

Review article

**EFFECTS OF PARENTAL ATTITUDES ON PHYSICAL
EDUCATION COURSE ATTITUDES AMONG ADOLESCENTS***

UDC 796 . – 053.6

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Abstract. *In this study, the effects of parental attitudes on physical education course attitudes were examined on a group of the adolescents. The research population was made up of a total of 229 8th grade primary school students, and 113 (49.3%) of whom were female and 116 (50.7%) of whom were male. The parenting styles scale and physical education course attitude scale were administered on the research population. The questions for determining age and gender variables were asked together with the physical education course attitude scale. Descriptive statistics were utilized in line with the obtained data. Furthermore, the t-test was performed for the comparison of arithmetic means of physical education course attitude levels with respect to gender, the correlation analysis was conducted for the determination of the relations between sub-dimensions of the parental attitudes and physical education course attitude scale, and the regression analysis was performed for determination to which extent sub-dimensions of the parental attitudes predict physical education course attitudes. As a result, it was seen that adolescents display positive attitudes towards the physical education course, that they do not differ in terms of gender, that authoritarian mothers adopt a positive attitude towards the physical education course and positively influence physical education course attitude levels of the adolescents.*

Key words: *attitudes, parenting styles, physical education, adolescents.*

Received May 30, 2013 / Accepted September 28

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* Prepared as a part of the doctoral dissertation entitled The effect of primary school 8th graders' parents' attitude towards psychomotor skills level and attitudes towards physical education lessons (2012).

Acknowledgments. We would like to thank to adolescents who participated in this study and the teachers for their help in administering the scales.

INTRODUCTION

Numerous social-psychologists have tried to define and explain attitudes, which is noteworthy and indispensable for psychology (Fazio & Olson, 2003; Kağıtçıbaşı, 2010). The attitude is a positive or negative assessment of an object (Zanna & Rempel, 1988). While it is generally thought that attitude has to be studied as a whole in terms of emotions, ideas, past experiences and behavioral intentions (Fazio & Olson, 2003; Zanna, 1990), recent studies revealed that the presence of an attitude does not require the simultaneous presence of all the aforementioned elements, causing attitudes to be dealt with as a kind of mental assessment (Kağıtçıbaşı, 2010).

Attitudes establish communication with many things inside a social structure. While occupying a noteworthy space in this structure, parents are also important in terms of the concept of attitude. Accordingly, numerous studies were conducted for investigating parental attitudes (Dietrich & Salmela-Aro, 2013; Özdemir *et al.*, 2013; Ishak *et al.*, 2012; Oncu & Unluer, 2012; Sawalha, 2012; Serinkan, 2012; Hovee *et al.*, 2011; Bolkan *et al.*, 2010; Huver *et al.*, 2010; Nekkeboeck *et al.*, 2010; Abar *et al.*, 2009; Brand *et al.*, 2009; Paczkowski & Baker, 2008; Yang & Shin, 2008; Dwairy & Menshar, 2006; Orhon *et al.*, 2006). In view of these studies, it was clear that parental attitudes are influential on a wide range of issues, from education to motivation, from the sense of discipline to nutrition, from self-control to daily life, from development to academic success. With parental attitudes having such an influential effect, various models were developed in order to describe their effects on behavioral outputs of the child. Baumrind (1973; 1978) suggested that there were three types of parenting styles, which are permissive, authoritarian, and authoritative. While permissive parents warmly approach their children, they are unsatisfactory in guiding them and limiting their behavior. On the other hand, authoritarian parents show less affection for their child and place emphasis on their obedience to them. An authoritative parenting style involves affection as well as behavior of clear and comprehensible guidance for children to acquire a series of important behavior styles and values (Baumrind, 1973).

The most remarkable studies on parental attitudes are those conducted on education and academic success. In a study conducted by Yang & Shin (2008), the potential effects of parental attitudes on daily lives, the development and education of children were investigated. They emphasized that parents attach great importance to their children's academic success, and parental attitudes have a great effect on children's academic success and education. However, there were many similar studies on influence of parental attitudes on education (Dietrich & Salmela-Aro, 2013; Ishak *et al.*, 2012; Oncu & Unluer, 2012; Abar *et al.*, 2009).

In view of parental attitudes, several studies were conducted in the field of physical education, which is deemed an important part of education (Öncü & Güven, 2011; Sheehy, 2006; Stewart & Gren, 1987). It was generally seen in these investigations that parental attitudes are important in terms of physical education activities.

