

BÖLÜM 1

ÇOCUK VE GENÇLERİN YAŞAMINDA BİR GELİŞİM BAĞLAMI OLARAK OKUL DIŞI ZAMAN¹

Asil Ali ÖZDOĞRU²

GİRİŞ

Yaşam boyu insan gelişiminin incelenmesinde farklı bağlamlar göz önüne alınmalıdır. Çocuk ve gençlerin gelişiminde aile ve okul gibi bağlamlar yer almaktadır. Bu başlıca gelişim bağlamlarından biri olan okul dışı zaman, çocukların fiziksel, bilişsel, sosyal ve duygusal gelişiminde önemli bir rol oynamaktadır. Çocuklar günlük zamanlarının yarısından fazlasını ev, oyun alanları ve okul sonrası programlar gibi okul dışı ortamlarda geçirirler. Okul dışı ortam, sınıf içindeki daha standart deneyimlerin sunduğundan farklı olarak çocuklar için bireyselleştirilmiş ve zengin gelişim fırsatları sunabilmektedir. Çocukların okul dışı zaman aktivite ve programlarının incelenmesi yoluyla onların gelişim özellikleri ve örüntüleri hakkında daha bütüncül bir değerlendirme yapılabilir.

Çocukların okul dışı bağlamlarda yer aldığı çeşitli aktivite ve programların öğrenme ve gelişimleri için önemli sonuçlara sahiptir. Gelişimsel nişler olarak farklı aktiviteler çocuklarda farklı beceri ve kapasitelerin gelişimini teşvik eder ve farklı sosyalleşme deneyimleri sağlar (Larson ve Verma, 1999). Örneğin ders çalışmak için çok zaman harcayan çocuklar daha yüksek bilişsel gelişim düzeyine sahip olabilirler. Öte yandan takım sporlarına daha fazla zaman ayıran çocuklar daha yüksek fiziksel ve sosyal gelişim düzeyine ulaşabilmektedir.

Çocuk ve gençlerin okul dışı zaman aktiviteleri psikoloji ve eğitim yazınında farklı yönleriyle ele alınmaktadır. Okul dışı zaman, okul çağındaki çocuk ve gençlerin okulda bulunmadığı saat, hafta ve aylar olarak tanımlanmaktadır (Bevan, 2017). Okul dışı zaman, öğrencilere günlük yaşantılarında, öz yönetimli uğraşlarında ya da yapılandırılmış ve gözetimli programlarda çeşitli öğrenme ve gelişim olanakları sağlamaktadır. Okul dışı zamanda öğrenme okuldakinden farklı olarak kamusal bir zorunluluk, eğitsel bir standart ya da denetim içermez ve bu ortamlara katılım genelde sosyal ilişki ve ağların kullanılmasıyla gerçekleşmektedir.

¹ Bu bölüm yazarın doktora tez çalışmasından türetilmiştir.

² Doç. Dr., Asil ÖZDOĞRU, Üsküdar Üniversitesi, Psikoloji Bölümü asil.ozdogru@uskudar.edu.tr

aile ve toplumun gelişimini birçok yönüyle destekleyebilecek bir potansiyel barındırmaktadır.

