

## *Full Length Research Paper*

# **Social, mental, academic and physical development in groups doing sports**

**Kazim NAS, Veysel TEMEL\*, Selahattin AKPINAR and Öznur AKPINAR**

Physical Education and Sports High School, University of Karamanoglu Mehmetbey, Karaman, Turkey.

Accepted 5 September, 2012

**The aim of this study is to show whether sport has an effect on education/ academic success and social, mental and physical development or not. The search involves 160 students studying at Physical Education and Sports High School at Karamanoğlu Mehmetbey University. Graded quintet likert type questionnaire was used as a measuring means. The first part of the questionnaire consists of demographic features and the second part was developed by Aksoy and adapted by a researcher. Statistical Package for the Social Sciences (SPSS) was used to measure all tests. Alpha coefficient was checked and found to be 78% for reliability. Frequency analysis and one way variance analysis were used for measuring students' answers realized from the questions given. According to the results of this study, it can be said that there is an effect of sport on education. Besides, there is a statistical difference in terms of academic learning, social, mental and physical developments.**

**Key words:** Sport, education, physical, social, academic and mental development.

## **INTRODUCTION**

Sport means alienation from work and distraction (Fişek,1983). For Turks, it has equal meaning with training (Doğan,1979); it is a physical study complement (Polat,1988) which is played with group or individual by conceiving some rules of training and competitions (Gülgün,1986). Sports are moves, plays and competitions that generate human characters as an education device. Sport entails reaching an aim by competing with oneself or persons who have physic, morale and personality strength, obeying the rules of the system (İşcan, 1988). It is considered as a branch of science in this time and age. In parallel with this development, sport is an important branch of science (Fişek,1983). In other words, it is a competitive, solidarity and cultural case, that is socialiser, community integrative and mental and physical formative that develops person with gained abilities. It is done with either means or without means individually or in group as a leisure activity or full time job (Fişek,1983). Some cases comprise societies whose members are interested in

sport. Philosophy of life, cultural level and morale power of that society gain importance with sport. Comtemporary societies think that sport is a necessity of life and depressed societies that have not solved some concerns always ignore sport. Sport is an important case that prepares social events and raises some innovations. First, activity starts in the family and spreads to the large masses, extensively. Family members doing sport means every member of the society is doing sport. The society that involves in sport will have its social pattern and standard of judgment changed. As a result of this, it would not be odd to see a 70 year old skates with a 7 year old grandchild, and one would not wonder seeing the 70 year old wearing sportswear (Turkdoğan, 1997). The general aim of education struggle is for settling of the healthiness and productivity of children and young individuals. Settling the abilities and education of individuals leads to maximum rate of development and change in human behaviors (Variş, 1985). Education of humans occurs by learning. In other words, people acquire almost all personal features by learning. Acquired features of human are more than innate ones. Education tries to bring people into intended features by learning (Başaran, 1996). Education is tutorial and is a process

\*Corresponding author. E-mail: [temelacademic@gmail.com](mailto:temelacademic@gmail.com).  
Tel: +90.555.390 11 21. Fax: +90.0.338.2262024

which actualizes student and environment. It explores the features of the child and develops him to the maximum level; it adapts each age group of students to the environment that they grow in, instilling and teaching communal and cultural values to newly growing generation. It keeps pace with different social conditions of people, bringing out necessary instructions, good manners, skills and habits meant for equipping individuals with necessary knowledge on business and production, and making them turn out to be productive entities (Karasüleymanoğlu, 1989). Besides, it is a process of generating positive behaviors in the desired direction by one's own way of life (Celkan, 1993).

