

**THE RELATIONSHIP BETWEEN AFTER
SCHOOL ACTIVITIES AND YOUTH'
ACADEMIC ACHIEVEMENT, SOCIAL
ANXIETY, CONFIDENCE, AND CONNECTION
AND THE MEDIATORY ROLE OF SENSE OF
HUMOR**

AYŞE AYDINOĞLU

İSTANBUL, 2017

THE RELATIONSHIP BETWEEN AFTER SCHOOL ACTIVITY AND YOUTH'S
ACADEMIC ACHIEVEMENT, SOCIAL ANXIETY, CONFIDENCE, AND
CONNECTION AND THE MEDIATORY ROLE OF SENSE OF HUMOR

A THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
BAHCESEHIR UNIVERSITY

BY

AYŞE AYDINOĞLU

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF CLINICAL PSYCHOLOGY
IN DEPARTMENT OF PSYCHOLOGY

MAY 2017

THE REPUBLIC OF TURKEY
BAHCESEHIR UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES
CLINICAL PSYCHOLOGY

Name of the thesis: The Relationship Between After School Activity and Youth's Academic Achievement, Social Anxiety, Confidence, Connection and The Mediatory Role of Sense of Humor

Name/Last Name of the Student: AYŞE AYDINOĞLU

Date of the Defense Thesis: 10.07.2017

The thesis has been approved by the Graduate School of Social Sciences.

Assist. Prof. Burak KÜNTAY
Graduate School Director

I certify that this thesis meets all the requirements as a thesis for the degree of Master of Arts.

Assist. Prof. Başak Türküler Aka
Program Coordinator

This is to certify that we have read this thesis and we find it fully adequate in scope, quality and content, as a thesis for the degree of Master of Arts.

Examining Committee Members

Signature

Thesis Supervisor
Assist. Prof. Arzu Aydınlı Karakulak



Member
Assist. Prof. İlke Sine Eğeci



Member
Assist. Prof. Ayfer Dost



“I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.”

Name Surname: Ayşe Aydınoğlu

Signature:

ABSTRACT

THE RELATIONSHIP BETWEEN AFTER SCHOOL ACTIVITY AND YOUTH'
ACADEMIC ACHIEVEMENT, SOCIAL ANXIETY, CONFIDENCE, AND
CONNECTION AND THE MEDIATORY ROLE OF SENSE OF HUMOR

M.A., Ayşe Aydınöđlu

Department of Psychology

Supervisor: Assist. Prof. Arzu Aydınlı Karakulak

May 2017

The current study aims to increase our understanding about positive youth development field. After school activity and the bringing benefits on youth development was studied. In this regard, academic achievement, sense of humor, connection, confidence power among youth and its' relation to involving in an after school activity was examined. Apart from this the importance of social anxiety was perceived to signify during adolescence. Since there are some common points in treatment of social anxiety and after school activity, their interrelations was examined too. Therefore, the study aims to examine positive youth development among Turkish population with a sample of 232 middle school students. Considering the positive contributions of after school activity on youth development, it was expected that after school activity predict connection, confidence, academic achievement and social anxiety among youth. Besides, sense of humor was expected to mediate these relations. Participants asked to report various self-report

questionnaires about social anxiety, Youth Development Scale 5C and sense of humor. Results suggest that after school activity predicts social anxiety and academic achievement. Although there were not seen mediatory role of humor, hierarchical regression analysis indicated integrated model with after school activity and humor predicts connection, confidence and achievement. Accordingly, results were discussed in light of the literature.

Keywords: positive youth development, after school activity, sense of humor, social anxiety, extracurricular activity, connection, confidence.



ÖZ

OKUL DIŐI AKTİVİTELERLE GENÇLERİN AKADEMİK BAŐARI, SOSYAL KAYGI, ÖZ GÜVEN VE BAĞ KURABİLMELERİ ARASINDAKİ İLİŐKİ VE BU İLİŐKİDE MİZAH ALGISİNİN ARACI ROLÜ

Ayőe Aydınoglu

Yüksek Lisans, Klinik Psikoloji

Tez Yöneticisi: Yrd. Doç. Dr. Arzu Aydınlı Karakulak

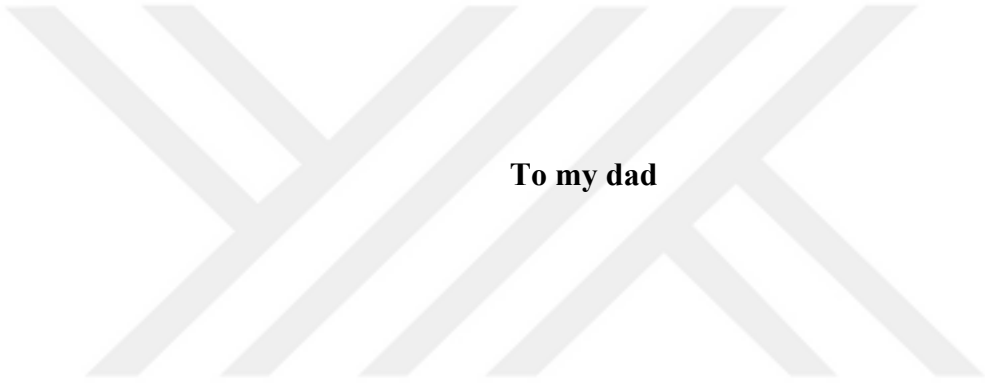
Mayıs 2017

Bu çalıőma ile Pozitif Genç Geliőimi alanına farkındalıđın arttırılması hedeflenmiőtir. Okul dıőı aktiviteler ve aktivite katılımı beraberinde genç gelişimine getirileri çalıőılmıőtır. Bu bağlamda gençlerde akademik başarı, mizah algısı, sosyal kaygı, bağ kurabilme ve öz güvene sahip olabilme gücü ve bunların okul dıőı aktivitelere katılma ile ilişkileri incelenmiőtir. Bunların yanı sıra sosyal kaygının özellikle ergenlik döneminde büyük önem taşıdıđı gözlemlenmiőtir. Sosyal kaygı tedavisi ile okul dıőı aktiviteler arasında gözlemlenen ortak noktalardan dolayı birbirleri ile ilişkileri de sunulan çalıőma beraberinde incelenmiőtir. Sonuç olarak çalıőma ile pozitif genç gelişiminin 232 orta okul öđrencisi ile Türk popülasyonunda

incelenmesi hedeflenmiştir. Okul dışı aktivitelerin genç gelişimi üzerindeki pozitif etkileri düşünüldüğünde, okul dışında okul dışı aktivitelerin gençlerde öz güven, bağ kurabilme, akademik başarı ve sosyal kaygıyı yordaması beklenmiştir. Bunların yanı sıra mizah algısının bu ilişkiler arasında aracı bir rolünün olası beklenmiştir.

Katılımcılardan sosyal kaygı, 5C (Pozitif Genç Gelişimi Ölçeği), mizah algısı gibi anketleri cevaplandırmaları istenmiştir. Araştırma sonucu okul dışı aktivitenin sosyal kaygı ve akademik başarıyı yordadığı görülmüştür. Mizah algısının aracı bir rolünün bulunmamasına karşın, hiyerarşik regresyon analizinde okul dışı aktivite ve mizahın dahil edildiği entegre modelin akademik başarı, öz güven ve bağ kurabilmeyi yordadığı görülmüştür. Bunun beraberinde sonuçlar literatür ışığında tartışılmıştır.

Anahtar Kelimeler: pozitif genç gelişimi, okul dışı aktiviteler, mizah algısı, sosyal kaygı, bağ kurabilme, öz güven.



To my dad

ACKNOWLEDGEMENTS

First of all, I want to thank to my thesis supervisor Assist. Prof. Arzu Aydınlı-Karakulak for her guidance, encouragement and patience over the last year. I want to thank to her for her enlighten vision; her support was essential for my success here. Besides her fruitful and gentle supports, she also gave me a very good opportunity to understand the idea of being well disciplined, respectful and hard working. It was a really big chance for me being her thesis student.

Valuable contribution on my thesis defense of my examining committee is very well appreciated; I want to thank to Assist. Prof. İlke Sine Egeci and Assist. Prof. Ayfer Dost for that.

I want to thank to my father, Celal Aydınoğlu, I wish he would have seen me being a clinical psychologist.

I would like to thank to my precious, my mother, Nasibe Aydınoğlu, she is my biggest supporter through all my educational life. I also want to thank to my sisters Miray İren and Nuray Ateşalmaz, and my grandfather Hüseyin Er. They support me through the entire process. I knew that all the time they were behind me and that was something that enhances the belief in myself.

In my study I support the beneficence of social support; namely “connection”. All people I mentioned here was a big support on my study. Their contributions on my study can not be underestimated.

Ayşe Aydınoğlu, İstanbul, 2017

TABLE OF CONTENTS

PLAGIARISM	iii
ABSTRACT	iv
ÖZ	vi
DEDICATION	viii
ACKNOWLEDGEMENTS	ix
TABLE OF CONTENTS	x
LIST OF TABLES	xiii
LIST OF FIGURES	xiv
LIST OF ABBREVIATIONS	xv
1. INTRODUCTION.....	1
1.1 Role of After School Activities for PYD	4
1.1.1 After School Activities and Achievement.....	6
1.1.2 After School Activities and Connection and Confidence	9
1.1.2.1 Subscales of 5C	12
1.1.3 After School Activities and Social Anxiety Disorder	13
1.1.4 After School Activities and Sense of Humor	16
1.1.5 Sense of Humor and 5C as Connection and Confidence	18
1.1.6 Sense of Humor and Academic Achievement	21
1.1.7 Sense of Humor and Social Anxiety	22
1.2 Importance of the Study for the Turkish Population	23
1.3 Aim of Thesis	25
1.3.1 Aim.....	25
1.3.2 Hypothesis.....	25
1.4 Importance of the Thesis	28
2. METHOD.....	31
2.1 Participants.....	31

2.2 Materials.....	32
2.2.1 Sociodemographics	32
2.2.2 After School Activities (Extracurricular Activities)	33
2.2.3 5C Scale	34
2.2.4 Social Anxiety Scale for Adolescents	36
2.2.5 Multidimensional Sense of Humor Scale for Children	36
2.3 Procedure.....	37
2.4 Data Analysis	37
3. RESULT.....	39
3.1 Preliminary Analysis	39
3.2 Main Analysis	42
3.2.1 Analysis of Covariance (ANCOVA)	42
3.2.2 Hierarchical Regression Analysis	43
3.2.2.1 The Relationship Between Activity Involvement, Sense of Humor and GPA.....	44
3.2.2.2 The Relationship Between Activity Involvement, Sense of Humor and Confidence	45
3.2.2.3 The Relationship Between Activity Involvement, Sense of Humor and Connection	47
3.2.2.4 The Relationship Between Activity Involvement, Sense of Humor and Social Anxiety.....	48
3.2.2.5 Subtypes of Humor	50
4. DISCUSSION	55
4.1 Evaluation of Descriptive Statistics and Correlations.....	56
4.2 Evaluation of Main Analysis and Literature Findings	58
4.2.1 Interpretations of One-way ANCOVA	58
4.2.1.1 Academic Achievement Between Groups	58
4.2.1.2 Connection and Confidence	59
4.2.1.3 Social Anxiety	61
4.2.1.4 Sense of Humor	61
4.2.2 Interpretation of Hierarchical Regression Analysis	62

4.2.2.1 The Relationship Between Activity Involvement, Sense of Humor and Academic Achievement	62
4.2.2.2 The Relationship Between Activity Involvement, Sense of Humor and Connection	66
4.2.2.3 The Relationship Between Activity Involvement, Sense of Humor and Confidence	68
4.2.2.4 Common Points about Connection and Confidence	70
4.2.2.5 The Relationship Between Activity Involvement, Sense of Humor and Social Anxiety	73
4.3 The Mediatory Role of Sense of Humor Among Models	77
4.4 Contributions of the Study	78
4.5 Limitations of the Study and Future Work	82
REFERENCES.....	86
APPENDICES	97

LIST OF TABLES

TABLES

Table 2.1 Demographic Characteristics of the Sample	32
Table 2.2 Information of Activity Involvement	34
Table 3.1 Means and Standard Deviations of the Variables	40
Table 3.2 Pearson Correlation between Variables	41
Table 3.3 Summary of Analysis of Covariance	43
Table 3.4 Summary of Hierarchical Regression Analysis for variables Predicting GPA.....	44
Table 3.5 Summary of Hierarchical Regression Analysis for variables Predicting Confidence	46
Table 3.6 Summary of Hierarchical Regression Analysis for variables Predicting Connection	47
Table 3.7 Summary of Hierarchical Regression Analysis for variables Predicting Social Anxiety	49
Table 3.8 Summary of Hierarchical Regression Analysis for variables Predicting Social Anxiety (Humour Creation)	52

LIST OF FIGURES

FIGURES

Figure 1.1 Mediation Model with Connection.....	26
Figure 1.2 Mediation Model with Confidence.....	27
Figure 1.3 Mediation Model with GPA.....	27
Figure 1.4 Mediation Model with Social Anxiety.....	28
Figure 3.1 Mediation Model with GPA.....	45
Figure 3.2 Hierarchical Regression Model with Connection.....	46
Figure 3.3 Hierarchical Regression Model with Confidence.....	48
Figure 3.4 Hierarchical Regression Model with Social Anxiety.....	50
Figure 3.5 Hierarchical Regression Model with Social Anxiety (Humour Creation)	53

LIST OF ABBREVIATIONS

PYD : Positive Youth Development

SAD : Social Anxiety Disorder

CBT : Cognitive Behavioral Therapy

ACT : Activity

SDR : Socially Desirable Responding

ASA : After School Activity

CHAPTER 1

INTRODUCTION

Adolescence is a significant period of life and many theorists have written about it since years. For instance, Anna Freud (1969) viewed adolescence as rapid change in ego defenses, in interpersonal relations, and in traits (As cited in Lerner, Lerner, & Phelps, 2008). Similarly, Erikson (1959) also defined adolescence as stormy period of life. According to Erikson, adolescence is a stage that youths strive between identity and role confusion, they face with the question “Who am I?” (Kirsh, 2005). Lerner (2005) reported that adolescence is the only developmental stage, in which an extremely rapid transition occurs in human characteristics. Although there is a consensus about the significant importance of the adolescence period of life, interventions vary.

Positive youth development (PYD) is a recent topic that catches many researchers’ interest. Plenty of research has been done on the field for the last

decades. Many governments from varying countries found that PYD is an important field to be funded. Especially in USA, 4-H Studies have become a salient field for most states (e.g. Sloper, 2016). 4-H is a study with constructed activity programs, which focuses on activating head, heart, hands, and health among youths. It is an approach that aims to activate varying development pathways and to provide different extracurricular opportunities for teenagers (Lerner, Lerner, & Phelps, 2008). There are many reasons to direct attention to the PYD field. The first one is about the plasticity of adolescent years. By plasticity the potential for change was stressed. It is believed all youth have a stronger tendency toward change during adolescent years. The idea of PYD is to promote more positive aspects for youth development area. It is thought that development can be attained by activating strengths, which operate as potential for positive change (Lerner et al., 2008). The idea is not much about a symptom relief; instead it is more about enhancing personal traits. Secondly, although there is a reality of teenage crisis such as being more inclined during this period to abuse alcohol and drug, to be involved in self-harming behaviors, teenage pregnancy, and school dropout, the vast majority of adolescents do not have such stormy adolescence years (Lerner et al., 2008). Thus, directing attention to the normal population (non-outliers) may facilitate the pragmatism of studies on adolescence.

PYD as a new branch of psychology is mainly about plasticity of human development. This approach posits that by emphasizing human strengths, development can be achieved in a more powerful way (e.g. Lerner et al., 2008; Sloper, 2016; Lerner, 2005). Another rationalization of PYD is about taking an optimistic perspective. Such ideas lead the world's attention towards PYD. Although there is a growing interest

towards PYD in Turkey, there is not much research in the field. Different settings in youths' life provide different opportunities for learning and promote positive development by the way (e.g. Lerner et al., 2008; Larson, Hansen & Moneta, 2006). These opportunities mostly include After School Activities; such as sports, art, etc.

Lerner (2005) defined PYD as a theoretical model that emphasizes strengths of youth and their powerful potential to change; and this change is only attained by interpersonal and institutional support. The 5C framework is a way of conceptualizing PYD (Lerner, 2005). It is considered as the fundamental tool for measuring the outcomes of after school activities on youth's development. The 5C scale is accepted to be the most comprehensive way of measuring PYD utility with its subscales of Character, Caring, Competence, Confidence, and Connection. These competencies are proposed to be the desired outcomes of the PYD programs with the characteristic of "thriving youth" (Lerner, 2010). The 5 C model aims to measure developmental asset, instead of symptom relief intervention since 2005 (Lerner et al., 2008). In the present analysis, only Confidence and Connection will be studied. This selection is based to the idea that especially the Connection and Confidence subscales are expected to be related to sense of humor for the mediation analysis (e.g. Obejhon, 2002; Johnson, 2005; Palmer, 1993; Tapley, 2007). Other reasons for this selection of variables among the 5C model will be explained comprehensively in the following sections. While confidence includes the idea of self-worth and positive identity, connection relates to social consciousness, morality and personal values (Lerner, 2010). Connection is mostly associated with socialization and confidence relates to self-esteem. Connection requires the ability to socialize whereas humor, on the other hand, is a fundamental tool that helps to socialize better, especially during these ages. Ozbay, Palanci, Kandemir and

Cakir (2012) reported that humor promotes social interaction and enhances communication skills, while also contributing to psychological well-being. Apart from this, humor is expected to relate to confidence with the provided ability of coping. These subscales are included to the analysis in the following context.

1.1 Role of After School Activities for PYD

Sloper (2016) reported that After School Activities are important programs for PYD. Many theorists have a consensus on that issue. For example, Bodily and Beckett (2005) reported that after school activities provide a safety place for youths' free times, as well as improve adolescents' skills like social abilities, self-esteem, time management etc. Similarly, Lerner et al. (2008) reported that PYD is strongly linked to out of school time activities. Sloper (2016) explained the beneficence of extracurricular activities by that after school programs provide personal and interpersonal development by offering the opportunity to express motivation and concentration; moreover they help to improve skill building; social skills both with peers and adults, leadership skills with different environmental characteristics than ordinal context as school or at home in their routine. Research Institute (Scales, et al., 2000) found that being engaged in sports, clubs or community organizations for three or more hours of a week was strongly linked to desired outcomes of youth development (Lerner et al., 2008).

After school activities were found to be one important factor that enhances youths' well-being. Teenagers who join 4-H or After School Programs scored better on character, connection, caring, confidence and competence (e.g. Lerner, et al., 2008; Zarret, 2009; Slopper, 2016; Lerner, 2005). Apart from these humor is found to have important dynamics in those years. Numerous studies indicated that sense of

humor enhances teenagers' ability to both cope and socialize better (e.g. Oberjohn, 2002; Okhuzien, 2008; Kirsh, 2005). So apart from after school activities, sense of humor is another important dynamic for youth development. Teenagers encounter many daily-life stressors; specifically role confusion may cause many adolescents to experience enormous stress. Having sense of humor may be one important tool that helps to cope better with such stressors.

Social anxiety disorder on the other hand, is an important handicap that many teenagers suffer from. Social relations and friendship has a dramatic role during teenage years. Withdrawing from interpersonal relations because of social anxiety may be an important developmental problem that many youth face. Like many other phobic behaviors, exposure is found to be an effective solution to treat social anxiety disorder. After school activities require to engage in many social situations. Beyond exposure to social situations, also cognitive appraisal has been identified as an important issue to focus on in the treatment of social anxiety. Humor, on the other hand, is an important tool to acquire more adaptive cognitive reappraisals. Because of these reasons the relationships between social anxiety and humor as well as after school activities are worth to be examined (e.g. West & Newman, 2007; Meidel, Turnel, & Murriss, 2000; Stillerman, 2006; Hester & Tremayne, 2010)

After school activities is also found to be an important factor increasing academic achievement based on literature findings. By increasing self-esteem, self- efficacy, after-school activities increase achievement. (e.g. Cooper, Valentine, Lindsay, & Nye, 1999; Hallam, n.d.; Sloper, 2016). Youth, who engage in an activity in an out of school time, are expected to score higher on various lectures (Hallam, n.d.). Nowadays, academic

achievement has a vital role on youth's lives. GPA scores are mainly based to increased number of tutorials and working hours. However robust findings on the other hand, relates being successful to other areas to like after school activities (e.g. Cooper et al., 1999; Sloper. 2016).

