Abstract

The purpose of this study was to survey the relationship between parent’s attitude and children’s attitude toward Physical Activity. The target population consisted entirely of female and male students among high schools in city of Shiraz in Iran (N=38000). Among them, 178 male and 222 female were selected randomly. The same number of samples were considered for their parents. Data were collected by Parental Questionnaire and Children’s Attitude toward Physical Activity Questionnaire (CATPA). 13 teachers of Physical Education and Sport Sciences verified the questionnaires’ validity. Reliability was measured by Cronbach Alpha (α=0.73, α=0.76 respectively for parental and children’s questionnaires). The data were analyzed through some statistics techniques such as Kolmogorov-Smirnov Test, Spearman’s correlation coefficients and U-Man Witney Were used. Findings showed that there is no significant correlation between parent’s attitude and children’s attitude. There is a significant difference between attitude toward physical activity among mother and father parents (p<0.05). There is significant difference between attitude toward physical activity levels among male and female students (p<0.05).

Key words: attitude, physical activity, parents, children

Introduction

Family is the most important social organ in which human spends the most sensitive years of his life. Family learns child skills or inspires him beliefs that can help form attitudes, and important behaviors toward physical activities (Moore et al., 2004). First in life parents’ emotional, financial and informational supports create the feeling of immunity and self-esteem in child, and through these he plans his future (Vilhjalmsson, 1994). Today, mostly accepted that family has great and impressive effect on positive and negative behavioral habits of children. One positive behavior from family maybe has direct influence on children in choosing an active life-style. Parents support and their attitudes increase children attitudes and likings toward socialization and attract them to physical activities (Brustad, 1993).

Because the habit of doing physical activities in childhood and adolescence may be repeated in adulthood we must encourage children and adolescent to do sports and physical activities, and thus ensure their well-being in their life-time. Parents have the central role in encouraging their children to do physical activities. Their attitudes, views and performances toward physical activities can have strong effects on their children attitudes, views and performances (Ramezani-Nezhad et al., 2009). Sallis etal., (1992) investigated the effects of American 9 years old kids’ parents behaviors related to physical activities and said that parents positive attitudes toward physical activities had positive effects in motivating their children attitudes and likings toward participating or continuing in physical activities.
Although studies support the relation between practical behaviors and attitudes of parents and children, but some scholars like (Dempsy et al., 1993) didn’t find any evidence about the matter that parents’ behavioral habits and attitudes can affect their children’s attitude and being physically active in another study (Rossow and Rise, 1994) didn’t see any relation between mothers and children attitudes and behavioral habits. Sallis et al. (2000) reported that parents’ positive attitudes toward physical activities have positive effect on children attitudes toward physical activities. Kahn and Ramsey (2002) concluded that parents can encourage and create positive attitudes in their children to do or continue doing physical activities through regulating time and number of physical activities sessions, improving their practice knowledge, increasing their support and creating self-esteem and confidence in their children to do physical activities. Terner (2003) showed a significant relation between parents and their children attitudes toward physical activities and also reported that some students are strongly impressed by their parents’ inaccurate thoughts and knowledge.

In another study (Zamatkin et al., 2004) reported that parent’s attitudes toward physical activities have effects on children attitudes about their active participation in different types of physical activities. Li et al. (2007) found that parent’s life-style has effect on healthy behaviors of their children and thus on some levels of their physical activities. They also reported in the study that parent’s attitudes are one of the most effective factors in determining children attitudes toward physical activities (Li et al., 2007). Clement et al. (2009) in a study reported a positive relation between parent’s attitudes and children attitudes and behaviors. According to these studies we can conclude that parent’s attitudes and behaviors can help in creation of children attitudes and behaviors. Being aware of people views and attitudes toward sport and physical activities has an important role in educational, instructional, and health decision-makings and can help the responsible and sport managers in providing proper facilities related to people requirement, abilities, and mental-physical needs, to create required fields for promotion of sport and physical activities and rational and realistic planning. According to the lack of studies about the relation between parents and their children attitudes toward physical activities in Iran and also with the importance of sport and physical activities in mind, and the matter that yet it is not obvious either parent’s attitudes toward physical activities have relation with their children in Iran or not, present study try to answer these questions: What relation is there between parent’s attitudes toward physical activities and their children’s? Are there any differences between parents’ attitudes”, and also, Are there any differences between children attitudes? We hope so by investigating parents and children attitudes toward physical activities, appropriate information be provided for scholars and the responsible, to use them as basis of next and future plans.

Present study provides valuable information about Shiraz city parents and children attitudes toward physical activities for today society and thus for the sport responsible. Also studying this paper help sport organizations, physical education experts and planners know better about children and parents attitudes toward physical activities.

