

# Examining the parental views concerning the extracurricular sports activities of students attending the courses in public training centers

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## ABSTRACT

This study aims to examine the parental views concerning extracurricular sports activities of students attending the public training center courses. The sample of the study, which was conducted as a survey model, was comprised of the parents ( $n = 459$ ) of students attending the courses in public training centers located in Konya province in the 2017-2018 academic year. In this study, demographic information form prepared by researcher and "Parental Attitude Scale Concerning the Extracurricular Sport Activities" developed by Yılmaz and Güven (2015) were used as data collection tools. The collected data were analyzed in the SPSS 22.0 package program with 0.05 significance level. As a result of the statistical analyses, it was determined that, concerning parental educational levels and gender, there were statistically significant differences in Personal Development and Social Support sub-dimensions ( $p < 0.05$ ). However, it was determined that there was statistically no significant difference among parents in Social Support sub-dimension concerning their educational levels; similarly, there was statistically no significant difference among parents in Academic Perception sub-dimension concerning gender ( $p < 0.05$ ). Additionally, it was determined that there were statistically no significant differences among parents in Personal Development, Social Support and Academic Perception sub-dimensions in terms of having a sports license ( $p > 0.05$ ). As a result, it was concluded that male parents had higher personal development levels and provide more social support for their children to participate in extracurricular activities. Another conclusion was that parents with higher educational status had higher personal development levels and academic perceptions compared to parents with lower educational status.

**Keywords:** Extracurricular sport activities, parent, attitude.

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## INTRODUCTION

Extracurricular sports activities are applied voluntarily during the out-of-school time with the participation of voluntary students under the supervision of the school administration, aiming to fill the possible gaps of the formal education, to meet different demands and needs of students, and to raise them as good citizens. Extracurricular activities are an indispensable part of education. These are planned and regular activities that allow students to improve themselves in school or outside of school for educational purposes (Binbaşıoğlu, 2000).

Physical development is integrated with social and

psychological development. A child, who did not participate in physical activities at early ages, will be afraid of sport activities, but a child, who participated in sports activities at an early age, will not have any problems about sport activities. Similarly, the emotional development will support the physical development. These facts should be taken into consideration in educational activities. A contribution to the physical development of a child is also a contribution to his/her psychological, emotional and social development (Özcanoğlu, 1993).

As a result of previous research, it was observed that extracurricular activities contribute to the academic success of the student, increase his/her school-classroom culture, encourage and develop his/her leadership skills, enhance his/her ethical aspects, socialize the student and enable him/her to evaluate the leisure time actively and efficiently, aiming to raise democratic individuals respectful to human rights with positive personality characteristics (Köse, 2003). Furthermore, extracurricular sports activities prevent many negative behaviors. It was observed that harmful habits such as smoking and alcohol use decreased to minimum levels, especially in individuals participating in these activities (Lewis, 2004).

There are many factors influencing the participation of student in sport events, and the first factor is the family. From his/her birth, a child starts to imitate individuals in the family. He/she learns all his/her abilities such as talking, eating, reading books, doing sports and other needs by imitating the family members. Therefore, family members play a big role in the development of the child. If the parents are reading books, the child will be inclined to read books; similarly, if the parents are doing sports, the child will be interested in sports (Öztürk, 1998:61).

The attitudes of the family members towards sports play a key role in determining children's interest in sports. Families, who are aware of the contribution of sports activities to the mental, emotional, physical and social development of the child, support their children to participate in sports activities. The idea that participation in sports events disrupts the student's lessons, that sports are unnecessary or a waste of time causes them to have a negative attitude towards sports activities (Öncü and Güven, 2011).

The aim of this study was to examine the parental views concerning extracurricular sports activities of students attending the courses of public education centers. It was also aimed to obtain detailed information about these parental views in terms of some characteristics. It is considered that this research will contribute to the literature in terms of revealing parental views concerning extracurricular sports activities of students attending the courses of public education centers.

## METHOD

### Research model

This study, which aims to examine the parental views of students attending public education center courses towards extracurricular sports activities, was conducted in a screening model. Screening studies are often expressed as studies that collect information from a wide audience with answer options determined by the researcher (Fraenkel and Wallen, 2006).

### Sampling

The sample of the study was comprised of parents ( $n = 459$ ) of students attending the courses in public education centers located in the central districts of Konya province in the 2017-2018 academic year. There were 249 women and 210 men in the sample of this study.

### Data collection tools

In this study, demographic information form prepared by the researcher and the "Parental Attitude Scale Concerning the Extracurricular Sport Activities" developed by Yılmaz and Güven (2015) were used as the data collection tools.

### Personal information form

In developing the personal information form, certain variables were included that were considered to be related to participation in extracurricular sports activities. These variables include gender, educational status, and whether dealing with sports.