In a study by Stewart & Gren (1987), conducted on parents' attitudes towards physical education course, it was concluded that parents adopt a positive attitude towards physical education courses in terms of athletic skills, emotional and cognitive development, and socialization.

Sheehy (2006) investigated parents' attitudes towards physical education programs at schools and determined that a few parents adopted a negative attitude towards physical

education courses due to their negative experiences in the past, while many mothers did not have knowledge about the physical education course programs of their children.

In view of the studies undertaken in Turkey in this field, Öncü & Güven (2011) conducted a study to develop a scale for determining parental attitudes towards physical education and sports activities.

Measuring the attitude towards physical education courses has always been a popular subject among researchers (Unlu, 2012). It is therefore possible to come across numerous research studies on this subject (Ünlü, 2012; Ünlü *et al.*, 2011; Arabacı, 2009; Bebetos & Antoniou, 2008; Silverman & Subramaniam, 2007; Rikard & Banville, 2006; Koca *et al.*, 2005; Hodge & Jansma, 1999; Carlson, 1995; Tannehill *et al.*, 1994; Van Wersch *et al.*, 1992; Luke & Sinclair, 1991; Figley, 1985). However, no research was conducted to investigate the relationship between parental attitudes and the attitudes of students towards physical education courses or to what extent parental attitudes predict the attitudes towards physical education courses. From this point of view, it is important to determine the relationship between parental attitudes and attitudes towards physical education courses, and extent of this relationship. The aim of this research is to determine the extent of the relationship between parental attitudes and students' attitudes towards physical education courses, and to what extent parental attitudes predict attitudes towards physical education courses.

Parenthood in Turkish Society

In Turkish society, it is the father who represents authority, albeit formally, in traditional family structure. The mother is closer to the children and represents the actual decision-making body on matters regarding children. In many families, it is the mother who makes the decisions, which appear to be made by the father. However, this is handled in such a way that the father's masculine role is not brought into disrepute. When it is evaluated from this point of view, it is possible to say that family structure in the Turkish society is formally patriarchal but in reality has an implicit matriarchal structure. Leaving the implementation of preventive and punishing decisions to the father may place him in quite an unfavorable position in the family. The father has to carry on the role given to him by tradition, hence he is often withheld from establishing closer and warmer relations with his children (Gençtan, 1998).

THE METHOD

This research is a relational screening model and investigates the effects of attitudes of parents of primary school 8th grade students on their attitudes towards physical education courses.

The participants

The research was conducted in a total of 7 primary schools in the city of Aksaray (Turkey). The research population was made up of a total of 229 primary school 8th grade students.

Of the adolescents in the research group, 113(49.3%) were female and 116 (50.7%) were male. Their age range is 13-15 years ($\bar{x}=13.94 \pm 0.488$). There were 34 people (14.8%) in the age group of 13 year-olds, 174 people (76%) in the age group of 14 year-olds and 21 people (9.2%) in the age group 15 year-olds.

The procedure

The research took part during the 2011-2012 school year. The data collection process was performed in accordance with the standard data collection protocol. Scales were completed in the classroom environment under the supervision of the teachers. In line with three separate scales that were used, each scale was allocated with one course hour and within a total of 6 course hours, the mother's form of the parental attitude scale, the father's form of the parental attitude scale, the physical education course attitude scale were completed during course hour 1, 3 and 5, respectively. One course hour lasts 40 minutes. The teachers were provided with comprehensive information about the scales used and their application prior to the application.

The measurements

In view of the demographic variables, the forms aimed at determining gender (1 "boy", 2 "girl") and age (1 "13 years old", 2 "14 years old", 3 "15 years old") were used. The Parenting Styles Scale (PSS) which was developed by Sümer & Güngör (1999) and took its final form with additional items was utilized to determine parental attitudes. The parental attitude scale was individually applied as the mother's form and father's form. In order to determine the attitudes towards physical education courses, the Physical Education Course Attitude Scale developed by Güllü (2007) for adolescents was used.

