

ATTITUDES TOWARDS PHYSICAL EDUCATION COURSE AND EXTRACURRICULAR SPORT ACTIVITIES OF PARENTS

ABSTRACT

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The physical education course, which is an indispensable element of education, does not only provide students with the development of physical aspects; they also play an important role in their cognitive, social and emotional development. The knowledge and skills that are based on physical education course during formal education are becoming more meaningful with extracurricular sport activities carried out in conjunction with specialists within a specific plan and program. Extracurricular sports activities function as complementary to the physical education course. The aim of this study is to determine the attitudes of parents towards physical education course and extracurricular sports activities. The study was designed with an relational screening model from the quantitative research approach. The research group was composed of parents of students in different high schools (Anatolian High School, Science High School, Sports High School, Fine Arts High School) and class levels (9, 10, 11 and 12) in Kırkkale. Data were obtained by means of "Parental Attitude Scale for Extracurricular Activities" developed by Yılmaz and Güven (2015) and "Physical Education Course Attitude Scale for Parents" developed by Öncü ve Güven (2011). In the data analysis was used t-test, one way variance analysis, simple linear regression analysis and Pearson Correlation test. Confirmatory Factor Analysis was conducted to provide evidence of the validity of the measurement tools. As a result, physical education is a predictor of extracurricular sport activities. 41.1% of the extracurricular sports activities explain the physical education lesson. While parents' attitudes towards physical education course and extracurricular sport activities did not differ according to educational status, parent's attitudes differed according to the sporting situation, the class level and school type of children.

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EBEVEYNLERİN BEDEN EĞİTİMİ DERSİ VE DERS DIŞI SPORTİF ETKİNLİKLERE YÖNELİK TUTUMLARI

ÖZ

Eğitimin vazgeçilmez unsuru olan beden eğitimi dersi, öğrencilerin sadece fiziksel açıdan gelişimleri sağlamakla kalmayıp; onların bilişsel, sosyal, duygusal gelişimlerinde de önemli rol üstlenmektedir. Örgün eğitimden arda kalan zamanlarda beden eğitimi dersinde temelleri atılan bilgi ve beceriler; belirli plan ve program dahilinde uzmanlar eşliğinde gerçekleştirilen ders dışı sportif etkinlikle daha anlamlı hale gelmektedir. Ders dışı sportif etkinlikler beden eğitimi dersinin tamamlayıcısı niteliğinde işlev görmektedir. Bu çalışmanın amacı beden eğitimi dersi ve ders dışı spor etkinliklere yönelik ebeveynlerin tutumlarını belirlemektir. Araştırma nicel araştırma yaklaşımından ilişkisel tarama modeli ile tasarlanmıştır. Araştırma grubunu Kırkkale İl merkezindeki farklı liselerde (Anadolu Lisesi, Fen Lisesi, Spor Lisesi, Güzel Sanatlar Lisesi) ve sınıf seviyelerinde (9, 10, 11 ve 12) öğrenim gören öğrencilerin ebeveynleri oluşturmuştur. Veriler Yılmaz ve Güven (2015) tarafından geliştirilen "Ders Dışı Sportif Etkinliklere Yönelik Ebeveyn Tutum Ölçeği" ve Öncü ve Güven (2011) tarafından geliştirilen "Ana Babalar İçin Beden Eğitimi Dersi Tutum Ölçeği" ölçme araçları aracılığıyla elde edilmiştir. Veri analizinde t-testi, Tek yönlü varyans analizi, basit doğrusal regresyon analizi ve Pearson Correlation testi kullanılmıştır. Ölçme araçlarının yapı geçerliğine kanıt için Doğrulayıcı Faktör Analizi yapılmıştır. Sonuç olarak beden eğitimi dersi ders dışı sportif etkinliklerin yordayıcısıdır. Ders dışı sportif etkinliklerin %41.1'ini beden eğitimi dersi açıklamaktadır. Ebeveynlerin beden eğitimi dersi ve ders dışı sportif etkinliklere yönelik tutumları eğitim durumuna göre farklılık göstermezken; spor yapma durumu, çocukların okudukları sınıf seviyesi ve okul türüne göre farklılık göstermektedir.

Anahtar Kelimeler: Tutum, Beden Eğitimi Dersi, Ders Dışı Sportif Etkinlik, Ebeveyn

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INTRODUCTION

Education, defined as the process of bringing change in the terminal behavior in the individuals through their own experiences in, is a lifelong process. In this process, the individual has the opportunity to receive training in any kind of formal or non-formal education. One of these opportunities is "Physical Education", which is organized physical activities that provide cognitive, emotional, social, psychological and psychomotor development of the individual involved in the formal education.

While physical education, which includes the intention of improving the physical and mental well-being of man and strengthening his will, are based on the physiological and muscular development of humans prior to the idea of human training through physical movements,⁵³ it now regard the human body as a whole; considers it as cognitive, affective, deviant, and physical development.¹⁴ In the training of individuals with these characteristics, it is observed that physical education does not only contribute to biological development, but also decreases syndromes such as depression, stress, anxiety, and increases self confidence and self-esteem of the individual.⁴⁴ Physical education is also the activity in which information about healthy life is given, entertaining group activities are carried out, various skills are taught and that aims at the multiple development of the individual (social, emotional and mental).

