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**THE FAMILY ROLE IN THE PRACTICE OF RURAL SCHOOL
SPORT**

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Abstract

Aim. The aim of the research is to reveal students' parents attitudes towards physical education and sport, as well as the role of the family in the physical and sports education of the child in rural areas. The social framework is a factor of inclusion or exclusion for children to practice physical education and sports. The participants in the research were pupils: 86 students from the Gymnasium School with grades I-VIII, Poieni, Cluj and 66 pupils' parents. Duration of the research: the second semester of the 2015-2016 school year and the first semester of the 2016-2017 school year. **Methods.** We used social survey conducted by questionnaire, structured interview, and statistical analysis. **Results.** The children declare about their parents that they have high (42-57%) interest in their participation in physical education classes. A 95% percent of Romanian parents believe that the presence and active participation of their children at the class of physical education is both necessary and beneficial, while 5% of them don't know whether this is necessary and beneficial. **Conclusions.** In rural areas, at the level of the commune surveyed, the interest in physical education and sports is high and family involvement, at least in terms of interest in children's education for physical condition and sport is high.

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Keywords: Attitude, physical education, sport classes, family influence.

1. Introduction

The quality of the educational act depends essentially on the harmonization of interests and goals between parents, children and teachers. Student attitudes maintained by parents and cultivated by teachers are prerequisites for success.

Physical education and sport at the level of common consciousness are perceived as school disciplines with similar objectives and ends. Terminological explanations are replaced by the term sport, which becomes a comprehensive and approximately similar expression.

Sport is a means of social emancipation and is considered an opportunity by the multitude of practitioners and a hope for their relatives. The great sports stars promoted by television become living proofs and inspire people without resources. Sports success depends on many factors, such as personal skills, quality of education and the influence of the family environment (Mureşan, 2014).

The social framework is a factor of inclusion or exclusion for children to practice physical education and sports (Mureşan & Bulduş, 2016).

Didacticians and teachers Grădinaru, and Mergheş. (2014) emphasize the current requirements and approach the student-teacher relationship, educated-educator through the reform of education from the formative education paradigm.

Dorsch, et al. (2016) advocate the adaptive role of parent-child relationship, positive parental influence and motivational climate created by teachers in the physical education and sports lesson.

The literature identifies two determinants of motivational orientations and behaviours in physical activities - perceived competence and social influence of parents, coaches and colleagues (Rotariu, & Iluţ, 2001).

Appropriate sports involvement has been associated with many psychological, moral and physical benefits. Inappropriate involvement in sport can produce negative outcomes such as anxiety, low satisfaction and school dropout. The creation of appropriate sports experiences is largely based on the involvement of parents, coaches and peer interactions (Holt & Knight. 2011).

2. Problem Statement

Students' positive attitude toward sport classes should be promoted by parents and cultivated by teachers. The determinants of motivation and behaviour in physical activities are perceived competence and social influence of parents, coaches and classmates.

We made a social survey conducted by questionnaire, structured interview, and statistical analysis to investigate the adaptive role of parent-child relationship, positive parental influence and motivational climate created by teachers in the physical education and sports lesson.

3. Research Questions

In the rural area exist a positive parental influence and motivational climate created by teachers in the physical education and sports lesson?

How is pupils' perception about parents' attitudes towards physical education and sport classes?

4. Purpose of the Study

The aim of the research is to reveal pupils perception of parents' attitudes about physical education and sport, as well as the role of the family in the physical and sports education of the child in rural areas.

5. Research Methods

Participants in this research were:

- Pupils: 86 pupils from the Secondary School with grades I-VIII from Poieni commune, jud Cluj - 23 from the 5th grade; 17 in the 6th grade; 24 in the 7th grade; 22 in the 8th grade.
- Parents: 66 parents - 50 romanian and 11 roma.

Duration and Place: the second semester of the school year 2015 - 2016 and the first semester of the school year 2016 - 2017.

The research methods were:

5.1. Structured interview

Particularly, parents of roma pupils, illiterate, were directly orally interviewed through the structured interview, at home. Their answers were noted on the questionnaire sheets by the operator.

5.2. Social survey conducted by questionnaire

The survey addressed school pupils and their parents. Respondents were provided privacy.

The questionnaires were applied by the physical education teacher as trained operator.

The questionnaires were completed by the students under the guidance of the operator.

5.2.1. The questionnaire for students

The indirect survey, through questionnaires, was carried out on all students in gymnasium classes, belonging to different social categories and coming from different backgrounds.

Student questionnaires comprised 18 questions and requirements, of which 11 were "closed" (between 2 and 10 possible responses) and 7 were "open".