KAYNAKLAR

- After School Alliance (2008). *America after 3 PM*. Retrieved online on February 19, 2008 from http://www.afterschoolalliance.org/america_3pm.cfm
- American Academy of Pediatrics (AAP) (2007). The importance of play in promoting healthy child development and maintaining strong parent-child bonds. *Pediatrics*, 119(1), 182-191.
- Andersen, R. E., Crespo, C. J., Bartlett, S. J., Cheskin, L. J., & Pratt, M. (1998). Relationship of physical activity and television watching with body weight and level of fatness among children. *Journal of the American Medical Association*, 279(12), 938-942.
- Anderson, J. C., Funk, J. B., Elliott, R., & Smith, P. H. (2003). Parental support and pressure and children's extracurricular activities: Relationships with amount of involvement and affective experience of participation. *Journal of Applied Developmental Psychology*, 24(2), 241-257.
- Baker, D. P., & LeTendre, G. K. (2005). *National differences, global similarities: World culture and the future of schooling*. Stanford, CA: Stanford University Press.
- Barnes, G. M., Hoffman, J. H., Welte, J. W., Farrell, M. P., & Dintcheff, B. A. (2007). Adolescents' time use: Effects on substance use, delinquency and sexual activity. *Journal of Youth and Adolescence*, 36(5), 697-710.
- Bartko, W. T., & Eccles, J. S. (2003). Adolescent participation in structured and unstructured activities: A person-oriented analysis. *Journal of Youth and Adolescence*, 32(4), 233-241.
- Bevan, B. (2017). Out-of-school time. K. Peppler (Ed.), *The SAGE encyclopedia of out-of-school learning içinde* (Vol. 2, ss. 562-564). Thousand Oaks, CA: SAGE Publications Ltd. doi: 10.4135/9781483385198.n217
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.) (2000). *How people learn: Brain, mind, experience, and school* (Exp. ed.). Washington, DC: National Academy Press.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Brooker, A., & Hyman, I. (2010). *Time use: A report of the Canadian index of wellbeing (CIW)*. University of Waterloo. http://ciw.ca/reports/en/Domains%20of%20Wellbeing/TimeUse/Time_Use-Full_Report.sflb.pdf
- Brower, J. J. (1979). The professionalization of organized youth sport: Social psychological impacts and outcomes. *Annals of the American Academy of Political and Social Science*, 445(1), 39-46.
- Caldwell, L. L., & Darling, N. (1999). Leisure context, parental control, and resistance to peer pressure as predictors of adolescent partying and substance use: An ecological perspective. *Journal of Leisure Research*, 31, 57-77.
- Christakis, D. A., & Zimmerman, F. J. (2007). Violent television viewing during preschool is associated with antisocial behavior during school age. *Pediatrics*, 120(5), 993-999.
- Christakis, D.A., Zimmerman, E. J., DiGiuseppe, D. L., & McCarty, C. A. (2004). Early Television Exposure and Subsequent Attentional Problems in Children. *Pediatrics*, 113 (4), 708-713.
- Coates, B., Pusser, H. E., & Goodman, I. (1976). The influence of "Sesame Street" and "Mister Rogers' Neighborhood" on children's social behavior in the preschool. *Child Development*, 47(1), 138-144.
- Compton, R. A. (Executive Producer). (2007). *Two million minutes: A documentary film on global education* [DVD]. Indianapolis, IN: Broken Pencil Productions.
- Cooper, H. (1989). Synthesis of research on homework. *Educational Leadership*, 47(3), 85-91.
- Cooper, H., Robinson, J. C., & Patall, E. A. (2006). Does homework improve academic achievement? A synthesis of research, 1987-2003. *Review of Educational Research*, 76(1), 1-62.
- Duda, J. L., & Ntoumanis, N. (2005). After-school sport for children: Implications of a task-involving motivational climate. In J. L. Mahoney, R. W. Larson, & J. S. Eccles (Eds.), *Organized activi-*