Physical education, which is the complementary and integral part of general education, is also the education of the person. In other words, considering the characteristics of physical education on the development of individuals, it is one of the most important means of raising people who are healthy, happy, ethic and balanced personality in terms of individual and

society; who are constructive, creative and productive; who have gained national cultural values and the behaviors required by democratic life.⁵⁴ It is necessary that these activities should be completed with extracurricular sportive activities and have more opportunities to practice as the forms of thinking and understanding required for physical education and sports are provided in schools.

The school, which is an institution that prepares individuals for life and guides them in terms of their adaptation to life, may need extracurricular sportive activities that function as part and reinforcement of the physical education lesson in earning these virtues. Extracurricular activities cannot be considered independent of formal education activities. The most important condition here is that the extracurricular activities are carried out in a controlled, programmed and planned manner. It is very easy for children to tend to negative behaviors if the extracurricular times of the children in our age are not controlled by parents, teachers or adults.³⁶ In schools in the countries where the importance of these activities is comprehended, students are offered the opportunity to participate in extracurricular sportive activities or after-school sports programs.¹⁰

Extracurricular sportive activities are regular and structured activities that help children achieve certain skills and are not part of the school curriculum.^{22,37} According to convergent evidence, there is a positive relationship between participation in extracurricular sportive activities and the indicators of cognitive and social development of children with academic success³² and psychological well-being.²³

It is seen that extracurricular sportive activities, especially, reduce adolescents'

drug addiction^{15,39,42} and provide young people with more effective protection against various behaviors including crime and escape from school.¹⁸ In addition, sports activity promotes the development of psychological competencies such as gaining tolerance in the sporting environment and overcoming challenges.⁴⁹ It also increases self-confidence, reduces the depression²⁴ and anxiety symptoms, as well as reducing depression, especially in women with low academic success.²² Adolescents participating in the activities were found to have higher self-esteem, lower depression and anxiety compared to those who did not.^{26,40} Extracurricular activities can be said to contribute psychologically to the adolescents feeling good about themselves. These contributions are that students gain a sense of belonging to the school and have positive attitudes towards the school^{34,49}, and success such as psychological endurance and internalization are at a high level.^{2,21} These activities improve the motivation of the students and contribute to the development of psychological health.²⁰

Families' awareness of the effects of physical education course and extracurricular sportive activities on adolescent development and children's participation in these activities play an important role in shaping children's sports perspective. Coakley (2003) suggested that through the theories of critical theory, family has the influence on participation of the child in sporting activity. Critical theory shows that the ideals of the family in the process of children's participation in sporting activities influence the participation of the children in these activities. This is the situation that the power structure within the family helps the child to participate in these activities.

In schools in the countries where the importance of these activities is comprehended, students are offered the opportunity to participate in extracurricular sportive activities or after-school sports programs.¹⁰ In our country, the families believe that physical education course and extracurricular sportive activities may have negative effects on academic success. For this reason, they want children to tend to focus on the course that will be offered in university exams rather than taking the time for these activities. However, adolescence is a period when the depression rate of young people increases, relations with family and peers become irregular, and academic motivation decreases. These negativities are negative developmental problems resulting from inconsistencies between their educational environment and development needs.^{51,55} It can be said that sportive activities are important to overcome these problems. These problems can also trigger academic failure. In the literature, academic success is positively affected by activities in the studies^{5,19,29,52} that examine the relationship between sportive activities and academic success. At this point, some studies on the subject emphasize the importance of parent support.^{60,61,62}

The attitudes and behaviors of parents towards physical education course and extracurricular sportive activities have a decisive influence on the participation of the children in these sports activities. In this study, it was aimed to determine the relationship between the attitude levels of parents towards physical education course and extracurricular sportive activities, to determine whether or not physical education class predicts extracurricular sportive activity and to examine physical education course and extracurricular sportive activities in terms of education status parent, monthly

income level, state of parents playing sports, child's gender and class level. For this purpose, the following sub-problems were answered.

1. Is there a relationship between the attitudes of the parents towards the participation of students in the extracurricular sportive activities and the physical education course?
2. Is the attitudes of parents towards physical education course a significant predictor of extracurricular sport activities?
3. Does the attitudes of the parents towards the participation of students in the physical education course and the extracurricular sportive activities change according to educational status of the parents?
4. Does the attitudes of the parents towards the participation of students in the physical education course and the extracurricular sportive activities change according to family income level of the parents?
6. Does the attitudes of parents towards the participation of the students in the physical education course and the extracurricular sportive activities change according to class level of the students?
7. Does the attitudes of parents towards the participation of the students in the physical education course and the extracurricular sportive activities change according to school type of the students?