Sport can be defined as a main factor that enhances psychical and mental health, ensuring development of personality and character formation, and facilitating adaptation to the environment by providing knowledge, skills and ability, solidarity, cohesion and peacemaking between people, societies and communities. It involves activities done with the aim of struggling, getting excited, competing with and outracing others in competition with certain rules (Yetim, 2010). The essentials in sport are the nature of perceptions and accelerating them, noting indications and suspicions based on perceptions; and determining different factors that are helpful to perception or rather that cause retardation by scrambling opponent's perception (Özbaydar, 1983). Transferring sport culture from generation to generation is the responsibility of sport trainers and schools that undertake education and teaching. A country that is not linked to education cannot be taught and a society that totally goes far from sport cannot be run. We cannot ignore the relation of sport with education. It is not possible to reverse bodily activities from ideational activities. For this reason, these two activities complement each other. The brain accelerates bodily activities by its directive feature. Bodily activities develop the brain by impressing more blood to it. Intelligence always holds under the influence of sport. As a result, football is played by the brain and not by feet; wrestling is based on not only power but also on intelligence; thus, inseparableness of bodily and cerebral activities is proved automatically (Karasüleymanoğlu, 1989). The relationship of sport with medicine is seen in the parallelism of protecting public health throughout history (Karasüleymanoğlu, 1989). By the rapid evolvement of technology in our days, the need for manpower decreases gradually and thereupon a way of life that does not meet the natural structure of human emerges. With this new life style, pressure from business and social environment, stress, circulatory and respiratory system diseases are the factors that result in leading cause of death in developed countries.

Sport creates dynamic environment against the danger that confronts contemporary people; it also creates environment that is far from the stress of daily life, a remedy to this situation. And with the help of protective medicine it leads to gaining of a healthy life style (Öztürk,

1982). Sport is an activity that helps to enhance the body structure and function, leads to development of joints and the stability of muscles and controls and balances the physical power that is used economically during reactive activities after school and job. Thus, sport teaches organ control methodically (Olgun and Gürses, 1984). Sport is a vehicle for raising physical, psychological and mental developments. It combines these and hardens them. It leads to body development.

In order to take advantage of sport comprehensive organizations, the populace must pass spiritually and in physical health. Collective sport activities bring saturation and excitement to people. Besides, value judgments of people will alter and morale booster will rise. Highly morale society can develop with modernization gaining speed. In this respect, the necessary environment for creating a healthy society should be prepared in no time (Karasüleymanoğlu, 1989). Continuous developed and changed occasions and technology in our era start to have an effect on individuals. The function of education here is to coach qualified human force against this reflection on society. As it is well known, humans need to be healthy physically, mentally and spiritually. This can be achieved by sport training which consists of multi-directional movement variety and principle (Yalçiner, 1992). Sportsmen living in a country that has less interest in fine arts and study cannot achieve much. The development on education shows parallelism on sport. These facts reflect national failure rather than backwardness on some branches of sport. Inseparable features of modernization and sport should be evaluated to this extent (Karasüleymanoğlu, 1989). Sport enters a society in various ways. It could take people's attention and is a social case that penetrates people for better or worse. It undertakes some missions by answering the different expectations of each person in a society. This event that enchains itself to the populace and brings about indispensable pleasures and needs becomes a point that pushes itself through a social corporation ever after (Kilcigil, 1998).

Physical development, either directly or indirectly, affects the behavior of the individual. Direct effect is characterized by detection of a person's 'knowing-how'. For instance, children with healthy development and of same age compete on equal terms with their peers in games and sports activities, but those with late physical development will hang behind in these activities. This is because children's attitude toward self and others reflects on adaptation, and physical development affects behaviors implicitly. A fat child's inability to make movements made by his/her peers may cause a sense of inadequacy and inferiority (Yavuzer, 1998). Some notions like education, healthy body structure, gaining useful habits, helping others, leadership, self-sufficiency, correlating connections between issues, learning society rules, adapting to the environment and evaluating and inference can be developed through healthy body and