Parenting styles scale

The scale for measuring dimensions of parental attitudes in a family which was developed by Sümer & Güngör (1999) took its final form with additional items and was composed of a total of 22 items, 3 (11, 13, 21) of which are negative and 11 of which involve dimensions of acceptance/interest and discipline/control towards adolescents. The scale was designed as a 4-point Likert scale where "(1) Not correct at all, (2) Not correct, (3) Correct, (4) Absolutely correct". The same scale was also used in this research. In this study, the Cronbach alpha coefficient was calculated in order to examine the internal consistency of PSS, and as a result of the reliability analysis applied to the parenting styles scale composed of 22 items, the Cronbach alpha coefficient was found to be 0.72 with respect to the answers given by the mothers and 0.76 with respect to the answers given by the fathers.

Physical education course attitude scale

To determine the reliability of the scale developed by Güllü (2007), the Pearson Moments Multiplication correlation coefficient was calculated using the data from 50 secondary school students according to the "test-retest" method with an interval of 45 days,

and the correlation coefficient was found to be 0.80. Moreover, the Cronbach alpha coefficient was found to be 0.94 for internal consistency of the scale. In view of the aforementioned results, the physical education course attitude scale designed for secondary school students is a scale whose validity and reliability was ensured.

The scale, in its final version, consisted of 35 items, 11 (item 3, 17, 19, 20, 24, 25, 26, 29, 30, 34, 35) of which were negative, and the remaining 24 positive. The scale was designed as a 5-point Likert scale where "(1) I totally disagree, (2) I disagree, (3) Neutral, (4) I agree, and (5) I totally agree". While the lowest possible score that could be obtained from the scale was 35, the highest was 175.

This scale was also used in this research and the Cronbach alpha coefficient was calculated in order to examine the internal consistency of the scale. As a result of the reliability analysis applied to physical education course attitude scale, composed of 35 items, the Cronbach alpha coefficient was calculated to be 0.93 (93.4%).

Statistical analyses

Descriptive statistics (arithmetic means, standard deviation) in terms of gender, age groups, parental attitude sub-dimensions and physical education course attitude scores of the adolescents who made up the research group were calculated.

In view of the physical education course attitude, the t-test was conducted with respect to gender so as to determine the difference between arithmetic means in independent groups.

A correlation analysis was carried out in order to determine the relationship between sub-dimensions of the parental attitudes, which are the parental acceptance/interest dimension and parental discipline/control dimension, and the levels of the physical education course attitude.

A regression analysis was conducted for the purpose of determining to what extent sub-dimensions of the parental attitudes, which are the parental acceptance/interest dimension and parental discipline/control dimension, predict the levels of the physical education course attitude.

RESULTS

Parental attitudes and arithmetic means of the physical education course attitudes

Table 1 Arithmetic means of the score for the mothers' acceptance/interest dimension and score for the fathers' acceptance/interest dimension, the score for the mothers' strict discipline/control dimension and the score for the father's discipline/control, and score for the physical education course attitude.

Parental attitudes	<i>N</i>	\bar{x}	<i>SD</i>
Mothers' acceptance/interest dimension	229	31.21	3.939
Fathers' acceptance/interest dimension	229	29.47	4.965
Mothers' discipline/control dimension	229	30.00	5.239
Fathers' discipline/control dimension	229	30.00	6.187
Physical Education Course Attitude	229	137.70	25.19

As seen in Table 1, the mothers' acceptance/interest levels, fathers' acceptance/interest levels, mothers' discipline/control levels, fathers' discipline/control levels and physical education course attitude scores were determined as \bar{x} =31.21, 29.47, 30.00, 30.00 and 137.70, respectively.

A comparison of arithmetic means with respect to gender in terms of physical education course attitudes

Table 2 The t-test was used in order to determine the differences between arithmetic means in the case of independent groups with respect to gender.

		N	\bar{X}	SD	t	p
Physical Education Course Attitude	Female	113	136.50	28.94	-0.710	0.479
	Male	116	138.87	20.96		

* p < 0.05 , ** p < 0.01

As seen in Table 2, there was no significant difference with respect to gender in terms of physical education course attitudes as a result of the t-test of the difference between arithmetic means in independent groups.

Level of correlation between parental attitudes and physical education course attitudes

Table 3 Correlation analysis for determination of the level of correlation between parental attitudes and physical education course attitude.

Values	A	B	C	D
Physical Education Course Attitude	0.000	0.139*	0.027	0.005
Significant (2-Tailed)	0.997	0.036	0.688	0.942

* p < 0.05 , ** p < 0.01

A: Mother's acceptance/interest dimension; B: Mother's discipline/control dimension

C: Father's acceptance/interest dimension; D: Father's discipline/control dimension

From Table 3, it is clear that there is a weak positive correlation between physical education course attitude scale scores and the mothers' discipline/control dimension ($r = 0.139$, $p < 0.05$).

