

PARENTAL ATTITUDES AND SUPPORT TOWARD SCHOOL SPORTS

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Abstract. *This cross-sectional study examined parents' attitudes, their support, and perceptions of school involvement in school sports using a newly developed Parental Attitudes and Support for School Sports and Perceptions of School Involvement Questionnaire (PASSIQ). The study also examined the association between parents' gender and children's sports participation concerning these attitudes and support levels. A total of 380 parents were included in the study, with 341 valid responses analyzed. Our findings indicate that higher levels of parental support are strongly associated with more positive attitudes toward school sports ($p < 0.001$). While perceptions of school support showed a marginally significant positive relationship ($p = 0.083$), extended participation in sports was generally associated with lower parental attitudes, potentially reflecting concerns about burnout or shifting perceptions over time. Notably, the interaction between parents' gender and children's sports participation revealed that for male parents, extended sports participation of their children significantly enhanced positive attitudes toward school sports ($p = 0.004$). These results highlight the importance of considering parental support and gender-specific responses when developing strategies to promote positive attitudes and support for school sports. The PASSIQ proved to be a reliable and valid tool for assessing these constructs, providing a foundation for future research and interventions to foster supportive environments for children's physical activity.*

Key words: *Physical Activity, Parental Influence, School Engagement, Sports Participation.*

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INTRODUCTION

Regular physical activity and sports participation are essential components of a healthy lifestyle, offering numerous physical, psychological, and social benefits. Engaging in sports from a young age can improve cardiovascular health, reduce the risk of obesity, and foster mental well-being and social skills (Eime et al., 2013; Kohl et al., 2012). Despite these advantages, many children and adolescents do not meet the recommended levels of physical activity, posing significant public health challenges (Trost et al., 2011).

Schools play a crucial role in promoting physical activity through structured sports programs and physical education (PE) classes. By integrating sports into the school curriculum, educators can help students develop lifelong physical activity habits, leading to better health outcomes in adulthood (Trudeau & Shephard, 2008). School-based sports programs also offer opportunities for students to develop essential life skills, such as teamwork, leadership, and discipline, which are critical for personal and social development (Bailey et al., 2013).

Understanding the factors influencing children's participation in school sports is vital for developing effective interventions. Mitić et al. (2023) found that students who engage in school sports activities more frequently (more than twice a week) are likely to have higher attitudes and motivation toward school sports. However, they argued that the perceived importance of physical activity and attitudes toward sports' developmental benefits might be related to other valuable factors.

Following these insights, a crucial factor that might significantly shape positive attitudes toward school sports engagement is parental support. Research indicates that parental support and encouragement play a pivotal role in shaping children's attitudes toward sports and their motivation to engage in physical activities (Fredricks & Eccles, 2004; Gustafson & Rhodes, 2006). Parents who actively support their children's sports involvement foster a positive environment that promotes regular physical activity (Davison et al., 2011). This support extends beyond verbal encouragement and includes providing necessary resources such as transportation to games, attending events, and engaging in sports activities with their children (Edwardson & Gorely, 2010).

Moreover, understanding parents' perceptions of school support for sports is equally important. Positive perceptions of school support can enhance parental support, increasing children's sports participation. Schools that provide well-structured sports programs and maintain open communication with parents about the benefits of sports can foster a collaborative environment that supports children's physical activity (Wheeler, 2012). This holistic approach ensures that both the school and parents are aligned in promoting sports participation, creating a supportive framework for children.

In addition to parental and school support, it is essential to consider the role of parents' gender and children's sports participation as predictors of attitudes and support for school sports. Research shows that fathers and mothers might differ in their approaches to supporting their children's sports activities, with fathers often being more involved in competitive aspects and mothers in logistical support (Wheeler, 2012; Gustafson & Rhodes, 2006). These differences can influence how children perceive and engage in sports, highlighting the need for a nuanced understanding of these dynamics.

