



Parental Support, Interest, Behavior and Resource Provision Toward Physical Education and Sports: A Pilot Study from Goa

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ABSTRACT

Physical Education and Sports play a crucial role in the holistic development of children by promoting physical fitness, psychological well being, social skills, and discipline. In recent years, educational reforms such as the National Education Policy (NEP) 2020 have emphasized the integration of Physical Education into the mainstream school curriculum. Despite these initiatives, children's participation in Physical Education and Sports continues to vary considerably and is often influenced by familial and environmental factors. Among these, parental involvement remains one of the most significant yet under explored determinants, particularly in the Indian and Goan context.

The present study aims to examine Parental Support, Parental Interest, Parental Behavior, and Parental Resource Provision towards Children's Participation in Physical Education and Sports. This paper reports findings from a Pilot Study conducted as part of an ongoing Doctoral Research Project titled "An Analytical Study of Support, Interest, Behavior and Resource Provision of Parents of High School Students toward Physical Education and Sports in Goa."

A researcher developed questionnaire, refined through expert validation, was administered to 120 parents of high school students in Goa using an offline (hard copy) and online survey method (Google Form). The sample represented parents from multiple Talukas of Goa Such as Pernem(56), Bicholim(8), Sattari(8), Bardez(16), Ponda(8), Quepem(16), Tiswadi(4) and Dharbandora(4), covering both Rural(92)



and Urban Areas(28), Government(44), Aided(60) and Private Schools(16), and students from Classes VIII(32), IX(44), and X(44). The instrument assessed four parental dimensions such as Parental Support, Parental Interest, Parental Behavior, and Parental Resource Provision along with Children's Participation in Physical Education and Sports.

Descriptive statistics and reliability analysis were employed to evaluate the feasibility, clarity, and internal consistency of the questionnaire. The results demonstrated high internal consistency across all constructs, with Cronbach's α values of 0.955 for Parental Support, 0.947 for Parental Interest, 0.941 for Parental Behavior, 0.957 for Parental Resource Provision, and 0.895 for Children's Participation. These findings indicate a generally positive orientation of parents towards supporting and facilitating their children's participation in Physical Education and Sports. Descriptive results show positive parental involvement, with high mean scores for Support (Mean = 4.04, SD = 0.75), Interest (Mean = 4.03, SD = 0.70), Behavior (Mean = 4.05, SD = 0.66), and Resource Provision (Mean = 3.94, SD = 0.60). Slightly lower Child Participation (Mean = 3.67, SD = 0.70) suggests the influence of factors such as school facilities, peers, and time constraints.

As a pilot study, the findings are exploratory and not intended for generalization. However, the study establishes the suitability of the research instrument for large scale data collection and provides methodological insights for future research examining parental roles in promoting active and healthy lifestyles among school going children.

Keywords : Parental Support, Parental Interest, Parental Behavior, Parental Resource Provision, Child's Participation

Introduction

1.1 Background of the Study

Physical Education and Sports play a vital role in the holistic development of children by contributing to their physical fitness, emotional well being, social development, and cognitive growth. Regular participation in physical activity during school years helps children develop healthy habits, self discipline, teamwork, leadership qualities, and emotional resilience. It also supports academic engagement by improving concentration, motivation, and overall mental health. As a result, Physical Education is increasingly recognized as an essential component of quality education worldwide.



In recent years, educational reforms across the globe have emphasized the importance of integrating Physical Education into mainstream schooling. In India, the National Education Policy (NEP) 2020 highlights the role of physical activity and sports in promoting holistic development and lifelong well being among students. The policy encourages experiential learning, physical literacy, and active participation in sports as part of a balanced education system. Despite these policy initiatives, children's participation in Physical Education and organized sports continues to vary across regions, schools, and socio economic backgrounds.

Several factors influence children's engagement in Physical Education and sports, including school infrastructure, availability of trained teachers, peer influence, access to facilities, and family environment. Among these, parental involvement plays a particularly important role. Parents act as primary socializing agents and significantly influence children's attitudes, motivation, and behavior towards physical activity. Their support, encouragement, and involvement can positively shape children's interest and long term participation in sports.

Research indicates that children whose parents show positive attitudes towards physical activity are more likely to engage regularly in sports and develop healthy lifestyle habits (Fredrick's & Eccles, 2004; Trost & Loprinzi, 2011). Parental involvement may include emotional encouragement, behavioral guidance, supervision, communication with teachers or coaches, and the provision of necessary resources such as time, equipment, and financial support. Such involvement helps create a supportive environment that fosters confidence, enjoyment, and sustained participation in Physical Education.

However, existing research often examines parental influence in a fragmented manner, focusing on individual aspects such as encouragement or role modeling. There is limited empirical research that simultaneously examines multiple dimensions of parental involvement, such as support, interest, behavior, and resource provision, within a single framework. This gap is particularly evident in the Indian context, where cultural diversity, socio economic variations, and differences in educational access may influence parental roles differently across regions.

