Comparison of Social Skill Levels of 11-14 Age Students Who Choose/ Don't Choose Sport and Physical Activity Course *

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Abstract: Research, Sports and Physical Activities are important in determining the contribution of the social skills of courses. A research model for elective sports and physical activities screening to determine their level of social skills among students taking the course and take the 11-14 year olds was designed. The population of the 2015- 2016 academic year in the fall semester research, Malatya affiliated school in sports and physical activities constitute 11-14 age students choose the courses. Elective sports and physical activity as a data collection tool for taking the course and receive a questionnaire for students to determine their level of social skills are used. The survey consists of a personal information form and social skills inventory to determine the defining characteristics of the students in the first chapter. In the evaluation of the data obtained as a number descriptive statistical methods, percentage, mean, standard deviation is used. in comparing quantitative data between two independent groups of continuous Mann-Whitney U test for continuous quantitative comparison of data between more than two independent groups Kruskalwallis test. Kruskalwallis complementary test to determine differences in Mann-Whitney test after test. Research results in emotional expressivity, sensitivity, social expressivity, social sensitivity, social control, social skills and physical effect on the total level of the sport was concluded to be higher in the group selects the course.

Keywords: *Sport and physical active lessons, social skills.*

Introduction

Education which has a very important place in community life, not an independent variable; it is in interaction with other social institutions, facts and sciences. Education; economy, law, administration, religion, culture, leisure time are in relation to physical education and sports. For many families and cultural communities, a well-educated concept; is considered to be the key to social and emotional development that will be key to any learning object that will take place in its future life (Landers et al., 2002).

Parents, educators, and society at large have long agreed that a main goal for young people is to become independent, socially skilled, and well-rounded citizens who are ready to responsibly navigate their personal and professional pathways into adulthood (Greenberg et al., 2003). Many studies investigating the effects of pre-primary education on child development have found that students with a higher level of social skills and self-confidence, self-expressivity, awareness of individual and environmental factors, able to comprehend older individuals, able to participate in creative games with their peers (Andersson, 1989).

Spence's (2003) social skills are gaining significance as "the ability to demonstrate the behaviors necessary for a person to be successful in social relations, to practice performance". Social skills are the feedback given by other people around him as a result of various performances since the individual knows himself. These feedbacks are social skills-enhancing experiences necessary for the child's development, approval, support, and healthy dialogue. Personal attitudes and behaviors exhibited by the mother will determine the nature and content of the child's feedback (Cartledge and Milburn, 1992). According to Gunindi (2010); which is used in the adjustment process and which enables the social relations to follow regularly whole of the skills are expressed as social skills. Trower is defined social skill as "a goal-oriented, skillful behavior process"; On the other hand, social skill "social behaviors which are under the control of the individual and which are the result of learning (Hargie et al., 2000).

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Beyond normative (average) growth, there are substantial individual differences in the way children develop social skills (Gazelle and Rudolph, 2004). To achieve social competence that in enabling a person social skills are important represent the ability to perform those behaviors (McFall, 1982; Spence, 1995). Social skills; it forms the basis for good relationships between people that the child applies to fulfill social requirements. Social skills gain qualifications such as being able to increase the level of acceptance in peer groups and to master relationships, manage their emotions successfully, establish rapport, empathic approach and become a good team member (Gunindi, 2010). In addition, Flanagon (1999) indicate that children with social skills deficiencies have higher levels of probabilities of experiencing problems such as anxiety, depression (Segrin, 2000), social phobia (Spence, Donovan and Brechman-Toussaint, 1999), autism and Aspergers syndrome (Harris, 1998) and schizophrenia (Schulz and Koller, 1989) than their socially competent peers and yet not significantly related to other measures of aggression, attentiveness and shyness (Murpy et al., 1998; Alamio, Olson and Frongillo, 2001). Deficits present in childhood that are left undetected and/or untreated can lead to increased problems into adulthood (Greene et al., 1999).

Through social skills that play an important role in the individual's life, they get along well with their peers, find friendly friends, easily adapt themselves, have confidence in themselves and have good speaking and listening skills. They can solve stressful situations more easily and solve social problems more effectively. Children who can not develop social skills adequately can have behavioral, emotional, academic, family and friends communication problems (Gulay and Akman, 2009). Research shows that children with lower emotional and social competencies are more frequently found in families where parents express more hostile parenting, engage in more conflict, and give more attention to children's negative than positive behaviors (Cummings, 1994; Webster-Stratton and Hammond, 1999).

