and Technology
K4	Female	7	Democracy, Human Rights and Citizenship	Social Studies
K5	Female	19	Animal Protection	Visual Arts
K6	Female	21	Music	Music
K7	Female	5	Informatics-Science and Technology	Science and Technology
K8	Female	5	Library Science	Turkish
K9	Female	8	Drawing-Visual Arts	Visual Arts
E1	Male	17	Theatre	Turkish
E2	Male	19	Tour, Surveying and Tourism	Social Studies
E3	Male	5	Music	Music
E4	Male	15	The Green Crescent	Mathematics
E5	Male	8	Sports	Physical Education
E6	Male	11	Civil Defense	Visual Arts
E7	Male	6	Chess	Social Studies
E8	Male	13	Environmental Protection	Mathematics
E9	Male	20	Folk Dances	Turkish
E10	Male	22	Informed Consumer	Science and Technology
E11	Male	24	The Red Crescent	Mathematics
E12	Male	19	The Green Crescent	Social Studies

criterion for selecting the sampling method is performing one-on-one interviews with people who face such problems. A further objective of using these two methods together is to reach more reliable results. In the criterion sampling method, researchers select all participants within the framework of certain criteria (Patton, 2002). The criterion determined for the teachers interviewed for this study was that they be social club advisors. Maximum variation sampling, on the other hand, is used to form a relatively small sample and to maximally reflect the variation of individuals who may be a party to the problem studied in this sample. As data are collected on the matter being researched using this sampling method, is the researcher attempted to determine what kind of partnerships existed between situations that show diversity or similarities. Moreover, the mentioned diversity in the data collection also enables data variation on the matter to be researched (Kalof, Dan, & Dietz, 2008; Yıldırım & Şimşek, 2006). In order to enable maximum diversity in this study, interviews were held with club advisors who also acted as social club consultants in various socio-cultural and economic environments in Ankara, Turkey. Demographic data on the teachers who participated in the study are given in Table 1.

Data Collection Tool

A semi constructed interview technique was used in this study as it allows the researcher to uncover factors that guide people's behavior, their attitudes and feelings, what they think, and why they think as they do (Ekiz, 2003). The reason for using semi-structured questions is because they allow data to be coded and analyzed quickly. In addition, they help researchers compare the similarities and differences between the information provided by participants (Clark & Statham, 2005). For this purpose, an interview form consisting of seven questions was developed by the researcher in order to be given to teachers. After obtaining the views of four field experts and two qualitative research methods experts regarding the articles included in the interview form, corrections were made. Field experts and qualitative research methods experts proposed that three questions be removed from the interview forms because two of the three questions had similar contents with other questions and the third question refers to a character trait that does not serve the purpose of the study. Consequently the final version of the interview form contained four questions. The interview form was applied in

the form of a pilot study to two social club advisors. In this process, issues relating to questions' clarity, difficulty levels, and response time were determined. It was observed that the teachers who participated in the pilot implementation answered the questions in 30-35 minutes on average. As a result of the pilot, it was determined that the questions were clear and understandable. Questions asked to the participants of the pilot study pertained to student clubs' roles in the socialization process have been given below.

Interview Questions

1) What do you think of the necessity of social clubs as a part of education activities in schools?

2) Would you explain your opinions on the effects that the social clubs in which you act as a consultant have on the socialization of club members (students)?

3) Would you give information on the activities and studies that you have carried out in order to socialize the club members (students) that you consult?

4) What do you think you need in order to use social clubs as an effective tool to socialize students?

Data Collection Process

The study's purpose was explained to the teachers participating in the study by meeting with them one by one. Face to face interviews were held with 21 teachers. Appropriate hours of the day were determined for participants and the researcher, and the interviews lasted approximately 40 to 45 minutes, taking place in individual consultancy and guidance service rooms in the school. Interview participants were selected on a voluntary basis.. Moreover, the researcher obtained permission for the interviews to be recorded so that the data might be analyzed and understood more clearly.

Data Analysis

The content analysis method, a process which coded information based on concepts deducted from the data, was used to analyze the data. This type of coding is more valid for studies conducted on matters that do not have a conceptual basis (Gökçe, 2006; Yıldırım & Şimşek, 2006). In this study, the category analysis technique, which divides a certain message into units and then groups these units based on certain criteria, was used. When

using the category analysis technique, it is required that categories obtained from research data be homogenous, distinctive, objective, meaningful, appropriate to the purpose, and have totality (Bilgin, 2006; Glesne, 2012; Johnson & Christensen, 2004). In order to code the data obtained from the interviews in this study, words, sentences, and paragraphs were considered, and conceptualizations were made. Codes that shared similarities were gathered, leading to a thematic coding system to be made and a draft of themes to be formed. The data obtained were joined under themes, and 'direct citations' were included and presented.