Existing inventories, such as the Activity Support Scale (ACTS) and the Parental Support for Physical Activity, have been used to measure similar constructs (Davison et al., 2011; Trost et al., 2003). However, these instruments do not fully capture the specific cultural and contextual factors relevant to Serbian parents or the role of schools in

supporting sports programs. The present study introduces a novel tool, the Parental Attitudes and Support for School Sports and Perceptions of School Involvement Questionnaire (PASSIQ), developed to assess parents' attitudes, support, and perceptions toward school sports. The PASSIQ aims to fill this gap by incorporating culturally relevant items and assessing three key dimensions: attitudes toward the benefits of school sports, parental support and engagement in children's sports activities, and parental perceptions of school support for sports activities.

Therefore, this study aimed to explore the predictors of parental attitudes toward school sports, focusing on parental support, perceptions of school support, duration of children's sports participation, and parents' gender. By understanding these dynamics, we hope to provide insights that can help develop strategies to promote positive attitudes and support for school sports, ultimately fostering a supportive environment for children's physical activity and well-being.

METHODS

Study Design and Procedures

This cross-sectional study explored parental attitudes and support for school sports, as well as their perceptions of school involvement in Serbia. Conducted during the second semester of 2022, the study was part of a national initiative led by the Ministry of Education to enhance school sports programs. The Ministry approved the selection of a representative sample from a single school to ensure feasibility and focus, employing a quasi-experimental approach.

To ensure transparency and clarity, a priori power analysis determined the sample size necessary to ensure statistical power and representativeness of the target population. Parents were provided with clear and comprehensive instructions to avoid misleading responses and were informed about the study's goals and the importance of improving school sports quality. Detailed information about school sports, including organized extracurricular activities, Physical and Health Education, sports sections, school competitions, and other related activities, was provided to ensure a thorough understanding.

Uniquely designed for this study, the Parental Attitudes and Support for School Sports and Perceptions of School Involvement Questionnaire (PASSIQ) aimed to explore the construct validity and potential efficacy of the PASSIQ for future broader administration if deemed sensible. The PASSIQ, a novel tool, assessed various constructs, including attitudes toward school sports, parental support, and parental perceptions of school involvement. Additionally, the study examined gender differences in parental attitudes and support and how this factor might vary based on the duration of their children's engagement in sports.

The questionnaire was administered electronically via Google Forms and distributed to official school email addresses to ensure efficiency. Parents were assured that their responses would remain anonymous and solely used for research. Incomplete responses or those with ambiguous outcomes were excluded from the analysis to maintain data integrity.

The study adhered to the ethical principles outlined in the Declaration of Helsinki, ensuring the protection of human subjects involved in research. To enhance the study's scientific rigor, we detailed the statistical analyses performed, including methods used to assess differences in parental attitudes and support across various levels of school sports engagement. Additionally, we acknowledged potential study limitations, such as biases inherent in self-reported measures.

In summary, this study's design and procedures were meticulously planned and executed to ensure valid and reliable data collection. It focused on parents' attitudes, support, and perceptions regarding school sports and their involvement. The results will inform the potential broader administration of the PASSIQ as part of the Ministry of Education's initiative.

Participants

The study enrolled parents of students from the "Stefan Nemanja" school in Niš, Serbia. A total of 380 parents participated in the study. However, after excluding incomplete responses, those with ambiguous outcomes, and detected outliers, the final sample consisted of 341 participants. This exclusion was necessary to ensure the data's accuracy and reliability, maintaining the research findings' integrity.

School administrators recruited participants via email, ensuring a streamlined and efficient process. This method allowed for broad outreach while maintaining control over the distribution and collection of the questionnaires. The inclusion criteria for the study were parents of regular students from the "Stefan Nemanja" school, ensuring that the responses were relevant to the study's focus.