Having social skills plays an important role in one's life. Children with social skills get along well with their peers, find friendly friends and easily adapt to the school. Children who have not developed enough social skills during this period may experience behavioral, emotional, academic problems, communication problems with family and friends in the first years of the school period (Gulay and Akman, 2009). Social skills are required in Sport Education because of the interdependent relationships between the instructional (learning goals), managerial (maintaining order), and the social task (student socialization) systems (Carlson and Hastie 1997; Hastie and Siedentop 1999; Wallhead and O'Sullivan 2005).

As children ages, their social behaviors are developing along with their cognitive, moral and language development. The development of understanding and learning the world of the person active mental, enabling in activities of around him is called cognitive development. It's a transition in thinking, learning and remembering processes with age.

The aim of cognitive development consider with knowledge and understanding. Within physical activities rules, tactics, activities in sports programs and learning methods of these; acquire a healthy living habit, physical fitness, expressivity ability, number counting, reading, recreational, mental and aesthetic relevance and to learn the importance of these in life.

Given the above objectives, we may say that the sport is cognitively serviceable. Looking at these explanations, students learn concepts, rules, materials and site measures of game, sport and physical activities. In this kind of learning, students make cognitive development.

We can say that sports provide cognitive enhancement. Throughout one's life; love, appreciation, respect, attitude, appreciation, value and feelings. It is intertwined with social development. The individual who is interested in sports; respect for yourself and others, love and confidence. Sports contribute to the formation of the character by strengthening the will of the individual, activates unexplored features, and provides mutual solidarity. Also brings competition spirit, feeling of cooperation, discipline of work, courage, truthfulness, struggle, acceptance of defeat and accuracy. Sport contributes to the emotional field by giving the individual a sense of responsibility.

The dynamic area includes physical movement, skill and coordination. Motional-Psychomotor behaviors, structured by mind muscle coordination. The purpose of dynamic development of sports; increase the efficiency of the organism and to give the body a healthy structure. Through sport, individual gains agility, softness, balance, strength, speed, conditioning, aesthetic appearance, rhythm, coordination and physical excellence.

The effects of sports on social development are important both for the individual and society. Through sports activities, it is possible for individuals to acquire a social environment and realize themselves (Imamoglu, 1992). The friendship feelings of the individuals develop thanks to the sport, the feeling of working together increases, cooperation is formed. In short, the continuing involvement of children and young people with each other during sporting activities can be described as a laboratory work for them in terms of personal and social cohesion (Tamer, 1998).

The dynamic area includes physical movement, skill and coordination. The effects of sports on social development, in terms of both individual and society. It is the sport that enables the individual to interact with the social environment and an important role in socializing of someone because it is a social activity (Imamoglu, 1992). People have a social relationship with each other through sports activities. We may say that, sport supports the integration by separating the person from the inner world to bringing people together in faith, in different opinion and believes.

The purpose of this study is; to define the difference of social skills levels of students who choose and not choose (who choose different courses) Sport and Physical Activities course. The research also includes the Sports and Physical Activities course Students differ in their descriptive characteristics.

Method

Research screened to determine the level of social skills of students aged between 11-14 who have taken and did not take the elective Sport and Physical Activity course. The purpose of the scan pattern is an research approaches to identify the current situation

The study's universe constitutes 11-14 year old students who choose Sports and Physical Activities course in the schools affiliated to the Yesilyurt district of Malatya province during the fall semester of 2015-2016 academic year.

Survey form was used as a data collection tool to determine the social skill levels of students who did and didn't take elective Sports and Physical Activities course in the research. The questionnaire consists of a personal information form to determine the descriptive characteristics of the students in the first part and social skills inventory.

The Social Skills Inventory was developed by "Social Skills Inventory", Riggio (1986). Inventory was revised again in 1989 by Riggio. There are 105 items in the original form of the inventory. The adaptation of the inventory to the Turkish was done by Yuksel (1998). Yuksel has removed "social manipulation" factor which was in the original inventory. The items in the inventory consist of five grades between 1 (not like me) and 5 (like myself), which describe the grades in a number of expressivities. Inventory consists of six sub-dimensions. Sub-dimensions and sub-dimensions are listed below.