### Parental attitude scale concerning the extracurricular sports activities

The "Parental Attitude Scale Concerning the Extracurricular Sports Activities" developed by Yılmaz and Güven (2015) was used to determine the attitudes of the parents towards extracurricular sports activities. This scale consists of a total of three sub-dimensions and 17 items: Personal Development (11 items), Academic Perception (3 items) and Social Support (3 items). These three sub-dimensions explain 60.33% of the total variance. The Cronbach Alpha internal consistency coefficient was calculated for the reliability of the scale. When the reliability coefficient of a scale is high, it is interpreted that the items of this scale are highly consistent with each other and they are questioning the elements of the same characteristics, or that all items highly act in concert (Alpar, 2012). The reliability coefficient for the entire scale was 0.91. The reliability coefficient for the Personal Development sub-dimension was 0.90, it was 0.83 for the Academic Perception sub-dimension, and it was 0.81 for the Social Support sub-dimension (Yılmaz, 2016).

### Data analysis

Statistical analysis of the data was performed in the SPSS 22.0 package program with a significance level of 0.05. Whether the data obtained from the *parental*

*attitude scale concerning the extracurricular sports activities* showed normal distribution was analyzed through the Kolmogorov Smirnov Test. Since it was determined that the data demonstrated normal distribution, parametric tests were used in statistical analysis of the data. Frequency distributions were calculated for variables such as gender, parent-gender, school, parental educational status, and whether the child has a license. The Independent Sample t test was used in the comparison of two independent groups, and the One Way ANOVA test was used in the comparison of more than two independent groups. When an inter-group difference was observed in the One Way ANOVA tests, in order to determine groups with among which the differentiation occurred, the Tukey HSD was used, which is one of the Post Hoc tests, as the variance showed a homogeneous distribution.

## FINDINGS

Table 1 includes the frequency distributions of individuals in the sample of the study. It was determined that 44.2% of the children of the participant parents were girls, 55.8% were boys; as per the parents, it was observed that 54.2% were women and 45.8% were men. 1.3% of children attended private schools, 98.7% attended public schools. Concerning the parental educational status, 29.4% attended only primary education, 12.6% attended

secondary education, 23.7% attended high school, 21.8% had undergraduate degrees, and 12.4% had postgraduate degrees. Additionally, it was found that 47.9% of the children had a license in a sports branch and 52.1% did not have a license.

When Table 2 was examined, it was understood that there was a statistically significant difference between female and male parents concerning the Personal Development and Social Support sub-dimensions of the Parental Attitude Scale Concerning the Extracurricular Sports Activities ( $p < 0.05$ ) in favor of males. Accordingly, it can be mentioned that personal development levels of males and their social support to their children were higher compared to those of the females. As per the academic perception sub-dimension, it can be mentioned that there were no differences between female and male parents ( $p > 0.05$ ) and both groups had similar levels of academic perception.

When Table 3 was examined, it was understood that there were statistically no significant differences between female and male parents concerning the Personal Development, Social Support, and Academic Perception sub-dimensions of the Parental Attitude Scale Concerning the Extracurricular Sports Activities ( $p > 0.05$ ). Accordingly, whether the parents completed their personal developments, whether they have high social support for their children, and whether they have high academic perceptions do not influence the status of children in terms of having a sports license.

**Table 1.** Demographic information of the students and parents in the research group.

		n	%
Child Gender	Boy	203	44.2
	Girl	256	55.8
	<b>Total</b>	459	100.0
Parent Gender	Female	249	54.2
	Male	210	45.8
	<b>Total</b>	459	100.0
School of the Child	Private School	6	1.3
	Public School	453	98.7
	<b>Total</b>	459	100.0
Parental Educational Status	Primary Education	135	29.4
	Secondary Education	58	12.6
	High School	109	23.7
	Graduate	100	21.8
	Postgraduate	57	12.4
	<b>Total</b>	459	100.0
Whether the Child has a License	Yes	220	47.9
	No	239	52.1
	<b>Total</b>	459	100.0

**Table 2.** The results of the Parental Attitude Scale Concerning the Extracurricular Sports Activities in terms of the gender variable.

Sub-dimension	Gender	N	X	sd	t	P
Personal development	Female	249	45.47	7.04	-1.952	<b>0.046*</b>
	Male	210	46.61	5.17		
Social support	Female	249	12.44	2.39	-4.823	<b>0.000*</b>
	Male	210	13.41	1.80		
Academic perception	Female	249	11.57	2.27	-1.168	0.244
	Male	210	11.82	2.29		

\*P &lt; 0.05.

**Table 3.** The results of the Parental Attitude Scale Concerning the Extracurricular Sports Activities in terms of whether the child has a license.