This meticulous approach to participant recruitment and data collection underscores the study's commitment to ethical standards and methodological rigor. By focusing on a representative sample and ensuring informed consent, the study aimed to produce valid and ethically sound findings, contributing valuable insights into parental attitudes, support, and perceptions related to school engagement in sports.

The descriptive statistics for the final sample, broken down by gender and children's sports participation duration, are summarized in Table 1. This includes the mean and standard deviation of attitudes, support, and perceptions scores, providing a comprehensive overview of the data. The detailed breakdown helps to contextualize the findings within the specific demographic characteristics of the sample, facilitating a deeper understanding of the factors influencing parental attitudes and support for school sports.

Table 1 Descriptive statistics.

Gender	Sports	Count	Percentage	Attitudes	Support	Perceptions
Female	No sports	86	25.22%	32.87 ± 2.52	33.01 ± 4.48	15.90 ± 2.82
Female	Up to 1 year	17	4.99%	33.94 ± 1.60	36.18 ± 3.19	16.53 ± 2.27
Female	1-3 years	36	10.56%	33.00 ± 2.34	35.28 ± 2.75	15.72 ± 3.09
Female	Over three years	83	24.34%	33.04 ± 2.15	36.86 ± 2.68	15.76 ± 2.86
Male	No sports	46	13.49%	32.76 ± 2.95	33.74 ± 4.91	15.85 ± 2.93
Male	Up to 1 year	18	5.28%	33.50 ± 2.12	36.72 ± 2.59	16.22 ± 2.56
Male	1-3 years	13	3.81%	33.54 ± 1.51	36.38 ± 2.79	15.85 ± 2.23
Male	Over three years	42	12.32%	34.05 ± 1.83	36.74 ± 3.62	16.00 ± 3.15

Measurements

The present study introduces a novel tool, the Parental Attitudes and Support for School Sports and Perceptions of School Involvement Questionnaire (PASSIQ). This unique instrument assesses parents' attitudes, support, and perceptions toward school sports. The PASSIQ initially consisted of 25 items, categorized into three distinct subscales: Attitudes (Q1-Q7), Parental Support (Q8-Q17), and Perceptions of School Support (Q18-Q25). The attitudes subscale delved into the perceived benefits and importance of school sports, the

parental support subscale explored parental engagement and investment in their child's sports activities, and the perceptions subscale gauged parents' views on the school's support for sports activities. Participants' responses were evaluated using a five-point Likert scale, reflecting their degree of agreement (Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, and Strongly Agree).

The development of the PASSIQ involved a rigorous process of item selection and factor analysis. Exploratory Factor Analysis (EFA) revealed three distinct factors. A factor analysis using a diagonally weighted least squares (DWLS) estimator with direct oblimin rotation confirmed that each item corresponded to the theoretically assumed factors. The results showed that most items had high communalities, indicating substantial shared variance with other items. However, a few items (Q12, Q13, Q22, Q24, Q25) were excluded due to high loadings on multiple factors or low communalities. The final Confirmatory Factor Analysis (CFA) model included three factors: Attitudes Toward the Benefits of School Physical Activity and Sports (F1), Parental Support and Engagement in Children's Sports Activities (F2), and Perceptions of School Support for Sports Activities (F3).

The Confirmatory Factor Analysis (CFA) model demonstrated an excellent fit to the data. The CFA model's fit indices were as follows: SRMR = 0.062, CFI = 0.993, RMSEA = 0.041, and TLI = 0.991, indicating an excellent fit. The internal consistency for the scale proved to be excellent, with Cronbach's alpha values of 0.85 for attitudes, 0.82 for parental support, and 0.77 for perceptions of school support. The inter-item correlations were moderate, with values of 0.46 for attitudes, 0.38 for parental support, and 0.45 for perceptions.

The Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy indicated that the sample size was adequate for factor analysis, with an overall KMO value of 0.88 and individual MSA values of 0.75 to 0.95. The factor correlations revealed that F1 and F2 were strongly correlated at 0.68, while F1 and F3 had a moderate correlation of 0.34, and F2 and F3 showed a correlation of 0.40.

