

The Study of the Attitude of Students' Parents in Primary Schools Regarding the Position of Sports Equipment, Installations, Facilities and Fields

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Abstract: The purpose of this study was to study the attitude of students' parents in primary schools in Tehran regarding the status of sports tools, equipment, installations, facilities and fields. The research method is descriptive and the data were collected through field method. The population includes the parents of the students studying at primary schools in Tehran and the sample included 300 of parents who were randomly selected. A self-made questionnaire including 14 open-ended questions, was used for data collection. Data analysis was done in two groups including: (1) data analysis and description using descriptive statistics method and (2) for checking the research hypothesis through using inferential statistics method. Regarding the desirability of sports installations, facilities, and fields and exploiting sports tools by the teacher, more than 60% of parents evaluated it as few and very few. They scored their cooperation with school equal to 3.64. There was not a significant difference between the amount of their cooperation with school, sports installations, facilities and fields and sports tools recognized by teacher.

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1. Introduction

Education is of vital organs in any society because it is education which opens gates of prosperity and happiness to human societies.

If we concentrate on the progress and promotion fundamental causes of the world developed countries, we understand that their major progress and promotion reason for is their investment in education. Characteristic formation and comprehensive growth is done especially in children and education, and in primary school (Safi, 1993). Also, primary school is the foundation and basis of each educational system so that provides an opportunity for learning primary skills which any child needs to it throughout next educational periods or in the life (Nabavi, 1978).

Physical education is one of the curriculum courses in different levels in most countries. Physical education and sport are proper opportunities for growth and development of personality, cognitive, emotional, social and mental various aspects. Children and teens develop and learn good habits and characters through this course, because this course could develop knowledge, science, domain of decision making, self-purification and self-esteem more than other courses. In addition, positive self-esteem results in human potential talents actualization and success in his different life aspects. A value which is emphasized for physical education is that physical education yields in development and positive self-esteem (Azad, 1996).

People and organizations attention to physical education course has increased so that it has been named as the fundamental right in the article one of UNESCO charter which should be supported through providing practicing opportunities in educational system. Fox (1991), has called three main goal for physical education in primary school: (1) supporting the child's natural growth, (2) his health improvement and (3) increasing the probability that he will continue physical activity out of school and in adulthood.

The third goal, promoting and teaching the culture of public sports and physical activity and its continuation in adulthood is considered more important than the first and second goals by Fox because, by achieving it, child will be active physically in the future.

In an article, three of Islamic Republic of Iran constitution, physical education and sport with education have been specially considered at all levels nationwide. And so has stated about free education and physical education, providing appropriate environment for sporting activities and talents actualization.

The first principle in physical education and sport planning is to meet the requirements of physical education course. Those requirements are:

- Budget and financial resources
- Human resources, expert teacher and knowledgeable administrators
- Sporting space

- Sporting fields
- Sport tools including: ball, racket and net
- Sport peripheral tools including: observing healthcare issues, security, temperature
- The philosophy of positive attitude toward physical education (Esmaeeli, 2004)

Those requirements impact on physical education and sport curriculum in physical education goals realization is similar to "pen for composition course". As no one can write without pen, special physical activities, which need to that space and tools, could not be run (Esmaeeli, 2004).

As mentioned, sporting fields, spaces and tools including ball, racket and net, etc and the philosophy of positive attitude toward physical education are among fundamental requirements of this course curriculum. In this study, we inspect the attitude of students' parents in primary schools regarding tools, places, facilities and sports fields.

Regarding the definition of the word "attitude", Hayyem dictionary has mentioned it synonym to situation, way of thinking, and idea.

Sarookhani, in Social Science Encyclopedia, has mentioned the definition of the word "attitude" equal to way of thinking or mental preparation and believes that it is of fundamental concepts in social psychology which seats between idea and action and has got two basic aspects including internal or de facto preparation in order to do the action, and positive or negative orientation before a social issue (Esmaeeli, 2004).

2. Methodology

This research is of descriptive and inferential type and its data were collected in the field.

2.1. Research population and sample

Population: it includes all students' parents, father or mother, in primary schools (grade one to grade five) in Tehran.

Sample: as the population was vast, clustering method was chosen for sample selection. Twenty regions of Tehran were divided to five poles of northern, southern, western, eastern and central. Then, in each part, one region was selected randomly. Region 1 in northern part, region 19 in southern part, region 8 in eastern part, region 9 in western part and region 6 in central part were selected. Then, two public primary schools, a girls' school and a boys' school, were selected randomly. Then, 30 students from all grades were selected randomly and 300 research questionnaires were sent to their parents. 256 of parents returned the questionnaires and in fact those 256 comprised the sample.