In the context of Goa, where educational opportunities, school infrastructure, and access to sports facilities vary between urban and rural areas, understanding parental involvement becomes even more important. Moreover, there is a lack of locally developed and validated research tools that assess parental influence on children's participation in Physical Education and Sports. This highlights the need for systematic instrument development and pilot testing before undertaking large scale investigations.



Therefore, the present study aims to address this gap by developing and pilot testing a structured questionnaire to assess Parental Support, Parental Interest, Parental Behavior, and Parental Resource Provision in relation to Children's Participation in Physical Education and Sports. The pilot study focuses on evaluating the clarity, feasibility, and internal consistency of the instrument to ensure its suitability for future large scale research.

By establishing a reliable and contextually relevant measurement tool, this study seeks to contribute to the growing body of literature on parental involvement in Physical Education. The findings are expected to support educators, researchers, and policymakers in designing evidence based strategies that promote active lifestyles and enhance the overall wellbeing of school going children.

1.2 Objectives of the Study

The present pilot study aims to achieve the following objectives:

1. To examine the clarity and understanding of the questionnaire items related to parental support, parental interest, parental behavior, and parental resource provision towards children's participation in Physical Education and Sports.
2. To assess the feasibility of administering the questionnaire among parents of high school students in the Goan context.
3. To evaluate the reliability of the research instrument by examining the internal consistency of each construct.
4. To identify any ambiguity, overlap, or difficulty in the questionnaire items, based on participant responses and expert feedback.
5. To assess the preliminary trends in parental involvement and children's participation in Physical Education and Sports for refining the main study.
6. To determine the suitability of the tool for large scale data collection in the main doctoral research study.

1.3 Limitations of the study

This study has certain limitations.

- First, the findings are limited to a pilot study, which restricts the generalization of findings.
- Second, the use of self-reported data may be influenced by social desirability bias.



- Third, the study focused only on parents and did not include perspectives from teachers or students.
- Finally, the study was limited to selected regions of Goa and may not represent the entire population.

Methodology

2.1 Research Design

The present study adopted a descriptive research design using a pilot study approach. The main purpose of conducting this pilot study was to examine the clarity, feasibility, and reliability of a researcher developed questionnaire before its use in a full scale doctoral research study.

2.2 Population and Sample

The population of the study consisted of parents of high school students in Goa. For the pilot phase, a sample of 120 parents was selected using the convenience sampling method, which is appropriate for preliminary testing of research tools. The sample included parents from various talukas such as Pernem (56), Bicholim (8), Sattari (8), Bardez (16), Ponda (8), Quepem (16), Tiswadi (4) and Dharbandora (4)

Participants represented Rural (92) and Urban Areas (28), as well as Government (44), Aided (60) and Private Schools (16). Students belonged to Classes VIII (32), IX (44), and X (44), ensuring diversity in age and academic level. This variation helped in obtaining a broader understanding of parental perspectives during the pilot phase.

2.3 Tool Development

A self developed questionnaire was prepared after reviewing relevant literature related to parental involvement in Physical Education and Sports. The questionnaire consisted of four sections:

Section A – Demographic Information,

Section B – General background related to Physical Education,

Section C – Parental Support, Interest, Behavior and Resource Provision

Section D – Children's Participation in Physical Education and Sports.

Items in Section C were framed using a five point Likert scale ranging from Strongly Disagree (1) to Strongly Agree (5). The statements were kept simple and clear to ensure easy understanding by parents from different educational backgrounds.



2.4 Expert Validation

To ensure content validity, the questionnaire was reviewed by experts from the fields of Physical Education, Education, and Research Methodology. Based on their suggestions, necessary modifications were made to improve clarity and remove overlapping items. The revised version was then finalized for pilot testing.

2.5 Data Collection and Analysis

Data were collected through an offline (hard copy) and online survey method (Google Forms) after obtaining informed consent from participants. Confidentiality and anonymity were maintained throughout the process. The collected data were analyzed using SPSS, applying Descriptive Statistics (M & SD) and Reliability Analysis (Cronbach's α) to assess the internal consistency of the instrument.

Results

This section presents the findings of the pilot study based on Descriptive Statistics and Reliability Analysis. The purpose of the analysis was to examine the internal consistency of the tool and understand parent's perceptions regarding children's participation in Physical Education and Sports.

Table 3.1 : Descriptive Statistics of Parental Support, Interest, Behavior, Resource Provision, and Children's Participation Physical Education and Sports (N = 120)

Sr. No.	Construct	M	SD
1	Parental Support	4.04	0.75
2	Parental Interest	4.03	0.70
3	Parental Behavior	4.05	0.66
4	Parental Resource Provision	3.94	0.60
5	Child Participation	3.68	0.70

Table 3.1 presents the **Mean and Standard Deviation** values for the five major constructs of the study, namely **Parental Support, Parental Interest, Parental Behavior, Parental Resource Provision, and Children's** Participation. The results indicate an overall positive orientation of parents toward their children's involvement in Physical Education and Sports.