METHOD

In this part of the research, the titles of research, study group, collection of data and analysis of data are included.

Research Design

In the research, scanning method was used, which is used widely in social sciences, especially in sports related studies (Jones

&Gratton, 2004), is conducted on large groups, opinions and attitudes of individuals in these groups for a fact or event are taken, and the facts and events are attempted to be described as they are and in their conditions (Karasar, 2005).

Research Group

The research was carried out on the parents of the students in the high school in Kırıkkale province in the spring semester of 2017-2018 academic years. When schools were selected, the success of schools was taken into account. For this purpose, according to the TEOG scores of the Provincial Directorate of National Education, the order of success of the schools was taken. Schools clustered first as "low", "medium" and "high" according to successes. Then a school from each cluster was included in the research group according to an easily accessible sample. The students in the class were included in the study group according to stratified sampling. The study group includes "Science High School" from the upper group, "Anatolian High School" from the middle group and "Sports and Fine Arts High School" from the lower group. A total of 251 parents, 107 (42.6%) female and 144 (57.4%) male, participated in the study conducted on the parents of students at different class levels.

Data Collection Tools

In research, "Personal Information Form", "Physical Education Course Attitude Scale for Parents" and "Parent attitude scale towards extracurricular sport activity" were used as a data collection.

Personal Information Form: 'Personal Information Form' developed by researchers contains independent variables such as education situation, situation doing sport, monthly income, class level and type

of school, which are subjects to be researched, in order to gather information about the athletes subject to the research.

Physical Education Course Attitude Scale for Parents: A measuring tool aiming to determine the attitudes of parents towards physical education lesson was developed by Öncü and Güven (2011). This tool consists of 21 items and four dimensions as "Perceptual Dimension", "Functional Dimension", "Support Dimension" and "Significance Dimension". 8 of the items are negative, 13 are positive. The measuring tool is a 5-Likert type. While the lowest score that can be taken from the scale is 21, the highest score is 105. The Cronbach Alpha internal consistency coefficient for the reliability of the scale was calculated for the general and subscales of the scale. This value is 0.90 for general of scale. These values are 0.90, 0.79, 0.75 and 0.74 for "Perceptual Dimension", "Functional Dimension", "Support Dimension" and "Significance Dimension" which are the subscales of the scale respectively. Within the scope of the present study, the validity and reliability of the scale were tested. The Cronbach alpha internal consistency coefficient calculated on the collected data in this study was 0.92. Reliability values for the subscales of the scale were calculated as 0.93 for "Perceptual Dimension", 0.88 for "Functional Dimension", 0.79 for "Support Dimension" and 0.85 for "Significance Dimension". The fit indices obtained as a result of the Confirmatory Factor Analysis conducted to provide evidence for the validity of the scale were calculated as $\chi^2 / df = 2.48$, RMSEA = 0.075, GFI = 0.81, AGFI = 0.85, CFI = 0.95, NFI = 0.93, IFI = 0.95 and PNFI = 0.81. These values show that the four-factor structure of the scale is also confirmed in the current study group. While the factor load values of the four factorial structure consisting of 21 items are between 0.63 and

0.91, the t values for the items vary between 10.35 and 18.70.

Parent attitude scale towards extracurricular sport activity: Validity and reliability studies conducted by Yilmaz and Güven (2015) consist of three sub-dimensions and 17 items as "Personality Development", "Academic Perception" and "Social Support". The measuring tool is of the likert type of 5. The lowest and highest scores on the scale are 17 and 85, respectively. The Cronbach Alpha value calculated for the general population is 0.91. For sub-dimensions, it is 0.90, 0.83 and 0.81 respectively. The Cronbach alpha internal consistency coefficient was 0.86 in the present study. Reliability values for the subscales of the scale were calculated as 0.72 for "Personality Development", 0.70 for "Academic Perception" and 0.82 for "Social Support". The compliance indices obtained as a result of the Confirmatory Factor Analysis performed to provide evidence for the validity of the scale were calculated as $\chi^2 / df = 2.72$, RMSEA = 0.084, GFI = 0.87, AGFI = 0.83, CFI = 0.94, NFI = 0.90, IFI = 0.94 and PNFI = 0.77. These values show that the four-factor structure of the scale is also confirmed in the current study group. While the factor load values of the four factorial structure consisting of 17 items are between 0.40 and 0.72, the t values for the items vary between 5.80 and 12.65.

Data Analyses

As a statistical method in evaluating the data; frequency, arithmetic mean, standard deviation, t-test, one way variance analysis (ANOVA), Tukey multiple comparison test, Pearson Correlation test and Simple linear regression analysis were used. Whether the data fulfill the preconditions for the parametric tests were determined by examining the results of the Kurtosis and Skewness (normal distribution of the data) values and the Levene (equality of variances) test (Büyüköztürk, 2008). These

statistical analyzes were performed through the SPSS 22 statistical package program. In addition, Confirmatory Factor Analysis of the validity of the measurement tools was

made. Lisle 8.8 Package Program has been used for this.

