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The relationship between parental involvement and their children's commitment in sports participation

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Abstract

Background: The educational experience that young athletes get from playing sports is significantly impacted by the involvement of their parents. They are the ones who are accountable for exposing their children to a physical or sports education, and it has been shown that parental involvement is connected to early sport participation. The purpose of the present research was to investigate the relationship between parental involvement with their children's commitment in sports participation.

Methods: The sample consisted of 200 children (aged 11 to 18) accompanied by their parents. It is made up of fifty each children and fifty each parents who played tennis, soccer, table tennis, and shooting. The participants were chosen using a random sampling technique. Furthermore, there were an equal number of male and female volunteers (n=50 each).

Results: The current study's findings demonstrated that there were significant relationships between parental involvements with their children's sport commitment in sports practice.

Conclusion: The research reveals that in order to motivate and increase children's commitment in sporting practice, it is necessary to promote parents' directive behaviors in their children's sports practice, as well as to lower the parent's pressure, thereby decreasing the children's competitiveness and emphasis on victory.

Keywords: Parental involvement, sport commitment, sports participation

Introduction

Children may benefit in a variety of ways by having their parents actively participate in their athletic endeavours. As a good role model, it may provide support and encouragement, assist with transportation and logistics, and aid with transportation and logistics. In addition, the engagement of parents may assist their children in developing crucial life skills such as working together as a team, self-control, and tenacity. It is essential for parents to encourage their children to participate in sports and to be actively engaged in those activities in a manner that is constructive and beneficial for the development of their children. According to Lee and Mclean (1997) ^[10], parental engagement refers to the support provided by parents in moral and emotional elements, the contact of parents with their children's instructors, the efforts done by parents in supporting their children's curricular and co-curricular activities, and the care taken by parents in their children's social involvement. As an index of the variable, the total number of points that the pupils scored on the parental support inventory worked as a useful measure. Every child's first and most important teachers and directors throughout their whole lives are their own parents. Parents are their children's principal advocates and the major source of their safety throughout their lives. It seems that relationships with one's parents and one's peers complement one another. Children get the sense of security and the social skills necessary to join the world of their peers when they receive love and direction from their parents. Children are able to develop their social skills to a greater extent via engagement with their peers. Parents have the primary and ongoing responsibility of preparing their children for the physical, economic, and psycho-social environment in which those children will have to live and prosper. This is a duty that must be performed with each new generation of children. There is tremendous power in the relationship that exists between a parent and their kid. The single most essential thing that a parent can do for their kid is to teach them to be well-behaved and eager to study.

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According to Fowler and Fowler (1975) ^[6], the primary necessity for a kid to achieve academic success is for his or her parents to provide a positive and supportive environment in the home. When it comes to a child's participation in sports, the parents are without a doubt one of the most important factors. Lee's suggestion that the family is initially the most significant influence on children is one way that he draws attention to the significance of the role that families play in the athletic efforts of their children. According to Rowley (1986), parental engagement has been shown to have the greatest impact on how teenage adolescents see and interact with sports. This is true despite the fact that when children participate in competitive sports, the whole family is drawn into the activity.

On the other hand, it is essential for parents to find a middle ground between being encouraging and being controlling of their children's lives. A bad atmosphere for the kid may be created when the parents are too controlling or demanding, which may cause the youngster to lose interest in continuing to engage in sports. On the other side, according to Wuerth *et al.*, (2004) ^[14], children whose parents are not actively involved in their lives are less likely to get the essential support and encouragement to achieve success. The quality of the athletic experience is shaped in great part by the teachers, officials, fans, coaches, and parents who are involved in it. These individuals also have a significant role in determining whether or not this experience is a good one. However, out of all the individuals who are a part of this "circle of influence," the parents and the coach are probably the ones who have the most significant impact. Although the job of the coach as a professional help may undoubtedly be remarkable, the most important part is that played by the family in a more casual setting. To begin, the majority of children stay with their families for a good portion of their formative years, giving their parents considerable time and opportunity to shape their development. Second, according to Petchers, Hirsch and Bloch (1987) ^[15], studies have demonstrated that the impact of a child's parents is essential for the child's development of health standards and the acquisition of decision-making skills in the realm of health and athletics.