Parental Behavior recorded the highest mean score (M = 4.05, SD = 0.66), indicating that parents actively demonstrate positive behaviors such as encouragement,



emotional support, and guidance related to sports participation. This suggests that parents play an important behavioral role in motivating children to remain engaged in physical activities.

Parental Support ($M = 4.04$, $SD = 0.75$) and **Parental Interest ($M = 4.03$, $SD = 0.70$)** also showed high mean values, reflecting that parents are attentive to their children's involvement in sports and show consistent interest in their physical development. These findings indicate that parents are not only emotionally supportive but also actively engaged in their children's sporting experiences.

Parental Resource Provision recorded a slightly lower mean score ($M = 3.94$, $SD = 0.60$). Although still positive, this result suggests that certain practical limitations such as time availability, financial constraints, or access to sports facilities may influence the level of resources parents are able to provide. Nevertheless, the overall score reflects a supportive environment for children's physical activity.

Children's Participation in Physical Education and Sports recorded a mean score of ($M = 3.68$, $SD = 0.70$), indicating moderate to high involvement. The comparatively lower mean score suggests that while parental involvement is strong, children's participation may also depend on additional factors such as school infrastructure, peer influence, opportunities for competition, and availability of organized sports programmes.

Table 3.2 : Reliability Coefficients (Cronbach's α) for Study Constructs

Sr. No.	Construct	Cronbach's α
1	Parental Support	0.955
2	Parental Interest	0.947
3	Parental Behavior	0.941
4	Parental Resource Provision	0.957
5	Child Participation	0.895

In Table 3.2, The reliability analysis indicates **excellent internal consistency** across all constructs. Cronbach's α values ranged from **0.895 to 0.957**, which are well above the acceptable threshold of 0.70. This confirms that the items within each construct consistently measured the intended variables.

The high reliability values demonstrate that the questionnaire is **stable, consistent, and suitable for use in large scale data collection**. The results also support the adequacy of the tool for examining parental involvement and children's participation



in Physical Education and Sports.

Overall the findings of this pilot study reveal a strong positive orientation of parents toward supporting their children's participation in Physical Education and Sports. High levels of parental support, interest, behavior, and resource provision indicate an encouraging home environment for physical activity. However, the comparatively lower level of children's participation suggests that factors beyond parental involvement, such as school facilities, peer influence, and time availability, may also play a role.

As a pilot study, the findings are exploratory and not intended for generalization. Nevertheless, the results confirm the reliability and clarity of the research instrument and justify its use in a full scale study. The outcomes also provide valuable insights for educators, policymakers, and researchers interested in promoting active and healthy lifestyles among school going children.

Discussion

The present study aimed to examine parental support, interest, behavior, and resource provision towards children's participation in Physical Education and Sports. The findings of the pilot study indicate that parents generally show a positive orientation towards encouraging their children to participate in physical activities. High mean scores across all parental dimensions suggest that parents recognize the importance of Physical Education in the overall development of their children.

Parental behavior recorded the highest mean score, indicating that parents actively encourage, guide, and emotionally support their children in sports-related activities. This suggests that behavioral involvement plays a key role in motivating children to remain engaged in physical activity. Parental support and interest also showed strong positive values, reflecting parents' willingness to motivate, attend sports related events, and maintain awareness of their child's involvement in Physical Education.

Parental resource provision, although slightly lower than other constructs, still reflected a positive trend. This may indicate that while parents are willing to support their children, practical challenges such as financial limitations, time constraints, or access to facilities may influence the extent of support they can provide. These findings highlight that parental involvement is multidimensional and influenced by contextual factors.

Children's participation in Physical Education and Sports showed a moderately high level. However, compared to parental factors, participation levels were slightly lower. This suggests that children's engagement may also depend on external influences



such as school infrastructure, availability of sports programs, peer motivation, and institutional support. The findings support the view that parental involvement alone may not fully determine participation outcomes.

Overall, the pilot study confirms that parental support, interest, behavior, and resource provision play an important role in shaping children's participation in Physical Education and Sports. The results also indicate that the developed questionnaire is reliable and appropriate for use in a larger research study.

Conclusion

The present pilot study examined parental involvement in relation to children's participation in Physical Education and Sports. The findings indicate that parents demonstrate strong support, interest, positive behavior, and resource provision toward their children's engagement in physical activities. The study also confirms that the research instrument is reliable and suitable for large-scale data collection.

Although children's participation levels were generally positive, the results suggest that factors beyond parental influence may also affect participation. Therefore, collaborative efforts involving schools, communities, and policymakers are essential to promote active lifestyles among children.

Recommendations

- Future research may include a larger and more diverse sample to improve generalizability.
- Comparative studies between rural and urban areas or between different school types may provide deeper insights.
- Future studies may also include qualitative methods such as interviews or focus group discussions to gain deeper understanding of parental involvement.
- Additionally, examining the role of schools, teachers, and peer influence may further strengthen research in this area.

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