- Emotional Expressivity: (1, 7, 13, 19, 25, 31, 37, 43, 49, 55, 61, 67, 73, 79, 85).
- Emotional Sensitivity: (2, 8, 14, 20, 26, 32, 38, 44, 50, 56, 62, 68, 74, 80, 86),
- Emotional Control: (3, 9, 15, 21, 27, 33, 39, 45, 51, 57, 63, 69, 75, 81, 87),
- Social Expressivity: (4, 10, 16, 22, 28, 34, 40, 46, 52, 58, 64, 70, 76, 82, 88),
- Social Sensitivity: (5, 11, 17, 23, 29, 35, 41, 47, 53, 59, 65, 71, 77, 83, 89),
- Social Control: (6, 12, 18, 24, 30, 36, 42, 48, 54, 60, 66, 72, 78, 84, 90).

There are 15 items in each sub-dimension in the inventory. Inventory scores are calculated by gathering the answers given to the sub-dimensions and the items in the inventory. The scores from the sub-dimensions range from 15 to 75 and the total score of the inventory ranges from 90 to 450. The increase in the scores obtained from the inventory and sub-dimensions indicates that the level of social skills increases.

SPSS (Statistical Package for Social Sciences) was used to data analyze. In addition, for data evaluation percentage, mean, standard deviation was used as descriptive statistical methods.

To compare quantitative continuous data between two independent groups Mann Whitney-u test was used and Kruskal Wallis test was used to compare between two independent groups. To determine the differences after the Kruskal Wallis test Mann Whitney-u test was used as a complement test. Besides, 95% confidence interval at the and at the 5% significance level findings were evaluated.

Findings

Table 1. Distribution of Descriptive Characteristics by Selected Courses

		Sport and Physical Activities		Other		p
		n	%	n	%	
Gender	Girl	60	%31,2	49	%47,1	X^2=7,299
	Boy	132	%68,8	55	%52,9	p=0,005
Age	11	33	%17,2	9	%8,7	
	12	27	%14,1	35	%33,7	X^2=33,872
	13	93	%48,4	23	%22,1	p=0, 000
	14	39	%20,3	37	%35,6	
Mother education level	Primary school	124	%64,6	85	%81,7	X^2=9,976
	High school	56	%29,2	17	%16,3	p=0,007
	University	12	%6,2	2	%1,9	
Father education level	Primary school	99	%51,6	77	%74,0	X^2=14,139
	High school	72	%37,5	21	%20,2	p=0,001
	University	21	%10,9	6	%5,8	

Table 1. Continued

		Sport and Physical Activities		**Other**		**p**
		n	**%**	**n**	**%**	
Parents' tegetherness	Married	184	%95,8	90	%86,5	X²=8,471
	Separete	8	%4,2	14	%13,5	p=0,004
Course selection	I did it myself	54	%28,1	34	%32,7	
	We did with my family	30	%15,6	12	%11,5	X²=3,482
	My family did it without me	6	%3,1	7	%6,7	p=0,323
	Made by School Administration	102	%53,1	51	%49,0	
Number of siblings	1-3	102	%53,1	37	%35,6	X²=13,365
	4-6	75	%39,1	46	%44,2	p=0,001
	7 and above	15	%7,8	21	%20,2	

There was a significant relationship between gender and the selected course (X²=7,299; p=0,005<0.05).

It has been founded 60 students (31.2%) of sport and physical activities courses have been selected were girls and 132 (68.8%) were male; 49 (47.1%) girls, 55 (52.9%) male of the other courses were selected.

There was a significant relationship between Age and the selected course (X²=33,872; p=0,000<0.05). It has been founded 33 of students (%17,2) 11of sport and physical activities courses have been selected, 27 of them (%14,1) 12, 93 of them (%48,4) 13, 39 of them (%20,3) 14; 9 of who were selected other courses (%8,7) 11, 35 of them (%33,7) 12, 23of them (%22,1) 13, 37 of them (%35,6) 14 years old.

There was a significant relationship between Mother Education Level and the selected course (X² =9,976; p=0,007<0.05). It has been seem that students who selected Sports and Physical Activities 124 (64,6%) primary education, 56 (29,2%) high school, 12 (6,2%) university; students who selected the other subject 85% (81,7%) primary school, 17 (16,3%) were high school, 2 (1,9%) university.