In games & sports, commitment refers to the devotion and resolve to devote the required amount of time, effort, and attention towards the accomplishment of a certain objective or range of objectives. It is the readiness to forego the pleasure and comfort of the present moment in favour of the achievement of one's goals in the longer term. It is the capacity to persevere through trying circumstances, to keep one's attention on the work at hand, and to keep up the necessary level of self-discipline in order to progress and flourish. A person has to have a very strong commitment to their sport if they want to be successful in it. This indicates that they must be willing to put in the necessary time and effort to practise and train, even when they do not feel like it, even when they are weary, or even when they are hurt. This also implies that they must be ready to make sacrifices, such as giving up social or leisure activities in order to put all of their attention and energy into their sport. A person has to have a very strong commitment to their sport if they want to be successful in it. This indicates that they must be willing to put in the necessary time and effort to practise and train, even when they do not feel like it, even when they are weary, or even when they are hurt. This also implies that they must be ready to make sacrifices, such as giving up

social or leisure activities in order to put all of their attention and energy into their sport. Setting objectives and actively trying to achieve them is an essential part of having a committed attitude. Athletes should not only have a solid idea of what it is they want to do, but also a strategy for how they intend to go about accomplishing those objectives. This necessitates the formulation of both short-term and long-term objectives, as well as a strategy for their respective accomplishment.

When discussing an athlete, the term "sports commitment" often refers to the level of devotion and self-control that is essential in order to achieve success in a certain sport. This might involve things like going to the gym on a regular basis, practising and sharpening abilities, sticking to a healthy diet, and sacrificing other aspects of life in order to concentrate on the sport. In order to be successful, it is often necessary for athletes to devote a large amount of both time and effort to their chosen activity. Athletes that are fully dedicated to their chosen sport are likely to do so. In the context of a team sport, "sports commitment" may refer to the players', coaches', and staff's undying devotion to and unrelenting efforts towards the accomplishment of a shared objective, such as winning the championship. This might involve things like holding frequent team practises, working together to develop abilities and strategy, and providing support for one another both on and off the pitch. The mindset and attitude of a team may also reveal how devoted they are to winning. Truly committed teams are focused, motivated, and eager to do everything it takes to achieve victory.

The term "sports commitment" may be used to refer to a wide range of diverse ideas, but at its most fundamental level, it refers to the act of devoting one's time, effort, and energy to the pursuit of sporting greatness. Those who have a strong dedication to sports, whether it as an individual athlete, a team, or an organisation, are often the ones that achieve the most success and have the most effect in the world of sports. This is true regardless of the level of involvement.

Materials and Methods

The progress of mankind depends upon well conducted research programme, postulates efficiency, reliable and valid facts. Such facts are obtained through a systematic procedure. Before undertaking the investigation, one has to think of a plan, structure and strategy which will be helpful to draw answers to information questions. The plan or the overall scheme of the research is prepared first. It includes an attitude of actions to be taken up from the hypothesis to the final analysis of data. Every researcher tries his/her best to establish genuineness, authenticity and trust worthiness of the data collected. To achieve this, accurate information or data, unknown or untapped so far is essential in every study and has to be obtained from various sources direct or indirect. It is necessary to adopt a systematic procedure to collect the essential data. Best observes, "Like the tools in the carpenter's box" each research tool is appropriate in given situation to accomplish a particular purpose.

Research Design

The selection of the samples was done by the use of a simple random sampling method. The research would be conducted via the use of a descriptive analysis and survey-style research approach as well as the technique of bivariate

correlations developed by Karl Pearson. The questionnaire would serve as the investigation's primary instrument.

Participants

To achieve the objectives of the study and verify the hypothesis, a total of two hundred sample (N=200) were chosen as subjects from the various sports academies located in Chandigarh. Its 200 samples participate in a variety of sports with 100 of whom were parents and 100 of them being children in the game of tennis, football, table tennis, and shooting. The children's ages varied from 11 to 18 years.