FINDINGS

In this section, the results of the analysis of some variables of the average scores of "Attitude Scale for Extracurricular Activities"

and "Parent Attitude Scale for Physical Education Course" were included in the analysis results. The distribution of the scores obtained from the measurement tools is shown in Table 1.

Table 1. Scoring Distributions of Measuring Instruments

	Items	N	Mean	Sd	Skewness	Kurtosis	Min.	Max.
Perceptual Dimension	8	251	4.44	0.75	-1.75	3.03	1.50	5.00
Functional Dimension	5	251	3.53	1.04	-0.42	-0.66	1.00	5.00
Support Dimension	4	251	3.51	0.89	-0.36	-0.27	1.00	5.00
Significance Dimension	4	251	3.80	0.93	-0.60	-0.20	1.00	5.00
BEDTÖ	21	251	3.82	0.71	-0.55	0.28	1.38	5.00
Personality Development	11	251	3.82	0.64	0.40	0.21	1.73	5.00
Academic Perception	3	251	3.87	0.91	1.09	0.46	1.00	5.00
Social Support	3	251	3.88	0.74	-0.73	0.99	1.33	5.00
DSEETÖ	17	251	3.86	0.63	-0.36	1.02	1.35	5.00

The attitude point average for parents' physical education course is 3.82 ± 0.71 . In the sub-dimensions of scale, while the highest mean is "Perceptual Dimension" with 4.44 ± 0.75 , the lowest mean is "Support Dimension" with 3.51 ± 0.89 . The attitude point average for extracurricular sport activities is 3.86 ± 0.63 . While the

"social support" dimension is 3.88 ± 0.74 which has the highest score average among the subscales of the scale, the lowest score average was "Personality Development" dimension with 3.82 ± 0.64 . Considering the skewness and kurtosis values of the measurement tools, it can be said that the distribution is normal.

Table 2. Correlation analysis for the relationship between parents' attitude scores for physical education course and extracurricular sportive activities

	Perceptual Dimension	Functional Dimension	Support Dimension	Significance Dimension	Total ASPECP*
Extracurricular Spor Activity	r	.419**	.534**	.569**	.528**

$p < .001$ **, ASPECP* = Attitude sacele for physical education course for parents

When Table 2 was examined, it was found that there was a positive medium level correlation between attitudes average scores of parents' physical education course and extracurricular sport activities ($r = .641$ **, $p < .001$). In addition, it was found possitive correlation between the average score of attitude scale for extracurricular sports

activities and Perceptual Dimension ($r = .419$ **, $p < .001$), Functional Dimension ($r = .534$ **, $p < .001$), Support Dimension ($r = .569$ **, $p < .001$) ($r = .528$ **, $p < .001$). This situation can be explained as the level of attitude toward physical education course also influences the attitude towards extracurricular sport activities.

Tablo 3. Regression Analyses Results

Variable	B	Standard error	B	t	p	R ²	F
Fixed	27.834	2.902	27.834	9.592	.000	.411	172.753
Physical Education	.455	.035	.641	13.144	.000		

R=.641, R²=.411, F(1, 249)= 172.753, p<.01

When Table 3 is examined, the level of explanation of sports activities of the physical education course is statistically significant [R=.641, R²=.411, F(1, 249)= 172.753, p<.01]. 41.1% of total variance related to extracurricular sportive activity variable is explained by independent

variable of physical education course. Based on the value of F (1,249) = 172,753, physical education course explains extracurricular sportive activities significantly.

Tablo 4. ANOVA Results According to Educational Statues

Educational Status	1.Primary (n=39)		2.Secondary (n=49)		3. HighSchool (n=101)		4.College (n=62)		F	p	MD
	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd			
Perceptual Dimension	4.45	0.92	4.38	0.74	4.51	0.67	4.38	0.77	0.52	0.66	-
Functional Dimension	3.47	1.11	3.62	0.94	3.60	1.00	3.38	1.13	0.73	0.53	-
Support Dimension	3.41	1.00	3.54	0.85	3.48	0.91	3.61	0.84	0.49	0.68	-
Significance Dimension	3.75	1.01	3.94	0.85	3.80	0.90	3.72	0.99	0.54	0.65	-
Scale (Total)	3.77	0.81	3.87	0.67	3.85	0.62	3.77	0.81	0.30	0.82	-

P>.05

MD: Meaning Differences

In Table 4, a one-way ANOVA was performed to determine whether the total score averaged by the attitude scale of the parents' attitude scale differed from the level of education. Parents' attitudes towards physical education course do not differ

significantly from level of education (p<0.05). That is, the parental attitudes towards physical education for the current study do not change according to their educational status.