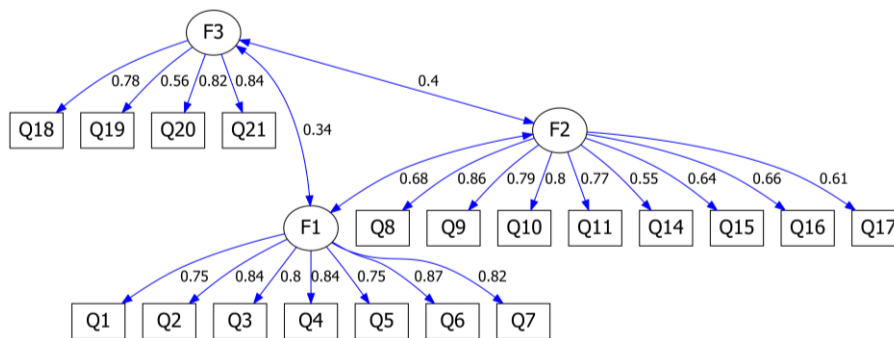


Fig. 1 Confirmatory Factor Analysis (CFA) Results for the Measurement Model. This figure displays the CFA results for the measurement model of the latent constructs F1, F2, and F3. The model demonstrates an excellent fit to the data with a comparative fit index (CFI) of 0.993. Standardized regression weights (factor loadings) are presented for each indicator. The rectangles represent observed variables (Q1 to Q21), while the ovals represent latent variables (F1, F2, and F3). The standardized loadings range from 0.55 to 0.87, indicating the strength of the relationship between each latent variable and its corresponding indicators. The correlations between the latent variables are also shown.

To obtain the scores for each subscale, the remaining items after the Confirmatory Factor Analysis (CFA) were summed for each subscale, as the items with high loadings on multiple factors or low communalities were excluded. This approach ensured that only the most reliable and valid items contributed to the assessment, providing a comprehensive and accurate evaluation of parental attitudes, support, and perceptions of school support for sports activities.

Sample Size Calculation

We conducted an a priori multiple regression power analysis using G*Power (Faul, Erdfelder, Buchner, & Lang, 2009) to determine the required sample size for a multiple regression analysis with nine predictors: Parental Support Score, Perceptions of School Support Score, sport (categorized as up to 1 year, 1-3 years, over 3 years), gender, and the interaction terms between sport and gender. Using an alpha level of 0.05, a power of 0.95, and an expected small effect size ($f = 0.10$), we calculated the appropriate sample size. Based on these parameters, the desired sample size for this study was determined to be 245 participants.

Statistical Analyses

Data analyses were conducted using RStudio (version 2024.04.1+748, Spotted Wakerobin, Boston, MA). Descriptive statistics, including means and standard deviations, were calculated to characterize both categorical and continuous variables for the entire sample. The Parental Attitudes and Support for School Sports and Perceptions of School Involvement Questionnaire (PASSIQ) was initially validated through factor analysis. Exploratory Factor Analysis (EFA) using a diagonally weighted least squares (DWLS) estimator with direct oblimin rotation identified three distinct factors: Attitudes Toward the Benefits of School Physical Activity and Sports, Parental Support and Engagement in Children's Sports Activities, and Perceptions of School Support for Sports Activities. Items with low communalities or high cross-loadings were excluded to refine the questionnaire. Confirmatory Factor Analysis (CFA) was then performed to verify the factor structure identified by the EFA, demonstrating an excellent fit to the data and confirming the internal consistency of the PASSIQ.