Sub-dimension	Having license	N	X	Sd	t	p
Personal development	Yes	220	46.34	5.157	1.138	0.256
	No	239	45.67	7.15		
Social support	Yes	220	13.04	2.06	1.425	0.155
	No	239	12.74	2.30		
Academic perception	Yes	220	11.73	2.41	0.350	0.727
	No	239	11.65	2.16		

**Table 4.** The ANOVA results of the Parental Attitude Scale Concerning the Extracurricular Sports Activities in terms of the parental educational status variable.

		N	X	SD	F	P	Significant difference
Personal development	Primary Education	1	135	45.73	2.645	<b>0.033*</b>	2-3
	Secondary Education	2	58	44.86			
	High School	3	109	47.22			
	Undergraduate	4	100	45.03			
	Postgraduate	5	57	47.11			
	<b>Total</b>		459	45.99			
Social support	Primary Education	1	135	12.76	1.258	0.286	-
	Secondary Education	2	58	12.71			
	High School	3	109	12.71			
	Undergraduate	4	100	13.09			
	Postgraduate	5	57	13.35			
	<b>Total</b>		459	12.88			
Academic perception	Primary Education	1	135	10.58	5.436	<b>0.000*</b>	1-3
	Secondary Education	2	58	11.05			
	High School	3	109	11.28			
	Undergraduate	4	100	11.79			1-4
	Postgraduate	5	57	12.28			
	<b>Total</b>		459	11.69			

\*P &lt; 0.05.

In Table 4, it was determined that there was a statistically significant difference between female and male parents concerning the Personal Development and Academic Perception sub-dimensions of the Parental Attitude Scale Concerning the Extracurricular Sports Activities ( $p < 0.05$ ). Considering the average values, it was observed that the personal development levels of the high-school-graduate parents were higher compared to those graduated from secondary schools. Additionally, it can be mentioned that the academic perceptions of the parents with undergraduate or postgraduate degrees were higher compared to the primary-school-graduate parents. As per the social support sub-dimension concerning the educational status, it can be mentioned that there were no significant differences between female and male parents ( $p > 0.05$ ). Accordingly, it can be mentioned that the parents had a similar levels of social support towards their children regardless of their educational status.

## DISCUSSION

In this study, parental views were examined concerning the extracurricular sports activities of students attending the courses in public education centers. In this study, it was determined that personal development levels of male parent and their social support to their children were higher compared to the female parents. The motive behind this might be the fact that male individuals are more interested in sports and sports activities in our society. In a similar study examining the parent attitudes towards physical education and sports course, Akdoğan (2017) and Yaşar (2017) reported that there were statistically significant differences in the attitudes of parents in terms of the gender variable, and that male parents had more positive attitudes than female parents. In another study examining the Role of the Perceived Parental Attitudes and Social Support in Determining the Physical Activities of the Adolescents, Ay (2019) concluded that there were statistically significant differences in the attitudes of the mothers of female students and in the attitudes of the fathers of male students in supporting their children to participate in physical activities. On the other hand, in another study examining the parental attitudes and views about participation of students in extracurricular sports activities, Yılmaz (2016) and Dokuzoğlu (2018) determined that the gender variable is not efficient on the attitudes of parents. The results of these studies do not coincide with our findings.

Whether the children of the parents involved in the study had a license did not create a statistically significant difference in the sub-dimensions of the Parental Attitude Scale Concerning the Extracurricular Sports Activities. Accordingly, we can interpret that the parents, whose children were attending the public training center courses with or without a sports license, had

similar levels of attitudes concerning participation in the extracurricular sports activities.

It was determined that the educational status of the participant parents created a significant difference in the Personal Development and Academic Perception sub-dimensions of the Parental Attitude Scale Concerning the Extracurricular Sports Activities, but it did not cause a significant difference in the Social Support sub-dimension. In the inter-group difference analysis, it was determined that high-school graduate parents had higher scores than the parents with undergraduate degrees concerning the Personal Development sub-dimension, while the parents with primary education and high school degrees had higher scores compared to the parents with undergraduate degrees concerning the Academic Perception sub-dimension. Examining the previous studies in the literature, it was observed that there are numerous studies proving that as the education status of the parents increased so did their tendencies towards encouraging their children to participate in sports, increasingly displaying attitudes that support their children to participate in extracurricular sports activities (Yıldız, 2015; Yılmaz, 2016; Dokuzoğlu, 2018). The results of our study do not match the findings obtained in the previous studies of the relevant field. This result is considered to be due to the fact that the numbers of participant parents, who had different educational levels, in the groups were not evenly distributed.

## RECOMMENDATIONS

As the parental educational levels increase, so do the positive attitude rates. For further research, the concerns of the parents should be examined who support their children's participation in extracurricular sports activities at a low rate, and awareness-raising studies should be conducted to improve their attitudes. Seminars can be organized to inform parents about the significance of sports activities and the physical, emotional and social advantages of doing sports for a child.

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