Tablo 5. ANOVA Results According to Educational Status

Educational Status	1.Primary (n=39)		2.Secondary (n=49)		3. HighSchool (n=101)		4.College (n=62)		F	p	MD
	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd			
Personality Development	3.77	1.11	3.79	0.94	3.84	1.00	3.86	1.13	0.20	0.89	-
Academic Perception	3.41	1.01	3.54	0.85	3.48	0.91	3.61	0.84	0.99	0.39	-
Social Support	3.75	1.01	3.94	0.85	3.80	0.90	3.72	0.99	2.05	0.10	-
Scale (Total)	3.77	0.81	3.87	0.67	3.85	0.62	3.77	0.81	0.33	0.80	-

p>.05

When parents' total scores for extracurricular athletic activities were analyzed according to their educational status, no difference was found for the general and subscales of the scale (p>.05). Parent's attitudes towards extracurricular

sport activity do not differ according to their educational status. The results of the relationship between parents' attitudes towards physical education lesson and the monthly income level are given in Table 6.

Tablo 6. Correlation Results of Between Montly Income and Physical Education Course

	Monthly income		
	N	R	p
Perceptual Dimension	251	.310	0.00*
Functional Dimension	251	.218	0.00*
Support Dimension	251	.374	0.00*
Significance Dimension	251	.341	0.00*
Scale(Total)	251	.392	0.00*

*P<0.001

A significant relationship was found between the score of parental attitude scale towards physical education lesson and monthly income. It has been determined that there is a significant positive correlation between attitude score towards physical education course and monthly income

status (Tablo 6). It can be said that as the monthly income level of the parents increases, the attitude scores towards the physical education course also increase. In other words, the attitudes of parents towards physical education courses are related to the monthly income situation.

Tablo 7. Correlation Results of Between Montly Income and Extracurricular Sport Activity

	Monthly income		
	N	R	p
Personality Development	251	.317	0.00*
Academic Perception	251	.173	0.00*
Social Support	251	.303	0.00*
Scale (Total)	251	.317	0.00*

*P<0.001

A significant relationship was found between the score of parental attitude scale towards extracurricular sport activity and monthly income. It has been determined that there is a significant positive correlation between attitude score towards

extracurricular sport activity and monthly income status (Tablo 6). In other words, as the monthly income level increases, parents' attitudes towards extracurricular sporting activities increases.

Tablo 8. Results of t-test according to Doing Sport Variance

Situation of doing sport	Yes (n=85)		No (n=166)		t	p
	\bar{x}	Sd	\bar{x}	Sd		
Perceptual Dimension	4.60	0.57	4.36	0.82	2.62	0.00*
Functional Dimension	3.62	1.04	3.48	1.04	0.97	0.33
Support Dimension	3.77	0.75	3.38	0.93	3.69	0.00*
Significance Dimension	3.94	0.91	3.77	0.94	1.67	0.09
Scale (Total)	3.98	0.68	3.74	0.71	2.58	0.01*

* p<.05

When Table 8 was examined, it was seen that the participants' attitude point averages for the physical education course differed significantly in terms of " Perceptual Dimension", "Functional Dimension" and the scale in general ($p <.05$). The attitude towards the physical education course was

found to be meaningful for the parents who sports. In other words, it can be said that sports parents' attitudes towards physical education lesson are higher. However, there was no significant difference in the "Functional Dimension" and "Significance Dimension" of the scale ($p >.05$).

Tablo 9. Results of t-test on Doing Sport Variance

Situation of doing sport	Yes (n=85)		No (n=166)		t	p
	\bar{x}	Sd	\bar{x}	Sd		
Personality Development	3.96	0.76	3.75	0.55	2.45	0.01*
Academic Perception	4.09	1.04	3.76	0.82	2.56	0.01*
Social Support	4.10	0.68	3.77	0.75	3.40	0.00*
Scale (Total)	4.05	0.63	3.76	0.61	3.15	0.00*

*P<.05

According to Table 9, attitude point averages for parents' extracurricular athletic activities differ for the general and subscales of the scale ($p<.05$). The attitude scores of parents who do sports are higher

than those who do not. In other words, it can be said that the parents who play sports have a positive viewpoint on the extracurricular sports activities.

Tablo 10. Results of ANOVA on Children's Class Level Variable

Class Level	9 (n=98)		10 (n=46)		11 (n=53)		12 (n=54)		F	p	MD
	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd			
Perceptual Dimension	4.55	0.70	4.48	0.67	4.15	0.90	4.51	0.69	3.63	0.01*	9-11
Functional Dimension	3.69	0.99	3.38	1.14	3.40	0.96	3.48	1.09	1.45	0.22	-
Support Dimension	3.71	0.81	3.35	0.86	3.17	0.89	3.62	0.95	5.25	0.00*	9-11 12-11
Significance Dimension	3.75	1.01	3.94	0.85	3.80	0.90	3.72	0.99	0.54	0.01*	9-11
Scale (Total)	3.77	0.81	3.87	0.67	3.85	0.62	3.77	0.81	0.30	0.00*	9-11

*p<.05

In Table 10, it is seen that when parents' attitude scores and subscales of physical education lesson are examined according to class level their children's attend, there is a significant difference in other dimensions except "Functional Dimension". As a result of complementary post-hoc LSD analysis to determine the source of the differences, it was found that the attitudes of the parents with the 9th class child were higher than those attending the 11th class. This

situation can be interpreted as a decrease in the average of the attitude points of the parents to the physical education lesson as the class level of the student increases. However, in the Support dimension, which is the subscale of the scale, it was determined that the parents who read the children in the 12th grade had higher attitude point averages for the physical education course.