A significant relationship was found between who selected Sports and Physical Activities courses and the Father's Education Level (X²=14,139; p=0,001). It has been seem that students who selected Sports and Physical Activities 99 (51,6%) primary education, 72 (37,5%) high school and 21 (10,9%) university; students who selected the other subject 77 (74,0%) of the others were primary school, 21% (20,2%) high school, 6 (5.8%) university.

A significant relationship was found between the parenting of the parents and the selected course (X2=8,471; p=0,004). It has been seem that students who selected Sports and Physical Activities 184 (95.8%) were married and 8 (4.2%) were separate; students who selected the other subject 90 of (86.5%) are married and 14 (13.5%) are separate.

A significant relationship was found between the number of siblings and the selected course (X2=13,365; p=0,001<0.05). It has been seem that 102 students (53,1%) who selected Sports and Physical Activities 1-3, 75 (39.1%) 4-6, 15 (7,8%) 7 and above; 37of students who selected the other subject (35.6%) 1-3, 46 of them (44.2%).4-6, 21 of them (20.2%) 7 and above.

Table 2. Average of Social Skill Levels of Students by Selected Course

	Group	**N**	**Mean**	**Ss**	**MW**	**p**
Emotional Expressivity	Sport and Physical Activities	192	50,016	6,557	3 742,500	0,000
	Other	104	42,106	6,687		
Emotional Sensitivity	Sport and Physical Activities	192	53,219	6,590	5 781,000	0,000
	Other	104	45,423	10,095		
Emotional Control	Sport and Physical Activities	192	44,281	3,318	9 723,000	0,709
	Other	104	44,712	4,364		
Social Expressivity	Sport and Physical Activities	192	53,662	7,569	3 682,500	0,000
	Other	104	40,115	12,432		
Social Sensitivity	Sport and Physical Activities	192	48,469	5,585	8 478,000	0,032
	Other	104	49,779	5,569		

Table 2. Continued

	Group	N	Mean	Ss	MW	p
Social Control	Sport and Physical Activities	192	49,609	10,293	5 418,000	0,000
	Other	104	39,452	11,669		
Social Skills Total	Sport and Physical Activities	192	299,255	22,186	4 191,500	0,000
	Other	104	261,587	38,933		

The Mann Whitney-U test was used to examine whether the students' emotional narrative scores differ statistically according to the selected course variable (Mann Whitney U=3 742,500; p=0,000<0,05). The emotional expressivity scores ($\bar{x}$ = 50,016) of the participants who selected the sport and physical activity lessons were found higher than the emotional expressivity scores ($\bar{x}$ = 42,106) of the other courses. The emotional sensitivity scores ($\bar{x}$ = 53,219) of those who selected sports and physical activity lessons were found higher than the emotional sensitivity scores of the other lessons ($\bar{x}$ = 45,423). The social expressivity scores ($\bar{x}$ = 53,662) of the students who selected sport and physical activity courses were found higher than who choose other courses in the social expressivity scores($\bar{x}$ = 40,115). The social sensitivity scores ($\bar{x}$ = 48,469) were lower for those who selected sports and physical activity lessons and the social sensitivity scores ($\bar{x}$ = 49,779) for the other lessons. The social control scores ($\bar{x}$ = 49,609) who chose the sport and physical activity course were found higher than of the other courses ($\bar{x}$ = 39,452). Social skills total scores for sports and physical activity courses ($\bar{x}$ = 299,255) were higher than social skills total scores for other courses($\bar{x}$ = 261,587).

Table 3. Average of Social Skill Levels of Students Sport and physical activities Selected by Gender

	Group	N	Mean	Ss	MW	p
Emotional Expressivity	Female	60	47,900	5,931	3 037,500	**0,009**
	Male	132	50,977	6,622		
Emotional Sensitivity	Female	60	53,250	8,703	3 258,000	**0,047**
	Male	132	53,205	5,404		
Emotional Control	Female	60	42,950	4,065	2 767,500	**0,001**
	Male	132	44,886	2,726		
Social Expressivity	Female	60	50,650	8,677	2 680,000	**0,000**
	Male	132	55,030	6,602		
Social Sensitivity	Female	60	49,700	5,422	3 118,500	**0,018**
	Male	132	47,909	5,588		
Social Control	Female	60	46,600	12,019	2 988,000	**0,006**
	Male	132	50,977	9,131		
Social Skills Total	Female	60	291,050	25,639	2 810,000	**0,001**
	Male	132	302,985	19,410		