In the present research, the relationship between after school activities and desired characteristics among youth will be examined. Connection, confidence, academic achievement, and social anxiety will be compared among teenagers join an activity and not. Mediating role of sense of humor among those will be examined to.

1.1.1 After School Activities and Achievement

After school activities encompass youths' engagement in clubs and social occupations like art or sportive activities. Different activities were found to contribute to the 5 subscales in varying studies. Cooper, Valentine, Nye and Lindsay (1999) conducted a study with young students who were engaged in PYD programs and found that after-school activities significantly contributed to students' success even after controlling for participants' gender and ethnicity. Morrison (1994) examined music engagement and achievement; he indicated that high school students' participation in music predicted higher achievement in Math, History, Science, and English. Similarly Martin, Mansour, Anderson, Gibson, Liem and Sudmalis (2013) reported that involvement in theatre and music predicts academic achievement; they also reported that engagement in arts positively correlates with university involvement and academic achievement.

Martin et al., (2013) also found confirming results that art engagement leads to academic achievement by increasing motivation and resilience. These results were found even after controlling for socio-demographical differences. Larson, Hansen and Moneta (2006) conducted a comprehensive study on varying extracurricular activities; they found that sportive activities help to develop problem solving and goal setting abilities, which in turn expected to increase academic achievement.

Malecki and Elliot (2002) emphasized the important connection between social behaviors and achievement; they stress the importance of social skills for reaching higher levels of academic achievement. After school activities are well-known for providing great opportunity for socialization, which may in turn increase achievement. Linver, Roth, Gunn (2009) reported that youth who engage in sportive activities have increased academic competence showing itself in higher grades and attainment.

Academic achievement is a worldwide issue that both students and parents give importance dramatically. Often, tutorials and long studying hours are expected to be the only way of attaining achievement. However, recent findings may help to adopt another point of view. For example, Malecki and Elliot (2002) stressed that the negative approach toward extracurricular activities as anything prevent youths from academic involvement diminish success. There is a strong belief that the only way of achieving success is to study more and after school activity is something that prevent students from studying more. Proving the effect of after school activity on achievement is important for resolving these prejudice approach toward extracurricular activity programs. It is opposed to the belief that “The more the child studies, the more s/he becomes successful.

Other factors affecting success aside from academic studying are questioning in the study. After school activities are proposed to be one important element of success. For example Marsh and Kleitman (2003) reported that academically at risk students are less likely to be involved in afterschool activities. Linver et al., (2009) explained it by referring that after school activities may offer students who are academically at risk an alternative identity which eventually increases their confidence and connection, and turns this into an advantage for their academic success. Peck, Roeser, Zarrett and Eccles (2008) conducted a longitudinal study among high school students and found that students who perceived themselves as academically at risk and those who joined after school activities are more likely to go to university than those who did not attend any extracurricular activities and perceived themselves as vulnerable.

Apart from these, family approach is found to be a determinant factor related to children's willingness to participate in after school activities; moreover parents' approaches are found to affect their art enjoyment (Martin et al., 2013). Thus family approach is an important side of extracurricular activity involvement among youth. Any finding about the beneficence of after school activities may shape parents' prejudged approach. This is also important for teenagers' enjoyment of the activity.

Overall, it can be said that engaging in after school activities may provide an alternative pathway to achieve children's academic goals, so that people may see that academic studying is not the only way of achieving.

1.1.2 After School Activities and Connection and Confidence

The 5C scale has been the most comprehensive measurement tool for observing desired youth growth (Lerner et al., 2008). Positive youth development studies have mostly been carried out by using the 5C scale (e.g. Lerner et al., 2008; Slopper, 2016; Lerner, 2005). As already indicated, considering participants' age and their possibility to get bored easily, only two of the five subscales will be administered, namely connection and confidence. Connection and confidence subscales are expected to represent significant and desired characteristics for youth in the Turkish culture.

After school activities has found to have many positive effects on connection and confidence. Various research on that issue exists. For instance, Hallam (2010) indicated that engagement in music improves social and personal skills; high correlations were found between self-confidence, cognitive competence and music engagement among youth. Similarly, Broh (2002) also found that music engagement enhances social skills. He found that teenagers who engage in musical activities were more likely to interact with parents and teachers. Hence engagement in kind of activities is one important way for constructing confidence and social skills among youth. Besides, it also helps to adapt teamwork, which may be associated with social abilities. They may learn how to handle encountered problems in-group settings.

Larson et al., (2006) conducted a study about different extracurricular activities and they found that sportive activities (as well as artistic activities) help youth to construct goal setting and problem solving skills. Stressors that they encounter during the competition may teach them how to handle a crisis. They also reported that

involvement in artistic activities helps youth to develop both initiative and interpersonal skills. Moreover their findings indicate that engagement in community-based programs is related to leadership and pro-social norms among youth. They found that service activities also strengthen development and reported that engagement in service reduces prejudice and help to construct positive pro-social relations (Larson et al., 2006). These programs therefore may also help teenagers to reconstruct their prejudiced approach during their increased interaction with out-groups.

Linver et al., (2009) reported that positive youth development is mostly explained by activities completed during non-school hours; it was explained by the vast opportunity to enhance social skills with peers and adults in a new context. After school activities are the backbone of positive youth development. They do not only help youth to practice their social skills, but also provide them social support, so that they connect to others socially. Teenagers reported that sportive activities promote initiative, teamwork and social skills; moreover sport participation enhances confidence as well as connection to school, peers, and adults (Linver et al., 2009).

Extracurricular activities provide more opportunity for social support, which is an important tool for handling teenage crisis. Besides, a role confusion dilemma emerges during adolescence; “Who am I?” is the pervasive question that all youth face. Linver et al. (2009) explained the positive effect of after school activities by the opportunity for attaining an alternative identity with the new occupation; which increases the likelihood of higher confidence, and connection to others. Thus, youth have more contexts to discover themselves and to answer the “Who am I?” question under the light of

alternative identity opportunities. Consequently, many stressors have arisen during adolescence; teenagers may struggle while becoming an adult. Accordingly, youths may need some interventions to support them during this identity crisis

Tsang, Hui and Law (2012) stressed supportive relationship and belonging, as well as increased skills and feeling of responsibility as outcomes of after school activities. Glick and Rose (2011) similarly emphasized that friendship and connection are important for improving social skills. They supported that interpersonal relations also help youth to master new situations in which giving and seeking help is expected and provide them with opportunities to practice these skills. After school activities therefore offer vast opportunities for various issues.

Howes's study (1983) indicated that children increase their social competence when they maintain a friendship over a year. Organized activities provide a huge opportunity for maintaining interpersonal relations (connection) while practicing and improving those social skills. Organized activities may contribute to intimacy and validation of emotions among interpersonal relations.

Gestdóttir and Lerner (2007) have drawn attention to another important dimension of positive youth development; they emphasized that it is important to study self-regulation during the adolescent period and reported a positive relationship between intentional self-regulation and PYD as assessed with the 5C scale.

Thus, by attending to organized activities, youth may also improve their self-regulation skills, which in turn increase both their confidence and connection. Overall, the reviewed research indicates that desired youth profiles; specifically socialization as connection and confidence can be achieved by attending to organized (after school) activities.

1.1.2.1 Subscales of 5C

In the present study only the Connection and Confidence subscales were examined. However, the 5C scale comprises five different subscales. Robust findings indicated strong relationships between engagement in extracurricular activity and the dimensions of the 5C scale (e.g. Lerner, 2005). When the mediation model with humor is taken into consideration, particularly the Connection and Confidence subscales are expected to be strongly related to humor (e.g. Obejhon, 2002; Tapley, 2007). Humor is expected to have a meaning in the existence of others, and the connection subscale, on the other hand, measures the connection to varying social groups, such as to peers or to family (e.g. Geldhof, Bowers, Boyd, Mueller, Napolitano, Schmid, Lerner & Lerner, n.d.). Accordingly, these variables were expected to strongly relate to each other. A higher level of connection to social groups is expected to increase the probability of humor usage. Besides, humor is well known by its buffering effect on anxiety (e.g. Ginsberg, 2014), hereby humor is expected to associate with higher level of confidence. The confidence subscale measures ideas related to self worth, positive identity and physical appearance (Geldhof et al., n.d.). Abel and Maxwell (2002) associated humor with being optimistic and with enhanced self-acceptance. From this aspects humor is expected to be associated with having a more positive identity, an increased level of self worth, and a fulfilling approach toward physical appearance. Notably, also competence

as a dimension of the 5C model might be considered as a central aspect of youth development in the context of studying extracurricular activities and sense of humor. However, it should be noted that competence measured in accordance with the 5C model includes questions about students' school grades (Geldhof et al., n.d.). As we will ask adolescents to indicate their GPA's as a more objective assessment of competence, we refrained from asking students additionally to report their competence.

1.1.3 After School Activities and Social Anxiety

Friendship has a vital importance during adolescent years. Suffering from social anxiety disorder (SAD) is perceived to be an important stressor especially during these years. The American Psychiatric Association (1994) defines social anxiety disorder as avoiding social situations, worrying about negative evaluations of others (as cited in West & Newman, 2007). SAD is considered to be developed in adolescence (Beidel, Turnel, & Morris, 2000). Therefore it is important to examine social anxiety in youth development. Adolescents face many situations as public speaking, eating, writing in front of others, speaking with authority figures. Unfortunately, these situations are problematic for people who report a SAD (Beidel, Turnel, & Morris, 2000). Hence, social anxiety might be more of a critical issue during adolescent years. Although interventions vary, exposure is an important factor for treating SAD in Cognitive Behavioral Therapy (CBT) (Beidel et al., 2000). From these perspectives after school activities provide many opportunities for being exposed to and eventually for overcoming the feared situations. West and Newman (2007) tied the link between social anxiety during adolescence to the important identity formation and transition to adulthood that occurs during those years. Hallam (2010) reported that children cope with social anxiety by performing in front of others. By joining after school activities youths

deal with speaking, eating, and performing in front of others (e.g. Hallam, 2010; Larson, Hansen, Moneta, 2006, Hester, 2010). Beidel et al. (2000) reported that children with social anxiety have social skill deficits. Again after school activities provide a constructive opportunity to improve their social skills.

Moreover Glick and Rose (2011) reported that positive friendship quality prevents from consulting useless strategies as avoiding or blaming. After school activities might be important for fostering positive friendship and for preventing individuals with social anxiety from consulting their mostly used avoidance strategy. After school activities have been mostly examined in terms of their positive effects for human development; Social phobia, in this regard, constitutes a significant problem, which has began to develop during adolescent years. Avoidance characteristics and behavioral inhibition are salient issue for the treatment of social anxiety (e.g. West & Newman, 2007). When the effect of social anxiety among adolescents is considered, the importance of interventions comes into prominence. Thus, it is critically important to examine what youth with social anxiety are getting through, especially when it is taken into account that social anxiety is mostly comorbid with other disorders like depression or substance abuse (Miller, Gold, Gindhu, Martinez, Yu, Waechtler, 2011). Apart from this, social anxiety prevents people from constructing new relations or having social support, so it is not surprising that they are at higher risk for developing depression or other anxiety disorders. Their higher risk of consultation on substances might be explained by the relaxation effect of substances like alcohol or any other drugs. People with social anxiety may handle their intense anxiety with the relaxation effect of alcohol. Organized activities prevent youth from any consultation of behavioral inhibition. West and Newman (2007) conducted a study about behavioral inhibition among young age

groups and reported that inhibition is related to adolescent social anxiety among both boys and girls. Even if teenagers do not lack social skills, they need contexts to apply those known skills. After school activities both help to construct new relations and to use their learned social skills. Robust findings support that SAD usually develops during adolescent years (e.g. Beidel et. al., 2000; West & Newman, 2007), so from the behavioral perspective organized activities prevent youth from dysfunctional learning (If I eat in front of others they may laugh at me.) and expose them to their feared situation earlier (e.g. Beidel, et al., 2000). Findlay and Coplan (2008) conducted a study about the benefits of sport participation and reported that participation in sport provides more peer contacts and peer experiences; moreover children who avoid interacting with peers, are less likely to be involved in organized activities. They also conducted a study on shyness, and found that shy children have a decreased number of social opportunities. From this perspective they supported that sport activity involvement might be a protective factor for shyness. It is expected that youth who are exposed to their feared situation like performing in front of others, or interacting with group partners day by day will overcome their shyness. Moreover Findlay and Coplan (2008) also indicated that sport anxiety is tied to general social anxiety so that the interventions ought to include sport participation in the treatment.

Consequently involvement in organized activities shouldn't be underestimated in the social anxiety treatment process. It does not only provide the backbone of phobic treatments such as exposure, but also helps adolescents to construct new social skills and to apply them during these interactions. Moreover organized activities offer more of a natural setting compared to other constructed

exposure settings. Thus, involvement in organized activities may be more effective in accommodating the desired behavior.

1.1.4. After School Activities and Sense of Humor

Another important dimension about PYD is related to sense of humor. In recent years, many researchers directed their interest towards examining sense of humor and many positive aspects of humor were reported (e.g. Oberjohn, 2002; Stier, 2009). Apart from these, sense of humor is defined as the smiles, laughs, and amusement of an individual in varying situations (Okhuizen, 2008). Humor helps people to get distant from negative experience by activating cognitive distraction (Strickt, Holland, Baaren, & Keenipenberg, 2009). When people are exposed to an amusing context, they cognitively distance themselves from stressors and direct their focus to another area. So their level of anxiety decreases and they are better in handling the feared situation.

Humor and play are accepted to be linked, and humor is assumed to make the play more enjoyable (Stier, 2008). Thus, humor can also make after-school activities more enjoyable, which may make adolescents more likely to keep on with these activities. For instance, Synder (1991) conducted a study about sport and humor and found that humor and sport are intertwined. Hester (2010) also reported that humor and sport are interrelated; by reducing arousal toward stressors and increasing arousal in case of boredom situations, humor helps youths in sport branches. More specifically, during stressful competitions, players may be more likely to handle their anxiety and to perform better, if they have a sense of humor. Apart from this, when

players get bored with the training, humor may help them to have fun during training.

McGhee (1971) reported that children laugh more when they are with their peers than alone and adults. After-school activities may provide an opportunity to spend more time with peers, which in turn may increase the contexts of humor. Palmer (1993) made a study with young hockey players and examined their aggression and humor consultation. He proposed that aggression among young males is a pervasive social problem, gave them an opportunity to express their aggression and in this relation they often consulted humor. Humor helped the hockey players to express their anger in a more acceptable way without damaging their social relations. From this point, hockey as an organized activity provided a context to apply humor, which in turn even handled aggression. One of the important branches of humor is related to the context in which humor occurs. As well as temperaments, contexts are another important side, which may affect humor. Youth, who have sense of humor, nevertheless need contexts to apply these skills into exposed interrelations. After school activities are important contexts for constructing and applying these skills. Lehmann, Willenbrock and Allen (2014) reported that people mostly expose humor in the context of others. People laugh mostly when they are interacting with others. Thus contexts, environments are important for humor situations. Lehnmann et al., (2014) conducted a study about humor and team performance and they reported humor as a potential for positive team resource. They also reported that leaders who have sense of humor are more preferable and that humor may foster team effectiveness. Thus humor is an important element in organized activity contexts.

Apart from these, Hester (2010) emphasized the beneficial side of humor in competitive situations as it provides amusement and fun. Competition is an important element for many organized activities, and it fosters tension within the group dynamic. Humor may help youths to alleviate this tension. Hester (2010) also reported that humor enhances group cohesion and proposed group cohesion to form an important element for organized sportive activities. He supported that group cohesion fosters commitment and enhanced communication among group partners.

Overall findings suggest that humor and after-school activities are intertwined. Organized activities provide important contexts to both improve and apply youths' humor skills in a natural setting. Apart from this, humor improves activities in various ways, as it promotes group cohesion and amusement and helps to handle anxiety.

1.1.5 Sense of Humor and 5C as Connection and Confidence

Humor is accepted to have varying advantages in human's lives. Socialization and confidence become salient issues among teenagers. Humor constitutes an important factor for both socialization and confidence, and serves as a protective factor; it helps to handle difficulties. Greengros, Martin and Miller (2012) reported that humor correlates with extraversion; thus sense of humor signifies a characteristic that helps to initiate socialization. Oberjohn (2002) reported that humor helps children to handle embarrassment and provides constructive skills for socialization. His results confirm that humor is a functional tool for peer acceptance and establishing friendships. Sherman (1988) conducted a study with fourth graders, and those having higher sense of humor

were found to be less socially distant which is associated with boosting friendships and feeling more confident with socialization. Oberjohn's study (2002) also confirms earlier results that humor among children was positively associated with peer acceptance and an increased number of mutual friendships. Stier (2009) stressed the importance of humor, and emphasized that it helps children to reveal their fears in a socially acceptable way. Many findings support the same hypothesis about the beneficial side of humor among teenagers. For instance, Johnson (2005) reported that humor provides self-confidence and resilience among children. Kirsh (2005) conducted a study about adolescent humor and found that humor is associated with self-esteem and socialization, although different humor styles (e.g. aggressive humor, affiliative humor) may have different effects. Aggression on the other hand, is a common issue that many teenagers struggle with. Aggression might be a handicap that damages teenagers' interrelations. Palmer (1993) conducted a study about coping with aggression and sense of humor among hockey players and concluded that humor helps them to express their aggression in a more acceptable way without damaging the relation. Accordingly, humor might be a beneficial tool for fixing relationships. Aggression is accepted to be evolutionary routed (Buss, 2012). Especially young males may often suffer from anger problems in the context of socialization. Thus, sense of humor may help them to express their anger in a healthier way. Palmer (1993) supports that individuals reassure the trustable relationship when they use humor in expressing anger, which may otherwise be perceived as threatening. Consequently humor helps even expressing undesired feelings such as anger; in this respect, humor enhances connection to others. Rose, Glick, Smith and Schwartz-Mette (2016) made a research about humor usage during problem-talk among an adolescent population. Problem talk means conversations about encountered inter-relational problems. Problem talk is accepted as closeness in relations, in other words

problem-talk implies/requires intimacy. On the other hand, girls and boys are perceived to be different in expressing reactions to problem talk. Rose et al. (2016) concluded that humor is a constructive way of responding to problem-talk among boys. Thus, using sense of humor may help boys to disclose their problems more easily, and consequently increases the power of connection to others.

Lehmann-Willenbrock and Allen (2014) emphasized the importance the role of humor in its relation to interpersonal relations. They proposed that humor fosters positive socio-emotional communication. People rather laugh when they are in interaction with others than when they are alone. Thus, humor is a backbone of socialization. Lehmann-Willenbrock and Allen (2014) also emphasized that humor strengthens listeners' attentiveness. Humor can make the subject more interesting and therefore consolidate the connection. Humor is purely a social act, without it socialization cannot be totally explained. Tapley (2007) reported that strong people use humor when they face failure, because they have higher self-esteem and perceive the situation as less threatening. Humor may help teenagers in their personal relation and may make them feel more self-confident by initiating new interactions. Humor may also help youth to handle embarrassment, which in turn enhances their confidence. To conclude, both connection-socialization's and confidence's importance signifies during adolescence. Sense of humor on the other hand, is found to be an important tool for fostering both characteristics. Not only humor alleviates anxiety and in the end helps coping better, but also it helps constructing new relations.

1.1.6 Sense of Humor and Academic Achievement

Academic achievement is a globally important issue that many students from varying countries struggle with. Achievement is a significant issue that both many parents and students give importance to. From this respect, adolescents often face many stressors related to their academic achievement. There is some research that examines the relationship between sense of humor and academic success. For example, Galloway (1994) reported that from a cognitive perspective humor seems associated with high intelligence, problem-solving abilities and social intelligence. From a cognitive distraction perspective, humor may help students to handle their anxiety and to perform better. For example, Strick et al. (2009) conducted a study about sense of humor and they reported that humor provides cognitive distraction, thereby enabling individuals to distance themselves cognitively from stressors, so that they eventually cope better. Hester (2010) also reported that humor makes sportive activities more fun and helps youth to overcome a situation of boredom. Likewise, humor can make studying more fun and may help adolescents to cope better with stressful experiences. For example, Savas (2013) conducted a study about humor usage in lectures and student success. He concluded that humor usage during lectures increases academic achievement. Savas (2013) also reported that humor helps individuals to take a different perspective towards events or situations. Thus, humor may help individual to find solutions in an easier and creative way. Kuiper (1993) concluded that students rated a challenging exam as less threatening when they use more coping humor. Greengros, Martin and Miller (2012) emphasized the link between humor and both creativity and social intelligence. Creativity and social abilities are both essential tools towards achieving academic goals. Consequently, sense of humor has found to be an important tool for attaining desired academic goals.