Regression analysis regarding physical education course attitudes

The multiple regression analysis was performed to determine the effect of parental attitudes on physical education course attitudes and the direction of the correlation.

In view of the findings in Table 4, the mothers' discipline/control level was found to be the most influential variable on the physical education course attitudes. The fathers' discipline/control level was in second place. The variables of the mother's acceptance/interest and father's acceptance/interest came in 3rd and 4th, respectively, in terms of the extent of such an effect. However, when significance values were considered, such effects were not statistically significant, except for the variable of the mothers' discipline/control. In other words, it was determined that the mothers' acceptance/interest

level, the fathers' acceptance/interest level as well as the fathers' discipline/control level were not found to have a significant effect on physical education course attitudes. 3,4% of the change in the course attitudes was ascribed to 4 variables mentioned above. In the meantime, an increase by 1 unit in level of the mothers' discipline/control dimension was found to have caused an increase of 0.033 units in the course attitudes.

Table 4 Regression analysis regarding physical education course attitudes

Variables	B	Standard Error	β	t	p	Dual r	Partial r
Fixed	3.764	14.694		8.967	0.000*		
Mothers' acceptance/interest dimension	-0.020	0.514	-0.111	-1.380	0.169	0.000	-0.092
Mothers' discipline/control dimension	0.033	0.413	0.238	2.770	0.006**	0.139	0.182
Fathers' acceptance/interest dimension	0.008	0.393	0.055	0.707	0.480	0.027	0.047
Fathers' discipline/control dimension	-0.014	0.335	-0.118	-1.434	0.153	0.005	-0.095
	R= 0.184			R ² = 0.034			
	F= 1.970			p= 0.100			

* p < 0.05 , ** p < 0.01

DISCUSSION

In this study, parental attitudes were individually addressed in terms of two sub-dimensions, and the sub-dimensions were addressed in terms of the mothers and fathers. While the sub-dimension of discipline/control represented the authoritative parents, the sub-dimension of acceptance/interest represented the democratic parents. Accordingly, in consideration of arithmetic means of scores obtained from the sub-dimensions (Table 1), the arithmetic means of scores from discipline/control sub-dimension with respect to mothers and fathers were found to be the same. In view of acceptance/interest dimension, arithmetic means of the mothers were found to be higher than those of the fathers. Accordingly, while the mothers and fathers seem to be at the same level in terms of authoritative attitudes, the mothers seem to be more democratic in terms of democratic attitudes in comparison to the fathers. These are expected results in view of the Turkish society. High levels in terms of the democracy of the mothers conform to the attitudes of Turkish parents. Leaving the implementation of preventive and punishing decisions to the father may place him in quite an unfavorable position in the family and prevent him from establishing closer and warmer relations with his children (Gençtan, 1998). In this case, mothers can be considered more democratic by adolescents. It was an expected result in view of Turkish parents that levels were equal in terms of authoritative attitudes. In Turkish society, it is the father who represents authority, albeit formally, in traditional family structure. However, the mothers represent the actual decision-making body with regard to children. In many families, it is the mother who takes the decisions, which appear to be taken by father. However, this is handled in such a way that the father's mas-

culine role is not brought into disrepute (Gençtan, 1998). In other words, both the mother and father are deemed as authority. Accordingly, equal numbers of mothers and fathers in terms of the authoritative dimension can be described in terms of Turkish parental attitudes.

Physical education course attitude scores determined in the study (Table 1) can be considered high. Accordingly, adolescents tend to adopt positive attitudes towards physical education courses. Similar results were also reported by numerous studies on this subject in the relevant literature (Ünlü, 2012; Ünlü *et al.*, 2011; Arabacı, 2009; Bebetos & Antoniou, 2008; Silverman & Subramaniam, 2007; Rikard & Banville, 2006; Koca *et al.*, 2005; Hodge & Jansma, 1999; Carlson, 1995; Tannehill *et al.*, 1994; Luke & Sinclair, 1991; Figley, 1985).