mental development. A person who loves sport and uses sport actively for social development has active body structure. When people who can adapt to an environment and evaluate with their mental ability wish to complete their sport career, they cannot understand whether they should continue to do so at first. This stage comes soon after. This continuing stage becomes true by reflecting on a lot of positive elements of going into sport and doing it willingly; and steadily identify with sport's branches (Kilcigil, 1998). On the other hand, due to emotional development, sportsmen have self-confidence, improved character and personality, exhibit desired behaviours in society values against success and failure, express emotions properly, know their abilities and develop self-control (Açıkada, 1994). The process of socializing, as a social fact is named for all the traces passed on gaining a society membership from birth. A person who is a head in his/her family and school and continues in socializing process finds his/her personality and develops it in his/her work place. Work life is another social environment that sets the person's life like that of his/her family and school. An individual who finds his personality and enhances his social relations by relating social relations with different issues and activities not only develops his personality in social life by attending different institutions with different aims, but also develops his creative features on different fields (Türkdoğan, 1997). People at times comprehend their bodies with sport. In a sense, sport is an expression of the need of the body itself. Especially, sport done in childhood will be required by the individual throughout his lifetime and it makes the individual to gain control power over his entire personality (MacLeod, 2002). Some researches show that a healthy balance between academics and athletics is achievable (Jones, 2007). The positive effects of student-athletes participating in athletics include: self-discipline, self-confidence, lower dropout rates and smaller percentages of drug and alcohol abuse (Sitkowski, 2008). Other researches purported that grade point average is a stronger predictor of future academic success than ACT scores (Bleyaert, 2010). Colleges and universities are augmenting the academic support they provide student athletes (Maher, 2007). Student athletes in one university demonstrated quantifiable gains in academic achievement (Voinis, 2009).

### **Aim of the search**

The study aims to look into the effect of sport on the education of students who study at Physical Education and Sports High School at Karamanoğlu Mehmetbey University, and also aims to explore whether or not there is an effect of sport on social, mental, physical developments and academic learning at sub-dimensions.

### **Constraints of the search**

The study is restricted to students who study at Physical

Education and Sports High School in Karamanoğlu Mehmetbey University. The questionnaire, given to the students, comprises only social, mental, physical developments and academic learning questions.

## **Hypothesis of the search**

### **Main hypothesis**

There are statistical differences on the aspect of students related to the effects of sport on education.

### **Sub-dimensions of the main hypothesis**

- There is a statistical difference among students studying at Physical Education and Sports High School in relation to the social development of sport.
- There is a statistical difference among students studying at Physical Education and Sports High School in relation to the mental development of sport.
- There is a statistical difference among students studying at Physical Education and Sports High School in relation to the physical development of sport.
- There is a statistical difference among students studying at Physical Education and Sport High School in relation to the academic learning of sport.

## **METHODS OF THE STUDY**

### **Model of the search**

Descriptive method of screening model was used with the aim of evaluating whether there is an effect of sport on physical, mental, social developments and academic learning of students who study at Physical Education and Sports High School in Karamanoğlu Mehmetbey University.

### **Data gathering**

Questionnaire method was used to test the questions asked in the search. Literature oriented to measure the effect of sport on education was made use of and scale was used to prepare the questions of the questionnaire (the questionnaire that was used by Aksoy on his master thesis in 1999 and developed by Temel in 2011). The questionnaire consists of two parts. While the first part is for measuring demographic knowledge of participants, the second part consists of 15 questions: physical (Item: 1); social (Items: 2, 6, 7, 8, 10, 11, 14, 15); mental (Items: 3, 4, 5) and academic learning (Items: 9, 12, 13). The subjects were asked the questions with the aim of evaluating the effects of sport on education. The second part of the questions was prepared using quintet likert scale. Participants were told to choose the most suitable options for them as: "I totally disagree", "I disagree", "I hesitate", "I agree" and "I totally agree", which were marked from 1 to 5. The marks of these options were 1, 2, 3, 4 and 5 in turn.