1.1.7 Sense of Humor and Social Anxiety

As stated earlier social anxiety is an important issue in adolescence. Social anxiety is well known by its social skill deficit and through negative apprehension of social events. Issues related to social anxiety are perceived worth to examine. Accordingly humor on the other hand is perceived as an important dynamic related to that area (e.g. Hester & Tremayne, 2010; Ginsber, 2014).

Sense of humor is accepted to be an important tool for establishing social skills in interpersonal relations. For instance, Hester and Tremayne (2010) reported that humor leads to reduced social distance and facilitates expressing thoughts and emotions, which in turn may help to handle social anxiety. Stillerman (2006) pointed out that humor helps individuals to reframe self-defeating apprehensions of events. People with social anxiety on the other hand, mostly have dysfunctional apprehensions that prevent them from initiating social interactions. From these perspectives social anxiety disorder and sense of humor are expected to have negative strong relations. Humor as a social skill may help individual to handle with social anxiety.

Cognitive reappraisal is an important issue for social anxiety. Cognitive appraisal means the initial experience of the event, cognitive reappraisal on the other hand means the perception-interpretation of the event; for instance one might be see the stressor as less relevant or threatening or not (Kuiper, et. al, 1993). Ginsberg (2014) reported that humor provides a means for cognitive reappraisal and emotion regulation; besides it is reported that humor helps to buffer anxiety about anticipation of event. Since individuals with social anxiety have negative anticipation of social events, humor may

help them to alleviate the anxiety. Apart from these, humor may help by reconstructing the schema about the negative experience as a more adaptive one. By reconstructing, humor may help individuals to handle their exaggerated perceived threat. Finally, Ginsberg (2014) also reported social anxiety disorder as exaggerated reframing of poor performance and social evaluation.

Social anxiety became dramatically stressful for teenagers. Humor on the other hand, is something that majority of teenagers like. For diminishing social anxiety, adding something that has an important place in youth's life was the main idea that the research is based.

1.2 The importance of the Study for the Turkish Population

PYD is a new era for the Turkey. Although there have been some programs that government funded recently, there is not much study examine the PYD programs in a scientific manner. Scientific findings related to PYD, are vital for both parents' and government's approach toward that field. Validation of earlier findings with other cultures to the Turkish population is one of the aims of presenting study.

The growing interest toward the field is a result of the atmosphere in Turkey. Academic achievement has a vital role among Turkish youth. Parents do their best to enhance their children's achievement. The Turkish population might be too ambitious about the issue hence why they put success in the center of their children's lives. Therefore, they may miss other important developmental aspects. The increasing number of tutorials is not the only way of achieving success, there are also

other ways of achieving it and after school activities are found to be one factor that benefits success (e.g. Deasy, 2002; Morrison, 1994). For Example Mücevher, Demirgil and Erdem (2016) reported that youth who engaged in sport activities scored higher on academic achievement. Apart from this, humor is also expected to link with academic success. For instance, Kaya (2011) reported humor links to more effective learning by activating various senses. Thus, findings related to humor might provide important information about educational field. Interventions about education on humor skills might be beneficial to enhancing academic success. To conclude, other pathways of youth development are aimed to have shown by the presented study. By this way, parents might be convinced about the beneficial side of both activity and humor on youth achievement, as long as parents are not convinced by it, efficient interventions would not be done.

It is also aimed to increase susceptibility toward PYD field in Turkey. Didin (2016) emphasized about the art on youth development and supports the idea that the authority should have created art education programs. Anticipated results are also perceived important to indicate benefits of activity programs scientifically to have foundations on the field.

Apart from these, Didin (2016) reported humor studies mostly examined on older age groups, it was proposed that it would be beneficial for the field that upcoming studies could be examined among school-aged groups. The presented study examines the humor on middle school children to increase our understanding on that age group specifically.

As a result, stated ideas were found important side of the study for the Turkish population.

1.3 Aim of Thesis

1.3.1. Aim

The aim of the study is to examine the relationship between after-school activities and confidence, connection, academic achievement and social anxiety among adolescents in Turkey. Besides, the extent to which sense of humor mediates these relationships will be examined.

1.3.2. Hypothesis

Building on previous findings we hypothesized that individuals engaged in after school activities will score higher on sense of humor, connection, confidence, and lower on social anxiety and achieve better GPA scores compared to individuals who are not engaged in any type of after school activities.

Moreover, it is hypothesized that among students that are engaged in at least one type of extracurricular activity, the frequency and duration of attending these activities will predict connection and confidence. Besides, it is hypothesized that frequency and duration of attending after-school activities will predict academic achievement among Turkish students. Apart from these, it is also expected that the duration of attending after

school activities will predict social anxiety disorder, with longer durations and higher frequencies leading to lower levels of social anxiety.

Moreover sense of humor is expected to mediate these relations. Frequency and duration of attending after school activity is expected to predict connection, confidence, academic achievement and social anxiety directly. Beyond the humor, after school activity is expected to have a unique effect on youth development area. Besides, after school activity does not only develop humor. After school activity is expected to predict youth development even after controlling for humor. Because of the mentioned reasons humor is expected to mediate connection, confidence, academic achievement, and social anxiety. As shown in figure1.1/1.2/1.3/1.4

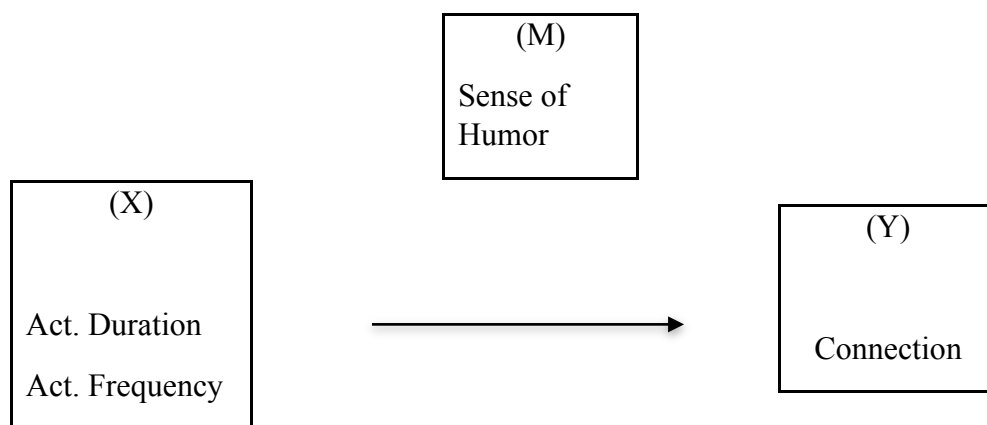


Figure 1.1 Mediation Model with Connection

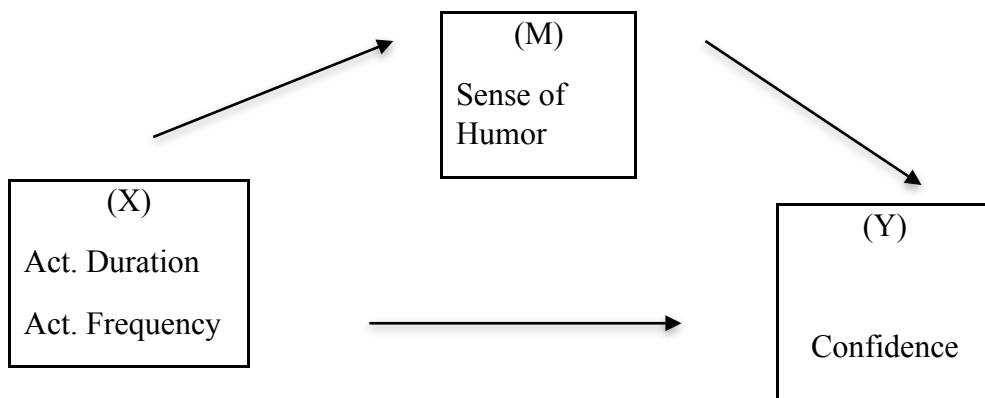


Figure 1.2 Mediation Model with Confidence

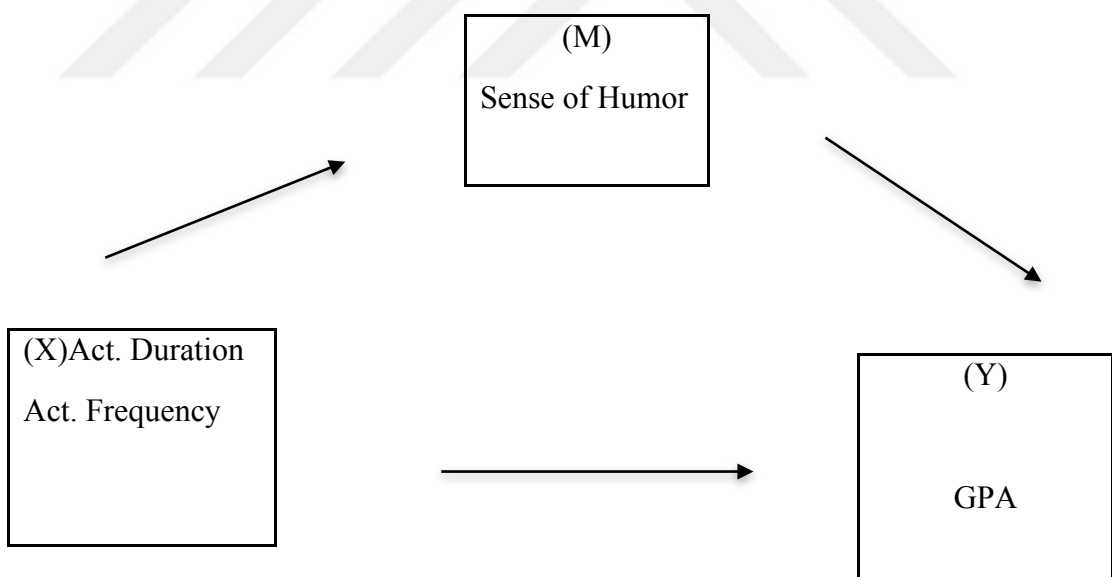


Figure 1.3 Mediation Model with GPA

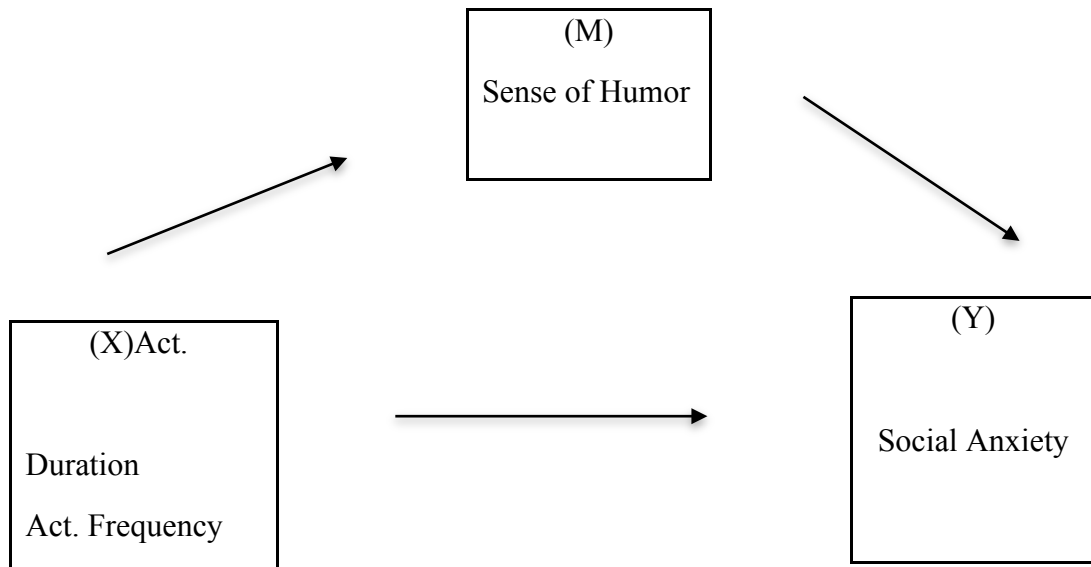


Figure 1.4 Mediation Model with Social Anxiety

1.4. Importance of the Thesis

Hall (1904) believed “The change occurs in a person’s life mirror the changes that occurred in the evolution of human species” (As Cited in Lerner et al., 2008). Embellishing youth development signifies the welfare of society. Apart from these, PYD emphasizes the potential for change, which is the core strength that all adolescents have (Lerner et al., 2008). This idea may bring a more optimistic perspective for developmental psychology. Both after school activities and sense of humor are important dynamics for youth development, but there has been no research so far that examines these relations in an integrated manner. Hence, the present study will be the first to investigate the mediatory role of humor for PYD, by using a sample of Turkish adolescents. PYD is a popular topic for USA since decades, and many clubs have been constructed, and much research has been done (e.g. Lerner et al., 2008; Sloper, 2016; Lerner, 2005). However it is a more recent topic for Turkey. New programs have been constructed, but the effect of PYD programs has rarely been examined scientifically

among a Turkish population. In the present analysis, the utility of programs among Turkish students will be examined.

Moreover, humor has important dynamics during teenage years. Especially when taking the pervasiveness of comic videos or caps into consideration, sense of humor is found to be worth to examine. Social anxiety has both cognitive and behavioral sides; exposure constructs the behavioral side of healing. After school activities offer a proper context both for being exposed to the feared situation and for improving social skills. After school activities might be better than any other structured context because of its natural setting. The cognitive side of social anxiety disorder characterized through negative reappraisals of social situations. In this respect sense of humor may help adolescents to cope better with their anxiety and to establish more positive patterns of cognitive reappraisal. Humor takes an important place in teenagers' lives; however the functional side of it is generally underestimated. The present study aims to indicate the beneficial sides of humor. Hereby interventions in education area may be more targeted towards promoting humor. Specifically, in schools teachers may accommodate humor into lectures. For instance, Savas (2013) conducted a study with middle school students and indicated that students had increased achievement when humor has been used in Turkish language lecture.

“Zeitgeist”, the spirit of the time shapes what matters for human beings. The meanings of things for people may vary from time to time. In this century, academic achievement, socialization and self-esteem are among the mostly desired characteristics for youth. Especially parents may insist on higher achievement of

their children. Academic achievement is generally perceived to be attained by studying more or an increased number of tutorial hours. The present study aims to indicate that tutorials are not the only way of achieving the desired outcome. Instead, the role of after school activities will be emphasized, as they might also promote increased academic achievement, connection and confidence.



CHAPTER 2

METHOD

2.1 Participants

The data included 232 participants. The sample was selected from middle school children. 108 participants (46.6 %) were female, while 124 of the participants (53.4 %) were male. The average age of the total sample was 13.07 ($SD = .92$, Range = 10-16). 95 of the students (40.9 %) were selected from private schools while 137 of the students (59.1 %) were selected from public schools. Participants were also asked to report how many siblings they had. The average number of children in a family was 2.28 ($SD = .99$, Range = 1-6). 37 of the participants (15.9 %) were the only child of the family, 99 of the participants (42.7 %) reported that they had one sibling and 52 of the participants (22.4 %) reported that they had 2 siblings. The rest of the participants (6.9 %) reported that they had 3 siblings or more.

2.2 Materials

Various scales were applied to the participants during the research. More specifically, these were after school activities, demographic forms, Connection and Confidence subscales of 5C, Multidimensional Sense of Humor Scale, and the Social Anxiety Scale for Adolescents.

2.2.1 Sociodemographics

A demographic form was presented to the sample. The form included questions about age, gender. Participants were also asked to state their parents' educational level. 63 % of the mothers were graduates of below high school level, about 33 % of the mothers were university graduates or had master's degree. Besides, about 55 % of the fathers were high school or primary school graduates and about 40 % of fathers were university graduates or had master's degree. Standard deviations were found .92 for age and .86 for class. See Table 2.1.

Table 2.1 Demographic Characteristics of the Sample

Demographic Variables	Mean	%	Range
Age (in years)	13.07		10-16
Gender			
Female		46.6 %	
Male		53.4 %	
Class	7.01		5-8

Table 2.1 Demographic Characteristics of the Sample (continued)

Demographic Variables	%
Education Levels of Fathers	
Primary School	25.9%
Public School	31%
University	30.6%
Master's Degree	7.3%
Ph.D.	2.2%
Education Levels of Mothers	
Primary School	29.3%
Public School	34.9%
University	28%
Master's Degree	3.4%
Ph.D.	0.4%

2.2.2 After School Activities (Extracurricular Activities)

Sports, Art, Gym and other were stated as the extracurricular activities. Participants were asked to respond whether they were attending any extracurricular activities or not. Moreover, they reported their duration (1= less than 6 months to 4= more than a year) and frequency (1=once in a month to 6= 5 times a week or more) of participation and their willingness to participate in these activities. Number of activity that they are involved was also asked to report. The time spent on the activity was defined as duration and the rate of involving in the activity was defined as frequency. It was indicated that, 110 of the participants (49.2 %) didn't enroll in any extracurricular activities, while 111 of the participants (50.9 %) enrolled to an

extracurricular activity. 105 of the participants reported that they had the will to participate the activity and 1 of the participants reported that he/she was unwilling to attend the activity. Table 2.2 shows the information about reported activities.

Table 2.2 Information of Activity Involvement

Activity Information	%
Extracurricular Activity	
Yes	38%
No	62%
Duration of Attendance to the Activity	
0	53.0%
Less than 6 months	11.2%
6-12 months	6.9%
1-2 years	12.1%
More than 2 years	16.8%
Frequency of Attendance to the Activity	
0	53%
1 day in a month	3.4%
1 day in every other week	1.7%
1 times a week	8.2%
2 or 3 times a week	25.4%
4 times a week	4.3%
5 times a week or more	3.9%

2.2.3 5C Scale

The scale was originally created by Lerner and colleagues (2005) to measure thriving youth characteristics. The Turkish adaptation was done by Dost-Gözkan (2016). The Turkish adaptation of the scale was used to measure connection and

confidence (Lerner, 2010). The Connection and Confidence subscales were applied to the participants¹. 22 items were related to the connection subscale (connected to peers, family, neighborhood, school); while the confidence subscale included 11 items (Self-worth, positive identity, physical appearance). For the original adaptation Cronbach Alpha was .87 for both of the subscales included connection and confidence. There were items like “On the whole I like myself” or “I feel I do not have much to be proud of” or “All in all, I am glad I am me” for the confidence subscale. Other items like “My parents help and support me when I need it.” or “I have lots of good conversations with my parents” belong to connection subscale. It was a likert scale responses ranging from strongly disagree to strongly agree (1= strongly disagree to 5= strongly agree). There were also other items as “I trust my friends” or “My friends care about me” belong to connection subscale. Those items were ranging never true to always true (1= Never true to 5= always true). There were only one item ranging never to always (1=never to 5= always) as “How often do you feel bored at school?” which belong to connection subscale. Finally other items were like “Some teenagers wish their body was different vs other teenagers like their body the way it is”. Again it was a likert scale ranging really true for me to sort of true for me on both sides (1 to 4). All subscales and their corresponding items were transformed to a scale ranging from 0-12 points. Overall, the scale was found to be reliable for the Turkish sample. The subscales were also found reliable according to the presenting results. The Confidence subscale Cronbach Alpha value was .82, while the Connection subscale Cronbach Alpha was .85.

¹ Two questions were excluded from the data; one for the copying issues, and the other for the approval procedure from the Istanbul Directorate of National Education.

2.2.4 Social Anxiety Scale for Adolescents

Social Anxiety Scale for Adolescents was originally created by LaGreca and Lopez (1998) to measure social anxiety among adolescents. The Turkish adaptation of the scale aims to measure SAD among adolescents and was adapted by Aydın and Tekinsav-Sütçü (2007). 18 items belong to three different subscales such as; fear of negative evaluation, general social avoidance and distress, social avoidance and distress in new situations. The Cronbach Alpha value reported in the adaptation study by Aydın and Tekinsav-Sütçü (2007) was .88. The adaptation study was done with 1242 teenagers, with ages of the participants ranging from 12 to 15 years. The scale includes items like “I feel embarrassed in front of other teenagers” or “I think others make fun of me”. It is a 5 point likert scale, responses ranging from always to never (1= never to 5= always). Overall, the scale was found reliable. In our study, only the total score from all 18 items has been used, Cronbach Alpha value was .86 for the whole scale.