2.2. Data collection tools

The questionnaire selected for the purpose of this study had 18 close-ended questions including

personal information and the research questions and Likert's scale including very high, high, moderate, low, very low and yes/no choices were used for evaluating and scoring of each question: 5 was allocated to very high and 1 to very low.

2.3. Research statistical methods

Statistical analysis of research data was done in two sections including data descriptive analysis, in which the collected data were analyzed using descriptive method and calculating frequency, percentage and mean, and research hypothesis testing including Kolmogorov-Smirnov test, which was used to determine data distribution normality and Levine's test, which was used to determine data variance homogeneity. According to those test results and because of normality distribution and data homogeneity, independent T-test was used for hypothesis testing ($\alpha=0.05$).

3. Research findings

Among 256 people participated in this study, 27.3% were male parents and 72.7 % were female parents. 13.33% of the parents had under diploma education, among which 10% were male parents while 14.5% were female parents. Further, 38.8 % had diploma degree, among which 24.3% were related to male parents and 45.7% were female. Also, 9/4 % of parents had higher diploma education including 8.6% of fathers and 9.7% of mothers. Furthermore, 27.7% of parents had bachelor's degree (41.4 % among fathers and 22.6% among mothers). Regarding those parents having master's degree, 8.2 % included this group, among whom 15.7% were fathers and 5.4% were mothers. Finally, 1.6 % of parents had PhD degree including only 2.2% of mothers. It should be pointed out that only 8.6 % of the participants has some experience in athletics.

Table 1. Data related to the children's participants

Child	Frequency	Percentage	Cumulative frequency
Male	144	56/3	56/3
Female	112	43/8	100
Total	256	100	-

Table 2. Data related to the participants' educational degree

Degree	Frequency	Percentage
Under diploma	34	13/3
Diploma	102	38/8
Higher diploma	24	9/4
Bachelor	71	27/7
Master	21	8/2
PhD	4	1/6
Total	256	100

Table 3. Data related to occupational position of the participants

Occupation	Frequency	Percentage	Cumulative frequency
Housewife	152	59/4	59/4
Employee	104	40/6	100
Total	256	100	-

Table 4. Data related to sports and championship background of the participants

Championship background	Frequency	Percentage	Cumulative frequency
Yes	22	8/6	8/6
No	226	88/3	91/1
No answer	8	3/1	100
Total	256	100	-

Question 1: To what extent, sports places and spaces in school are suitable for performing a physical education course?

Table 5. Statistical indices of respondents toward the appropriateness of sports places, spaces and facilities

Scale	Number	Frequency	Cumulative Frequency
Very little	86	37/6	37.6
Little	53	23/1	60.7
Average	55	24	84.7
Much	18	7/9	92.6
Very much	17	7/4	100
Total	229	100	

Question 2: To what extent, the children's sports facilities are suitable for performing the course of physical education?

Table 6. Statistical indices of respondents toward the appropriateness of sports facilities

Scale	Number	Relative Frequency	Cumulative Frequency
Very low	80	36/4	36/4
Low	58	26/4	62/7
Moderate	42	19/1	81/8
High	21	9/5	91/4
Very high	19	8/6	100
Total	229	100	

Table 10. Relative frequency and percentage of three questions

Question	Very low		Low		Moderate		High		Very high	
	F	%	F	%	F	%	F	%	F	%
To what extent, parents can play a role in solving the problem related to physical education	7	2.7	29	11.3	77	30.1	95	37.1	41	16
To what extent, the problem of teaching physical education can be reduced by parents' contact with teacher	5	2.0	24	9.4	61	23.8	102	39.8	59	23
To what extent, are you able to supervise the teaching of physical education	24	9.4	58	22.7	99	38.7	54	21.1	17	6.6

Question 3: To what extent, your children's school is making use of sports places out of school in order to teach physical education course?

Table 7. Statistical indices of parents' respondent to the use of sports places out of school for teaching physical education course

Scale	Number	Relative Frequency	Cumulative Frequency
Very low	80	158	70/9
Low	58	28	12/6
Moderate	42	23	10/3
High	21	9	4
Very high	19	5	2/2
Total	229	21	

Table 8. A comparison of the respondents' approach toward the condition of sports places and facilities in schools

Parents	Mean	df	T	P
Father	3.89	250	1.22	.22
Mother	3.78			

Question 4: To what extent, are the teachers using sports facilities in order to teach physical education?