### **Main mass of the search**

The main mass of the search constitutes a community of 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>

**Table 1.** Descriptive statistics.

Parameter	Frequency	Percentage (%)	Parameter	Frequency	Percentage (%)
<b>Gender</b>			<b>Age</b>		
Female	81	50.6	19-25	141	88.1
Male	79	49.4	26-30	19	11.9
<b>Sport related status</b>			<b>Place of birth</b>		
Did by not entering competitions	27	16.9	Village	26	16.3
Did by entering competitions	98	61.3	Small Town	6	3.8
Interested as a spectator or active fan	24	15.0	Town	34	21.3
Never interested	2	1.3	City	71	44.4
Other	9	5.6	Metropolis	23	14.4
<b>Monthly salary</b>			<b>The most interested sports' branch</b>		
0 - 500	52	32.5	Football	59	36.9
501 – 1000	52	32.5	Basketball	17	10.6
1001 – 1500	16	10.0	Cycling	8	5.0
1501 – 2000	12	7.5	Swimming	20	12.5
2001 and above	28	17.5	Gymnastic	11	6.9
			Others	45	28.1
<b>Total</b>	<b>160</b>	<b>100</b>	<b>Total</b>	<b>160</b>	<b>100</b>

and 4<sup>th</sup> class students who study at Physical Education and Sports High School in Karamanoğlu Mehmetbey University in 2011 to 2012 education years. All the units that form the main mass were included in the search skeleton. The skeleton consists of students who study at Physical Education and Sports High School. 160 students who participated in the survey formed the adequate sample size for measuring the main mass.

## FINDINGS OF THE SEARCH

Cronbach Alpha scale was found as 78%, after the reliability analysis of questions on the questionnaire. The definitive statistics gathered from the study is given in Table 1. Additionally, One way variance analysis which was done on the effects of sport on physical growth, social, mental developments and academic learning based on monthly salary, place of birth, the most interested sports' branch are shown in Tables 2, 3 and 4.

Looking at the table, men constitute 49.4% of the participants and 50.6% of them are women. From the age groups between 19 to 25 is 88.1% and 26 to 30 is 11.9%. When looking at the sport related status of the participants, it is seen that 16.9% of them did sport without entering into competitions, 61.3% of them did it by entering into competitions, 15.0% of them were spectators or active fans, 1.3% of them did not do any sport and 5.6% is for the others. The rating of the participants includes: born in village, 16.3%; born in small town, 3.8%; born in town, 21.3%; born in city, 44.4% and

born in metropolis, 14.4%. Level of income: 32.5% is between 0 to 500; 32.5%, between 501 to 1000; 10.0%, between 1001 to 1500; 7.5%, between 1501 to 2000 and 17.5%, between 2001 and over. 36.9% participants are interested in football; 10.6%, basketball; 5.0%, cycling; 12.5%, swimming; 6.9%, gymnastic and 28.1% for the others.

In Table 2, subdimensions of the effect of sports on the education and total points averages are seen according to the participants' monthly salary level variable. According to the monthly salary level variable of the participants, when effect of sports on education was looked at, the points were between  $\bar{X} = 62.0357 - \bar{X} = 68.4231$ . According to the monthly salary variable, there is a statistical meaningful difference in the mental development of participants' sub dimension (Sig. = 014 < 0.05). So it can be inferred that the mentality of participants, with higher monthly salary, develops much more than those having lower monthly salary. And also, there is also a meaningful difference in their physical development (Sig. = 019 < 0.05). It can be said that the physical development of participants, with good monthly salary, is healthier than others, with low monthly salary. It can be understood from this that monthly salary level is the most important factor for physical and mental development. When the total dimension was looked at, it can be said that there is a little meaningful difference. On the other hand, it can be seen that there is no meaningful

**Table 2.** According to the monthly salary variable, results of f-test, related to the social skill inventory sub-dimensions and total points.

Sub-dimensions of social skills	Monthly salary	N	$\bar{X}$	Ss	F	p
<b>Mental development</b>						
	0-500	52	13.0962	2.06995		
- I believe that sport has an effect on mental development.	501-1000	52	12.0769	2.06603		
- People who do sports cannot slip out of the stress.	1001-1500	16	13.8125	2.28674	3.225	0.014
- Sports make people avoid their problems.	1501-2000	12	12.5000	3.37100		
	2001 and above	28	11.9643	1.97169		
<b>Physical development</b>						
	0-500 tl	52	4.4808	1.09348		
	501-1000	52	4.5000	.98020		
I believe that sport has an effect on physical development.	1001-1500	16	4.7500	.44721	3.051	0.019
	1501-2000	12	4.6667	1.15470		
	2001 and over	28	3.7500	1.60150		
<b>Total</b>						
	0-500	52	68.4231	10.68873		
	501-1000	52	66.1346	7.69525		
	1001-1500	16	67.5625	4.48655	2.406	0.052
	1501-2000	12	64.4167	11.34146		
	2001 and above	28	62.0357	9.60124		