Materials and Methods

Participants
The method of research is descriptive- correlative that it was performed to field form. Statistical population was whole high school students of Shiraz city (21200 girls, 16800 boys). 43.4% were boys and 56.6% girls. Same as society percentages the sample was consisted by 43.4% boys and 56.6% girls. We used multi-level bunching method to choose sample; from Shiraz city four educational regions we randomly selected two of them and from 1st region 9 schools and 2nd region 7 schools were selected.

Measures and procedure
To investigate parents’ attitude we used the questionnaire with the same name. This questionnaire had 63 questions which in process of measuring validity and reliability only 35 questions remained and unrelated ones omitted. Questions were 5-scale simple Likert type (1=very low to 5=very much). In present study by revising some questions and views of experts we validate the questionnaire and the reliability through Cronbach alpha measured 0.73. We used CATPA questionnaire to investigate students attitude toward physical activities. The questionnaire first created by Schutz et al. at 1985 for evaluating students’ attitude and after that extensively was used in various situations (29). Internal validity of this questionnaire reported by Schutz was 80%. Questions were 5-scale Likert type. Reliability through Cronbach alpha was 0.76.
Data analysis

After preparing questionnaires we went to respected schools and randomly distributed 400 questionnaires between boys and girls between 15-18 years old and same number for their parents. Because of high density of urban society we used direct distribution and questionnaires took to the respondents directly. Although direct method take so time and money but fortunately respondents answered questions in presence of scholar and this is good to say that for girls one of ladies did the task. We used descriptive statistics for organizing, summarizing, and categorizing data and in inferential statistics section we used Kolmogrov-Smirnov test to test the normality, Spearman correlation coefficient test to identify the relation between variables, U Man-Vitney test to compare men and women attitudes. Statistical process done by SPSS19 software and data were analyzed at the level of p<0.05.

Results

Internal reliability and descriptive statistics

56.6% of students were girls and 43.4 boys. Average age of students was 16.20±0.929 and 42.34±6.30 for parents. More than 38% of participated parents had diploma degree and high school education and very little of them had university educational studies (7.8%). Results of U Man-Vitney test (table 1) showed that there was a significant difference between attitudes of fathers and mothers and also between boys and girls (p<0.05), and attitude value of mothers was more than fathers while this amount for boys was more than girls.

Table 1: Comparison the attitude toward physical activity and Body Mass Index of respondents

<table>
<thead>
<tr>
<th>variable</th>
<th>group</th>
<th>number</th>
<th>Rating average</th>
<th>Z</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents attitude toward physical activity</td>
<td>Father</td>
<td>155</td>
<td>152.59</td>
<td>-4.244</td>
<td>0.001</td>
</tr>
<tr>
<td></td>
<td>Mother</td>
<td>202</td>
<td>199.26</td>
<td>0.006</td>
<td></td>
</tr>
<tr>
<td>Students attitude toward physical activity</td>
<td>Boy</td>
<td>155</td>
<td>196.02</td>
<td>-2.732</td>
<td>0.006</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>202</td>
<td>165.94</td>
<td>0.001</td>
<td></td>
</tr>
<tr>
<td>Body Mass Index (BMI)</td>
<td>Boy</td>
<td>155</td>
<td>132.90</td>
<td>-1.879</td>
<td>0.006</td>
</tr>
<tr>
<td></td>
<td>Girl</td>
<td>202</td>
<td>115.20</td>
<td>0.001</td>
<td></td>
</tr>
</tbody>
</table>

*Significant in p<0.05

Results of Spearman correlation test in table 2 showed a significant-positive relation between mother and daughter attitudes (p<0.05), also a significant-positive relation between father and son (p<0.05). There were no significant relation between father and daughter attitude and mother and son.

Table 2: Relation of parents’ attitudes with children

<table>
<thead>
<tr>
<th>Attitude</th>
<th>Son</th>
<th>sig</th>
<th>Daughter</th>
<th>sig</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>r=0.51</td>
<td>0.001</td>
<td>r=0.53</td>
<td>0.66</td>
</tr>
<tr>
<td>Mother</td>
<td>r=0.1</td>
<td>0.16</td>
<td>r=0.38</td>
<td>0.001</td>
</tr>
</tbody>
</table>

*Significant in p<0.05

Results related to Spearman correlation test in table 3 showed no significant relation between parents and children attitude toward physical activities.