- ties as contexts of development: Extracurricular activities, after-school and community programs* (pp. 311-330). Mahwah, NJ: Erlbaum.
- Eccles, J. S., Barber, B. L., Stone, M., & Hunt, J. (2003). Extracurricular activities and adolescent development. *Journal of Social Issues, 59*(4), 865-889.
- Elias, M. J., Gara, M., & Ubriaco, M. (1985). Sources of stress and support in children's transition to middle school: An empirical analysis. *Journal of Clinical Child Psychology, 14*(2), 112-119.
- Elkind, D. (1981/2001). *The hurried child: Growing up too fast too soon* (3rd ed.). Cambridge, MA: Da Capo Press.
- Elkind, D. (2007). *The power of play: How spontaneous, imaginative activities lead to happier, healthier children*. Cambridge, MA: De Capo Press.
- Felsten, G., & Wilcox, K. (1993). Relationships between life stress and performance in sports: Much theory, but very little data. *Journal of Sport Behavior, 16*(2), 99-111.
- Fletcher, A. C., Nickerson, P., & Wright, K. L. (2003). Structured leisure activities in middle childhood: Links to well-being. *Journal of Community Psychology, 31*(6), 641-659.
- Goodnough, A. (2001, January 28). The way we live now: Shoptalk: Six-day school week; weekend worriers. *New York Times*. Retrieved online on April 1, 2008 from <http://query.nytimes.com/gst/fullpage.html?res=9A03E6D9113CF93BA15752C0A9679C8B63>
- Granger, R. C. (2008). After-school programs and academics: Implications for policy, practice, and research. *Social Policy Report, 22*(2), 1-20.
- Greaney, V., & Hegatty, M. (1987). Correlates of leisure-time reading. *Journal of Research in Reading, 10*, 3-27.
- Halpern, R. (2002). A different kind of child development institution: The history of after-school programs for low-income children. *Teachers College Record, 104*(2), 178-211.
- Hinshaw, S., & Kranz, R. (2009). *The triple bind: Saving our teenage girls from today's pressures*. New York: Ballantine.
- Hofferth, S. L., & Curtin, S. C. (2005). Leisure time activities in middle childhood. In K. A. Moore, & L. H. Lippman (Eds.), *What do children need to flourish? Conceptualizing and measuring* (pp. 95-110). New York: Springer.
- Hofferth, S. L., Kinney, D. A., & Dunn, J. S. (2006). *The "Hurried" child: Middle-class phenomenon or value shift?* Retrieved online on March 6, 2008 from http://www.popcenter.umd.edu/people/hofferth_sandra/papers/Hurriedchild206.pdf
- Holland, A., & Andre, T. (1987). Participation in extracurricular activities in secondary school: What is known, what needs to be known? *Review of Educational Research, 57*(4), 437-466.
- Hoover-Dempsey, K. V., Battiato, A. C., Walker, J. M. T., Reed, R. P., DeJong, J. M., & Jones, K. P. (2001). Parental involvement in homework. *Educational Psychologist, 36*(3), 195-210.
- Huston, A. C., Wright, J. C., Marquis, J., & Green S. B. (1999). How young children spend their time: Television and other activities. *Developmental Psychology, 35*(4), 912-925.
- James-Burdumy, S., Dynarski, M., & Deke, J. (2008). After-school program effects on behavior: Results from the 21st Century Community Learning Centers program national evaluation. *Economic Inquiry, 46*(1), 13-18.
- Johnson, J. G., Cohen, P., Kasen, S. Brook, J. S. (2007). Extensive television viewing and the development of attention and learning difficulties during adolescence. *Archives of Pediatrics & Adolescent Medicine, 161*(5), 480-486.
- Jurkovic, G. J. (1997). *Lost childhoods: The plight of the parentified child*. New York: Brunner-Routledge.
- Kertes, D. A., & Gunnar, M. R. (2004). Evening activities as a potential confound in research on the adrenocortical system in children. *Child Development, 75*(1), 193-204.
- Kohlberg, L. (Ed.) (1987). *Child psychology and childhood education: A cognitive-developmental view*. New York: Longman.
- Koolstra, C. M., & van der Voort, T. H. A. (1996). Longitudinal effects of television on children's leisure-time reading: A test of three explanatory models. *Human Communication Research, 23*(1), 4-35.