Tablo 11. Results of ANOVA on Children's Class Level Variable

Class Level	9 (n=98)		10 (n=46)		11 (n=53)		12 (n=54)		F	p	MD
	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd			
Personality Development	3.98	0.59	3.77	0.79	3.64	0.10	3.76	0.08	4.69	0.00*	9-11
Academic Perception	4.04	0.99	3.76	0.71	3.65	0.92	3.88	0.88	2.03	0.11	-
Social Support	4.02	0.60	3.90	0.77	3.62	0.86	3.87	0.77	3.33	0.02*	9-11
Scale (Total)	4.01	0.57	3.81	0.49	3.64	0.73	3.84	0.67	4.64	0.00*	9-11

*p<.05

According to Table 11, the total scores and sub-dimensions of parents' extracurricular sport activities differ according to the class in which the parents' children attend ($P < 0.05$). As a result of complementary post-hoc LSD analysis to determine the source of the differences, it was determined that the attitudes of the parents to the extracurricular sport activities of the parents who participated in the 9th class were more

positive than the attitudes of the students who read the 11th course. As the class level of the children increases, the attitudes of the parents seem to decrease. Extracurricular sporting activities can be seen as an obstacle for parents preparing for university exams. For this reason, it can be said that the attitude score decreases as the class level increases.

Tablo 12. Results of ANOVA on Children's School Type Variable

School Type	1.Science High (n=96)		2.Anatolian (n=79)		3. Sports (n=33)		4. Fine Arts (n=43)		F	p	MD
	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd			
Perceptual Dimension	4.25	0.86	4.48	0.78	4.70	0.56	4.59	0.40	4.04	0.00*	3-1
Functional Dimension	3.32	1.02	3.58	1.18	3.72	1.01	3.73	0.71	2.32	0.07	-
Support Dimension	3.33	0.83	3.58	0.98	3.69	0.89	3.66	0.81	2.30	0.07	-
Significance Dimension	3.52	0.95	3.91	0.97	4.00	0.77	4.09	0.78	5.28	0.00*	2,4-1
Scale	3.61	0.70	3.89	0.77	4.03	0.62	4.02	0.51	5.55	0.00*	2,3,4-1

$P < .05$; 1=Science High School, 2= Anatolian High School, 3=Sport High School; 4=Fine Arts High School

When the findings in Table 12 are taken into consideration, parental attitudes towards the physical education lesson seem to vary across the "Perceptual Dimension", "Dimension of Essence" and scale. As a result of the complementary post-hoc LSD analysis to determine the source of this difference, it was determined that the attitude scores of the parents of the students who are in the "Perceptual Dimension" subscale and the students of the Sports High School in general are higher than the

attitude scores of the parents of the students who attend in Science High School. In "Dimension of Significance", attitude scores of physical education course of parents of Anatolian High School and Fine Arts High school students are higher than parents of Science High School students. It can be said that the attitude scores of the parents of the students who read the children in the successful high schools are low.

Tablo 13. Results of ANOVA on Children's School Type Variable

School Type	1.Science High		2.Anatolian (n=79)		3. Sports High (n=33)		4. Fine Arts (n=43)		F	p	MD
	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd	\bar{x}	Sd			
Personality Development	3.70	0.63	3.96	0.70	3.73	0.65	3.91	0.46	3.20	0.02*	2-3
Academic Perception	3.81	0.77	3.93	0.88	3.75	0.87	4.01	1.24	0.47	0.70	-
Social Support	3.81	0.69	3.94	0.83	3.80	0.86	4.00	0.55	0.95	0.41	-
Scale (Total)	3.77	0.58	3.94	0.69	3.76	0.68	3.97	0.57	2.28	0.07	-

* $P < .05$; 1= Science High School, 2=Anatolian High School, 3=Sport High School; 4=Fine Arts High School

When the findings in Table 13 are taken into consideration, parental attitudes towards extracurricular sport activities differ in the dimension of "Personality Development". As a result of the complementary post-hoc LSD analysis to determine the source of this

difference, it was determined that the attitude score of the parents who read the child in Anatolian High School is higher than the attitude scores of the parents of the students who participate in the child Science High School.

DISCUSSION AND CONCLUSION

In this study, it was aimed to determine the attitudes of parents towards physical education course and extracurricular sportive activities. As a result of the analysis, it was determined that parents' attitudes towards physical education course and extracurricular sportive activities were above the mean level (3.86 ± 0.63). The mean attitude score for the physical education lesson (3.82 ± 0.71) is above the mean value. Likewise, the mean score for extracurricular sportive activities (3.86 ± 0.63) is above the mean score. This can be explained as a positive parental attitude towards physical education course and extracurricular sportive activities. There are studies supporting this end in the literature⁶².