2.2.5 Multidimensional Sense of Humor Scale for Children

The scale was created by Ho, Chic and Chan (2012) to measure sense of humor. Turkish adaptation of the scale was used to measure sense of humor among participants (Ho, Chic, Chan, 2012; Akin & Bilgin, 2015). Confirmatory factor analysis indicated that 17 items yielded 3 factors as humor creation, humor appreciation, and coping with humor. In the original scale, there are also three subscales. Cronbach Alpha was .92 for the whole scale in the adaptation study. Items were like “humor and funny stories make me happy”, or “I can make others laugh”. It is a likert scale with 5 different responses, ranging from always to never (Always = 5, Never = 1). Overall, the scale was found to be reliable. In our study, the total score

was applied and Cronbach's Alpha was .85. Besides Cronbach's Alpha value was found .90 for humor creation subscale, .77 for coping with humor subscale, and .89 for humor appreciation subscale.

2.3 Procedure

The data was collected from schools. Questionnaires were administered to both public and private schools student. Before the study, students were given information about confidentiality and voluntary participation. Identities were kept confidential. The aim of the study was explained and necessary information was given before the questionnaire. Data was collected from secondary school students in Istanbul, Turkey. Paper-pencil questionnaires were administered during class hour. These procedures lasted 20-25 minutes.

The study had the approval from Bahçeşehir University Scientific Research and Publication Ethic Committee. Besides the ethic committee, the study asked for an approval from Istanbul Directorate of National Education. After these approvals, the school principles were asked for permission. The study was scheduled according to the students' free time for not disrupting the lessons.

2.4 Data Analysis

Variables were applied in the following forms. The frequency and duration of attending after school activities (extracurricular activities) was the independent variable in the study. 5C (Connection and Confidence subscale), GPA Scores and Social Anxiety Scales were the dependent variables. Finally Multidimensional Sense

of Humor scale was the mediation variable in the study. Multidimensional sense of humor scale was also applied as the dependent variable in the Hierarchical Regression Model.



CHAPTER 3

RESULTS

3.1 Preliminary Analysis

Prior to the analysis, the assumptions for regression analysis were tested. Both univariate and multivariate outliers were detected. First of all, to examine univariate outliers, Connection's Kurtosis level was utilized. For this reason, Z Scores which are higher than three were sorted out of the data. After this procedure, data from four participants were excluded from further analysis. Second, multivariate outlier analysis was done for all variables by using Mahalanobis Distance. The critical Chi Square value for five degrees of freedom at a critical alpha of .001 was 20.52. Again, scores of four cases were higher than 20.52, and these four cases were excluded from the dataset. . As a result of these detected outliers, data from eight participants were excluded from further analyses. Hence, the rest of analysis was done with 224 participants. 103 participants (46 %) were female, while 121 of the participants (54 %) were male. The average age of the total sample was 13.07 ($SD = .93$, Range = 10-16). Means and Standard Deviations were also

examined. Means and Standard Deviations of the variables are presented in Table 3.1.

Table 3.1 Means and Standard Deviations of the Variables

Variables	M	SD	Min	Max
Connection	8.93	1.47	5	11.57
Confidence	8.08	2.05	1.20	12
Social Anxiety	2.46	0.69	1.32	4.41
GPA	4.55	0.72	1.5	5
Sense of Humor	3.84	0.79	1.41	6.24
Activity Involvement	.64	0.78	0	4
Activity Duration ^a	2.58	1.30	0	4
Activity Frequency ^a	3.59	1.44	0	6

Notes ^a values refer to the group that reported to engage in at least one activity

After all, Pearson Correlation Analysis was done to investigate the pattern and the strength of the relationship between variables. Results indicated that there was a significant and positive correlation between confidence, humor and connection ($r = .28, p < .001$) ($r = .51, p < .001$), but a negative correlation between confidence and social anxiety ($r = -.51, p < .001$). Apart from this, the correlation between humor and connection was positive ($r = .42, p < .001$). Connection also was found to be negatively correlated with social anxiety ($r = -.30, p < .001$). There was also a significant and negative correlation between duration in activity and social anxiety ($r = -.19, p < .05$). Besides, significant correlation was also found between humor and gender ($r = .16, p < .05$). However the relation between humor and social anxiety was found non-significant. Apart from this, the relationship between GPA and other variables was found non-significant, as well. Finally, there was no significant

correlation between the number of the activities and all other dependent variables.

Pearson Correlations has shown in Table 3.2.

Table 3.2 Pearson Correlations between Variables (N = 221)

Variables	1	2	3	4	5	6	7	8	9	10	11
1.Connection1	-										
2.Confidence	.52**	-									
3.GPA	.06	.07	-								
4.Social Anxiety	-.30**	-.50**	.03	-							
5.Humor	.41**	.29**	.12	-.09	-						
6.Act. Number	.009	-.05	.13	-.03	-.002	-					
7.Act. Duration	.08	-.02	.11	-.18**	.05	.69**	-				
8.Act. Frequency	.04	-.04	.08	-.09	.05	.69**	.82**	-			
9.Age	.15*	.10	.32**	-.002	.07	.26**	.19**	.21**	-		
10.Gender	-.03	.10	-.08	-.09	.15*	.11	.14*	.19**	.08	-	
11. School Type	-.09	-.08	-.41**	-.01	-.04	-.40**	-.28**	-.24**	-.52**	-.07	-

*Correlation is significant at the 0.05 level (2-tailed).

**Correlation is significant at the 0.01 level (2-tailed).

3.2 Main Analysis

We splitted our sample into two groups, one group consisting of youth who are not involved in any after school activity and the other group consisting of those that are engaged in at least one. The number of activity information was used to generate these two groups.

3.2.1 Analysis of Covariance (ANCOVA)

First of power analysis was conducted to detect sample size by using Internet calculator, GPower 3.1.9.2. The calculation resulted in a required sample size if 210; (Faul, Erdfelder, Lang & Burchner, 2007). Our analysis was conducted with 224 participants, thereby reaching the needed sample size.

One-way ANCOVA was conducted to determine a statistically significant difference between youth who involve in activity and not involved in activity on GPA (as a DV) controlling for their age and gender. The same analysis was repeated with other dependent variables as connection, confidence, social anxiety and sense of humor.

Results of five ANCOVA indicated there was no significant effect of after school activity duration and frequency on GPA, connection, confidence, social anxiety and sense of humor, even after controlling for covariates as age and gender. As shown in Table 3.3.

Table 3.3 Summary of Analysis of Covariance

Group (N)	DV	M (SD)	F (df)	p
No ASA (102)	GPA	4.47 (.79)	.58 (1,201)	.45
Activity (103)		4.64 (.63)		
No ASA (94)	Connection	8.88 (1.42)	.03 (1,181)	.87
Activity (91)		8.94 (1.53)		
No ASA (82)	Confidence	8.25 (1.99)	3.0 (1,147)	.09
Activity (69)		7.89 (2.12)		
No ASA (94)	Social Anxiety	2.51 (.67)	.61 (1,188)	.43
Activity (98)		2.41 (.72)		
No ASA (101)	Humor	3.84 (.81)	.23 (1,198)	.63
Activity (102)		3.85 (.78)		

3.2.2 Hierarchical Regression Analysis

First of all, power analysis was conducted to detect sample size by using Internet calculator. The calculation was found as 107; our analysis was conducted with 111 participants (Faul, Erdfelder, Lang & Burchner, 2007).

In the Hierarchical Regression Analysis, duration and frequency of extracurricular activities were defined as independent variables for the first step, and the total score of humor was entered as a predictor in the second step. Connection, confidence, social anxiety and GPA were defined as dependent variables. Note, that all hierarchical regression analyses were performed among participants who are engaged in at least one activity. Mediation was also tested by using hierarchical linear regression. Baron and Kenny's model was used for the mediation analysis. The

analysis was done by using SPSS (Statistical Package for the Social Science) regression evaluation of hypothesis.

3.2.2.1 The Relationship Between Activity Involvement, Sense of Humor and Academic Achievement

A two-stage hierarchical multiple regression analysis was conducted with GPA as the dependent variable. Duration and frequency of the activities were entered in the first stage, while humor was entered in the second stage. The result indicated that none of the models was significant. Hereby, neither after school activity as duration and frequency nor humor did predict GPA. See summary of analysis in Table 3.4. See figure 3.1.

Table 3.4 Summary of Hierarchical Regression Analysis for Variables Predicting GPA (N = 96)

Variables	Standardized Coefficient B	t	Adjusted R2	F	p	Sig. F Change
Step 1			-.01	.40	.67	.67
Act. Duration	.05	.43				
Act. Frequency	-.10	-.89				
Step 2			.10	5.17	.00	.70
Act. Duration	.03	.26				
Act. Frequency	-.11	-1.04				
Sense of Humor	.16	1.49				

Note. Act = Activity, * $p < .05$, ** $p < .01$, *** $p < .001$

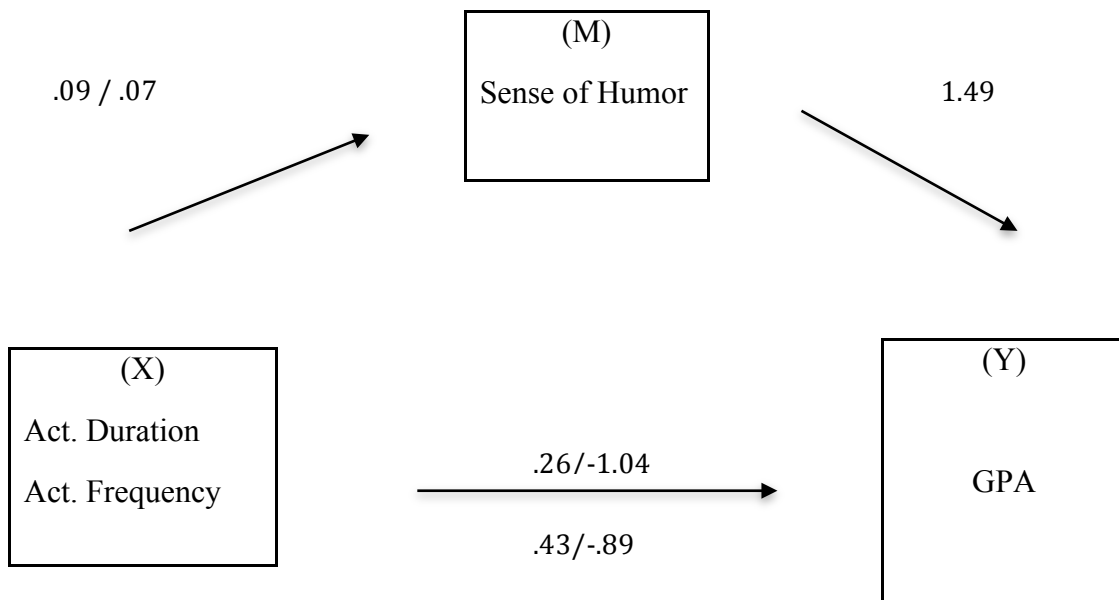


Figure 3.1 Mediation Model with GPA

Notes. Act = Activity; The results represent findings of a hierarchical linear regression; The first coefficient next to the arrow refers to activity duration, second to act. frequency ; The second regression weights below the arrow represents the strength of the relationship between IV and DV when no mediator is included in a sequences of, act. duration and act. frequency. * $p < .05$, * * $p < .01$, *** $p < .001$.

3.2.2.2 The Relationship Between Activity Involvement, Sense of Humor and Confidence

Hierarchical Regression Analysis was conducted with confidence as dependent variable. Duration and frequency of the activity were entered in the first stage and humor was entered in the second stage. Results indicated that although none of the models were found significant, the change between models was found significant. Specifically, coefficients indicated humor significantly predicts confidence, $\beta = .28$, $t(66) = 2.30$, $p < .05$. That is, when teenagers have higher sense of humor, they are more likely to have self-confidence. However mediation was not found for the presenting model. See table 3.5. See Figure 3.2.

Table 3.5 Summary of Hierarchical Regression Analysis for Variables Predicting Confidence (N = 66)

Variables	Standardized Coefficient	t	Adjusted R2	F	p	Sig. F Change
	B					
Step 1			.01	1.11	.34	.34
Act. Duration	.12	.88				
Act. Frequency	.10	.82				
Step 2			.07	2.56	.06	.03
Act. Duration	.07	.51				
Act. Frequency	.05	.39				
Sense of Humor	.29	2.30*				

Note. Act = Activity, * $p < .05$, ** $p < .01$, *** $p < .001$

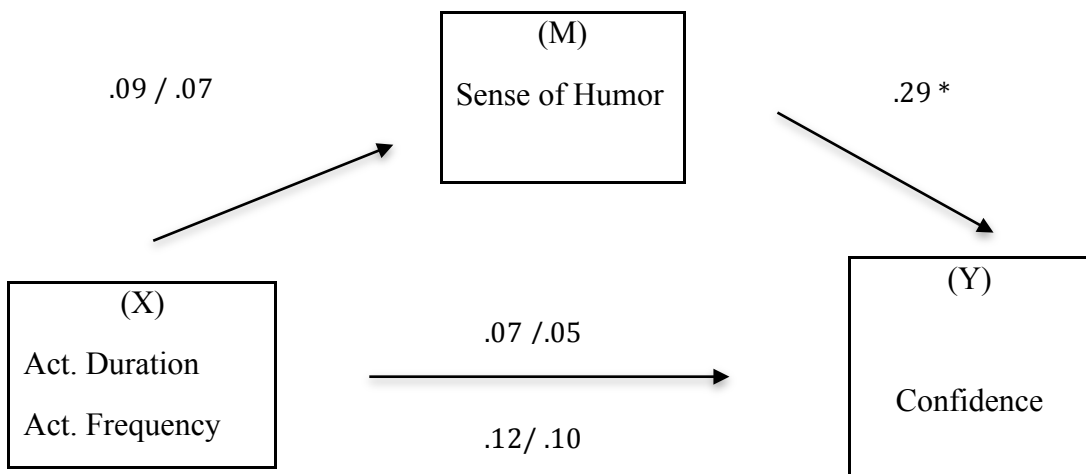


Figure 3.1 Mediation Model with Confidence

Notes. Act = Activity; The results represent findings of a hierarchical linear regression; The first coefficient next to the arrow refers to activity duration, second to act. frequency ; The second regression weights below the arrow represents the strength of the relationship between IV and DV when no mediator is included in a sequences of, act. duration and act. frequency. * $p < .05$, * * $p < .01$, *** $p < .001$.

3.2.2.3 The Relationship Between Activity Involvement, Sense of Humor and Connection

The same analysis as described above was repeated with connection. Duration and frequency of the activity were entered in the first stage, and humor entered in the second stage. The results indicated that the second model was significant, $F(3,84) = 8.71, p < .001$ with an Adjusted R^2 of .21. Accordingly, humor predicts connection. Results showed that the second model, which included humor, explained 21% variability of connection. The change in R^2 was found significant between model one with after school activity duration and frequency, and model two with humor. Specifically, humor significantly predicted connection $\beta = .47, t(87) = 4.88, p < .001$. This means, when teenagers have sense of humor, they are more likely to connect with the other people. See Table 3.6. However, humor did not mediate the relationship between duration and frequency of activity and connection. See Table 3.6 and Figure 3.3.

Table 3.6 Summary of Hierarchical Regression Analysis for Variables Predicting Connection (N = 87)

Variables	Standardized Coefficient	t	Adjusted R2	F	p	Sig. F Change
	B					
Step 1			-.01	.91	.41	.41
Act. Duration	.16	3.35				
Act. Frequency	-.06	-.53				
Step 2			.21	8.71	.00	.00
Act. Duration	.12	1.15				
Act. Frequency	-.08	-.74				
Sense of Humor	.47	4.88***				

Note. Act = Activity, * $p < .05$, ** $p < .01$, *** $p < .001$

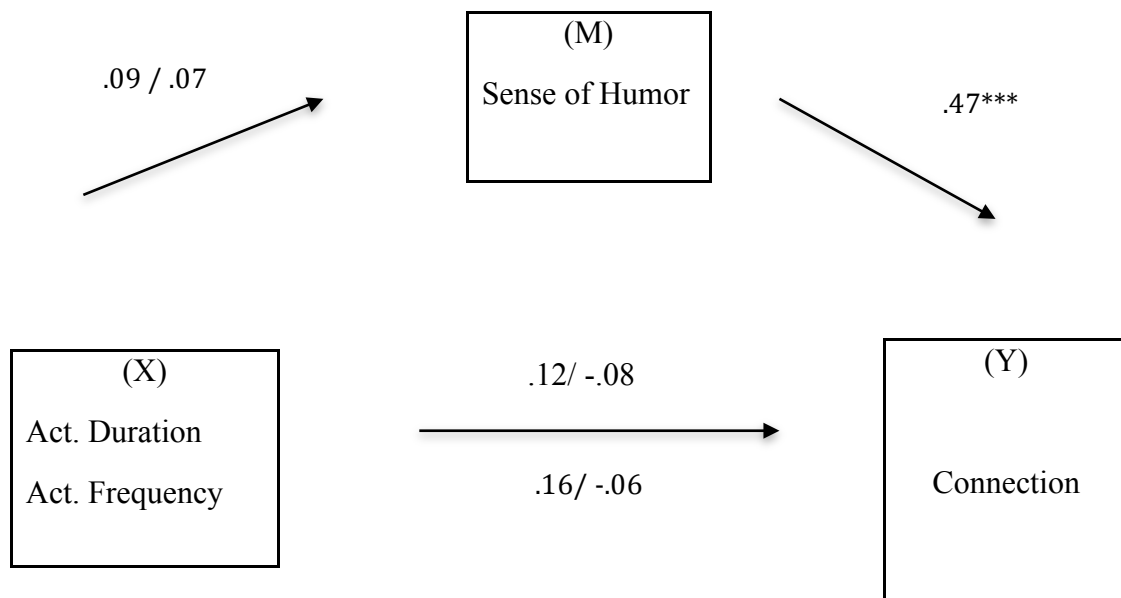


Figure 3.3 Mediation Model with Connection

Notes. Act = Activity; The results represent findings of a hierarchical linear regression; The first coefficient next to the arrow refers to activity duration, second to act. frequency ; The second regression weights below the arrow represents the strength of the relationship between IV and DV when no mediator is included in a sequences of, act. duration and act. frequency. * $p < .05$, * * $p < .01$, *** $p < .001$.

3.2.2.4 The Relationship Between Activity Involvement, Sense of Humor and Social Anxiety

Social anxiety as dependent variable was predicted by two different models by using Hierarchical Regression Analysis within those who engaged in extracurricular activity. Duration, and frequency of the activity were entered on the first stage and humor was entered on the second stage. It was shown that both the first model, $F(2,90) = 5.41$ $p < .001$ with an Adjusted R^2 of .09 and the second model, $F(3,89) = 4.65$ $p < .01$ with an Adjusted R^2 of .11 were significant. The model included duration and frequency of the activities explained 09% variability of social anxiety. The model included activity duration, frequency and humor explains 11% variability of social anxiety, but the change was not found significant. Results

confirmed our hypothesis that after school activity (as frequency and duration of attending) contributes to youth's well being by alleviating social anxiety. More specifically, duration of the activity significantly predicted social anxiety, $\beta = -.34$, $t(92) = -3.11$, $p < .01$. Accordingly, when the duration in an activity increases, social anxiety decreases. However humor did not mediate the relationship between duration and frequency of activity and social anxiety. As shown in Table 3.6. See Figure 3.4.

Table 3.7 Summary of Hierarchical Regression Analysis for Variables Predicting Social Anxiety (N = 87)

Variables	Standardized Coefficient	t	Adjusted R2	F	p	Sig. F Change
	B					
Step 1			.09	5.41	.00	.00
Act. Duration	-.34	-3.11**				
Act. Frequency	.03	.24				
Step 2			.11	4.65	.00	.09
Act. Duration	-.31	-2.90**				
Act. Frequency	.04	.32				
Sense of Humor	-.17	-1.70				

Note. Act = Activity, * $p < .05$, ** $p < .01$, *** $p < .001$.