- Kremer-Sadlik, T., & Kim, J. L. (2007). Lessons from sports: Children's socialization to values through family interaction during sports activities. *Discourse & Society*, 18(1), 35-52.
- Kremer-Sadlik, T., & Paugh, A. L. (2007). Everyday Moments: Finding 'quality time' in American working families. *Time & Society*, 16(2-3), 287-308.
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), 170-183.
- Larson, R. W. (2001). How U.S. children and adolescents spend time: What it does (and doesn't) tell us about their development. *Current Directions in Psychological Science*, 10(5), 160-164.
- Larson, R. W., & Verma, S. (1999). How children and adolescents spend time across the world? Work, play, and developmental opportunities. *Psychological Bulletin*, 125(6), 701-736.
- Lee, M., & Larson, R. (2000). The Korean 'examination hell': Long hours of studying, distress, and depression. *Journal of Youth and Adolescence*, 29(2), 249-271.
- Lemke, M., Sen, A., Pahlke, E., Partelow, L., Miller, D., Williams, T., Kastberg, D., & Jocelyn, L. (2004). *International outcomes of learning in mathematics literacy and problem solving: PISA 2003 results from the U.S. perspective* (NCES 2005-003). Washington, DC: U.S. Department of Education, National Center for Education Statistics.
- Lerner, R. M. (2005a). *Promoting positive youth development: Theoretical and empirical bases*. National Research Council/Institute of Medicine. Washington, DC: National Academies of Science.
- Lerner, R. M. (2005b). Foreword: Promoting positive youth development through community and after-school programs. In J. L. Mahoney, E. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after-school and community programs* (pp. ix-xii). Mahwah, NJ: Lawrence Erlbaum.
- Luthar, S. S., & Becker, B. E. (2002). Privileged but pressured? A study of affluent youth. *Child Development*, 73(5), 1593-1610.
- Lynott, P. P., & Logue, B. J. (1993). The "Hurried Child": The myth of lost childhood in contemporary American society. *Sociological Forum*, 8(3), 471-491.
- Mahoney, J. L., & Stattin, H. (2000). Leisure activities and adolescent antisocial behavior: The role of structure and social context. *Journal of Adolescence*, 23(2), 113-127.
- Mahoney, J. L., Harris, A. L., & Eccles, J. S. (2006). Organized activity participation, positive youth development, and over-scheduling hypothesis. *Social Policy Report*, 20(4).
- Mahoney, J. L., Larson, R. W., Eccles, J. S., & Lord, H. (2005). Organized activities as developmental contexts for children and adolescents. In J. L. Mahoney, E. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after-school and community programs* (pp. 3-22). Mahwah, NJ: Lawrence Erlbaum.
- Mares, M-L., & Woodard, E. (2005). Positive effects of television on children's social interactions: A meta-analysis. *Media Psychology*, 7(3), 301-322.
- Matheny, K. B., Aycok, D. W., & McCarthy, C. J. (1993). Stress in school-aged children and youth. *Educational Psychology Review*, 5(2), 109-134. <https://doi.org/10.1007/BF01323156>
- Neuman, S. B. (1986). The home environment and fifth grade students' leisure reading. *Elementary School Journal*, 86, 333-343.
- Nippold, M. A., Duthie, J. K., & Larsen, J. (2005). Literacy as a leisure activity: Free-time preferences of older children and young adolescents. *Language, Speech, and Hearing Services in Schools*, 36(2), 93-102.
- Nishino, H. J. & Larson, R. (2003). Japanese adolescents' free time: Juku, bukatsu, and government efforts to create more meaningful leisure. Examining adolescent leisure time across cultures: Developmental opportunities and risks. *New Directions for Child and Adolescent Development*, No. 99 (pp. 23-36). San Francisco: Jossey-Bass.
- Ogilvie, B. (1979). The child athlete: Psychological implications of participation in sport. *Annals of the American Academy of Political and Social Science*, 445(1), 47-58.
- Osgood, D. W., Anderson, A. L., & Shaffer, J. N. (2005). Unstructured leisure in the after-school hours. In J. L. Mahoney, E. W. Larson, & J. S. Eccles (Eds.), *Organized activities as contexts of development: Extracurricular activities, after-school and community programs* (pp. 45-64).