Findings

The study's findings have been handled under the following themes: whether students clubs are necessary, students of different ages being grouped together, students' interests and wishes, inadequacy of physical conditions and crowded clubs, teacher training, insufficient time, and effective and ineffective clubs.

The Need for Social Clubs

6 of the teachers who participated in the study presented different reasons for doing so, asserting that social club activities were not necessary in schools. On the other hand, 15 teachers stated that clubs were necessary for students to improve themselves, prepare for social life, and meet students in other classes, and socialize by being involved in out-of-class activities. Participants who specified that social club activities were unnecessary pursuits stated the following:

"I think that it is okay if there are no social clubs because kids don't work in the club of their choice. Teachers place students in clubs. Certain students gather in certain clubs. The others are sent to clubs that they don't want to be in. For this reason, we don't achieve our goals." (K3)

"Students already mix with other students during breaks, and there is no additional need for social club activities." (E5)

"Social clubs are a waste of time. We do it because it is mandatory, because it's a formality." (K7)

"We already teach the topics we do in the clubs sufficiently during normal class hours. When they go to club study, they listen to them from a different person. Therefore, clubs are not really necessary." (E2)

The participant coded K2 expressed that students socialize by means of social clubs, stating her thoughts with the following words: "*Students see one another as class mates in the clubs. They gain the ability to look after one another in a supporting sense. Other than this, the desire to protect younger students and the feeling of being a 'big sister' or a 'big brother' develop. When they see a younger student, they know him from the club and look out for him or her.*" On the other hand, the teacher coded E1 indicated that teacher-student clubs needed to exist in schools, thinking that clubs must be active in an efficient way: "*If the necessary conditions and groundwork are prepared, they will contribute to the socialization of students.*"

"Schools are not only places for students to study in. Students learn fundamental practices about life in school by experiencing and developing their social relationships. This is achieved by social club activities." (E9)

"Social clubs help students discover their field of interest by taking part in the activities offered by the clubs. By participating in clubs, students are provided an opportunity to develop their skills in their field of interest." (K6)

As it is clear from the participants' opinions given above, 1/3 of the teachers who participated in the study expressed that there was no need for social club activities in schools. The other participants evaluated social clubs as a significant activity aiding in the socialization of students and as a way to gain real life experiences. Therefore, it is necessary that teachers and administrators display a favorable opinion toward social club activities so that they may be successfully applied in schools.

Togetherness of Different Age Levels

Whereas 10 teachers participating in the study interpreted the fact that students of different ages participated together as a favorable situation for students' socialization, 11 agreed that students of different ages taking part in social club activities together led to unfavorable results. Participants indicated that because students of different ages were not at the same level of development and had different interests, wishes, and expectations, they had difficulty in both in doing activities and in reaching a universal consensus. In other words, teacher candidates who participated in the study expressed that club meetings should be made by bringing together students from the same grade level, emphasizing that by this way, students are

not only able to participate in activities with higher levels of collaboration and team-working, but are also able to better understand each other's emotions and thoughts. Participants' opinions concerning this matter are as follows:

"Age groups are a big problem. 5th grade students and 8th grade students are in the same club. Can students who are still learning concrete processes and students who have stepped into puberty take part in the same club? You teach them something, give them 10-word directions. You cannot bring 8th grade students down to that level without them getting bored." (E10)

"There are different age groups, there are students from 5th grade to 8th grade. Younger kids come and get scared in such a setting. Viewed from this point, clubs harm us rather than benefiting us." (E3)

"In other words, when an 8th grade student and 5th grade student sits side by side, their learning levels are different. Therefore, there are differences in activities they could do." (K7)

"There are students from 5th grade to 8th grade, but it is difficult to do an activity at the same time because the levels are different." (K1)

When the expressed participant opinions are taken into consideration, it is clear that teachers face serious problems stemming from the fact that students come from different grade levels. As can be gathered from these thoughts, the participants expressed that it would be more efficient if social club activities were limited to students from the same grade level. On the other hand, other participants explained the benefits provided to students when students of different ages participate in the same club as follows:

"If students of different ages aren't together in social clubs, they won't achieve the intended goal. Students in lower and higher grade levels gain the opportunity to talk with each other during class breaks during the school day because of the relationship they have forged in their social clubs." (K1)

"Social clubs are an opportunity for students of lower and higher grades to meet, mix, and socialize." (K8)

"Thanks to social club activities, younger students can benefit from experiences of older students." (E1)

"Social clubs serve an important function by bringing communication and interaction levels within the school to their highest level,

aiding students to become social individuals in harmony with their society." (E6)

As can be gathered from the above-mentioned opinions, participants emphasized that when students of different grade levels and ages cooperate in club activities, they gain a social/individual identity. Participants stipulated that the knowledge and experiences gained by students who interact with other students who were either younger or older than them are used in human relationships in their daily lives.

Student's Interests and Wishes

The entirety of teachers who participated in the study agreed that many of the students are made club members against their wishes. They expressed that this situation causes student disinterest in club activities, causing them to develop an unfavorable attitude toward club consultant teachers. Moreover, it was observed that the above-mentioned antidemocratic applications that students endured in schools contradicted the constructivist learning philosophy that claims that students must be at the center of the learning-teaching setting. For instance, if a student who wants to take part in a culture-literature club is made a member of the Red Crescent club, s/he will avoid participating in club activities since his/her expectations are not fulfilled and will not communicate or interact with other club members. In this case, although the goal is for students to be socialized as a result of their participation in club activities, they may develop more antisocial tendencies, instead. On the other hand, making students members of a club against their wishes leads one to think that a democratic school culture has not been formed in schools and that there is a repressive, antidemocratic structure in which student interests and wishes are ignored. In respect with this matter, several participants shared similar opinions, which have been presented below:

"Teachers place students in clubs. Certain students gather in certain clubs. Others are sent to the clubs they don't want to be in. It's for this reason we can't achieve our goals." K3)

"They do not participate in activities and don't want to participate in them since they weren't able to go to the clubs they wanted. Sometimes they argue with teachers, saying that they wanted to go to such and such club, but couldn't go. Conflicts arise between the students and us." (K4)

"Student success was observed in clubs that students willingly participated in. But unfortunately, this is not always possible because the number of students to be sent to a club from in each class is limited to a specific number." (E12)

"Since members of social clubs (students) are determined at the beginning of the academic year, 30-40% of students in the clubs (students who are over eager to take part in these clubs) are able to choose the club they want to be in. The other club members are determined by teachers." (E9)

"Teachers, for the most part, determine which clubs students will be enrolled in." (E4)

When the above mentioned opinions are taken into account, it is understood that a structure providing students the opportunity to participate in social clubs that interest them has not yet been established in Turkish schools. As such, it can be stated that is not being implemented. In this context, by taking the thoughts of students into consideration, and by respecting their right to choose the club of their choice freely, it will be possible to make every student feel valuable and confident enough to freely express his/her thoughts in social life. Students will see how the concept of 'democracy', which they hear in various platforms in daily life, is made real in life as well.

Inadequacy of Physical Conditions and Overcrowded Social Clubs

The entirety of participants who took part in the study stated that social club activities are not always carried out due to logistical and/or physical hurdles. For instance, the culture-literature club advisors indicated that there were not enough books in the school to attract students' interests thereby causing students to perceive club meetings as slavery. Similarly, the teacher coded K2 stated that *'For instance, we open a drama-theater club and make the students stay sitting in their seats, restricting them. In other words, what we try to teach remains merely theoretical. The class setting is not appropriate for club study.'* Moreover, in addition to complaining about inadequate logistical and physical conditions, teachers also complained about the excessive numbers of students in the clubs:

"During our social club hour, there are classes of 60-70 students. Therefore, we cannot carry out a lot of activities. What we do is organize a tour once or twice a year' E8.