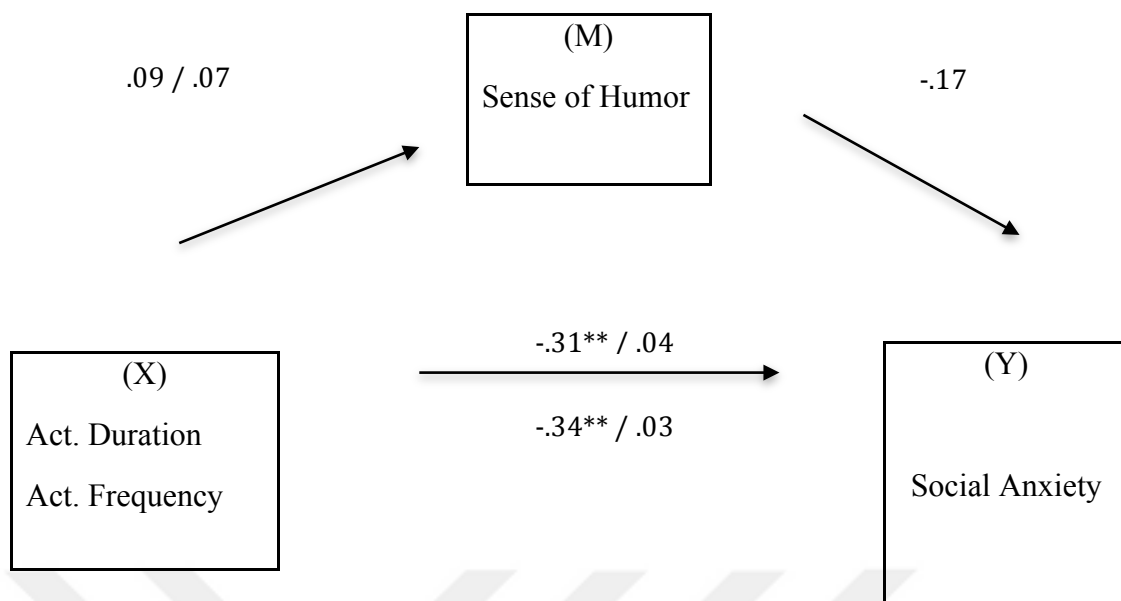


Figure 3.4 Mediation Model with Social Anxiety

Notes. Act = Activity; The results represent findings of a hierarchical linear regression; The first coefficient next to the arrow refers to activity duration, second to act. frequency ; The second regression weights below the arrow represents the strength of the relationship between IV and DV when no mediator is included in a sequences of, act. duration and act. frequency. * $p < .05$, * * $p < .01$, *** $p < .001$.

3.2.2.5 Subtypes of Humor

General humor scores did not mediate any of the relationship between frequency and duration of activity and dependent variables. One reason might be the multidimensional structure of sense of humor. It might be that specific types of humor serve as a mediator. Hence the same Hierarchical Regression analysis described above was repeated with each subtypes of humor among within those who engaged within activity. In the first model activity duration and activity frequency were entered, besides in the second model different subtypes of humor as humor creation, coping with humor and humor appreciation were added individually. GPA, social anxiety, connection and confidence were examined as dependent variables.

Hierarchical Regression Analysis indicated that the second model with humor creation was significant in predicting confidence, $F(3,65) = 3.52$ $p < .05$ with an Adjusted R^2 of .10. Besides the change between models was found significant too. Specifically results indicated humor creation predicts confidence, $\beta = .34$, $t(68) = 2.86$, $p < .01$. Accordingly, as humor creation increases, confidence scores increases. However, humor creation was not found to mediate the relationship between activity (duration and frequency) and confidence. Similarly, results indicated that the second model with humor creation was found significant in predicting connection, $F(2,87) = 6.79$ $p < .001$ with an Adjusted R^2 of .16. Again, the change between models was found significant. Humor creation significantly predicts connection, $\beta = .42$, $t(89) = 4.26$, $p < .001$. Hereby, as humor creation increases, connection to others enhances. The mediation was not found for the model with connection too.

Apart from these, Hierarchical Regression Analysis with social anxiety as dependent variable indicated that the model with activity duration and activity frequency was significant, $F(2,95) = 4.84$ $p < .05$ with an Adjusted R^2 of .07. Activity duration and activity frequency explains 07% variability of social anxiety. The second model with humor creation was found significant too, $F(3,94) = 4.96$ $p < .01$ with an Adjusted R^2 of .11. Moreover, the change between models was found significant too. Apart from these, results also indicated that activity duration significantly predicts social anxiety, $\beta = -.31$, $t(97) = -2.95$, $p < .01$. Accordingly, as duration of the activity increases social anxiety decreases. Apart from this, humor creation significantly predicts social anxiety too, $\beta = -.22$, $t(101) = 4.65$, $p < .05$. Results also indicated that the relationship between activity duration and social anxiety decreased when humor creation was entered as a predictor. Results of a

Sobel test indicated that there is a mediation ($z = 2.87, p < .05$). It was also questioned whether there is a partial or full mediation. Results indicated an indirect relationship between activity duration and social anxiety through humor creation was weaker in the analysis ($\beta = -.26$), compared to direct relationship ($\beta = -.31$). Accordingly, it was concluded that there was a partial mediation. See Table 3.7 and Figure 3.5.

Table 3.8 Summary of Hierarchical Regression Analysis for Variables Predicting Social Anxiety (N = 97)

Variables	Standardized Coefficient <hr/> B	T	Adjusted R2	F	p	Sig. F Change
Step 1			.07	4.83	.01	.01
Act. Duration	-.31	-2.95**				
Act. Frequency	.03	.25				
Step 2			.11	4.96	.00	.03
Act. Duration	-.26	-2.46**				
Act. Frequency	.04	.36				
Humor Creation	-.22	-2.19*				

Note. Act = Activity, * $p < .05$, ** $p < .01$, *** $p < .001$

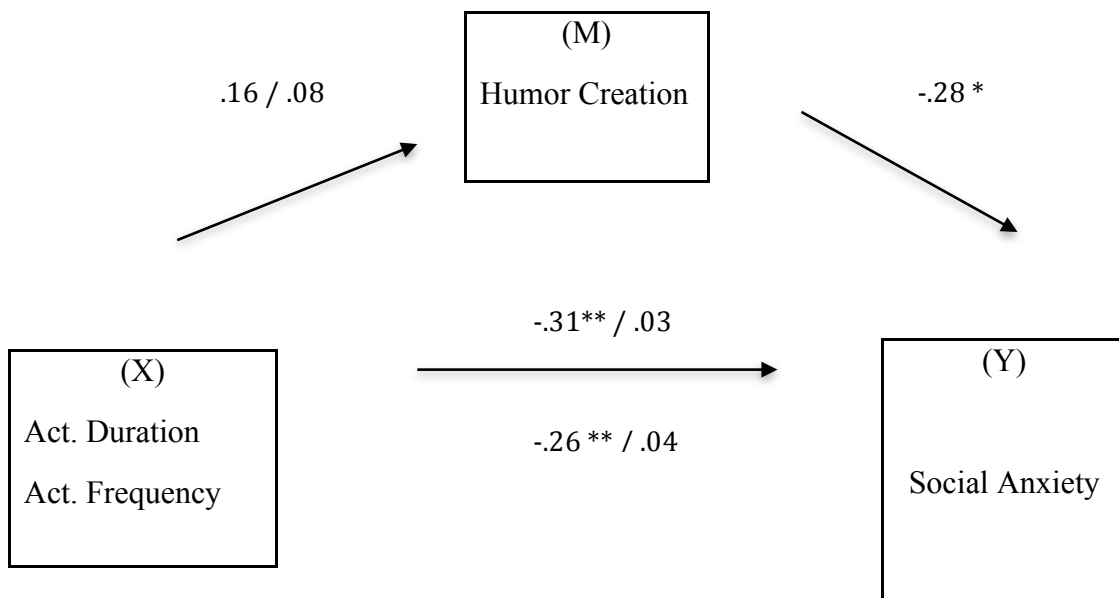


Figure 3.5 Mediation Model with Social Anxiety

Notes. Act = Activity; The results represent findings of a hierarchical linear regression; The first coefficient next to the arrow refers to activity duration, second to act. frequency ; The second regression weights below the arrow represents the strength of the relationship between IV and DV when no mediator is included in a sequences of, act. duration and act. frequency. * $p < .05$, ** $p < .01$, *** $p < .001$.

Results indicated that coping with humor was found significant in predicting GPA, $\beta = .26$, $t(97) = 2.65$, $p < .05$. Apart from these, results indicated the second model was significant in predicting connection, $F(3,87) = 4.03$ $p < .05$ with an Adjusted R^2 of .09. Besides the change between models was found significant too. The second model that included activity duration, activity frequency and coping with humor explains .09% of connection. Coping with humor significantly predicts connection, $\beta = .31$, $t(90) = 3.10$, $p < .01$. Hierarchical Regression Analysis indicated the model included activity duration and activity frequency was found significant in predicting social anxiety, $F(2,93) = 4.94$ $p < .01$ with an Adjusted R^2 of .08. Besides the second model included coping with humor was found significant too, $F(3,92) = 3.70$ $p < .05$ with an Adjusted R^2 of .08. However the change between models was not found significant. Specifically, duration significantly predicts social anxiety, $\beta = -.32$,

$t(95) = -3.02, p < .01$. Accordingly, as duration in the activity increases, social anxiety decreases. Mediation was not found for neither of the models.

Hierarchical Regression Analysis indicated that the second model with humor appreciation was found in predicting connection, $F(3,85) = 6.53, p < .01$ with an Adjusted R^2 of .16. Besides, the change between models was found significant too. Specifically, humor appreciation significant in predicting connection, $\beta = .42, t(88) = 4.12, p < .001$. Accordingly, as humor appreciation increases, people are more likely to connect with others. Presenting results indicated the first model included activity duration and activity frequency was found significant, $F(2,92) = 5.31, p < .01$ with an Adjusted R^2 of .08. Second model with humor appreciation was found significant in predicting social anxiety too, $F(3,91) = 4.11, p < .01$ with an Adjusted R^2 of .09. More specifically duration of the activity significantly predicts social anxiety, $\beta = -.33, t(94) = -3.04, p < .01$. Accordingly as duration in an activity increases, social anxiety decreases. Besides mediation was not found between any of these relations.

CHAPTER 4

DISCUSSION

In the current study, the duration, and frequency of extracurricular activities were examined in regards of its' relation to desired youth characteristics. Various extracurricular activities and their relation to confidence, connection, social anxiety, academic achievement and sense of humor were reported. The mentioned variables were expected to be the desired outcomes for positive youth development among Turkish teenagers. The 5C Scale was used to examine socialization, sense of belongingness (with the connection subscale) and self-esteem (with the confidence subscale) among young people. The social anxiety symptoms were measured by Social Anxiety Scale for Adolescents (SAS-A). Humor capacity of teenagers was measured by Multidimensional Sense of Humor Scale for Children. Finally, academic achievement among students was measured by reported GPAs. Analysis of Covariance was done for the comparison between groups as participants involved in a activity and do not involved in a activity. Apart from this, the interrelations were reported according to two-step hierarchical regression analysis within those who engaged in activity. Finally contributions of the study and limitations for the future studies were discussed.

4.1 Interpretations of Descriptive Statistics and Correlations

First of all, presenting results indicated that there was a high level of frequency of attending for the extracurricular activities. It was found that 67.6 % of the participants were attending to activity in two or three times a week or more. The high frequency of attending might become overwhelming for youth. Although activity involvement was perceived an important developmental issue, some earlier studies pointed out the harmful side of overscheduling for youth (Mahaney, Harris & Eccles, 2006). Apart from frequency, the attained data demonstrated that 57.6 % of participants attend to the activity for one or two years or more. Involvement of duration in an activity was expected to be an important indicator of expected youth development. Apart from these, 50.4 % of participants were not involved in an activity, while 49.6 % of participants were involved in activity.

Results indicated there is a significant correlation between duration and gender. Mean score comparisons between genders demonstrated that males attend to the activity for a longer time and more frequently than females. Besides more participants among boys attend to activity than girls. Attained findings might be based to availability of extracurricular activities for different genders. More specifically, there might be varying activity programs created for male groups, whereas for females maybe, there were not enough programs.

Apart from these, significant correlations between gender and humor creation, humor appreciation and humor total scores were found too. Again mean scores indicated that boys scored higher on humor creation, humor appreciation and

humor total score. Some earlier studies also signify the higher tendency for males' humor usage. For instance, Rose et al., (2016) indicated that boys consult more on humor during a problem-talk than girls do. There might be some different gender expectations as association humor with males more than females. It might be based on the idea that boys need to be the ones that amuse others, while girls stand on the side that laugh at jokes. However, Topuz (1995) conducted a study with Turkish students and found no gender difference among humor usage.

Results indicated there was a significant and negative correlation between social anxiety and confidence. Individuals with social anxiety might have a tendency to underestimate their capabilities, hence lack of self-esteem. Özdemir (2004) indicated individuals who diagnosed as a social anxiety, scores lower on confidence. Besides significant negative correlation with social anxiety was also found with connection. Individuals with social anxiety were well known by their avoidance from social situations (e.g. Beidel et al., 2000). Negative and significant correlations associated with the core elements of social anxiety as underestimation of capabilities (as confidence) and avoiding social situations (as connection).

Moreover, a significant and positive correlation was found between connection and confidence. The feeling of adequacy related to confidence may enhance self-confident individuals' tendency to interact or socialize with others more. On the other hand, increased level of connection with others might become an important source for social support, which in turn increases individuals' confidence. For instance, Glick and Rose (2011) stated that connection is important for

enhancing social skills. On the other side, an increased level of social skills was expected to consolidate self-confidence by providing social support and easily interacting with others.

4.2 Evaluation of Main Analysis and Literature Findings

First of all, One-way ANCOVA was conducted to determine a statistically significant difference between youth who involve in activity and not involved in activity on all dependent variables as GPA, connection, confidence, social anxiety, and sense of humor. Age and gender were entered to eliminate any effect of covariates.

Hierarchical regression analysis was done with all dependent variables including academic achievement, confidence, connection and social anxiety within those who engaged in activity. In the first stage, activity duration and frequency were entered to the model. In the second model sense of humor was entered to the previously mentioned model to test the role of sense of humor as a mediator. Apart from these, subtypes of humor were examined separately too. Results for all dependent variables separately are presented below.

4.2.1 interpretations of One-way ANCOVA

4.2.1.1 Academic Achievement Between Groups

Results indicated there was no significant difference between youth involved in activity and those who did not engage in any activity. However, earlier studies

indicated significant contribution of activity involvement on academic achievement (e.g. Topuz, 1995; Hallam, 2010). The reliability of attained GPA scores was perceived as the main handicap for making robust inferences. The mean GPA score in our sample was found as 4.55 out of 5. Since that student' reports were seem not to represent reality, it was difficult to differentiate group differences based to those biased scores. GPA scores were based on students' self reports. Although the confidentiality issue was stressed, they may hesitate to report their scores honestly. The studies' results did not affect them, but anyway they want to represent themselves as successful. When it was taking into consideration, the dramatic role of academic achievement for Turkish students was concluded. Many roles were based to academic achievement in Turkey. For instance, Arisoy and Ulku (1993) stated that academic achievement was an important determinant of popularity measured as selection of friends. Similarly, Hortacsu (1993) reported higher GPA scores were associated with popularity among peers. Sanem (1995) also found a significant relationship between popularity and achievement. Accordingly, participants may want to represent themselves as more successful than they are to be perceived more popular from peers, or to please their parents. Consequently, reliability of attained GPA scores was a big handicap for making inferences about the link between extracurricular activity and achievement, but on the other side it signifies the role of academic achievement among Turkish youth.

4.2.1.2 5C as Connection and Confidence

The present results indicated that there is no significant group difference between youth involved in activity and do not involved in activity for neither connection nor confidence. However, earlier studies indicated a robust relationship between

extracurricular activity and both connection and confidence (e.g. Hallam, 2010; Oberjhon, 2002; Stier, 2009). For the present study there were no control over the standardization of extracurricular activities, however some extracurricular activity studies were conducted with participants enrolled in specific programs (e.g, Lerner, 2008). Consequently, quality of programs may diminish the overall contributions of extracurricular activities on youth development. These reasons may eliminate the significant differences between groups that involved in activity and not. Besides, other subscales of 5C scale were not examined in the current study. 5C scale was perceived to be a comprehensive way of examining positive youth development (Lerner, 2005). Maybe other subscales have more tremendous and significant roles on youth development. Apart from these, significant relationship may be eliminated by external factors as standardization of activities or social desirable responding.

Finally, unlike earlier expectations, there was no significant difference between individuals who involved in an activity and not. Those individuals who involved in extracurricular activity might have difficulty with catching up with all duties like school stuffs or exercises related to activity, which in turn may cause them feeling of inadequacy. The demands related to activity (like frequently attending, exercising extra) might become overwhelming for participants. Results also indicated high frequency of attending for those who involved in activity. However, since that there was no significant relationship between groups, for the robust inferences future studies need to be conducted.

4.2.1.3 Social Anxiety

Results showed that on social anxiety, participants who involved in activity did not significantly differ from who did not involved even after controlling for their age gender. Treatment of social anxiety generally constitute of more comprehensive manner (ERP, cognitive restructuring, homework...) and one to one context as psychotherapy. Merely examining activity duration and frequency might become inefficient in buffering social anxiety. Acartürk (2009) reported that meta-analysis studies indicated that both psychotherapy and pharmacological interventions are very effective in the treatment of social anxiety and have large effect sizes too. Besides, both exposure and cognitive reconstructing are perceived to be important dimensions of therapy (Taylor, 1996). However, after school activity by itself may not be efficient in alleviating social anxiety by itself. The indifference between groups might be based to that. Extracurricular activity might be only effective, when individuals are mentored with psychotherapy as well. For the future studies presenting research question about extracurricular activity and social anxiety could be replicated by including psychotherapy into the model. Extracurricular activity mostly requires performing in front of others, speaking with authority figures. Social anxious individuals on the other hand avoid those situations. Maybe extracurricular activity might be overwhelming for social anxious individuals, mentoring participants with psychotherapy and cognitive restructuring may make the activity efficient in alleviating anxiety.

4.2.1.4 Sense of Humor

In the present results involvement in extracurricular activity was not found a significant determinant of having sense of humor. However, some earlier studies

associated humor with extracurricular activities as alleviating anxiety and making the game fun and in case of boredom situation (e.g. Stier, 2008; Synder, 1991). The current non-significant difference between groups might underlie the innate side of sense of humor. Sense of humor might be some talent that individuals are just born within. Regardless of whether they are involved in activity or not, some people may be inclined to create and be amused by humor more than others.

Besides, in the presenting study humor was examined as a whole construct, however some earlier studies suggest that the type of humor as adaptive and maladaptive is also an important issue that matters (e.g. McCullar, 2016; Kirsh, 2005). Accordingly, adaptive humor styles are associated with psychological health. Although there was no significant difference between groups for the general sense of humor scores, inter-group difference may arise from different humor styles². Since activity involvement is associated with social abilities, the group that involved in activity may use adaptive styles of humor. Their increased level of social skills may help them to develop adaptive styles of humor. For making robust inferences, some future studies could be made in order to examine humor by differentiating it as adaptive and maladaptive.

4.2.2 Interpretation of Hierarchical Regression Analysis

4.2.2.1 The Relationship Between Activity Involvement, Sense of Humor and Academic Achievement

Regression analysis indicated that none of the models were found significant in predicting GPA. Thus, neither sense of humor nor activity (duration and frequency) was found to be significant in predicting academic achievement.

² There was no difference for the three subtypes of humor in the current study.