**Table 3.** Results of f-test according to the place of birth variable, related to social skill inventory sub-dimensions.

Sub-dimensions of social skills	Place of birth	N	$\bar{X}$	Ss	F	p
<b>Mental development</b>						
	Village	26	12.8462	1.54123		
- I believe that sport has an effect on mental development.	Small Town	6	10.5000	1.97484		
- People who do sports cannot slip out of the stress.	Town	34	12.6176	2.29644	2.641	0.036
- Sports make people avoid their problems.	City	71	12.3662	2.36184		
	Metropolis	23	13.5217	2.25368		

difference in academic success level (Sig. = 524 > 0.05) and social development level (Sig. = 081 > 0.05), based on the the participants' monthly salary variables.

Table 3 presents f-test results of mental development which is subdimension of the effect of sports on education and total points averages, according to the participants' place of birth variable. According to their birthplace variable, there is a statistical meaningful difference in Mental development (Sig. = 036 < 0.05). On the other hand, it can be understood that there is no meaningful difference in social development (Sig. = 110 > 0.05) and academic success level (Sig. = 949 > 0.05) according to the participants' birthplace variable.

Table 4 presents subdimensions of the effect of sports on education and total points averages, according to the participants' interest in sports' branches variable. When it was looked at, the points are between  $\bar{x} = 58.9412$  -  $\bar{x} = 67.9556$ . We can say that there is a statistical meaningful

differences in social development (Sig. = 002 < 0.05), academic success (Sig. = 007 < 0.05), physical development (Sig. = 001 < 0.05), which are subdimensions of the effect of sports on education and total subdimensions (Sig. = 002 < 0.05). On the other hand, it can be understood that there is no statistical meaningful difference in mental development (Sig. = 268 > 0.05).

## RESULTS and DISCUSSION

This study was done with the aim of searching sports' effect on students who study at Physical Education and Sports High School at Karamanoğlu Mehmetbey University, and presenting the effects of sport on education using social, mental, academic learning and psychical development as sub-dimensions. One way

**Table 4.** Results of f-test, according to the most interested sports' branch variable, related to social skill inventory sub-dimensions and total points.

Sub-dimensions of social skills	The most interested sports' branch	N	$\bar{X}$	Ss	F	p
<b>Social development</b>						
- I believe that sport has an effect on Social development.	Football	59	40.5424	4.66580	4.037	0.002
- Sport is not free time activity.	Basketball	17	35.0000	8.56592		
- Doing sport is based on the economy.	Cycling	8	36.6250	6.18610		
- Goal in sport is to make money.	Swimming	20	40.4000	7.98947		
- Good athlete is a good person.	Gymnastic	11	36.6364	6.45403		
- Sport has a positive role on social peace.	Others	45	41.1111	4.69149		
<b>Academic success</b>						
	Football	59	10.0000	1.76166	3.363	0.007
- Sport gets productivity enhanced.	Basketball	17	8.4706	2.93934		
- Sport is a form of education.	Cycling	8	9.5000	1.51186		
- Sport has an effect on students' academic success.	Swimming	20	9.0500	2.43818		
- Sport has an effect on educated people.	Gymnastic	11	8.0000	2.72029		
	Other	45	9.9778	1.73845		
<b>Physical development</b>						
	Football	59	4.5254	1.03983	4.277	0.001
	Basketball	17	3.2941	1.79460		
- I believe that sport has an effect on physical development.	Cycling	8	4.8750	.35355		
	Swimming	20	4.4500	1.09904		
	Gymnastic	11	4.1818	1.16775		
	Other	45	4.6000	.88933		
<b>Total</b>						
	Football	59	67.9492	7.29058	4.049	0.002
	Basketball	17	58.9412	13.78165		
	Cycling	8	64.5000	6.80336		
	Swimming	20	66.9000	11.80054		
	Gymnastic	11	60.4545	11.12981		
	Others	45	67.9556	6.60907		

variance analysis was used for measuring students' answers given to the questions.