The Mann Whitney-U test was used to examine whether the emotional expressivity scores of the students were statistically different according to the gender variable (Mann Whitney U=3 037,500; p=0,009<0,05). Female's Emotional Expressivity scores (x = 47,900) were lower than male's Emotional Expressivity scores (x = 50,977). The female's Emotional Sensitivity scores ($\bar{x}$ = 53,250) were higher than the male's Emotional Sensitivity scores ($\bar{x}$ = 53,205). Female's Emotional Control scores (x = 42,950) were found to be lower than men's Emotional Control scores (x = 44,886). Female's Social Expressivity scores ($\bar{x}$ = 50,650) were lower than the male's Social Expressivity scores ($\bar{x}$ = 55,030). Female's Social Sensitivity scores (x = 49,700) were higher than the male's Social Sensitivity scores (x = 47,909). Female's Social Control scores (x = 46,600) were found to be lower than male's Social Control scores (x = 50,977). Female's social skills total scores ($\bar{x}$ = 291,050) were found to be lower than male's social skills total scores ($\bar{x}$ = 302,985).

Table 4. Average of Social Skill Levels of Students Other Courses Selecting by Gender

	Group	N	Mean	Ss	MW	p
Emotional Expressivity	Female	49	41,163	5,218	1 191,000	0,307
	Male	55	42,946	7,718		
Emotional Sensitivity	Female	49	44,225	10,666	1 181,000	0,278
	Male	55	46,491	9,529		

Table 4. Continued

	Group	N	Mean	Ss	MW	p
Emotional Control	Female	49	45,184	4,974	1 257,500	0,556
	Male	55	44,291	3,735		
Social Expressivity	Female	49	37,612	11,726	1 076,000	0,077
	Male	55	42,346	12,721		
Social Sensitivity	Female	49	50,714	4,378	1 087,500	0,090
	Male	55	48,946	6,372		
Social Control	Female	49	37,837	10,734	1 165,000	0,234
	Male	55	40,891	12,363		
Social Skills Total	Female	49	256,735	38,123	1 179,500	0,274
	Male	55	265,909	39,483		

Mann Whitney-U test was used to determine whether there was a significant difference in the mean of total scores of emotional expressivity, emotional sensitivity, emotional control, social expressivity, social sensitivity , social control and social skills and the difference between group mean scores was not statistically significant (p>0,05).

Table 5. Average of Social Skill Levels of Students Selected Sport and Physical Activities as Elective Courses by Age

	Group	N	Mean	Ss	KW	p	
Emotional Expressivity	11	33	50,636	7,210	4,723	0,193	
	12	27	48,778	5,840			
	13	93	50,774	6,398			
	14	39	48,539	6,692			
Emotional Sensitivity	11	33	53,000	7,450	16,400	**0,001**	**1 > 2**
	12	27	47,667	7,746			**3 > 2**
	13	93	54,936	5,554			**3 > 4**
	14	39	53,154	5,163			
Emotional Control	11	33	43,546	3,163	1,542	0,673	
	12	27	44,444	3,724			
	13	93	44,419	3,471			
	14	39	44,462	2,771			
Social Expressivity	11	33	52,697	9,574	3,310	0,346	
	12	27	49,667	12,326			
	13	93	55,269	4,684			
	14	39	53,410	5,933			
Social Sensitivity	11	33	48,182	6,287	6,639	0,084	
	12	27	50,111	3,309			
	13	93	47,936	6,005			
	14	39	48,846	5,086			
Social Control	11	33	49,818	10,507	1,773	0,621	
	12	27	48,000	10,392			
	13	93	50,613	10,795			
	14	39	48,154	8,777			
Social Skills Total	11	33	297,879	27,886	4,345	0,227	
	12	27	288,667	32,836			
	13	93	303,946	15,708			
	14	39	296,564	18,480			

Kruskal Wallis test has used to examine whether the emotional sensitivity scores of the students participating in the study were statistically different according to the age variable and significant differences were found according to the applied (KW=16,400; p=0,001<0.05). Mann Whitney U test was used between the groups to determine the difference.