The current study indicates that humor was not associated with increased GPA scores. The present results therefore did not confirm the earlier findings (e.g. Topuz, 1995; Hallam, 2010). Apart from general humor scores, attained results also indicated non-significant relationship between humor creation and GPA scores. However some earlier studies indicated robust relationships between humor creation and humor. For instance, Greengros et al., (2012) conducted a study and found a link between humor and creativity. Humor requires creativeness, which may also be helpful academically. Creation is an important issue for academic life; writing essays on controversial issues or finding the solution of conflicting problems requires creativeness too. Although there were no significant relationships between humor creation, humor appreciation and academic achievement; results indicated that the subscale of coping with humor significantly predicts academic achievement. Accordingly, students who consult on humor to handle stressors are more likely to be academically successful. Academic life brings many stressful situations such as exams or presentations. Humor, on the other hand, might be an important tool to handle anxiety-provoking situations. This might be one reason for why coping with humor predicts achievement. For example, Strict et al., (2009) proposed a relationship between humor and cognitive distraction. Their results support that humor helps to handle anxiety by releasing stressors cognitively. Accordingly, humor may help students to handle stressors more easily. Apart from these, boredom is an important handicap for many students. Humor may help to cope with boredom. Students who have sense of humor may have fun during lectures or when studying compared to other students. Humor may make studying more interesting, and consequently promote higher concentration. So coping with humor may help students to overcome boredom and this might be another reason for why students

who scored higher on the coping with humor scale were found to be academically more successful. Overall general humor scores were found to be non-significant in predicting academic achievement, specifically the coping with humor subscale was found to be a significant predictor of GPA. Mean score of GPA variable was found as 4.55 out of 5. Accordingly external factors like social desirable responding or biased GPA scores –as reported above- might be the reason for the non-significant relations between overall humor and achievement.

Contrary to earlier findings, after school activity (as frequency and duration) did not predict academic achievement. For instance Martin (2013) and Morrison (1994) stated that engagement in arts and music predicts higher achievement. Martin (2013) explained that after school activity provides increased achievement and resilience. Moreno (2011) and Deasy (2002), on the other hand, explained the relationship between activity and achievement through these activities having an enhancing effect on cognitive capacity. Overall, earlier findings suggest robust relations of engagement in after school activities with academic achievement. Non-confirming results may relate to external factors like reported biased scores. More clearly, in the present study a mean score of GPA was found as high as 4.55 out of 5. The high mean score raises questions about reliability of these reported scores. Academic achievement plays a tremendous role in students' lives. Although confidentiality was emphasized during the study, students may have hesitated on reporting the exact scores they obtained. Apart from this, the reason of biased scores may also be based on the time interval that passed between receiving their report card and the time of the study. It may also be that they forgot the exact scores they obtained and reported in a desired manner. Consequently, biased GPA scores could

be an important limitation on making robust inferences with respect to GPA as an outcome variable.

Hence, the non-significant relationship between duration and frequency of activity and academic success might be because of the time spent on the activity, which may prevent youth from exercises related to lectures. Youth who engage in activity more frequently and for a longer duration of time may put the activity in the center of his/her life. They may shape their career based on the activity they are involved. Therefore, they may underestimate the importance of school grades. For instance, Cooper et al., (1999) reported that an increased time spending on homework is associated with increased achievement. Duration and frequency of activity may prevent youth from spending increased amount of time on their homework. However, contrary to the present findings about duration in an activity, Gardner et al. (2008) confirmed a significant association between participation duration and educational outcomes. They linked it to increased exposure to activity's developmental benefits. Cultural differences might be one reason for those varying findings. Among some cultures students are in charged with extreme amount of homework, for example in Turkey tutorials, exercises related to lectures require students' vast of times. On the other hand maybe in other cultures, students are not expected to spend that much time on doing their homework. Consequently, expectations of different educational systems might shape the outcomes of the after school activity. Besides Mucevher, Demirgil and Erdem (n.d.) conducted a study among Turkish collage students and concluded that students who are involved in a sportive activity either professionally or not were found to be academically more successful. Age differences between collage students and middle school students

might be the under-reason of different findings. For example, even though there was no significant relationship found between frequency and academic achievement, results indicated a negative relationship for the current study. Hence, frequency in attending an activity is associated lower achievement, even though the relationship was not significant. Accordingly, more time spending on activity may prevent youth from practicing their lectures; the negative relationship may be based on that idea. To conclude, literature varies on the beneficence of activity on academic achievement. Hence, the non-confirming results of the positive effect of activity in the present study may also relate to extra time spending on the activity may prevent youth from studying more.

To conclude, coping subscale of sense of humor was found to be an important contributor of academic achievement among Turkish youth. However, reliability of reported GPA scores may be an important limitation for the study because of social desirability bias.

4.2.2.2 The Relationship Between Activity Involvement, Sense of Humor and Confidence

Hierarchical Regression Analysis indicated that total humor scores predict confidence. Adolescents came up with varying stressors during transition to adulthood like identity formation, teenage crisis. Humor, on the other hand, might be an important coping skill to deal with those mentioned stressors. It may help them by perceiving the developmental crisis as less threatening. Consequently, sense of humor might be an important element of being confident. Earlier studies confirm the

present results too; for example Abell and Maxwell (2002) also found that people with sense of humor are found to be more optimistic, have a higher level of self-acceptance and are more confident. Yerlikaya (2003) on the other hand, reported that today sense of humor is perceived as a superior characteristic and that it is related with creativity. Creativity may provide advanced problem solving skills, which in turn enhances youth's confidence. Besides, humor enhances interpersonal relations; this may help to construct social support for encountered problems. Thus, humor also indirectly enhances confidence (e.g. Didin, 2016). Overall, humor was found to be associated with confidence. Humor not only provides an optimistic manner in perceiving threats, but also is associated with creativity. These characteristics were proposed to be reasons of relationship between humor and confidence.

Although the coping with humor and appreciation of humor subscales did not predict confidence, results indicated significant relationship between humor creation subscale and confidence. Accordingly creating humor might be perceived as a sign of confidence. Instead of merely having fun with amusing things as it in the appreciation of humor, creation of humor requires ability. Hereby it might become a robust sign of confidence. Self-confident individuals might handle anxiety better, so that they can create humor. More specifically, perceiving the comic videos as amusing does not require any ability; humor creation on the other hand may require a talent. Creation ability might be something that demonstrate increased role on confidence.

Contrary to the present results, earlier findings indicated a strong relationship between extracurricular activities and confidence (e.g. Hallam, 2010; Linver et al., 2009; Gestdóttir & Lerner, 2007). It was supported that youth encounter many problems during an activity; which may help them to develop problem-solving skills. However, the current results do not support such an idea. The ability on activity may enhance confidence; on the other hand difficulty related to activity may diminish it. For instance, if someone is capable of playing piano and enrolled to a tennis club the inability of playing tennis may diminish his/her confidence vice versa appropriate selection of activity may facilitate confidence. Guiding youth without taking the talents of them into consideration may bring a feeling of inadequacy. Youth may therefore be guided according to popularity of activities. Inappropriateness of the activity (according to talents of youth) may bring a feeling of failure toward the activity. Hence, such an activity may diminish its generally positive effect on confidence. As a result, inappropriate choice of an activity may be one reason for the non-significant findings about the relationship between after school activity (as duration and frequency) and confidence.

4.2.2.3 The Relationship Between Activity Involvement, Sense of Humor and Connection

Hierarchical Regression Analysis indicated that the model including activity (As frequency and duration) and humor were significant in predicting connection. Specifically, humor was found to predict connections. In other words, adolescents who had sense of humor were more likely to connect with others.

Humor is something innate. For instance, Aristoteles defined the human essence as “laughing animal”, and the human is the only living being that has that

talent (Sanders, 2001). Humor is also something unique to human beings. Moreover, having humor and being human are intertwined at some level, both happen in the existence of one another. Özünlü (1999) reported that people express their sadness, happiness, and critics to others with humor. Consequently, humor has a meaning in the existence of others. The current significant relationship between humor and connection may relate to this and is therefore not surprising. Earlier studies also confirm the same result (e.g. Oberjhon, 2002; Stier, 2009). Apart from these, having sense of humor may improve the quality of interrelations so that young people build more solid connections with others. Sense of humor may prove the sincerity of the relationship. Even negative emotions can be expressed with humor without damaging a relationship. Accordingly, youth with higher level of sense of humor scored higher on connection.

Apart from this, although all subscales of humor predict connection, results indicated that specifically humor creation ($\beta = .42$) and humor appreciation ($\beta = .40$) were found more powerful than coping with humor subscale ($\beta = .31$). Humor creation and appreciation of humor might become elements of connection with humor. More specifically, creating humor and having fun with humor are something that happens during socialization more than coping with humor. Appreciation and creation of humor may trigger individuals to connect with others. Coping with humor on the other hand may not relate to existence of others like other subscales.

The present results also indicated a non-significant relationship between after school activity duration and frequency and connection. However, robust findings

from previous studies indicate that after school activity is a significant predictor of connection (e.g. Lerner, 2007; Broh, 2002; Linver et al., 2009). Tsang, Hui and Law (2012) stated that extracurricular activities reveal the feeling of belongingness. This feeling of belongingness may basically promote the ability to connect. It was supported that when young people join an activity, they develop the feeling of belongingness in various new settings. The essence of socialization and connection with others is the existence of others; people need anything but peers to socialize. Extracurricular activities provide vast opportunities for socializing. Adolescents maintain new relations during these activities. Non-confirming result may relate to personal factors such as social desirable responding, which will be explained comprehensively in the section 4.4.

4.2.2.4 Common Points about Connection and Confidence

After school activity (duration and frequency) was found non-effective in predicting both connection and confidence. Some common points were proposed to cause those non-significant results. First of all, over scheduling hypothesis might be one reason. The over-scheduling hypothesis assumes that some teenagers may spend excessive amount of time in an extracurricular activity (Mahaney, Harris & Eccles, 2006). Both frequently attending and increased number of activities may become excessive for youth. Although the present results indicate that overall, youth have the willingness to participate in an activity (the mean score of willingness to participate was found 9.06 out of 10), the pressure from family about attending an activity might be the reason that basically forces youth. Some schools give scholarships to professional sport players or musicians. So, an educational purpose or the reputation of an activity might be the reason of attending.

Apart from these, the time required for the activity may prevent youth from spending more time with family (Mahaney et al., 2006). Therefore, increased number of activity and frequently attending may weaken connection to family. Accordingly, the present study indicated that frequency is negatively associated with connection. Increased amount of time given to the activity may prevent youth having social support from family. Mahaney et al., (2006) also stated that participation in many extracurricular activities might limit parent-child interaction. They also reported that devoting an increased amount of time to the activity may cause adjustment problems. Youth may have difficulties with catching up with all duties. However since the relationship was not found significant, robust inferences could not been made. Future studies are important to examine interrelations of those variables.

Additionally, selection of activity might be an important issue too. Desired outcomes may depend on mentoring youth according to their talents. Hence, youth may only get benefit from activity, when they engage in an appropriate activity related to their talents. Otherwise, they feel inadequate, which may diminish their confidence. Non-significant relationship between duration and frequency of after school activity and confidence may be because of that reason too.

The presenting results indicate that all subscales of humor predict connection, meanwhile only the humor creation subscale predicts confidence. Accordingly humor might be something that more fundamental for connection. Like many other things, humor has a meaning in the existence of others. Thus, humor might become a

fundamental tool for socialization. For the confidence on the other hand, it might be associated with humor about creation only. Creative ability might be associated with humor, besides it might be a sign of confidence. For the connection on the other hand, appreciation of humor may have more significant role as triggering connection to others by initiating talking. Appreciation of humor may enhance the fulfillment of relationship and hereby increase the likelihood of connection.

Overall, for those mentioned non-significant relations, the directions of the regression results were seen to not correspond with the direction of correlations' results. Since regression analysis control the variables as age or gender, its' results were expected to be robust. Nonetheless non-significant results did not implicate robust inferences.

To sum up, even though there were no significant relationships, the negative relationship of frequency with connection may be explained by over scheduling hypothesis. Frequently attending to the activity and attending various activities might be overwhelming for youth. Apart from this, the results indicate a positive relationship between duration and both connection and confidence. Consequently, duration was associated with positive development. While excessive attending to the activity may be overwhelming for youth, optimum and permanent attending may provide a safe place for positive development without restricting or overwhelming youth.

4.2.2.5 The Relationship Between Activity Involvement, Sense of Humor and Social Anxiety

Hierarchical regression analysis indicated that the model including activity frequency and duration predicts social anxiety significantly. Besides the second model with humor in addition to activity was found significant too. However, the change did not found significant when humor was included in the previous model together with activity. Thus, activity duration and frequency created a significant difference, when they were added to the model. Specifically, results indicated that activity duration significantly predicts social anxiety. When young people engage in an activity for a longer time, they were expected to have less social anxiety. Moreover, current results confirm earlier findings (e.g. Beidel et. al., 2000; West & Newman, 2007; Hallam, n.d.). As Beidel stated (2000), CBT for SAD basically depends on exposure to the terrifying situation. Extracurricular activities, on the other hand, provide a vast opportunity for exposure settings. Nevertheless, young people engage in terrifying situations on natural settings. An extracurricular activity was the treatment of social anxiety by itself. Young people initiate relations, perform in front of others during those activities. Moreover, they feel more self-confident, when they manage something, because they feel more confident with the activity. As the duration increases, adolescents maintain new relations, improve new skills and in the end, they handle their social anxiety. Increased duration of the activity might correspond to the end of the exposure response prevention. During a treatment of social anxiety, young people were encouraged to expose to feared situations until anxiety alleviates. When they engage in an extracurricular activity for a longer period, in one way or another, their anxiety diminishes. They construct new skills; they eventually become desensitized toward terrifying situations. However, results indicated that unlike duration, frequency of attending to activity was not significant

in predicting social anxiety, and the relationship of them with social anxiety was not found negative too. Frequent schedules and many activities might be overwhelming for socially anxious youth. Since social interaction and performing in front of others represent the basis of phobic thoughts, frequency might be overwhelming for them. The exposure setting is aimed to be anxiety provoking, but manageable to eliminate undesired behaviors. Frequency, on the other hand, may correspond to the non-manageable part of exposure principle. However since the relationship was not significant between frequency and activity for making robust inferences, future studies are need to be conducted. A longer duration though may lead to habituation and reduce the anxiety level. Besides, permanence may help to consolidate the behavior. Change does not occur all at once, instead it requires a long time and it happens one by one. So the duration is found the significant issue to alleviate social anxiety.

Current results indicated that adding humor to the model was not found significant in predicting social anxiety. However earlier results support the robust relationship between sense of humor and social anxiety (e.g. Hester & Tremayne, 2010; Ginsber, 2014). Stillerman (2006) reported that humor helps reframing the anticipation of a feared situation. Thus, humor may help individuals with social anxiety by alleviating their anxiety for rigid perception toward social events. By taking things less serious, humor may help handling social anxiety. Based on these ideas, sense of humor was expected to diminish social anxiety. Current results might be affected from external events like misleading side of self-reports. Since that self-reports were mainly based on participants' responses, they may hesitate to respond honestly. Apart from this, humor was found significant in predicting both connection

and confidence. Accordingly, humor seems to consolidate relations and helps to handle stressors more easily with cognitive distraction effects. These ideas were expected to be important factors for social anxiety too. However, according to current results, humor was not significant in alleviating social anxiety. Maybe youth with social anxiety cannot get benefit from humor, since they cannot tolerate anxiety. Excessive amount of social anxiety may restrict youth from catching up the benefit of humor. In other words, maybe youth only has an optimum level of anxiety that can get benefit from humor about overcoming stressors confidently. Moreover, although there is no significant relationship between humor and social anxiety, results indicated a negative relationship between them.

Apart from these, Cognitive Behavioral therapy supports the exposure principle instead of avoiding from the situation. Approach avoidance patterns, such as avoiding challenging situations or avoidance of negative emotions were perceived to be an important handicap for handling problem behavior (Dobson & Dobson, 2009, p. 21). On the other hand, humor is expected to provide cognitive distraction and hereby alleviation of anxiety. The non-significant relationship between humor and social anxiety might be based to that humor suspends from exposing. Humor may prevent participants from being directly exposed to feared emotions or thoughts. Strick et al., (2009) stated that humor helps to down regulate negative emotions with cognitive distraction. Accordingly, humor helps to perceive the situation from another aspect. It provides a flexible pattern of thinking so that individuals can also focus on alternative ideas. However, patterns of humor can both lead to avoidance and to alleviation of anxiety. Merely exposing to humor such as having fun with

comic videos might be something that leads to avoidance. Consequently, patterns of humor might be something important to differentiate.

Functionality of humor comes into prominence when the non-significant relations are taken into consideration. Instead of directly examining humor usage, the way youth consult on humor might matter too. Humor creation and coping with humor might be more important elements instead of merely having fun with amusing things. More specifically, laughing about comic videos or caps might be inefficient in alleviating anxiety. Differentiating between humor creation and merely exposing humor might be important to get benefit from humor about alleviating anxiety. Accordingly different subscales of humor were examined too. Results indicated that although coping with humor and appreciation of humor subscales did not predict social anxiety, humor creation significantly predicted social anxiety. Thus, as humor creation increases social anxiety decreases. Accordingly humor creation contributes to alleviation of social anxiety more than other subscales of humor. Köhler and Ruch (1996) stated that components of humor (e.g. coping strategy, enjoyment of humor, creation of humor) have varying degree of correlations with each other; moreover not all of them are highly correlated. It was also supported that some of them are more related to psychological health than others. For example, in the current study, humor creation was found to be more powerful than coping with humor and humor appreciation to lessen social anxiety. O'Quin and Derks (1997) stated humor creation associates with generating novel ideas, divergent thinking, and flexibility similar to general creativity. Flexibility and divergent thinking might become helpful with social anxious people about cognitive restructuring. Those characteristics may help individuals to flex their rigid thinking patterns.

Apart from these presenting findings indicated humor creation mediated the relationship between activity duration and social anxiety. That it as activity duration and humor creation increase, social anxiety decreases. Accordingly, activity duration predicts social anxiety even after controlling for humor creation. It was found that when the humor creation was included to the model as a mediator, the power of the relationship between activity duration and social anxiety decreased compared to the direct relation. So humor creation was found to mediate the relation partially. Accordingly, interventions on humor creation may play an important role on social anxiety, however since the relationship was explained partially, future studies can make a study to explain the remaining direct relationship between activity duration and social anxiety.

Humor creation was found to lessen the power of activity duration in predicting social anxiety. Accordingly humor creation contributes alleviation of social anxiety, however activity duration was found to play a central role over humor creation. The longer time individuals are engaged in activity, the higher probability that they can encounter within avoided responses. Activity duration was found to be an advantageous opportunity to skill building and developing alternative pattern of thinking. In this manner, regardless of participants have humor creation skills or not, activity duration played a significant role on social anxiety.

4.3 The Mediatory Role of Sense of Humor Among Models

Prior to study, it was hypothesized that humor was going to mediate activity and both connection, confidence, academic achievement, and social anxiety. Unlike

the earlier expectation, total humor score mediates neither of the variables. Results indicated that humor has a more major role on predicting connection, confidence and achievement. Although robust findings indicated the predictive power of organized activity on youth development, the present results did not confirm those findings (e.g. Lerner, 2005). Non-significant finding about activity might be result from external factors like social desirability bias or standardization of activities. Since after school activities did not predict those variables, mediation analyses could not be run. However, results indicated a major role of humor on youth development.

Apart from these, results indicated that activity duration predicts social anxiety. However, humor did not mediate these relations. Activity may help youth to be exposed to the feared situations so that it eventually alleviates anxiety. Humor on the other hand might be ineffective since an overload of anxiety may prevent youth to focus on humor. In other words, only youth with a moderate level of social anxiety may get benefit from humor.

4.4 Contributions of the Study

Growing interests have been directed toward Positive Youth Development for decades in America. Many clubs (4-H), and foundations have become available for the youth development area (e.g. Lerner, 2010). In Turkey, various settlements were founded for young people as clubs and other organizations. However, there weren't many studies examining the concrete outcomes of those activities on youth development. With the current study, previous studies among American population are aimed to be validated on Turkish population. Hereby, concrete outcomes of

structure programs were expected to signify the importance of foundations on those areas. Apart from these, desired youth characteristics were mainly believed to be dependent on academic achievement. With this study, it is expected to show that there are other ways of achieving desired youth development. In addition to schools, extracurricular activities are indicated to be another way of attaining healthy development. Besides, various studies focused on problem areas, although many teenagers do not have major problems such as drug abuse, teenage pregnancy, school drop out (e.g. Lerner et al., 2008). The current study attracted attention to the majority of the population. Hereby, instead of symptomatic relief, the aim was to enhance youth life conditions.