Measures

Parents' involvement in sport practice

Parental involvement in their children's sport practice-Turkish version converted into English version of the Parents' Involvement Sport Questionnaire (PISQ) by Wurth *et al.*, (2004) ^[14]; Lee and Mclean, (1997), Sport commitment- The Sport Commitment Questionnaire (SCQ) by Scanlan *et al.*, (1993) ^[16] would be used to measure the children's commitment /enjoyment/boredom in sport practice. The questionnaire consists of 20 statements that broken down even further into four sub categories: directive behaviour, support and understanding, active implication and pressure. In sport commitment there were 58 sub items that divided into 12 sub categories- Enthusiastic Commitment, Constrained Commitment, Sport Enjoyment, Valuable Opportunities, Other Priorities, Personal Investments-Loss, Personal Investments-Quantity, Social Constraints, Social Support-Emotional, Social Support-Informational, Desire to Excel-Mastery, and Desire to Excel-Social which measure the commitment of children during participation in sports.

Procedure

The study was conducted using a Karl Pearson's bivariate correlational methodology. We created a protocol to gather comparable data from all the research participants. Parents and coaches were asked for their consent to engage the children in the study before they could join after being informed of its main goal. The children completed the questionnaires in the open space or room, which took about 15-20 minutes. The researcher was present at all times and encouraged the participants to ask questions as needed. They were also requested to answer the questions honestly and were told that their answers would keep strictly confidential.

Data analysis

After performing the Kolmogorov-Smirnov (K-S) test to determine independent samples to verify the normality of the groups, the runs test for randomness, and Levene's test for the homoscedasticity, it should be noted that the results obtained from all tests show a normal distribution of the data, and therefore, parametric statistics were applied.

A descriptive analysis has been carried out of all the measured variables. For the tests of univariate normality, the indicators of skewness and kurtosis of variables were initially used. Curran *et al.* (1996) ^[4] establish the limits of asymmetry and kurtosis in absolute values. Values of up to 2 for skewness and 7 for kurtosis are considered normal; values between 2 and 3 for skewness and between 7 and 21 for kurtosis are considered moderately normal; and values above 7 in skewness and 21 in kurtosis are considered non-normal. The following parametric tests to analyze the data has been used: reliability analysis, descriptive analysis, Karl Pearson's bivariate correlations that measures the linear correlation between parents and children.

Results

Correlational Analysis

Table 1: Correlations between all the variables of Parental Involvement and various aspects of Children's Sport Commitment for Overall Games

Variables	Enthusiastic commitment	Constrained commitment	Sport enjoyment	Valuable opportunities	Other priorities	Personal investments-loss	Personal investments-quantity	Social constraints	Social support - emotional	Social support-informational	Desire to excel-Mastery	Desire to excel - Social	Children's Overall Sport Commitment
Parents' Directive Behavior	0.08	0.01	-0.01	0.09	-0.01	0.11	0.03	.199**	-0.03	.141*	0.04	0.10	0.13
Parents' Praise & understanding	0.11	-0.08	0.00	.152*	0.04	.181*	0.02	0.11	0.13	0.10	-0.03	0.09	0.14
Parents' Active Involvement	0.09	0.02	-0.02	0.08	-0.07	0.12	0.11	.146*	0.11	0.11	-0.01	0.00	0.11
Parents' Pressure	0.01	0.06	-0.03	0.08	0.06	0.02	0.10	.190**	0.01	0.10	-0.04	-0.01	0.09
Overall Parental involvement	0.10	0.00	-0.02	0.14	0.00	.149*	0.08	.217**	0.07	.154*	-0.01	0.07	.160*

*. Correlation is significant at the 0.05 level (2-tailed).