'My class is for 35 students, but there are 80 students. Kids sit one on top of the other, they stand up, and experience difficulty." (E4)

"We have problems since we're trying to fit 80 students into a class. The students don't go to their clubs during that hour and run away from school or their class. It's difficult to control that as well." (K9)

"The number of students necessary to be in a class in the culture-literature club should not exceed 15 to 20 students. The class must have some sort of a library. The shows must be held in a class accordingly. The music club must be held in a music class." (K1)

When an evaluation is made based on the above mentioned opinions, it can be said that classes in Turkey do not have the proper infrastructure to meet the needs of social clubs. In addition, due to excessive numbers of students in club meetings, the clubs do not fulfill their goals. One cause of such excessive numbers is that there is, for the most part, only one class for each club. Therefore, it can be speculated that students do not socialize sufficiently during club activities. In order to resolve this problem, it may be necessary to open additional classes for a single club based on the number of students wanting to join instead of simply directing students to clubs in which they are not interested. It must be remembered that the primary purpose of social club activities is to direct students to a field in which they are interested, to enable them to improve themselves in these areas, and to be discharged by various activities. However, when students are forced to be members of a club they do not want, this purpose is not sufficiently fulfilled.

Teacher Training

Whereas 9 of the participants stated that club teachers administering club activities were sufficient in their field, 12 stated that social club advisors did not have sufficient knowledge about how to operate clubs and therefore needed to be trained in this matter. Teacher opinions regarding this matter are as follows:

"Kids will believe as much as their teachers believe. If a teacher doesn't believe in what he's doing, children will think that what they're doing is unnecessary and won't even attempt to learn the skill being taught." (E1)

"Teachers do not have a good command of club matters, they did not receive education in that field, and they cannot make references. I am talking about myself, not criticizing others. There is no training for this, you simply don't receive education." (K8)

"Teachers do not have sufficient knowledge about clubs. There is a club called civil defense, I think that it is unnecessary. Kids go there, the only thing they'll do is a drill in February, other than that they don't do anything." (E6)

A sports club advisor, coded K2, and a music club advisor, coded K6, stated that they were knowledgeable about the club activities that they managed and do not experience any difficulty in guiding students during club activities. When viewed from this angle, although the fact that teachers were appointed to advise a club in their own field of expertise as an advisor teacher contributed to socialization in the framework of club activities, teachers appointed to a club not related to their field were unable to encourage students to socialize while participating in club activities. In this sense, it is important that social club advisors be competent in their respective field in order to meet students' expectations of social club activities. Otherwise, social club activities, which should act as a preparation into social life for students, will be carried out merely as a formality in Turkish schools.

Time Inadequacy

Whereas guidance activities are carried out one class hour every two weeks in Turkish schools, social club activities are carried out during the same class hour of the other week. The teachers participating in the study stated that the total time allotted of one class hour (40 minutes) every two weeks was not sufficient for club activities. Although teachers emphasized that club activities did not use the entire time allotted, they also expressed that the time allocated for social club activities should be increased. In this respect, participants' attitudes regarding social club activities in schools resembled the following statement: "*they are done because they are supposed to be done.*" As a matter of fact, club activities are expected to contribute to students' socialization by presenting rich learning experiences to students. The opinions of the participants pertaining to the matter are given below:

"It is not possible to fit any amount of work into 1 hour because our club activities are done in a class setting." (K4)

"We can only do limited activities because we have 1 class hour every 15 days. During that class hour, roll call and other administrative activities take 25 minutes. There are 15 minutes left and we try to do things during this time." (E8)

"Because we allow one class hour of 40 minutes every two weeks, I don't think that much work is not done either. In other words, I see it as simply going through the necessary procedures. Most of them think that as well." (E2)

"What can we do in 40 minutes, if we were given at least 40 minutes every week, we could make fully benefit of the club activities." (K7)

When the above participant opinions are taken into account, it can be suggested that the time allotted for social club meetings in schools be increased or that club meetings be held. Otherwise, based on participants' opinions and as proposed in social club regulation number 25,699, it is impossible to 'bring up individuals with a developed sense of responsibility and who are self-reliant, who have discovered new areas of interest, who have developed their science, social, cultural, artistic, and sportive skills, who are effective and productive in society, who know their responsibilities and fulfill them, or who have high levels of social participation.

Efficient and Inefficient Social Clubs

Based on participants' opinions, it is understood that although among social clubs that are active in schools, sports, music, health, cleanliness and nutrition, and chess clubs are more effective and productive, activities carried out in touring, examination and tourism, the Green Crescent, culture-literature, theatre, democracy, human rights and citizenship, and conscious consumer clubs remain in a relatively limited level. When it is considered that social club advisors do not experience any difficulties in managing either sports or music club activities since they are related with the classes and activities in cleanness club are more doable in comparison to activities in other clubs, it can be stated that students in these three social clubs are relatively more effective. In this respect, teachers indicated that members of the health, cleanliness, and nutrition club members determine the cleanest class every week in the framework of *white flag activity,* and they prepared posters and pictures about the significance of cleanness, and distributed brochures. It is again indicated that students socialized by organizing various tournaments. Song-folk song competitions are made in music club, a chorus is formed and they conducted activities during important days and weeks, therefore it is advocated that students meet one another and mix and this way contribution is made to their socialization.