According to this; 11 years old participants' Emotional Sensitivity scores (53,000 ± 7,450) were found higher than those who were 12 years old (47,667 ± 7,746). Emotional Sensitivity scores of age 13 (54,936 ± 5,554) were higher

than those of age 12 (47,667 ± 7,746). Emotional Sensitivity scores of age 13 (54,936 ± 5,554) were higher than those of age 14 (53,154 ± 5,163).

Table 6. Average of Social Skill Levels of Students Selected Other Courses as Elective Courses by Age

	Group	N	Mean	Ss	KW	p
Emotional Expressivity	11	9	40,667	7,071	6,627	0,085
	12	35	43,371	7,191		
	13	23	43,522	6,808		
	14	37	40,378	5,766		
Emotional Sensitivity	11	9	42,444	10,187	2,217	0,529
	12	35	46,029	10,851		
	13	23	47,261	9,041		
	14	37	44,432	10,082		
Emotional Control	11	9	45,333	2,646	1,724	0,632
	12	35	45,457	5,612		
	13	23	44,000	4,000		
	14	37	44,297	3,503		
Social Expressivity	11	9	37,778	12,153	2,571	0,463
	12	35	40,857	12,398		
	13	23	42,652	11,738		
	14	37	38,405	13,076		
Social Sensitivity	11	9	50,889	5,110	6,208	0,102
	12	35	50,371	4,596		
	13	23	46,870	6,724		
	14	37	50,757	5,320		
Social Control	11	9	34,889	12,150	5,114	0,164
	12	35	42,457	11,831		
	13	23	41,696	12,949		
	14	37	36,324	9,741		
Social Skills Total	11	9	252,000	34,720	3,110	0,375
	12	35	268,543	41,565		
	13	23	266,000	36,314		
	14	37	254,595	38,712		

According to the Kruskal Wallis Test results, it was determined that the mean scores of total scores of emotional expressivity, emotional control, social expressivity, social sensitivity, social control and social skills of the students participating in the research showed a significant difference in terms of age variation; The difference between group averages was not significant (p>0.05).

Discussion and Results

The importance of social development has been recognized for a very long time with the outcomes of adulthood. Gresham (1997) distinguishes between social skill acquisition deficits and social skill performance deficits. According to Field (1991) we may see that the difference in terms of social skills from the kindergarten education to the non-preschool education may increase over time, and that pre-school educated individuals establish better quality relationships and become more popular.

Schalock and Harper (1978), Greenspan and Shoultz (1981), and Huang and Cuvo (1997) conducted research on the results of individuals with mild and moderate mental retardation. These studies have demonstrated that this disorder is not caused by emotional distress or antisocial behavior that is associated with inadequate social skills and inappropriate social behavior (Murray, 2008).

Tuncalp, Fisekcioglu and Baykose in their study entitled "An Analysis of the Role of Physical Education and Sport Activities in the Process of Socialization of Secondary School Students in Terms of Gender Variety", which they did in 2013; all participants stated that they expressed themselves more comfortably and more clearly through sports.

In the study titled "Socialization Process for Sports: An Application on High School Students" conducted by Akcan and Bulgu in 2012, it is seen that the participant has a significant influence on the friendship environment after the sport and social environment. Similarly Dyson (2002) reported that students and teachers thought that a cooperative learning program in physical education improved students' communication skills. Regarding social skills, Polvi and Telama (2000) used reciprocal teaching as a cooperative learning method and their results showed improvements in self-reported helping tendency and caring about others.

When the social skills levels of the students and selected course relation are examined; students who selected sports and physical activity courses scores emotional, social expressivity and sensitivity were found significantly higher than the other subjects. The level of social sensitivity of students who chose the sport and physical activity course was found lower than who selected the other courses in the level of social sensitivity. Besides, social control and social skill levels of students who choose sports and physical activity courses are higher than others who choose other courses.

In the literature, it is mentioned that the subjects related to sports are being considered in quality during the education period. It is stated that this situation is supported by the development of sports consciousness and healthy habits in children and young people. Hence, the use of energy as well the results are expressed as a functional physical, mental and social development (Buyukduvenci, 1987; Ates, 1992). As a result, it is possible to say that the findings obtained are not surprising (Yamamoto 1998; Shimamoto ve Ishii, 2007).

In the framework of findings supporting the literature it is possible to bring the following proposals:

1. Students should be encouraged to explore their skills and abilities and to make their own choices. In this respect, it seems significant to increase the number of elective course options.

2. Students can be made to choose the content for elective course selection and to choose concrete materials.

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