Gender is known to have a critical role in the determination of attitudes. In order to be able to achieve a better interpretation of the correlation between parental attitudes and physical education course attitudes and the level of prediction based on parental attitudes, physical education course attitude levels were compared with respect to gender. Accordingly, no significant difference with respect to gender was found in terms of physical education course attitudes. In a study by Arabacı (2009) which assessed physical education course attitude levels with respect to gender, it was established that the physical education course attitude levels of the boys were higher than those of the girls. Furthermore, in a study conducted by Van Wersch *et al.* (1992), it was seen that among the students from the age group of 11-13, the girls had higher levels of attitudes towards athletic activities than the boys; however, it was the contrary when the age variable was 14. Luke & Sinclair (1991) also found differences with respect to gender in their study. The results of this study contradict with those studies. Bebetos & Antoniou (2008) found no difference with respect to gender in their study comparing attitudes towards physical activities with respect to gender. However, this result is in accordance with the results of this study. Different results obtained in numerous studies vary according to the factors affecting students' attitudes. These factors may be listed as classroom atmosphere, teachers' attitudes and behavior, personal perception levels of the students, the interests and needs of students and applicable course curriculum, etc. (Luke & Sinclair, 1991).

The attitude developed by adolescents towards physical education courses can be considered as a decisive factor on their opinions about sports, physical activities, and on physical education courses when they become adults with children in the future (Sheehy, 2006; Öncü & Güven, 2011). In this study, it was demonstrated that there is a weak positive correlation between the mothers' discipline/control dimension score, which is a sub-dimension of parental attitudes, and scores from the physical education course attitude scale (Table 3). Accordingly, an increase in the levels of the mothers' authoritative attitude caused an increase in physical education course attitudes. Positive attitudes adopted by adolescents towards the physical education course suggested a positive correlation between authoritative mothers and physical education course attitudes. This further suggested that authoritative mothers had positive experiences about physical education and sports activities in the past and, accordingly, adopted a positive attitude as well as positively influenced their children to act in this way. In a similar study, Abar *et al.* (2009) reported a positive correlation between authoritative mothers and working skills of adolescents, and that the more the authoritative attitude was, the better such working skills were.

When the extent of parental attitudes predict the physical education course attitude levels (Table 4), it was found that the variable with the greatest influence on physical education course attitudes was the mothers' discipline/control level. This result was also in accordance with the correlation analysis. In addition, an increase by 1 unit in the level of the mothers' discipline/control dimension was found to have caused an increase by 0.033 units in the course attitudes. Although the level of increase seems to be low, it was deemed much better to take the result into consideration in view of large changes which can be caused by slight increases in attitudes.

There was no study directly related to this subject in the relevant literature. In accordance with these results, it was concluded that adolescents generally adopt positive attitudes towards physical education courses, that they do not show any difference with respect to gender, that authoritative mothers adopt positive attitudes towards physical education courses, positively influencing the physical education course attitude levels of the adolescents.

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UTICAJ RODITELJSKIH STAVOVA PREMA ČASOVIMA FIZIČKOG OBRAZOVANJA NA STAVOVE ADOLESCENATA

U ovom istraživanju, uticaj stavova roditelja o časovima fizičkog obrazovanja istraživani su an grupi adolescenata. Populacija na kojoj je vršeno istraživanje činilo je 229 učenika osmog razreda osnovne škole od kojih je 113 bilo muškog (49.3%) a 116 (50.7%) ženskog pola. Skala za analizu roditeljskog vaspitanja i skala za ocenu stave prema fizičkom obrazovanju primenjene su u ovom istraživanju. Pitanja koja se tiču određivanja varijabli vezanih za startost i pol uključena su u skalu za pitanja o stavovima prema fizičkom obrazovanju. Deskriptivne statističke metode primenjene su na prikupljenim podacima. Dalje, t-test je korišćen kako bi se poredile aritmetičke sredine stavova prema fizičkom obrazovanju u odnosu na pol a korelaciona analiza je sprovedena za određivanje odnosa između pod-dimenzija koje se tiču skale o roditeljskim stavovima prema fizičkom obrazovanju, a regresiona analiza korišćena je kako bi se odredilo do koje mere pod-dimenzije roditeljskih stavova predviđaju stavove dece prema fizičkom obrazovanju. Kao posledica toga, ustanovljeno je da adolescent imaju pozitivne stavove prema časovima fizičkog obrazovanja, da se ne razlikuju po pitanju pola, da majke koje imaju jak autoritativni stav imaju pozitivne stavove prema časovima fizičkog obrazovanja i imaju pozitivan uticaj na stavove adolescenata prema fizičkom obrazovanju.

Ključne reči: stavovi, stil roditeljstva, fizičko obrazovanje, adolescenti.