Up to now, Positive Youth Development was mainly examined in the context of extracurricular activities and 5C Scale (e.g. Sloper, 2016; Lerner, et al., 2008). However, humor is another important dynamic among teenager interrelations. Humor was perceived to be desired characteristic among young people. Consequently, integrating humor to the positive youth development model is something that can not be ignored. The positive aspects of humor were examined by many studies. For instance, Dixon (1980) reported that humor helps cognitive shift, which helps individuals to get relief from negative emotions. McCullars (2016) on the other hand, conducted a study about perceived resilience and humor, in which he stated that adaptive humor styles are associated with resilience. However, up to now, humor was rarely examined in the context of activity involvement among Turkish youth. In the current study, as well as extracurricular activities and 5C, humor was pointed out as an important part of youth development. Connection and confidence were mainly explained by activity involvement (e.g. Lerner et al., 2005). However

the current study indicated that humor is an important predictor of both connection and confidence, as well as achievement among Turkish youth. It was encouraged that humor can be adapted to lectures to improve performance. For example, Savas (2014) conducted a study with 7th grades and stated that humor enhances academic achievement. Studying was mostly perceived boring among many students; humor on the other hand can make lectures more fun. Hence, syllabus can be rearranged by adding humor. Humor may enhance their attention so that they concentrate better. Apart from this, a rearranged version of the syllabus might be helpful about development of youth's humor capacity. Didin (2016) also conducted a study about humor among youth. According to her findings she proposed that educational programs about humor skills should be developed. The present findings also confirm the same proposal about humor development. To conclude, interventions could be done to enhance young people's sense of humor, so that humor develops their coping abilities and social skills.

The present results indicated that longer duration on the activity is associated with lower risk of developing social anxiety. Hence, after school activity could be integrated to the psychotherapy. Besides, parents can be informed about the importance of longer duration to benefit from the activity. Apart from this, although there is no significant relationship, results indicated frequency of attending positively associate with social anxiety. Accordingly, the mentioned findings may point out the probability of over-scheduling hypothesis. Too much tasks about activities might become overwhelming for youth about the social anxiety symptoms. Therefore, therapists need to take into caution the overwhelming side of number of activity and frequency of attending for socially anxious youth.

Overall findings pointed out the importance of organized activities and sense of humor on youth development. Mentioned findings were perceived to be important to increase the awareness about the importance of those fields. First of all qualitative organized activity programs are strongly encouraged to be founded. It is also perceived to be beneficial to rearrange syllabus by including humor. It will not only enhance achievement, but also help youth to construct sense of humor. Secondly, it is recommended to add organized activity programs to social anxiety treatments for youth. However, the arrangement of activity was proposed to be shaped by taking the number, frequency and duration of activity into consideration. The present results are important for raising awareness of authority as well as parents. Parents' attitude is a significant dimension for youth to get benefit from the activity. Self-fulfilling prophecy was defined as an erroneous belief that someone causes him/her to initiate the expected-consistent behavior (Merton, 1948). Madon, Willard, Gyll, Truedau, and Spoth (2006) conducted a study about children's alcohol use and the effect of mothers' attitude as self-fulfilling prophecy. Accordingly, it was reported that mothers' false belief had a self-fulfilling effect on children's alcohol use. Parents' belief leads youth to behave accordingly. Hence, interventions should begin with informing parents. Their beliefs are important for having desired outcomes. At some point, parents' beliefs about the beneficence of activity may lead youth get benefit from it or not.

4.5 Limitation of the Study and the Future Work

First of all, the present study examined humor as a whole construct. However, humor types might matter too. Although it is well-known that humor has an important contribution to human lives, there are many studies emphasizing that the styles of humor also matter (e.g. McCullar, 2016; Kirsh, 2005). McCullar (2016) was one of the people who differentiate between adaptive and maladaptive humor styles. For example, McCullar (2016) stated that individuals who rate them as using adaptive humor styles also rate themselves as more resilient. Accordingly, it can be concluded that some positive aspects of human characteristics like resilience may depend not only on sense of humor but also on the style of humor they use. Thus it may be important to differentiate between humor styles when positive aspects of humor are taken into consideration. Sevim (2011) was also one of the researchers who emphasized the differentiation between both sides of humor as adaptive and maladaptive. Sevim (2011) stated that affiliative humor style (using humor for amusement or reducing tension) was associated with confidence and fulfilling relationship, but on the other hand that a self-defeating humor style (amusing others in one's own expense of humiliation) was associated with low self-confidence and psychological health (Kazarian & Martin, 2004). In the current study, humor was examined as a whole, but the literature says that when it is humor, different styles of it may have different associates (e.g. McCullar, 2016; Kirsh, 2005; Sevim, 2011). The dynamics of humor in interpersonal relations is something very important. The benefit of humor depends. More specifically, whether young people use humor to tease others or to cope with stress is something different. For future studies, researchers may make a distinction between styles of humor. By this way the utility of the results would be increased and more consolidated inferences could

be made to the applied area. Adolescents may be encouraged to develop an adaptive style of humor instead of merely focusing on humor. Instead of a general measurement of humor, other studies examined humor types specifically. For instance, Martin, Puhlik-Doris, Larsen, Gray, and Weir (2003) created humor styles questionnaires to examine humor types separately.

Secondly, in the current study, standardization of extracurricular activities was not the same as the ones in the USA. In America there are many programs named 4H studies and in these programs young people are encouraged to activate developmental pathways as Head, Hearth, Hands, and Health. Positive youth development was measured according to the outcomes of those standardized activities (e.g. Sloper, 2016 Lerner, Lerner, & Phelps, 2008). In this study, structure and quality of the activity programs weren't controlled. Unconstructed programs might diminish the positive effects of activities. Quality of the programs might be important to be controlled for future studies. If each participant is enrolled in a similar standardized activity, more consolidated inferences will be made.

Apart from these, the current study only examined the two subscales of 5C Scale; namely Connection and Confidence. However, earlier studies indicated robust relations between 5C Scale and activity involvement (e.g. Lerner, 2005). Overall 5C Scale was perceived to be a comprehensive way of measuring youth development. Examining Character, Caring, and Competence in the presenting model are important for making robust inferences about PYD field. For the future studies other subscales can be examined with the presented model. For instance, since humor was perceived

to consolidate the relations, it was expected to associate with competence subscale (about measuring social acceptance). Enhanced quality of relations with humor is expected to bring social acceptance (e.g. Sherman, 1988; Oberjhon, 2002). For the future studies it would be a significant contributor to examine whole model for the PYD field.

Finally, the present results might be affected from socially desirable responding. In the current study, the results were mainly based on self-reports of teenagers. Social desirability bias - reporting inaccurately in order to represent oneself in a more desirable way - might shape the answers of the participants, especially when their ages are taken into consideration (e.g. Tracey, 2016). First of all the study was conducted with young population. They might be immature for self-reporting. They may underestimate the importance of the study. Besides, although the confidentiality issue was stressed, they may not feel safe enough to respond in an honest way. They may prefer to answer not in a way they feel but in a way they want to be. Their imagination capacity may lead them to respond in a desired manner. Secondly, as mentioned earlier socially desirable responding was proposed to be an important handicap for the present study. Tracey (2016) defined social desirable responding (SDR) as presenting oneself in an overly favorable manner on self-reports. Both personal and situational factors may lead SDR (Heggstad, 2012). An individual may want to represent himself/herself in a desirable manner, or outcome related to scale may shape participants' answer. For the present study situational factors was not a threat for participants since there was not any reward related to scales. On the other hand, personal factors may lead them to represent themselves in a desired manner. Likewise, reported GPA scores pointed out that social desirability

bias might be an important handicap for attaining inferences from the current study. The majority of participants stated that their GPA scores were dramatically high. Those scores signify the importance of the SDR issue. Tracey (2016) also stated that lab studies indicated that individuals have a tendency to respond in a socially desirable manner. Since the study was conducted anonymously, the SDR may happen unconsciously. Although there is no right or wrong answer for scales, being confident, successful etc. are desired characteristics universally. Hence, unconsciously participants may want to represent themselves in a desired manner. However, the disadvantageous side of SDR is controversial. For instance Gravdal and Sandal (2006) concluded positive self-deception associates with better functioning. Tracey (2016) stated that individuals, who represent themselves in a positive manner, probably behave accordingly in a real context too. For example, participants who score higher about being confident (because of the self-deception), may tend to behave like a confident person. To conclude, although SDR is a clear handicap for the study, the harmful side of it is debatable. For future studies, to eliminate SDR, GPA scores could be obtained from the schools without violating any ethical rules. For other self-report scales, parent forms of scales could be used in addition to adolescent scales. Hereby, a comparison would be possible to see the matching parts between the scales.

Overall, the mentioned issues of the study are seen as important sides and worth to be taken into consideration. More comprehensive ways of covering humor as adaptive and maladaptive, standardization of extracurricular activities and having control over social desirability bias are found as important points for future studies.

REFERENCES

- Abel M. H., Maxwell A. (2002). Humor and affective consequences of a stressful task. *Journal of Social and Clinical Psychology*, 21, 165-190.
- Acartürk, Z. C., (2009). Epidemiology and Psychological Treatment of Social Phobia. (Doctoral Thesis). Vrije University, Amsterdam.
- Akin, A., & Bilgin, O. (2015, April). Turkish version of expression of gratitude in relationship measure. *The Journal of International Social Research*, 8(37).
- Akyol, Ü. (2011). *Ergenlikte iletişim becerilerinin yordayıcıları olarak öz duyarlılık ve mizah tarzları*. (Master's Thesis). University of Muğla, Muğla, Turkey.
- Aydın, A., & Tekinsav-Sütçü, S. (2007). Ergenler için sosyal kaygı ölçeğinin (ESKÖ) geçerlik ve güvenilirliğinin incelenmesi. *Çocuk ve Gençlik Ruh Sağlığı Dergisi*, 14(2), 79-89.
- Arısoy, S. and Ülkü, S. (1983). Lise ikinci sınıf düzeyindeki öğrencilerin arkadaş tercihleri. *Eğitim ve Bilim*, 8(45), 17-21.
- Beidel, D. C., Turner, S. M., & Morris, T. M. (2000). Behavioral treatment of childhood social phobia. *Journal of Consulting and Clinical Psychology*, 68(6), 1072-1080.
- Bodily, S. J., & Beckett, M. K. (2005). *Making out of school time matter: Evidence for an action agenda*. Santa Monica: CA: RAND Corporation

- Buss, D. (2012). *Evolutionary psychology*. (4 ed., pp. 297-320). Boston: Pearson Education.
- Broh, B. A. (2002) Linking extracurricular programming to academic achievement: who benefits and why? *Sociology of Education*, 75, 69-95.
- Cooper, H., Valentine, J. C., Nye, B., & Lindsay, J. J. (1999). Relationship between five after school activities and academic achievement. *Journal of Educational Psychology*, 61(2), 369-378.
- Dobson, D., & Dobson, K. (2009). *Evidence-Based Practice of Cognitive-Behavioral Therapy..*
- Deasy, R. (Ed.) (2002). *Critical Links: Learning in the arts and student academic and social development*. Washington, DC: Arts Education Partnership.
- Didin, E. (2016). *Sanat eğitimi alan ve almayan ergenlerin mizah tarzlarının ve kişilerarası problem çözme becerilerinin incelenmesi*. (Master's Thesis). University of Ankara, Ankara, Turkey.
- Dost-Gözkın, A. (2016). Validation of positive youth development measures in a Turkish sample. Unpublished document.
- Edwards, K. R., Martin R. A. (2010). Humor creation ability and mental health: Funny people more psychologically health? *Europe's Journal of Psychology*, 196-212.
- Faul, F., Erdfelder, E., Buchner, A., & Lang, A.-G. (2009). Statistical power analyses using G*Power 3.1: Tests for correlation and regression analyses. *Behavior Research Methods*, 41, 1149-1160

- Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G*Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior Research Methods*, *39*, 175-191.
- Findlay, L. C., & Coplan, R. J. (2008). Come Out and Play: Shyness in childhood and the benefits of organized sport participation. *Canadian Journal of Behavioral Science*, *40*(3), 153-161.
- Galloway, G. (1994). Psychological studies of the relationship of sense of humor to creativity and intelligence: A review. *European Journal for High Ability*, *5* (2), 133-144.
- Gardner, M., Roth, J., & Brooks-Gunn, J. (2008). Adolescents' Participation in Organized Activities and Developmental Success 2 and 8 Years After High School: Do Sponsorship, Duration, and Intensity Matter? *Developmental Psychology*, *44*(3), 814-830. doi:10.1037/0012-1649.44.3.814
- Geldhof, G. J., Bowers, E. P., Boyd, M. J., Mueller, M. K., Napolitano C. N., Schmid, K. L., Lerner, J. V., & Lerner, R. M. (n.d.). The Creation and Validation of Short and Very Short Measures of PYD.
- Gestsdóttir, S., & Lerner, R. M. (2007). Intentional Self Regulation and Positive Youth Development in Early Adolescence: Findings From the 4-H Study of Positive Youth Development. *Developmental Psychology*, *43*(2), 508-521.
- Glick, G. C., & Rose, A. J. (2011). Prospective Associations Between Friendship Adjustment and Social Strategies: Friendship as a Context for Building Social Skills. *Developmental Psychology*, *47*(4), 1117-1132.

- Gravdal, L., & Sandal, G. M. (2006). The two-factor model of social desirability: Relation to coping and defense, and implications for health. *Personality and Individual Differences, 40*, 1051–1061. <http://dx.doi.org/10.1016/j.paid.2005.11.004>
- Hallam, S. (2010). *The Power of Music: its impact on the intellectual, social and personal development of children and young people*. University of London, UK.
- Hansen, R. W., Hansen, D. M., & Moneta, G. (2006). Different Profiles of Developmental Experiences Across Types of Organized Youth Activities. *Developmental Psychology, 42*(5), 849-863.
- Heggestad, E. D. (2012). A conceptual representation of faking: Putting the horse back in front of the cart. In M. Ziegler, C. MacCann, & R. D. Roberts (Eds.), *New perspectives on faking in personality assessment* (pp. 87–101). New York, NY: Oxford.
- Hester, N. L. (2010). *The Examination of Humor Usage and its Relationship to Cohesion in Male Collegiate Basketball*. (Doctoral Thesis). University of North Carolina. Greensboro.
- Hortaçsu, N. (1994). Parent's education level, popularity, individuals cognitions: An investigation with Turkish children. *Journal of Genetic Psychology 155*(2), 179-189.
- Howes, C. (1983). Patterns of Friendship. *Child Development, 54*, 1041,1053.

- Johnson, H. (2005). Counteracting performativity in schools: the case for laughter as a qualitative and redemptive indicator. *International Journal of Children's Spirituality*, 10(1), 81-96.
- Kaya, S. (2011). *Bir eğitim stratejisi olarak sanat eğitiminde mizahın kullanımına yönelik öğretmen ve öğrenci görüşleri*. (Master's Thesis). Gazi University, Ankara, Turkey.
- Kazarian S. S. & Martin, R. A. (2004). Humor styles, personality and well-being among Lebanese university students. *European Journal of Psychology*, 18(3), 209-2.
- Kuiper, N. A., Martin, R. A., & Olinger, J. L. (1993). Coping Humour, Stress, and Cognitive Appraisals. *Canadian Journal of Behavioral Science*, 25(1), 81-96.
- Kirsh, G. A. (2005). *Humor Generation and Reception*. The University of Western Ontario, Canada.
- Köhler, G., & Ruch, W. (1996). Sources of variance in current sense of humor inventories: How much substance, how much method variance? *Humor: International Journal of Humor Research*, 9, 363-397.
- Linver, M. R., Roth, J. L., & Brooks-Gun, J. (2009). Patterns of Adolescents' Participation in Organized Activities: Are Sports Best When Combined With Other Activities? *Developmental Psychology*, 45(2), 354-367.
- Lehmann-Willenbrock, N., & Allen, J. A. (2014). How Fun Are Your Meetings? Investigating the Relationship Between Humor Patterns in Team Interactions and Team Performance. *Journal of Applied Psychology*, 99(6), 1278-1287.

- Lerner, R. M., Lerner, J. V., & E. P. (2008). *The Positive Development of Youth. Institute for Applied Research in Youth Development.*
- Lerner, M. R. (2005). *Promoting Positive Youth Development: Theoretical and Empirical Bases.* Tufts University, USA.
- Lerner, R. M., Lerner, J. V., Almerigi, J., Theokas, C., Phelps, E., Gestsdottir, S., Naudeau, S., Jelicic, H., Alberts, A. E., Ma, L., Smith, L. M., Bobek, D. L., Richman-Raphael, D., Simpson, I., Christiansen, E. D., & von Eye, A. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth grade adolescents: Findings from the first wave of the 4-H Study of Positive Youth Development. *Journal of Early Adolescence, 25(1)*, 17-71.
- McGhee, P. E. (1971). Development of Humor Response. *Psychological Bulletin, 76(5)*, 328-348.
- Marsh, H. W., Kleitman, S. (2003). School athletic participation: Mostly gain with little pain. *Journal of Sport and Exercise Psychology, 25*, 205-228.
- Madon, S., Guyll M., & Spoth R. (2004). Self-fulfilling prophecy as an intrafamily dynamic. *Journal of Family Psychology 18(3)*, 459-469. doi: 10.1037/0893-3200.18.3.459.
- Madon, S., Willard J., Guyll M., Trudeau L., & Spoth R. (2006). Self-fulfilling prophecy effects of mothers' belief on children's alcohol use: Accumulation, dissipation and stability over time. *Journal of Personality and Social Psychology, 90(6)*, 911-926. doi:10.1037/0022-3514.90.6.911.

- Mahoney, J. L., Harris A. L., & Eccles J. S. (2006). Organized activity participation, positive youth development and the over-scheduling hypothesis. *Social Policy Report*, 11(4), 3-31.
- Martin, R.A., Puhlik-Doris, P., Larsen, G., Gray, J., and Weir, K. (2003). Individual differences in uses of humor and their relation to psychological well-being: Development of the Humor Styles Questionnaire. *Journal of Research in Personality*, 37, 48-75.
- Merton, R. K. (1948). The self-fulfilling prophecy. *Antioch Review*, 8, 193–210.
- Malecki, C. K., & Elliot, S. N. (2002). Children's Social Behaviors as Predictors of Academic Achievement: A Longitudinal Analysis. *School Psychology Quarterly*, 17(1), 1-23.
- Martin, A. J., Mansour, M., Anderson, M., Gibson, R., Liem, G. A., & Sudmalis, D. (2013). The Role of Art Participation in Students' Academic and Nonacademic Outcomes: A longitudinal Study of School, Home, and Community Factors. *Journal of Educational Psychology*, 105(3), 709-727.
- McCullars, A. (2016). To Joke or Not to Joke: The Relationships Among Humor Styles, Resilience and Early Maladaptive Schemas. (Doctoral Thesis). University of South Alabama, Birmingham.
- Moreno, S., Bialystok, E., Barac, R. E., Schellenberg, G., Cepeda, N.J., & Chau, T. (2011). Short-term music training enhances verbal intelligence and executive function. *Psychological Science*, 22, 1425-1433.
- Morrison, S.J. (1994) Music students and academic growth. *Music Educators Journal*, 81(2), 33-36.

- Miller, L. D., Gold, S., Laye-Gindhu, A., Martinez, Y. J., Yu, C. M., & Waechtler, V. (2011). Transporting a School-Based Intervention for Social Anxiety Disorder in Canadian Adolescents. *Canadian Journal of Behavioral Science*, 43(4), 287-296.
- Mücevher, H. M., Demirgil Z., Erdem R. Sportif aktivitelerin akademik başarıları üzerindeki etkisi: SDÜ İİBF öğrencileri üzerine bir araştırma. *V. Türkiye Lisansüstü Çalışmaları Kongresi Bildirgeler Kitabı*. 119-131. doi: dx.doi.org/10.12658/TLCK.5.1.B008
- Oberjohn, K. (2002). *The Funny Papers: An Examination of Children's Sense of Humor, Peer Acceptance and Friendship*. (Master's Thesis). University of Cincinnati, USA.
- Okhuzien-Stier, L. (2008). *Sense of Humor, Stress and Coping, and Outcomes in Children's Lives*. (Doctoral Thesis). University of San Diego, USA.
- O'Quin, K., & Derks, P. (1997). Humor and creativity: A review of the empirical literature. In M. A. Runco (Ed.), *The creativity handbook* (Vol. 1, pp. 227-256). Cresskill, NJ: Hampton Press.
- Oral, G. (2004). Adolescent Humor Scale. *Education and Science*, 29(133), 20-27.
- Özbay, Y., Palancı, M., Kandemir, M., & Çakır, O. (2012). Üniversite Öğrencilerinin Öznel İyi Oluşlarının Duygusal Düzenleme, Mizah, Sosyal Özyeterlilik ve Başa Çıkma Davranışları ile Yordanması. *Türk Eğitim Bilimleri Dergisi*, 10(2), 325-345.