Table 3: Relation of parents and children attitudes toward physical activities

<table>
<thead>
<tr>
<th>variable</th>
<th>Correlation coefficient</th>
<th>number</th>
<th>Significance level</th>
</tr>
</thead>
<tbody>
<tr>
<td>attitude</td>
<td>-0.053</td>
<td>357</td>
<td>0.315</td>
</tr>
</tbody>
</table>
Discussion and Conclusion

Children attitude toward physical activities is related to various personal, social, and family factors. Being more positive the effective factors on youngsters participation in physical activities, the more help in creating fields of children attitudes toward physical activities. Results of present study showed a significant difference between boy students attitude with girl students toward physical activities (p<0.05), and boys attitude toward physical activities was more positive than girls'. This finding was consistent with (Mood and Finkenberg, 1994; Clement et al., 2009; Fakheran, 2007; Koca et al., 2005; Suminsky et al., 2002; Wallhead and Buckworth, 2004). Thus attitude toward physical activities and sport can form according to a strong relation between sporting and muscular behaviors with sex stereo types, especially in adolescence in which sexual differences are forming. Also in other countries and societies there is difference between men and women attitudes toward physical activities, this difference is higher and more in Iran. It may be because of cultural issues which acts like a deterrent and leads to a lower attitude of girls toward physical activities. Akrami (2002) showed that 75% of boys are being encouraged by their family to do sports and this is about 30% for girls. Other studies with different study tools showed same attitudes of men and women toward physical activities. Attarzade and Sohrabi, 2007; Ali Abadi, 2001; Van Rich et al., 1992; Cavanagh, 1995; Earl and Stant, 1987) are in this type.

Most of studies reported significant difference between men and women. Of course the difference between men and women attitude was not unexpected. Because of social situations and the fact that sport and physical activities are kinds of social activities, sport had a higher social rank between men than women. According to the theory of knowledge-attitude-behavior it seems natural when women attitude toward physical activities isn’t completely positive and is lower than men, then their physical activities are lower. Totally, with a comparison of girls and boys attitudes toward physical activities it shows us the importance of more work to improve girls’ attitude toward physical activities and sport participation and also development of sporting equipment and facilities of society and schools. It seems, in recent decade, physical education and sport participation gaining more attention from parents and schools but it has much work to do to reach an absolute positive attitude of girls toward physical activities. According to this study results we can say that although mothers of Shirazi students have positive attitudes toward physical activities, maybe special social and cultural situations and deterrents or lack of space and sporting facilities are obstacles ahead their participation in sporting activities. This subject needs more investigations, too. We can use same reason about fathers’ attitudes in comparison with mothers as of boys in comparison with girls. Because fathers like boys have more opportunities and facilities to participate in physical activities than mothers and girls.

It is natural that every factor disturbing student’s happiness and likings during doing physical activities be effective negatively on their attitudes, too. In other side, society must try to improve the situation of sport places and increase the quality of its instructional method to increase liking level, attitude and motivation of students toward physical activities, and thus through these students gain more advantages and happily will do such activities. According to the study findings we can say more positive be the person attitude to an activity, more probability of his participation to that activity. According to the theory of attitude-behavior or attitude effect toward physical activities we can discuss this relation diversely. Motivated and active place and also happy physical activities (behavior) can change the attitude. Of course this subject needs factors like adequate equipment and facilities, immunity of sport places, proper instructional programs for people who participate in sport and physical activities. These factors are needed to be paid more attention from the sport responsible of society and planners, teachers, instructors, and parents for proper anticipation. In present study there was no significant relation between parents and children attitudes which was inconsistent with Zametkin et al., 2004; Li et al., 2007; Klesgers et al., 1990; Fergusen et al., 1989; Sallis et al., 1992; Trust, 2004; Terner, 2003. In some studies we saw relations between parents and children attitudes. For example in Anderson, (Veld and Tourshim study, 2006) which was done in an 8 year period on Norwegian families there were no relations between parents’ attitudes and their children’s that were 13 years old in the beginning of survey. Therefore it seems with increased ages of children the rate of family effect decrease and this is consistent with this study. Jaco (2010); Rossow and Rise (1994); Dempsey et al., (1993) in consistency with present study didn’t report any relation between attitude and the rate of physical activities of parents and children attitudes and physical activities. It seems that relations between study variables in elementary and secondary schools or in low ages are more. Maybe presence of difference between some findings is because of different social, cultural, age, sex, educational level, and geographical positions features of different societies in which studies are done. Scholars like Brustad (1993); Gustafson and Rhodes (2006); Kalacanis et al., 2001; Medekova et al., 2000) investigated the effect of parents behavioral habits on children and adolescents behavioral.
habits, but because of different methods in doing their investigations the results were not the same. We can say that if parents provide more information about value, importance, and positive advantages of participation in physical activities for their children, then the real understanding of children about physical activities can be linked with parents and in result children interpret their parent's beliefs in the same way with theirs' (Fredricks et al., 2005; Borders et al., 2004). Studies about society various members’ attitudes toward physical activities show the importance of this subject in promoting and developing physical activities programs between society members. If planning of physical education be such that society members in every level and understanding know the importance of physical activities and its role in growth of society health, then desired results and effects of it can be seen obviously in society. We can see this matter when physical education and activities effectively and basically are doing in society as part of people culture. Although there may be some potential factor in relation between these variables that further studies have to be done to clarify the subject.

References

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