Before performing the multiple regression analysis, assumptions of linearity were assessed, and residual diagnostics were conducted to identify deviations from linearity. Outliers and leverage points were identified using influence diagnostics, such as Cook's distance and leverage values. These steps ensured that the data met the assumptions for multiple regression analysis and that any influential data points were appropriately addressed. A multiple linear regression analysis was then performed to investigate the predictors of parental attitudes toward school sports. This analysis focused on parental support, perceptions of school support, duration of children's sports participation, and parents' gender. Interaction terms between sports participation and gender were included to explore potential gender differences in the associations between sports participation and attitudes. Statistical significance was evaluated with a threshold set at 0.05, and residual diagnostics were conducted after the regression analysis to confirm the model's validity. This comprehensive approach provided a detailed understanding of the factors aligned with parental attitudes and support for school sports, accounting for both direct and interaction effects between variables.

RESULTS

A multiple linear regression analysis was conducted to investigate predictors of parental attitudes toward school sports, focusing on parental support, perceptions of school support, the duration of children's sports participation, and gender. Interaction terms between sports participation and gender were included to explore potential gender differences in the effect of sports participation on attitudes.

The analysis revealed several key findings. Parental support emerged as a significant positive predictor of attitudes toward school sports (Estimate = 0.36, $t = 12.25$, $p < 0.001$), suggesting that higher levels of parental support are strongly associated with more positive attitudes toward school sports.

Perceptions of school support showed a marginally significant positive relationship with attitudes toward school sports (Estimate = 0.07, $t = 1.74$, $p = 0.083$). Although this result was not statistically significant, it suggests that more positive perceptions of school support might be associated with higher attitudes toward school sports.

The duration of children's sports participation had varied effects. Participation for up to one year (Estimate = -0.11, $t = -0.22$, $p = 0.824$) and 1-3 years (Estimate = -0.68, $t = -1.82$, $p = 0.070$) did not significantly influence attitudes. However, participation for over three years was significantly associated with lower attitudes toward school sports (Estimate = -1.21, $t = -3.96$, $p < 0.001$). This suggests that extended participation in sports might lead to less positive attitudes.

Gender alone did not significantly affect attitudes toward school sports (gender male: Estimate = -0.37, $t = -1.10$, $p = 0.273$). However, the interaction between gender and participation for over three years (Estimate = 1.41, $t = 2.90$, $p = 0.004$) was significant (see Figure 2). This interaction indicates that for males, extended participation in sports

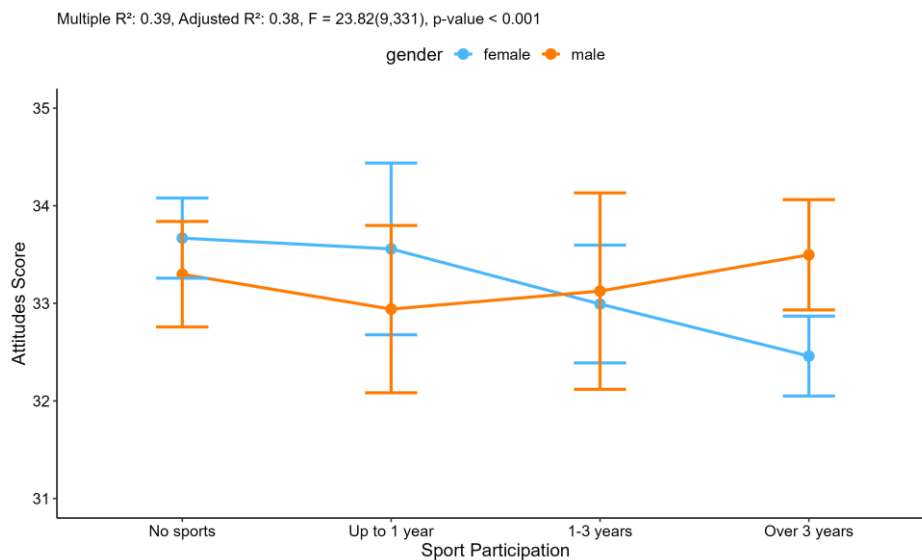


Fig. 2 Interaction plot showing the relationship between sports participation and attitudes toward school sports, moderated by gender. Sports participation is categorized into no sports, up to one year, 1-3 years, and over three years. The plot includes confidence intervals for the regression lines.