- Özer, Y. E. (2011). Gençlerin toplumsal yaşama katılımı ve yerel yönetimlerin rolü. *Dokuz Eylül Üniversitesi İktisadi ve İdari Bilimler Fakültesi Dergisi*, 26(1), 43-65.
- Özdemir, N. In university students relationship between social phobia and self esteem and the factors affecting it. (Master's Thesis). Gaziantep University, Turkey.
- Özünü Ü. (1999). *Gülmecenin dilleri*. (1 ed). Ankara: Doruk Publishing.
- Palmer, C. T. (1993). Anger, Aggression, and Humor in Newfoundland Floor Hockey: An Evolutionary Analysis. *Aggressive Behavior*, 19, 167-173.
- Paunonen, S. V., & Lebel, E. P. (2012). Socially desirable responding and its elusive effects on the validity of personality assessments. *Journal of Personality and Social Psychology*, 103(1), 158-175. doi:10.1037/a0028165
- Peck, S. C., Roeser, R. W., Zarrett, N., & Eccles, J. S. (2008). Exploring the roles of extracurricular activity quantity and quality in the educational resilience of vulnerable adolescents: Variable and pattern centered approached. *Journal of Social Issues*, 64(1), 135-155.
- Rose, A. J., Glick, G. C., Smith, R. L., & Schwartz-Mette, R. A. (2016). Girls' and Boys' Problem Talk: Implications for Emotional Closeness in Friendships. *Developmental Psychology*, 52(4), 629-639.
- Sanders, B. (2001). Kahkahanin zaferi, yıkıcı tarih olarak gülme. (1 ed.). Istanbul: Ayrıntı Publication.
- Sherman, L. W. (1988) Humor and social distance in elementary school children. *Humor: International Journal of Humor Research*, 1(4), 389-404.

- Snyder, E. E. (1991). Sociology of sport and humor. *International Review for the Sociology of Sport*, 26(2), 119-132.
- Sevim, B. (2011). The Role of Attachment Styles on Personality Traits and Anger on Relationship and Life Satisfaction: Mediator Roles of Humor, Intimacy and Psychological Problems. (Doctoral Thesis). Middle East Technical University, Ankara, Turkey.
- Slopper, M. A. (2016). *Program Quality and Youth Engagement Influences on Positive Youth Development in After School Programs*. Claremont Graduate University, California, USA.
- Sobel, M. E. (1982). Asymptotic confidence intervals for indirect effects in structural equation models. *Sociological Methodology*, Vol. 13, pp. 290-312.
- Soper, D.S. (2017). Sobel Test Calculator for the Significance of Mediation [Software]. <http://www.danielsoper.com/statcalc>
- Stillerman, L. (2006). Humor in Relation to Anxiety, Depression and Stress for Collage Students.
- Taylor, S. (1996). Meta-analysis of cognitive-behavioral treatments for social phobia. *Journal of Behavioral Therapy and Experimental Psychiatry*, 27(1), 1-9.
- Tracey, T. J. (2016). A Note on Socially Desirable Responding. *Journal of Counseling Psychology*, 63(2), 224-232. doi:10.1037/cou0000135.

- Tsang, S. K., Hui, E. K., & Law, B. C. (2012). Self Efficacy as a Positive Youth Development Construct: A Conceptual Review. *Nova Science Publishers*, 4(4), 391-339.
- Tracey, T. J. G. (2016). A note on socially desirable responding. *Journal of Counselling Psychology*, 63 (2), 224-232. doi: <http://dx.doi.org/10.1037/cou0000135/>.
- Topuz S. (1995). The relationship among popularity, sense of humor and academic achievement. (Master's Thesis). The Middle East Technical University, Turkey.
- Yerlikaya E. E. (2003). Mizah tarzları ölçeğinin uyarlama çalışması.(Master's Thesis). Çukurova University, Çukurova, Turkey.
- West, A. E., & Newman, D. L. (2007). Childhood Behavioral Inhibition and the Experience of Social Anxiety in American Indian Adolescents. *Cul*, 13(3), 197-206.
- Wings, R. (2009, December 10). The Nhl's 50 Best Plyrs.
- West, A. E., & Newman, D. L. (2007). Childhood Behavioral Inhibition and the Experience of Social Anxiety in American Indian Adolescents. *Cultural Diversity and Ethnic Minority Psychology*, 13(3), 197-206.
- Zarrett, N., Lerner, R. M., Phelps, E., Carrano, J., Fay, K., & Li, Y. (2009). More Than Child's Play. *Developmental Psychology*, 45(2), 368-382.

APPENDIX A

INFORMED CONSENT FORMS CONSENT FOR YOUTH

Merhaba,

Ben Ayşe Aydınođlu, bu alıřmayı tez olarak adlandırdığımız bir okul projesi olarak yapıyorum. Senden de bu projenin bir katılımcısı olmanı istiyorum, ama bu alıřmaya katılmak zorunda olduđun anlamına gelmiyor. Eđer alıřmayı bırakmak istersen ođretmenine/ailene istediđin zaman söyleyebilirsin. Bundan dolayı kimse sana kızmayacaktır, ders notlarını etkilemeyecektir.

Senden istediđim 3 liste soru gruplarını cevaplandırman. Dođru veya yanlış cevap diye bir řey yok. alıřma yaklařı 25-30 dk sürmektedir. Cevapların tamamen gizli kalacak, ismin soru kađıtları üzerinde yazılı olmayacak.

Bazen genler proje hakkında bir řeyler merak edebilir, sorular sormak isteyebilir. Bunun iin bana mail atabilirsin. – aysaydinoglu@gmail.com - Sorularını cevaplandırmaktan mutluluk duyarım.

Katılmak istiyorsan bir sonraki sayfadaki soruları cevaplamaya bařlayabilirsin

CONSENT FOR PARENTS

Sevgili Ebebeyn,

Bahçeşehir Üniversitesi Klinik Psikoloji Programı kapsamında Pozitif Genç Gelişimi alanında bir tez çalışması yürütmekteyim. Bu çalışma ile birlikte okul dışı aktivitelerin gençlerin iyi oluşları üzerindeki etkisi ve bu ilişkide espiri algısının aracı rolünü incelemekteyim. Bu çalışma Etik Kurulundan ve Milli Eğitim Bakanlığından onay almıştır. Siz veya çocuğunuz istemezse çalışmaya katılmayabilir. Bu çocuğunuzun ders notlarını hiçbir şekilde etkilemeyecektir. Bu çalışma ile birlikte gençlerin iyi oluşlarını hangi etkenlerle daha iyi hale getirebiliriz sorusunu keşfetmek hedeflenmiştir.

Bu çalışmaya katılarak çocuğunuzdan 4 farklı anketi cevaplandırmasını isteyeceğim. Cevaplar için doğru veya yanlış seçenek yoktur. Çalışma yaklaşık 35 dk kadar sürecektir. Bu çalışmada verilen cevaplar tamamen gizli kalacaktır. Hiçbir isim anket üzerinde yer almayacak, hangi anketin hangi katılımcıya ait olduğu bilinmeyecektir. Sonuçlar grup temelli raporlanacaktır. Çocuğunuzun kimliği veya okulu sonuç raporunda yer almayacaktır.

Eğer çalışma hakkında daha fazla bilgi almak isterseniz benimle aysaydinoglu@gmail.com adresinden iletişime geçebilirsiniz.

Çocuğumun çalışmaya katılmasını onaylıyorum.

Çocuğumun çalışmaya katılmasını onaylamıyorum.

İlginiz ve vaktinizi ayırdığınız için teşekkürler.

APPENDIX B

DEMOGRAPHIC INFORMATION FORM

DEMOGRAFİK BİLGİLER

1) Cinsiyet: KIZ ERKEK

2) Doğum Tarihi:

Gün:

Ay:

Yıl:

3) Sınıf:

4) Anne-Baba Eğitim Durumu:

• *Annenin Eğitim Durumu:*

- İlköğretim
- Lise
- Üniversite
- Yüksek Lisans
- Doktora

• *Babanın Eğitim Durumu:*

- İlköğretim
- Lise
- Üniversite
- Yüksek Lisans
- Doktora

5) Siz dahil kaç kardeş olduğunuzu yazınız:

6) Devam ettiğiniz okul türü:

Özel Okul Devlet Okulu

6) Aşağıdaki derslere ait alınan en son karne notu (5 üzerinden) :

Matematik:

Türkçe:

Fen Bilgisi:

Sosyal Bilgiler:

7) Okul dışında spor, sanat, veya müzik alanlarında devam ettiğiniz aktivite veya aktiviteler varsa işaretleyiniz.

Spor

Müzik

Dans

Resim

Fotoğrafçılık

Diğer

Eğer yoksa bu kısmı boş bırakabilirsiniz, anketimizin sonuna geldiniz. Katılımınız için teşekkürler.

Eğer katılıyorsanız;

8) Ne kadar süredir devam ettiđinizi iřaretleyiniz.

- 6 aydan kısa bir süredir
- 6-12 aydır
- 1-2 sene arası
- 2 seneden fazla

9) Ortalama ne sıklıkla katıldığınızı iřaretleyiniz

- Ayda bir gün süreyle
- İki haftada bir gün süreyle
- Haftada bir gün süreyle
- Haftada iki veya üç gün süreyle
- Haftada dört gün süreyle
- Haftada beř gün veya daha fazla süreyle

APPENDIX C

SOCIAL ANXIETY SCALE FOR ADOLESCENTS (SAS-A)

Bu bir test değildir. Doğru ya da yanlış cevap yoktur. Bütün maddeleri olabildiğince içtenlikle cevaplamaya çalışınız. Her bir maddenin yanında yer alan rakamlardan size uygun olanı işaretleyiniz.

1 = Hiçbir zaman

2 = Nadiren

3 = Bazen

4 = Genellikle

5 = Her zaman

1. Başkalarının önünde yeni bir şeyler yapmaya çekinirim.	1	2	3	4	5
2. Arkadaşlarımla bir şeyler yapmaktan hoşlanırım.	1	2	3	4	5
3. Bana sataşılmasından tedirgin olurum.	1	2	3	4	5
4. Tanımadığım insanların yanında utanırım.	1	2	3	4	5
5. Sadece çok iyi tanıdığım insanlarla konuşurum.	1	2	3	4	5
6. Yaşıtlarımın arkamdan benim hakkımda konuştuklarını düşünürüm.	1	2	3	4	5
7. Kitap okumayı severim.	1	2	3	4	5
8. Başkalarının benim için ne düşündüğünden endişelenirim.	1	2	3	4	5
9. Başkalarının benden hoşlanmayacağından korkarım.	1	2	3	4	5
10. Çok iyi tanımadığım yaşıtlarımla konuşurken heyecanlanırım.	1	2	3	4	5

11. Spor yapmaktan hoşlanırım.	1	2	3	4	5
12. Başkalarının benim hakkında ne söyleyeceğinden endişelenirim.	1	2	3	4	5
13. Yeni insanlarla tanışırken tedirgin olurum.	1	2	3	4	5
14. Başkalarının benden hoşlanmayacağından endişelenirim.	1	2	3	4	5
15. Bir grup insanla beraberken durgunumdur.	1	2	3	4	5
16. Kendi başıma bir şeyler yapmak hoşuma gider.	1	2	3	4	5
17. Başkalarının benimle dalga geçtiğini düşünürüm.	1	2	3	4	5
18. Birisiyle tartışmaya girerken onun benden hoşlanmayacağından endişe ederim.	1	2	3	4	5
19. Hayır derler diye başkalarına benimle bir şeyler yapmayı teklif etmeye çekinirim.	1	2	3	4	5
20. Bazı insanların yanındayken tedirgin olurum.	1	2	3	4	5
21. İyi tanıdığım yaşlılarımın yanındayken bile utanırım.	1	2	3	4	5
22. Başkalarından benimle bir şeyler yapmalarını istemek bana çok zor gelir.	1	2	3	4	5

APPENDIX D

5C SCALE

Aşağıda daha çok sizin deneyimlerinizi yansıtabilecek maddeler bulunmaktadır.

Hangi cevap şıkkının sizin için doğru olduğunu belirtiniz.

Lütfen tüm maddeleri cevaplayabileceğiniz en iyi şekilde cevaplayınız.

Lütfen aşağıdaki ifadeleri okuduktan sonra kendinizi değerlendirip sizi en iyi tanımlayan seçeneğin karşısına çarpı (X) işareti koyunuz.		Kesinlikle Katılmıyorum	Katılmıyorum	Emin Değilim	Katılıyorum	Kesinlikle Katılıyorum
1	Genel olarak, kendimi severim.	1	2	3	4	5
2	Bazen hiçbir işe yaramadığımı düşünürüm.	1	2	3	4	5
3	Her şeye rağmen, kendim olduğum için memnunumdur.	1	2	3	4	5
4	Gurur duyacak çok şeyim olmadığını hissediyorum.	1	2	3	4	5
5	Bazen, hayatımın bir amacı olmadığını hissederim.	1	2	3	4	5
6	Yetişkin olduğumda, iyi bir hayatım olacağına eminim.	1	2	3	4	5
7	Ailem ile iyi geçinirim.	1	2	3	4	5
8	İhtiyacım olduğumda ailem bana yardım eder ve destek verir.	1	2	3	4	5
9	Ailem sıklıkla bana beni sevdiğini söyler.	1	2	3	4	5
10	Ailem ile birçok iyi iletişimim vardır.	1	2	3	4	5
11	Ailemde, kendimi işe yarar ve önemli hissederim.	1	2	3	4	5
12	Gittiğim okulu önemsiyorum.	1	2	3	4	5
13	Öğretmenlerim beni önemser.	1	2	3	4	5
14	Okulumda sık sık cesaretlendirildiğimi düşünüyorum.	1	2	3	4	5
15	Okulumdaki diğer öğrenciler beni önemser.	1	2	3	4	5
16	Okul bölümümde öğrencilerin ne yapabileceğini ve yapamayacağını düzenleyen belirgin kurallar vardır.	1	2	3	4	5
17	Okulumda hocalarım beni en iyi olabilmeye yönlendirirler.	1	2	3	4	5

18	Bana içinde yaşadığım şehri/kasabayı daha yaşanabilir bir yer haline getirmem için imkan verilir.	1	2	3	4	5
19	Yaşadığım çevrede beni önemseyen bir çok insan vardır.	1	2	3	4	5
20	Yaşadığım şehirdeki insanlar kendimi önemli hissetmemi sağlar.	1	2	3	4	5
21	Yaşadığım çevredeki insanlar söylemem gereken şeyleri dinlerler.	1	2	3	4	5
22	Yaşadığım şehirde kendimi diğer insanlar için önemliymiş gibi hissederim.	1	2	3	4	5

Aşağıdaki ifadeler sizin için ne kadar doğru?		Hiç doğru değil	Nadiren	Bazen	Çoğu Zaman	Her Zaman Doğru
23	Arkadaşlarıma güvenirim.	1	2	3	4	5
24	Arkadaşlarımla iyi arkadaş olduklarını düşünürüm.	1	2	3	4	5
25	Arkadaşlarım beni önemser.	1	2	3	4	5
26	Arkadaşlarım onlara ihtiyacım olduğunda yanımda olur.	1	2	3	4	5

Hiç bir zaman Arada bir Bazen Sık sık Hemen her zaman

27. Okuldayken ne sıklıkla kendinizi sıkılmış hissedersiniz?

Aşağıdaki cümleler iki farklı genç hakkındadır. Sizden sol taraftaki gence mi yoksa sağ taraftaki gence mi daha çok benzediğinize karar vermenizi istiyoruz.

Her cümle için lütfen sadece bir kutucuğu doldurunuz.

	Benim için tamamen doğru	Benim için biraz doğru				Benim için biraz doğru	Benim için tamamen doğru
28.	<input type="checkbox"/>	<input type="checkbox"/>	Bazı gençler görünüşlerinden memnun değildir.	AMA	Bazı gençler görünüşlerinden memnundur.	<input type="checkbox"/>	<input type="checkbox"/>
29.	<input type="checkbox"/>	<input type="checkbox"/>	Bazı gençler genelde kendileriyle ilgili hayal kırıklıkları yaşar.	AMA	Bazı gençler kendilerinden memnundur.	<input type="checkbox"/>	<input type="checkbox"/>

30.	<input type="checkbox"/>	<input type="checkbox"/>	Bazı gençler vücutlarının farklı olmasını isterdi.	AMA	Bazı gençler vücutlarından memnundur.	<input type="checkbox"/>	<input type="checkbox"/>
31.	<input type="checkbox"/>	<input type="checkbox"/>	Bazı gençler sürdürdükleri yaşamdan memnun değildir.	AMA	Bazı gençler sürdürdükleri yaşamdan memnundur.	<input type="checkbox"/>	<input type="checkbox"/>
32.	<input type="checkbox"/>	<input type="checkbox"/>	Bazı gençler fiziksel görünüşlerinin farklı olmasını isterdi.	AMA	Bazı gençler fiziksel görünüşlerinden memnundur.	<input type="checkbox"/>	<input type="checkbox"/>
33.	<input type="checkbox"/>	<input type="checkbox"/>	Bazı gençler çoğu zaman kendilerinden memnundur.	AMA	Bazı gençler çoğu zaman kendilerinden memnun değildir.	<input type="checkbox"/>	<input type="checkbox"/>
34.	<input type="checkbox"/>	<input type="checkbox"/>	Bazı gençler güzel/yakışıklı olduklarını düşünür.	AMA	Bazı gençler güzel/yakışıklı olmadıklarını düşünür.	<input type="checkbox"/>	<input type="checkbox"/>
35.	<input type="checkbox"/>	<input type="checkbox"/>	Bazı gençler nasıl bir insan olduklarından memnundur.	AMA	Bazı gençler başka bir insan olmayı dilerdi.	<input type="checkbox"/>	<input type="checkbox"/>
36.	<input type="checkbox"/>	<input type="checkbox"/>	Bazı gençler görünüşlerini sever.	AMA	Bazı gençler farklı görünmeyi isterdi.	<input type="checkbox"/>	<input type="checkbox"/>

APPENDIX E

MULTIDIMENSIONAL SENSE OF HUMOR SCALE FOR CHILDREN

Lütfen aşağıdaki ifadeleri okuduktan sonra kendinizi değerlendirip sizi en iyi tanımlayan seçeneğin karşısına çarpı (X) işareti koyunuz.		Hiçbir zaman	Nadiren	Ara sıra	Sıklıkla	Her zaman
1	Başkalarını güldürebilirim.	1	2	3	4	5
2	Yaptığım şakalar ve anlattığım fıkralar başkalarını güldürür.	1	2	3	4	5
3	Arkadaşlarımı güldürmek için şakalar yapar ve fıkralar anlatırım.	1	2	3	4	5
4	İnsanlar komik şeyler anlattığını söyler.	1	2	3	4	5
5	Söylediğim şeylerle insanları güldürebilirim.	1	2	3	4	5
6	Şaka ve komik hikayeler uydurabilirim.	1	2	3	4	5
7	Komik bir hikaye dinlemekten hoşlanırım.	1	2	3	4	5
8	Beni güldüren insanları severim.	1	2	3	4	5
9	İnsanların fıkra anlatması ve şaka yapmaları hoşuma gider.	1	2	3	4	5
10	Şaka yapan ve komik hikayeler anlatan insanlarla birlikte olmaktan hoşlanırım.	1	2	3	4	5
11	İyi şakalardan hoşlanırım.	1	2	3	4	5
12	Şaka yapan insanları severim.	1	2	3	4	5
13	Şakalar ve komik hikayeler sıkıntılı zamanları atlatmama yardımcı olur.	1	2	3	4	5
14	Esprî yaparak problemlerimi hafifletirim.	1	2	3	4	5
15	Şakalar ve komik hikayeler, sıkıntılı zamanları atlatmak için iyi bir yöntemdir.	1	2	3	4	5
16	Şakalar ve komik hikayeler, zor zamanlarla yüzleşmek için iyi bir yoldur.	1	2	3	4	5
17	Şakalar ve komik hikayeler, rahatlamama yardımcı olur.	1	2	3	4	5