



ISSN: 2456-0057

IJPNPE 2021; 6(2): 397-399

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www.journalofsports.com

Received: 13-07-2021

Accepted: 21-08-2021

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Relationship between parental style and attitude towards physical education among secondary school students

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Abstract

This research investigates the association between secondary school students' opinions on physical education and parenting approaches. The study uses a sample of 300 students (150 boys and 150 girls) from different schools and measures parental methods and student attitudes using scales created by R.L. Bharadwaj and Narwariya, respectively. A positive but negligible association has been found among boys between parenting style and attitude toward physical education. In contrast, a negative but insignificant correlation has remained initiated among girls, according to data analysis using SPSS. These results imply that parental practices may have a non-statistically significant effect on attitudes towards physical education. In addition to offering suggestions for enhancing parental participation to improve the overall quality of physical education and academic success, the research emphasizes the significance of supportive and involved parents in establishing favorable attitudes toward physical education. More investigation is required to delve deeper into these processes.

Keywords: School students, parental style, physical education

Introduction

The adolescent stage is a unique and intriguing age for human progress. This exceptional event signifies the conclusion of childhood and the transition into young maturity. A youngster makes the shift into a Grown-up. Multiple transformative transformations occur. Case in point, youthful youngsters encounter a period of faster development, second just to the outset (Carnegie Council on Adolescent Development, 1995-10-13 | UH-Mānoa Catalog for Archival Materials, n.d.) the parts of companions and family tackle new implications and intuition designs that modify (Gullotta *et al.*, 1999) [6]. Early youth is an exciting age in human life associated with the most profound formative changes. Identity development is rooted in the family, a group connected by blood or marriage consisting of a man, a woman, and their socially recognized child in its most basic form (Harré & Lamb, 1983) [7].

The family serves as a powerful agent of socialization, which is the process of maturing and learning the norms of society. Through socialization, a child acquires a set of functional assumptions about the world and becomes capable of becoming a competent and valuable member of society. The adolescent utilizes his guardian to model his adjustment to life. A crucial example is that once established at home, it can't be removed but tweaked or modified as the child grows up. Accordingly, the interaction between the people and the child is a central figure in the social upliftment of the individual. Individuals should create a friendly, upbeat, just, transparent and warm environment where a youngster can bloom in his covered possibilities. Parenting as the style of child-rearing refers to a privilege or responsibility of mother and father, together or independently, to prepare the child for society and culture (Veenes, 1973) [14], which provides ample opportunity for a child to find roots. Continuity and a feeling of belonging (Sirohi & Chauhan, 1991) [12] can be potent mediators of socialization. Though parenting, as a perception of the parents of their attitude towards the child, happens to be of great significance in the dynamics of behaviour for socio-psychological researchers, how a child perceives his / her parenting always remains a neglected phase of researchers and

should be deemed most important as he is the one whose process of socialization stands for furtherance (Bharadwaj, 1996) [1]. A parenting style is a psychological concept describing conventional tactics parents adopt in child-rearing. The type of child-rearing is more significant than the quantity of time spent with the child. Case in point: a guardian may spend the whole evening with his or her child.

Nevertheless, the guardian may participate in an alternative activity without paying attention to the youngster. Child-rearing techniques show how people respond and have an interest in their offspring. Child-rearing practices are unique, whereas child-rearing styles allude to broader instances of child-rearing activities. There are numerous varying hypotheses and feelings on the most ideal approaches to back children, and additionally, contrasting levels of time and exertion that individuals are willing to put youngsters experience diverse stages in life; in this manner, people make their child-rearing styles from a combine of factors that develop over the long run as youngsters start to add to their own particular identities.

As a matter of fact, the topic is often referred to as the easiest in the course. The majority of people do not look at the bright side of things. Physical education aims to provide students

with a complete understanding of their body and how to preserve it. As a result, it allows the growth of the body as well as teaches the mind how to remain joyful. Many empirical investigations have indicated that relatively few parenting style studies have been undertaken in the Indian setting. This research attempts to evaluate the association between parenting style and attitudes toward physical education topics and the magnitude of this relationship. We learn that the family acts as the initial point of contact for the child, and it is the key socialization agent of children within every community. It is inside the family that personality characteristics, social competence, psychological, emotional, physical, and educational development of children occur owing to the parenting techniques these parents choose and apply in bringing them up.