According to the results of the monthly salary variable f-tests, there is a meaningful difference in subdimension of participants' mental development (Sig. = 014 < 0.05) and physical development (Sig. = 019 < 0.05) according to the monthly salary level variable. On the other hand, it can be seen that there is no meaningful difference in academic success level (Sig. = 524 > 0.05) and social development level (Sig. = 081 > 0.05) according to the participants' monthly salary variables. According to the results of the place of birth variable f-test, while a statistical meaningful difference in subdimension of participants' mental development (Sig. = 036 < 0.05) according to the students' birthplace was found, it could be seen that there was no meaningful difference in social development (Sig. = 110 > 0.05), academic success level (Sig. = 779 > 0.05) and physical development level (Sig.

= 949 > 0.05). According to the results of the most interested sports' branch variable f-test, we can deduce that there is a statistical meaningful difference in social development (Sig. = 002 < 0.05), academic success (Sig. = 007 < 0.05), physical development (Sig. = 001 < 0.05) which are subdimensions of the effect of sports on education and total subdimensions (Sig. = 002 < 0.05) according to participants' interest in sports' branch variable. On the other hand, it can be understood that there is no statistical meaningful difference in mental development (Sig. = 268 > 0.05).

Furthermore, according to the participants' gender, studying class, doing sports status variables, it was understood that there is no meaningful difference in social development, mental development, physical development and academic success of sports as subdimensions of the effect of sports on education (>0.05).

According to the results of this study, it can be said that there is an effect of sport on education. Besides, there is a statistical difference in terms of academic learning, social, mental and physical developments.

Some authors' works are similar or dissimilar to the results of this study. According to Temel et al. (2012), it appears that males' view is far higher than that of females on the following conceptions: "Sport has effects on students' academic successes", "Sport has effects on social development" and "Sport has effects on psychological development". In this direction, for males, people are more successful in academic study, are sociable, healthy and feel happy psychologically.

According to Ghooshchya et al. (2011), results of this study indicated that there was significant difference between self-perception scores in athlete and non athlete girls (in all 3 aspects), athlete and non-athletic boys (self perception of parents), athlete boys and girls (total score) ( $P < 0.05$ ). According to Dumana and Kuru (2010), looking at the social adaptation and sub-scale score averages of male and female students doing sports and not doing sports, gender does not differ statistically with social adaptation scores.

Bayar and Koruç (2000)'s research supports our study. They investigated the characteristics of athletes and found that males doing sports were more adaptable, active and tolerated (Bayar and Koruç, 2000). On the other hand, the research done by Ozduran (2001) differs from our study.

## Conclusion

Based on the findings of this study, it is concluded that sports can have influence on education, social, mental, academic learning and psychical development. Students are healthier with sport, are more sociable in their education with sport, can overcome downswing more easily with sport and are freer mentally. Therefore, school success rises; and as a result, students should be led to sport and the importance of sport should be emphasized. The study shows that females have more negative view of sport than males. For this reason, they should be informed about sport and directed to sport much more. Most of the students who participated in the study share the same view of effects of sport on psychical development. Most of the participant students advocate that sport has effects on psychological development. Sport keeps some behaviors inside like defeat, failure, sharing and respect and can also be a means for acquiring these behaviors.

Based on the findings of this study, it is recommended that students and all people should do sports for their educational success and healthy life. This is because sport is very necessary for people to develop their social, mental, academic learning and psychical development. Especially for students, sport is very important to make

them feel happy and healthy.

## ACKNOWLEDGEMENTS

We heartily thank all our friends for their encouragement, guidance and support from the beginning to the end of this study.