**.. Correlation is significant at the 0.01 level (2-tailed).

The above table represents the bivariate correlation coefficients between the diverse variables of the parental involvement (Directive Behavior, Praise & Understanding, Active Involvement, Pressure, and Overall Parental Involvement) and various aspects of children's sport commitment (Enthusiastic Commitment, Constrained Commitment, Sport Enjoyment, Valuable Opportunities,

Other Priorities, Personal Investments-Loss, Personal Investments- Quantity, Social Constraints, Social Support-Emotional, Social Support-Informational, Desire to Excel-Mastery, and Desire to Excel-Social for the overall game. The results shows that there were positive relationship between parental involvement with their children's sport commitment. The analysis found that overall parental

involvement has a positive relationship with children's sport commitment ($r = .16$). There were also positive correlation with enthusiasm commitment ($r = .10$), valuable opportunities ($r = .14$) and personal investments - loss ($r = .15$). Directive behaviour also has a positive correlation with personal investments- loss ($r = .11$) and social constraints ($r = .20$). Praise and understanding have positive correlation with personal investments - loss ($r = .18$) and emotional social support ($r = .13$). Active involvement has a positive correlation with personal investments-quantity ($r = .11$) and emotional social support ($r = .11$). Pressure has a positive correlation with social constraints ($r = .19$) and social support- informational ($r = .10$).

Discussion

The primary objective of the present study was to investigate the relationship between parents' level of involvement in their children's sport commitment pursuits within the framework of sports participation. More specifically, recent reviews of the literature have pointed out the lack of information about parents, the lack of works carried out directly with the parents of young athletes, and the fact that parents' involvement were not clearly related to specific children's outcomes, despite the fact that the focus is on relatively young samples. This results in a gap in our knowledge about the influence that parents have on the outcomes that their children experience. The results of the present study are in the line with the study done by Harter (1981)^[7] & Bois *et al.*, (2005)^[3], where they found that parents have a substantial influence on the growth of their children, particularly in the fields of academics and physical activity. The outcomes of this study suggested that there were positive connections between parental engagement in their children's sports activities and their children's degree of commitment to such activities. These relationships were shown to be beneficial for both the children and their parents. Despite the fact that there is a positive correlation of 0.08 between the directed conduct of parents and the passionate commitment of their children, this correlation is not particularly substantial. This suggests that when parents get more prescriptive in their behaviour, there is a little increase in the children's enthusiastic commitment to participation in sports. The correlation coefficient of 0.16 between children's total sport commitment and overall parental participation is positive and statistically significant at the 0.05 level. This indicates that there is a link between the two. This adds support to the theory that a greater quantity of parental engagement is connected with a greater overall commitment to engaging in sports on the part of the children. The correlation between parental pressure and pleasure of sports is -0.03, which suggests that there is a negative association but that it is not particularly high. On the other side, the correlation between parental pressure and enjoyment of sports is 0. This shows that there is a minor drop in the children's pleasure of athletics when parental pressure increases on their children to do well in their respective athletic endeavours.

Conclusion

This is the primary inference that we are able to draw from the research; it reveals that in order to motivate and increase children's commitment in sporting practise, it is necessary to promote parents' directive behaviours and active involvement in their children's sporting practise, as well as

to lower parent's pressure, thereby decreasing the children's competitiveness and the emphasis on victory. This is the primary inference that we are able to draw from the research. Overall, these findings imply that parental participation may play a beneficial role in moulding children's sport commitment. Furthermore, these results suggest that various components of parental involvement may have varied impacts on different aspects of children's sport commitment. Therefore, parents should be encouraged to actively participate in and support their children's engagement in sports, while taking care not to apply undue pressure or negative behaviours that may have a detrimental impact on their children's sport commitment. In addition, children should be encouraged to actively engage in and support their own participation in sports. In addition, what was really looked at was how the parents evaluated their children's behaviour; consequently, it would be very interesting to directly study the behaviour of the parents (for example, verbal communication and performance records during training and competition). In conclusion, this study offers pointers to parents on how they might encourage the development of their children's social skills. It is predicted that researchers will keep a close check on how much parental involvement there is in sports, and that coaches and players will pay attention to the counsel of parents and implement their proposals.

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