- Mahwah, NJ: Lawrence Erlbaum.
- Özdoğru, A. A. (2011a). Bronfenbrenner, Urie. In S. Goldstein, & J. A. Naglieri (Eds.), *Encyclopedia of child behavior and development* (Vol. 1, pp. 299–300). New York: Springer. http://dx.doi.org/10.1007/978-0-387-79061-9_437
- Özdoğru, A. A. (2011b). Bronfenbrenner's ecological theory. In S. Goldstein, & J. A. Naglieri (Eds.), *Encyclopedia of child behavior and development* (Vol. 1, pp. 300–301). New York: Springer. http://dx.doi.org/10.1007/978-0-387-79061-9_940
- Özdoğru, A. A. (2018). Çocuk ve ergenlerin okul dışı zamanlarda spor aktivitelerine katılımı. *Spor ve Performans Araştırmaları Dergisi*, 9, 86-101. <https://doi.org/10.17155/omuspd.321959>
- Özdoğru, A. A. (2021). Lise öğrencilerinin okul dışı zaman kullanımları: Değişken ve birey merkezli bir yaklaşım. *Etkileşim*, 7, 12-30. <https://doi.org/10.32739/etkilesim.2021.7.116>
- Özdoğru, A. A., & Hartley, J. (2013). After-school programs. In J. Ainsworth (Ed.), *Sociology of education: An A-to-Z guide* (Vol. 1, pp. 24–27). Thousand Oaks, CA: SAGE Publications, Inc. <http://dx.doi.org/10.4135/9781452276151.n12>
- Özdoğru, A. A. ve Kaya Yertutanol, F. D. (2018). Çocuk ve ergenlerin nörobilişsel gelişimlerinde aerobik egzersiz etkileri. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 25, 165-174.
- Piaget, J. (1962). *Play, dreams, and imitation in childhood*. New York: Norton.
- Ripke, M. N., Huston, A. C., & Casey, D. M. (2006). Low-income children's activity participation as a predictor of psychosocial and academic outcomes in middle childhood and adolescence. In A. C. Huston, & M. N. Ripke (Eds.), *Developmental contexts in middle childhood: Bridges to adolescence and adulthood* (pp. 260-282). New York: Cambridge University Press.
- Runco, M. A., Acar, S., & Cayirdag, N. (2017). A closer look at the creativity gap and why students are less creative at school than outside of school. *Thinking Skills and Creativity*, 24, 242-249. <https://doi.org/10.1016/j.tsc.2017.04.003>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55, 68-78.
- Sandstrom, M. J., & Coie, J. D. (1999). A developmental perspective on peer rejection: Mechanisms of stability and change. *Child Development*, 70(4), 955-966.
- Scanlan, T. K., Babkes, M. L., & Scanlan, L. A. (2005). Participation in sport: A developmental glimpse at emotion. In J. L. Mahoney, J. S. Eccles, & R. Larson (Eds.), *Organized activities as contexts of development: Extracurricular activities, after school and community programs* (pp. 275-309). Mahwah, NJ: Lawrence Erlbaum.
- Sigel, I. E. (1987). Does hothousing rob children of their childhood? *Early Childhood Research Quarterly*, 2(3), 211-225.
- Singer, J. L. (1994). Imaginative play and adaptive development. In J. H. Goldstein (Ed.), *Toys, play, and child development* (pp. 6-26). New York: Cambridge University Press.
- Snyder, H. N., & Sickmund, M. (1999). *Juvenile offenders and victims: 1999 national report* (NCJ 178257). Washington, DC: U.S. Department of Justice, Office of Justice Programs, Office of Juvenile Justice and Delinquency Prevention.
- Van Evra, J. (1998). *Television and child development* (2nd ed.). Mahwah, NJ: Lawrence Erlbaum.
- Vandell, D. L., Pierce, K. M., & Dadisman, K. (2005). Out-of-school settings as a developmental context for children and youth. In R. V. Kail (Ed.), *Advances in child development and behavior* (Vol. 33, pp. 45-78). Amsterdam: Academic Press.
- Verma, S., Sharma, D., & Larson, R. (2002). School stress in India: Effects on time and daily emotions. *International Journal of Behavioral Development*, 26(6), 500-508.
- Vygotsky, L. S. (1966). Play and its role in the mental development of the child. *Soviet Psychology*, 12(6), 62-76.
- Zill, N. (2001). Does Sesame Street enhance school readiness? Evidence from a national survey of children. In S. M. Fisch, & R. T. Truglio (Eds.), *"G" is for growing: Thirty years of research on children and Sesame Street* (pp. 115-130). Mahwah, NJ: Lawrence Erlbaum.