## REFERENCES

- Açıkada C (1994). From physical education to sports education; New philosophies at sport. Physical education and sports in educational institutions 2.National symposium, 16-18 December, the national education press, Ankara.
- Bayar P, Koruc Z (2000). Comparing personality features of females doing sports and not doing sports. Hacettepe university 6th sports sciences congress announcement summaries book. Turkey.
- Bleyaert B (2010). ACT and college success. The Principals' partnership. Retrieved from <http://www.principalspartnership.com/ACTandCollegeSuccess>, March 1, 2010.
- Başaran IE (1996). Training Management. Ankara.
- Celkan YH (1993). Sociology of Education. Erzurum: Atatürk University publications, Educational Faculty Press.
- Doğan Y (1979). Turkish History of Sport. İstanbul:EKO Press.
- Dumana S, Kuru E (2010). Social integration levels of Turkish students doing sports, not doing sports and living in Germany. *Procedia Social Behav. Sci.* (2):4991-4995.
- Fisek K (1983). Sports management. Ankara: Ankara University faculty of political sciences publications.
- Ghooshchya SG, Kamelib S, Jahromia K (2011). The effect of sport activity and gender differences on self-perception in adolescents. *Procedia Comput. Sci.* (3):1532-1534.
- Gulgun EK (1986). Sports and nutrition. Ankara.
- Iscan F (1988). Sports at Turks. Ankara: National Education Publishings.
- Jones DL (2007). A formula for success. *Coach and Athletic Director*, 77(3):58-59.
- Karasuleymanoglu A (1989). Sports with the new dimensions. Ankara: Peter Publications, 2<sup>nd</sup> edition.
- Kilcigil E (1998). Social environment – sports relations. Ankara: Bagirgan Press.
- MacLeod MV (2002). Teachers' Perceptions and Practices of Howard Gardner's Theory of Multiple Intelligence. Master Tezi. Mount Saint Vincent University, Department of Education, School of Psychology, Ottawa, 4s.
- Maher J (2007). Schools are spending big on academic centers, tutors for athletes. *American-Statesman*. Retrieved from <http://www.statesman.com/news/content/sports/stories/archive/utacademics/academicshelp.html>, July 1, 2009.
- Olgun P, Gurses C (1984). Sporting talent research method (application of Turkey). Ankara: Turkish sports foundation.
- Özbaydar S (1983). Limits of human behavior and sport psychology. Altın Publications; İstanbul.
- Ozduran K (2001). Examining the social adaptation levels of the young doing sports between the ages of 18-24. Master thesis. Bursa: Uludag University Social Sciences Enstitute, Turkey.
- Ozturk U (1982). Physical education in secondary schools. İstanbul: Say Book Marketing.
- Polat DA (1988). Society and sports. Ankara.
- Sitkowski LS (2008). The effects of participation in athletics on academic performance. (Unpublished doctoral dissertation). Liberty University: Lynchburg, VA.
- Temel V, Akpinar S, Nas K (2012). The Effect of Sport Activity on Public Administration Education of Turkish Students. *Prime J Bus Admin Manag (BAM)* ISSN: 2251-1261. Vol. 2(4), pp. 338-343.
- Turkdoğan O (1997). Sociology of social movements. İstanbul: United

- Publishing. Turkish Republic Constitution, Law No. 2709. 7(11):1982 RG press, Issue, 17863.
- Varis F (1985). Introduction to the education sciences. Ankara University printing;Ankara.
- Voinis N (2009). Student-athletes achieve academic success. Intercollegiate Athletics. Retrieved from <http://www.utexas.edu/news/20011/11/18/student-athletes/>
- Yalciner M (1992). Place of physical education and sport in national education. Physical education and sport symposium, panles and proceedings in 1. Educational institutions. Ankara: National Education Ministry.
- Yavuzer H (1998). Child psychology. İstanbul:Remzi Bookhouse,16. Press.
- Yetim A (2010). Sociology and sports. Morpa Cultural Publications, İstanbul.