As a result of the correlation analysis performed to determine the relationship between the extracurricular sportive activity and the physical education lesson, it was determined that there was a moderately significant and positive relationship ($r = 0.641$, $p < 0.001$) between the extracurricular sportive activities and physical education lesson. There was also a moderately significant and positive relationship between the sub-dimensions of sportive activities and physical education. This means that these variables can increase or decrease in parallel. According to the results of regression analysis in which the physical education lesson was used as independent variable, extracurricular sportive activity as dependent variable, the level of explanation of the dependent variable was statistically significant ($p < .01$). 41.1% of the total variance related to the variable of the

physical education lesson was explained by the independent variable of physical education lesson.

There was no difference in parents' attitudes towards physical education lesson and extracurricular sportive activities according to their education status ($p > 0.05$). Similar results were obtained in another study of student and parent attitudes towards physical education⁵⁸. There are studies in the literature that contradict this result. Another study found that as parental education status increased, attitudes toward physical education increased.⁴⁷ In another study on the parents' attitudes towards extracurricular sportive activities, the attitudes of university graduate parents were found to be higher than those of primary, secondary and high school education.⁶² In the study, it was revealed that parents with high educational backgrounds encouraged their children to participate in these activities, and even participated in these activities with their children. In the light of these findings, it can be said that there is a positive relationship between the educational status of the parents and their awareness. In the qualitative part of the present study, it was figured out that parents of primary and secondary school graduates were found to be unable to show the necessary interest in the activities because they did not know what the purpose of the activities was and did not have an idea of what these activities could provide to their children. However, since these activities are structured activities, they have an important place in

structuring the extracurricular time for children. For example, in another study have shown that unstructured activities, defined as an inactive lifestyle such as watching television and spending time on a computer, can cause problems on children and adolescents in general.⁴ In another study conducted a study on high school students in the United States, showing that students are more engaged, during the school time, with static activities such as watching television, spending time on the Internet, computer and video games, and they spend limited time with their families.³⁸ In a study designed with mixed research approach; it was obtained in the qualitative part of the study that since parents with low education status do not have enough information about how their children can better assess their remaining time from school, they have a fear that their children can get harmful habits and bad friend environment⁶². The illiterate parent expressed the cause of this fear as cultural difference and historical time with the child. Some parents stated that they had no knowledge of how the children could face threats on the computer, that they do not know what they are doing at the computer, and that they are desperate about how to make them avoid this harmful habit. There is a periodic discrepancy between the parent and the child, and the parent who lacks the ability to follow technological and scientific developments suffers from the point of being able to take measures against harmful and bad habits that the child may face. At this point, it can be said that family education status and participation is important. It was found that the relationship between parents' education status and family participation was positively correlated in the study "Multifaceted evaluation of family participation in early childhood education".¹⁷ A study by Anderson et al., (2003), involving "the participation of children in extracurricular activities, family support, family pressure, and the

importance of family participation," noted that maternal education status is an important determinant of children's participation in extracurricular activities. The study of Sarı (2012), which addresses the participation of high school students in extracurricular activities, revealed that parental education status is an important element in directing children to extracurricular sporting activities. Case (2007) found that there was a significant relationship between parental education status and the participation in extracurricular activities in another study where the examination was conducted on the relationship between primary school students' participation in extracurricular activities and their well-being and academic success. In the study of Masia et al. (2013), it was revealed that parents with high educational backgrounds encouraged their children to participate in these activities and even participated in these activities with their children.

There is a positively low and significant relationship between parental monthly income and their attitudes towards physical education lesson ($p < 0.001$). This can be explained by the fact that as the monthly income status increases, the attitudes of the parents towards the physical education lesson also increase. The same applies to extracurricular sporting events. There are studies in literature similar to these results. Yilmaz (2016) found a positive relationship between parental attitudes and monthly income in the study of parental attitudes towards extracurricular sportive activities. Kotan et al. (2009) found in the study on the effect of school and family on sports activities of primary school students, that as the level of family income increased, the rate of directing children to sports schools increased. Brockman, Jago, Fox, Thompson, Cartwright, and Page (2009) studied the effects of family and socioeconomic factors on the participation of children aged 10-11 years in physical

activity; found that all parents with a high socio-economic level were encouraging their children to be more active. Particularly when children's participation in extracurricular sportive activities is considered, it is seen that economic resources affect children's participation opportunities.¹ Sarı (2012) found in the study of the participation of high school students in extracurricular activities organized in schools, that the participation of students of the families with lower income levels in their extracurricular activities was lower than the other students. In the study of Huebner and Mancini (2003) on the structure of young people's time outside school, it was determined that there was a significant positive relationship between participation in extracurricular activities and socioeconomic status. The economic income of parent provided by their educational and professional status play an important role in the participation of children in such activities.