In this paper we will only detail the results obtained from the processing of students' answers to question 13 "Do you appreciate the extent to which the students' parents are interested in having students participate in the physical education classes?". We want to highlight how children perceive parents' attitudes towards practicing sport in school.

5.2.2. The questionnaire for parents

The questionnaire followed four categories of information:

- knowing the social, economic, cultural components of respondents-parents,
- how the role of physical education classes is perceived,
- to what extent are the parents of pupils interested in practicing the sport by children,
- to know the degree of involvement of the family in children's education for sport.

Questionnaires for parents included 11 questions and requirements, of which 3 were "closed" (between 2 and 5 possible responses) and 8 "open".

The verification stage of the means, the pilot phase of the research, lasted three weeks at the beginning of the research period. In the first phase the questions of the questionnaire were reformulated by terms understood by all respondents.

It has been found that the written questionnaire survey cannot be used in most roma families and this has been replaced by face-to-face directed interviews.

In this paper we will only detail the results obtained from the processing of parents' answers to question 7 "Do you think it is necessary and beneficial for your children to be present and participate actively at physical education hours?". We want to highlight the parents' support of their children's participation in physical education classes and the practice of sports in school.

6. Findings

6.1. The questionnaire for students

To the question, "Do you appreciate the extent to which the pupils' parents are interested in attending physical education classes?" the answers of the pupils in grades V-VIII were as follows: "Not at all" 4% ; "Very little" 9%; "Few" 13%; "Much" 17%; "Very much" 57%.

According to the data, pupils perceive the interest of parents in their participation in physical education classes as very high: regardless of age and class of study.

6.2. The questionnaire for parents

At question no. 7 "Do you think it is necessary and beneficial for your children to be present and participate actively at physical education hours?" the parents' answers were:

A 95% of Romanian parents believe that the presence and active participation of their children at the time of physical education is both necessary and beneficial, while 5% of them don't know whether this is necessary and beneficial. Of those who respond positively, they believe that "by sport, the child develops harmoniously, both physically and intellectually" (15%) and that "it is necessary for their health" (10%).

Roma parents are unanimous (100%) with the participation of their children at the time of physical education, one of them pointing: "pure health!".

Data analysis shows that interest in physical education and sports classes is increasing, and family involvement (at least in terms of interest) in children's education for physical fitness and sports is high.

6.3. Analysis of the results

The direct survey through the interview was more effective, generating a smaller percentage of non-responses.

We are not sure that those who answered the questionnaires in the case of Romanian families are the parents.

By indirect investigation, using home-based questionnaires, control over the spontaneity and authenticity of responses is lost.

Some of the pupils and parents are more difficult to write than oral.

Students perceive the interest of their parents in their participation in relatively homogeneous physical education: regardless of age and study class, 4 to 10% declare a total disinterest of parents for their

participation in these classes. As it advances in the fifth grade to the 8th grade, the percentage decreases from 10 to 4-5%. Discussions in the school and those with the parents of the children capture the parents' concern for the capacity exam. Students' parents orientate students' activities to the study and interrupt sports to gain time dedicated to the study.

In the students' view, 25% of the parents are uninterested, very little or little interested in the sports activity of their children.

The same percentage (25%) is found in the answers of Roma parents, who admit that they do not discuss the activity of their children at the time of physical education.

A quarter of the respondents believe that: "practicing a sport involves many sacrifices; school curriculum is extremely loaded, and you cannot handle it all".

What is clear from the charts presented is that, regardless of all the other parameters, the children declare about their parents that they have overwhelming (42-57%) interest in their participation in physical education classes; On the whole, Poieni School affinity among parents in terms of physical education and sports.

The lack of infrastructure, a gymnasium and landscaped terrain make it impossible for the sports activity to be carried out in optimum conditions, which deprives Poieni village of achieving sports performance by its students.

6.4. Discussion

For students' interest in physical education classes to grow, it is imperative to improve students' knowledge and attitude towards this subject. By attitude, they accept or reject a phenomenon or an event, adhere to it or not, share it with colleagues or not and, depending on all of this, adopt a certain behaviour in relation to that phenomenon or event (Kirişescu, 1943).

Our studies reveal processes and mechanisms of influence that suggest interventions to optimize motivation and participation in physical activity (Mureşan, 2013).

Family involvement and positive support for physical activity was positively associated with exercise behaviour (Theodoropoulou, et.al. 2014).

A physically active lifestyle contributes strongly to positive developmental and health outcomes among young people (Weiss & Phillips, 2015).

7. Conclusion

The participation of pupils in physical education classes is positively influenced by the interest and involvement of the family.

The rural family understands the benefits of practicing sport and physical education, its educational responsibilities, and is ready to exercise these responsibilities.

The paper emphasizes the importance of parent-child relationship, positive parental influence and motivational climate created by teachers in the physical education and sports lesson.

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