Trip-examination and tourism club advisors remarked that although they needed to go out of the school to conduct their activities, they faced a number of bureaucratic obstacles, such as obtaining permits. The theater and culture-literature club advisors stated that the physical conditions were not sufficient and that they were not able to perform at their desired level. Club advisors of the Green Crescent, Red Crescent, library sciences, and civil defense clubs stated that since they did not have sufficient knowledge about the clubs, their students could not benefit from club activities for socialization at a desired level.

Discussion and Conclusion

Although conducted on a small group (21 participants), this study aimed to reveal club advisor teacher assessments of social club activities on the one hand and to present both the problems that social club advisors faced during the implementation process of school club activities along with suggestions to these problems, on the other.

The most substantial result gathered from the teachers' opinions in the study group is that students are placed into clubs against their wishes mostly due to heavy demand (antidemocratic implementations where selection freedom is not provided to the students) and club activities are carried in schools simply *because they are supposed to be done.* In a similar investigation on the subject, Torun (2008) reached the conclusion that although democratic principles were present in the club selection process and in clubs' day-to-day functioning, a paternalistic socialization manner originating from sending students to a club that they do not want due to similar reasons, leads to students being reluctant to participate in club activities. On the other hand, the majority of participants stated that social club activities carried out in schools were done out of obligation or formality, thereby begging the question as to whether social club activities are actually effective at attaining their targeted gains.

In a study conducted in the Ankara province of Turkey during 2011, it was determined that since every elementary and secondary student was obligated to participate in a club and social service project, it was shown as if club and society service studies are done in schools, and they are not done in conformance with their purpose and these studies are neglected (MNE, 2011). In this respect, when the attitudes, behaviors, and skills gained by students through their participation in club activities are taken into consideration, not only is the significance of these studies understood, so is the need for further research on the deficiencies and wrong implementations, sharing and correction of results understood.. According to the findings pertaining to the issue that there is not a sufficient amount of time allotted for clubs as stated by participants, class time (40 minutes every two weeks) suggested by the Ministry of National Education was found to be insufficient. The teachers emphasized that nearly 10-15 minutes of the 40 minute club class hour were spent in confusion originating from students making their way to club classrooms, leaving a mere 25 minutes to actually perform club activities.

Another result obtained in the study is that the teachers indicated that they were unable to carry out club activities at their desired level because of insufficient logistical and physical means, indicating that schools do not have the necessary physical equipment for social club activities to be conducted efficiently. This specific result corroborates the findings of Kılbaş (2000), Arabacı and Akgül (2011). This situation illustrates that the determined problem is a general problem rather than a local one. Therefore, schools must have the required physical infrastructure to enable students to be socialized by social club activities.

Approximately three thirds of the teachers interviewed indicated that social clubs were unnecessary. Furthermore, nearly half of them stated that club advisors did not have sufficient information about club activities. These results are similar to the results obtained in the studies performed by Karakucuk and Yetim (1999), Ulucan, Yaprak, and Kımık (2010), and Arabacı and Akgül (2011). In his study, Karslı (2006) emphasized that children's adaptation to social life could be achieved by social club studies, stating that teachers and administrators did not care about this matter sufficiently. When considered from this point of view, for club activities to assume a structure that actually serves their purpose, club advisors must believe in the necessity of social clubs and should receive in-service training on this matter if necessary.

Despite the fact that the classes are crowded, physical opportunities are limited, and club advisors do not have sufficient information about social clubs, the fact that students of different classes gather together once every two weeks and share among themselves coupled with the fact that they participate in common activities may

be considered to contribute to the socialization process of students. In the studies conducted by Yaman (2000), Mahoney (2011) and Sarac (2011), similar results were obtained stating that students perceived club activities as events where they have fun in out-of-class activities, make different friends, and socialize, emphasizing that since these results illustrate that club activities have a vital place in education in terms of students' socialization process, it is essential that club activities be more effective. In the result of a qualitative study conducted by Jackson and Laanan (2010) on the effects of social club activities on students, it was found that students who participated in social club activities were not only more quickly socialized, but also experienced higher levels of academic success.

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