Table 9. Descriptive statistics for teachers' use of sports facilities for teaching physical education

Sports facilities	Frequency	Percentage
School yard	225	88
Open space outside the school	46	18
School's sports saloon	17	7
Non-school's sports saloon	40	16
School's swimming pool	38	15
Swimming pool outside the school	51	20
Using balls, rackets, etc	122	48
Special instruments	128	50

Table 11. A comparison of the respondents' approach toward the condition of their cooperation with schools

Parents	Mean	df	t	P
Father	3.65	244	.17	.86
Mother	3.63			

4. Discussion and conclusion

The educational grade of 61% of parents is lower than bachelor degree which can influence their knowledge regarding physical education and sport effects.

Considering that questionnaires were distributed equally among girls' and boy's parents but 56.2% of girls' parents and 43.8% of boys' parents comprised the total subject. It means almost all girls' parents returned those questionnaires (144). But, boy's parents returned less questionnaires (112). It shows that girls' parents are more anxious than boy's parents about their children physical education. Only 8.6% of total subjects in this research have had sporting and athletic background which is very low and shows that sport does not have its real position among families.

Most of parents over 32% have announced their supervision on correct execution of this course low and very low. Most of them, over 53% have announced it is necessary for them to participate in solving the problems of that course and more than 62% of them have considered their relationship with physical education teacher as a solution to decrease the problems related to physical education course. In the studied articles, Rezaee (2001) has described the parents' attention to physical education course which do not comply with the results of current study. The results of the study done by Rezaee (1992), Kashef (1992), Latifi (1993), Rashidi (1996), Adinehee (1999), Hemmati (2001) can confirm the results of this study. Moreover, these results comply with Mozaffariz' (2005) who has evaluated parents' attitudes low and less than 34% according to teachers and moderate according to schools managers. Among foreign studies, we can refer to Larent (1994) researches in Canada who has stated the parents' collaboration at the good level. But, in Arsilon and Sidentop's (1994) studies, teachers' understanding from parents support has always been negative.

There was not a significant relationship between subjects' attitudes about their collaboration with school in physical education course.

As most of parents has considered it necessary to cooperate in solving this course problems and believe in relationship with the sport teacher, it causes to decrease physical education course problems but most of them stated that their supervision has been low. Therefore, we conclude

that if there is a correct management in relationship with parents, we can gain well from their moral and material supports to achieve the course goals.

More than 61% of subjects have evaluated sports buildings, installations and spaces less than moderate and only 15% of parents evaluated it AS good. These results are in agreement with Namazizadeh's (1974) study who has pointed out to the shortage of sports facilities, buildings, and spaces and expert teachers. Sajjadi (1989) concluded that one of prohibitive factor is sporting spaces and expert teacher shortage. Rezaee (1992) has mentioned sporting places, spaces and equipments and expert teacher shortage. Latifi (1993) has introduced sporting spaces and places shortage and low degree teachers as prohibitive factor. Rezaee (1996) has reported that sporting facilities are adverse. Rashidi (1996) has stated low degree teachers and sporting places and facilities undesirability. Koozehchian (1997) reported physical installations, equipment and facility and well-educated teacher shortage. Adinehee (1999) has announced that facilities shortage and low education level of managers and teachers as the biggest problem of schools. Mozaffari (2005) maintain that sporting spaces, expert human resource and sporting tools shortage are of the most important problems. Nabavi (1978) has expressed that lack of educational material and tools and spaces and facilities shortage are regarded as the course problems. Hardman and Marshal (1990) findings has reported expert teacher, sporting tools and equipment shortage in 29% of countries.

Also, there is a significant difference between subjects attitude toward education and content and desirability of sporting places, facilities and spaces.

Expert teacher, sporting spaces and sporting instruments and equipments are three fundamental and effective pillars in running physical education course in schools. However, the findings of this study and the mentioned researches show that schools have faced with some problems in sporting spaces, places and facilities, expert teacher shortage, sporting tools and equipments shortage and few hours for physical education course from 1974 up to now that all of these findings comply with this study's results and other research results in foreign countries can confirm the results of this study. One of the solutions for the mentioned problems is to absorb students' parents support. We can utilize their moral and material supports to solve those problems through establishing briefing sessions and offering the needed information about the importance of this course. Recently, we are facing with a decrease in the students' population and breakup in many of the schools in Iran. Due to raising this issue, the budget

of those dissolved schools could be used for providing sporting facilities for other schools.

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