Parents' attitudes towards physical education course and extracurricular sport activities differ significantly ($p < 0.05$) in favor of the athletes. The attitudes of parents, who practice sports, towards physical education course are more positive. Similar results were obtained from the study of Yaldiz and Uzbek (2018) on the parents' attitudes towards physical education course. There are studies in the literature that show that parental attitudes towards physical education lesson are significant in favor of athletes.^{27,46} Parental attitudes towards extracurricular sport activities were also found to be significant in favor of athletes in the present study. Parents need to have a sports background and play sports, which gives them a positive perspective for these activities. In the study, it was determined that the parents closely monitored children's participation in these activities to make their children feel their support, and they also provided supervision over them. Here, the influence of family involvement is seen.

While the importance of family participation has been emphasized in extracurricular activities abroad,^{2,28} family involvement and extracurricular sports activities have not been considered together in studies conducted domestically. For this reason, it can be said that families do not have a sufficient level of knowledge about these activities. In Yilmaz (2016)'s study; it was determined that parents who actively play sports had a more positive attitude towards directing their children to these activities. Kotan et al. (2009) investigated the effect of family on the participation of the primary school athlete students in these activities; it was found that there was a rate of 61.3% that at least one member of family was practicing sports, and 62.8% of the students answered "always" to the question "my family encourages me to continue to play sports". Considering this finding, it can be said that parent support has an effect on children's participation and continuity of the sports. Parents' view of activities is influential in directing their children to these activities. Parents who have a positive perspective support their children for participation. In Harris (1999) 's study of parents' expectations about the participation of high school students in extramural sportive activities; it was determined that 98.5% of the parents gave the answer of "completely agree" to the article of "I think I am responsible for my child's participation in the sports"; 91.6% of them gave the answer of "completely agree" to another article that measures their support for their children "I support it so that my child can participate more because he wants to participate in the sports". These findings indicate that parents support their children in participating in these activities. Anderson et al. (2003) found that children's participation in sports, arts or clubs was positively associated with parental support and negative in parental pressure.

Parental attitudes towards physical education lesson vary according to the class level of children. The attitudes of parents with child in the 9th grade are higher than those with child in the 12th grade. This can be explained by the parental anxiety that the physical education lesson may prevent the children's academic success. In the study conducted by Yaldiz and Özbek (2018) on parents, it was determined that the attitudes of the parents with children in the 6th grade towards the physical education lesson were more positive than those with children in the 7th and 8th grade. This can be explained by the fact that parents have the belief that participation in physical education lesson can negatively affect the academic success of their children. This situation, which appears in physical education lesson that is one of the course in formal education, is more manifested in extracurricular sports activities. In the present study, it was observed that parents were worried more about directing their children to extracurricular sport activities as the children's class levels increase. Especially, this anxiety situation increases more and more in high school senior year where they make their professional choice. In the study of Ivaniushina and Aleksandrov (2015) on the influence of extracurricular activities on socialization of Russian students; it was determined that the most active participation of students in extracurricular activities was between 5 and grade 8. grades. Findings showed that this participation decreased except for gymnastics, fitness and dance, and there was a significant decrease in the 9th grade for both male and female students. This is also supported by Darling's (2005) study. The research revealed that participation in extracurricular sports activities was intensive in the first years of high school education, but it decreased towards the end. This can be explained by the fact that as the class level increases, students concentrate on preparing for university exams. Parents' anxiety about the

future of their children can be said to have an adverse effect on their attitude towards these activities. However, the literature suggests that there is a positive relationship between participation in extracurricular activities and academic success.^{20,48} It was revealed that participation in these activities developed adolescents' attitudes towards the school and their sense of belonging and enabled them to gain a positive commitment for school (Fredricks, 2012), and provided them academic success.^{25,43} Our present study revealed that parents' attitudes towards extracurricular sport activities were negative as the class level increases. Chiu and Lau (2018) found a positive relationship between participation in extracurricular sport activities and academic success.

The parental attitudes change according to type of school of children. In the physical education lesson attitude scale and "Perceived Dimension" and "Significance Dimension", the attitudes of parents with children in Anatolian High School, Fine Arts High School and Sports Literacy towards the physical education course are more positive than those with children in the Child Science High School. Similarly, in the Personal Development Dimension", the attitudes of parents with children in Anatolian High School towards extracurricular sportive activities are higher than those with children in the Child Science High School. This leads to a decrease in parental attitudes towards participation in physical education course and extracurricular sporting activities as the level of academic success increases. From this point of view, it can be said that parents prefer to give more emphasis to the works of the children attending in academically good schools.

As a result, extracurricular sport activities are predictors of physical education course. For this reason, gaining a positive attitude to parents about physical education course will positively affect the attitudes of parents towards extracurricular sportive activities.

There is a significant and positive relationship between parental attitudes towards physical education course and extracurricular sport activities, and monthly income level. As the monthly income status increases, the attitude towards physical education course and extracurricular sport

activities increases. Since the attitudes of the parents who play sports are positive for both concepts, parents should be aware of sports. Another study examining the relationship of physical education course and extracurricular sports activities with academic success can be created.

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