Material and Methods

Subject

The investigator gathered data for the present inquiry using a specially designed random sample technique. Three hundred individuals make up the overall sample for this research, including girls' students (n=150) and boys' students (n=150) at the secondary school level.

Sr. No.	Name of School	No of student	
		Boys	Girls
1.	Govt. High School Bure Wal Kpt.	23	25
2.	Govt. Sen. Sec School Mangupur, Kpt.	23	19
3.	Govt. High School Methan, Kpt.	29	31
4.	Govt. High School Shekpur, Kpt.	44	19
5.	Govt. Sen. Sec School boys Sultanpur, Kpt.	31	0
6.	Govt. Sen. Sec School girls, Kpt.	0	56
Total		150	150

Variables

After reviewing the existing literature and consulting an expert in the field, we were able to select the variables based on their practicality.

1. Attitude.
2. Parenting style.

Data Collection

A couple of questionnaires were distributed to the athletes who participated in the research. The investigator used the following research tools to collect data:

1. A Scale developed by R.L. Bharadwaj *et al.* (1996) [1] was used to examine the parenting style.
2. To examine the attitude of students towards physical education & sports, a Scale developed by Narwariya (2008-2009) was used.

Test Administration

The parenting scale can be administered to individuals or large groups, with subjects responding to the first 35 items based on the different modes of parenting from their mother and father separately. Items 36 to 40 are responded to base on the relationship between both parents. There shall be a rest of 5 minutes between recording responses for mother and father separately. Testers are advised to receive responses from the mother and father on separate scales for more objective results.

Scoring

The parenting scoring uses a five-point Likert scale, with specific items scored in reverse order. The raw scores for mothering and fathering are determined separately and then

transformed into 'Z' scores, with the total 'Z' scores for each parenting mode being treated as the parenting scores. Additionally, the 'Z' scores for marital conflict vs. marital adjustments are added only once, with other 'Z' scores obtained for seven parenting modes to determine the overall parenting score. In the attitude questionnaire, 1 mark is awarded where the response is "Yes" and 0 is awarded where the response is "No" for positive worded questions and vice versa.

Statistical Analysis

The data was analysed with the help of SPSS version 27, which was used for the study. To analyse the impact of parenting style on attitudes toward physical education, the product moment technique of correlation was employed.

Results and Discussions

Table 1: Relationship between parental style and attitude towards physical education of girl students

Variable	Mean	S.D	Co-efficient of correlation
Parenting Style	457.29	77.19	0.138
Attitude towards Physical Education	17.60	2.46	

Table 1. Reveals the positive insignificant correlation between parenting style and attitude toward physical education among girl students ($r=0.138$). Hence, the hypothesis stating that "There would be a significant relationship of parenting style and attitude towards physical education of secondary schools" is rejected.

Table 2: Relationship between parental style and attitude towards physical education of boy's students

Variable	Mean	S.D	Co-efficient of correlation
Parenting Style	487.47	86.51	-0.013
Attitude towards Physical Education	86.51	2.42	

Table 2 reveals the negative insignificant correlation between parenting style and attitude towards physical education among male students ($r=-.013$). Hence, hypothesis stating that "There would be a significant relationship of parenting style and attitude towards physical education of secondary schools", which is rejected.

Discussion on findings

It is clear from Table 1 that the correlation coefficient between parenting style and attitude towards physical education among girls' and boys' students has shown a positive insignificant relationship. This indicates that parenting style positively affects the attitude of girl's students towards physical education. However, in boys' students, it has been observed from Table 2 that a negative insignificant relation exists between parenting style and attitude toward physical education. It indicates that parenting style negatively affects the attitude of boy's students toward physical education.

This study's findings and conclusion highlight that it is significant for both boys and girls to participate in physical exercise; parental support and modeling are essential. However, compared to boys, girls often get less social support, which impacts their engagement in physical activities both within and outside of sports groups (Reimers *et al.*, 2019) ^[10]. Understanding the significance of parental beliefs and styles is crucial in shaping students' perceptions of PE, highlighting the need for further research and support for PE in the school curriculum (Earley, 2021) ^[4].

Conclusions

A positive but negligible association has remained created among boys between parenting style and attitude toward physical education. In contrast, a negative but insignificant correlation has remained initiated among girls. It is further concluded that parental practices may have a non-statistically significant effect on attitudes towards physical education.

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