(over three years) is associated with significantly higher attitudes toward school sports compared to females.

In summary, the regression analysis underscores that higher parental support is a key predictor of positive attitudes toward school sports. While perceptions of school support show a marginal positive effect, the duration of children's sports participation reveals a more complex relationship. Specifically, extended participation in sports generally correlates with lower attitudes, but for males, it significantly enhances their attitudes toward school sports. These findings emphasize the importance of considering both parental support and gender-specific responses to prolonged sports participation when developing strategies to promote positive attitudes toward school sports.

DISCUSSION

This study aimed to explore predictors of parental attitudes toward school sports, focusing on parental support, perceptions of school support, the duration of children's sports participation, and parents' gender. Our findings provide several notable insights. Parental support emerged as a significant positive predictor of attitudes toward school sports, with higher parental support strongly associated with more positive attitudes. Perceptions of school support showed a marginally significant positive relationship with attitudes toward school sports, suggesting that positive perceptions of school support might be linked to more favorable attitudes. Interestingly, the duration of children's sports participation had varied effects. While extended participation was generally associated with lower attitudes, it significantly enhanced attitudes toward school sports among male parents. These findings highlight the importance of considering both parental support and gender-specific responses to prolonged sports participation when developing strategies to promote positive attitudes toward school sports.

The significant positive relationship between parental support and attitudes toward school sports aligns with existing literature, emphasizing the pivotal role parents play in their children's physical activity and sports engagement. Fredricks and Eccles (2004) found that parental encouragement and involvement are crucial in shaping children's attitudes and motivations toward sports. Similarly, Gustafson and Rhodes (2006) highlighted that parental support is significantly associated with children's physical activity levels and enjoyment of sports. Parents who actively support their children's sports involvement create a positive environment that promotes regular physical activity, as noted by Davison et al. (2011). This support can take various forms, including providing necessary resources such as transportation, attending games, and engaging in sports activities with their children (Edwardson & Gorely, 2010).

Understanding parents' perceptions of school support for sports is equally important. Positive perceptions of school support can enhance parental support by increasing children's sports participation. Schools that offer well-structured sports programs and maintain open communication with parents about the benefits of sports can foster a collaborative environment that supports children's physical activity (Wheeler, 2012). Effective communication and engagement strategies, such as regular updates, workshops, and involvement opportunities, can significantly boost parental support and involvement. This engagement helps parents appreciate the broader benefits of sports, such as social

skills development and improved academic performance, thereby fostering a supportive home environment for children's sports activities (Bailey et al., 2013; Epstein, 2018).

Moreover, incorporating feedback from parents about sports programs is crucial. Schools that actively seek and act on parental input demonstrate a commitment to creating inclusive and effective sports environments, which enhances parental trust and cooperation (Hoover-Dempsey et al., 2005). Positive experiences in school sports can also influence parents' perceptions and attitudes. When children enjoy and succeed in school sports, parents are more likely to actively support these activities (Fredricks & Eccles, 2004). This participatory approach helps ensure that sports programs meet the diverse needs of students and gain broader community support. By fostering an environment that values parental input and highlights the multifaceted benefits of sports, schools can maintain sustained parental support and higher participation rates among students, contributing to the holistic development of children (Trudeau & Shephard, 2008).

The finding that extended participation in sports is generally associated with lower parental attitudes toward school sports is intriguing. This negative relationship may reflect concerns about burnout or a shift in parents' perceptions of the value and benefits of sports over time. As children engage in sports for extended periods, parents may perceive increased demands on their time and resources or become more aware of the physical and emotional strains their children experience (Fredricks & Eccles, 2004; Gould et al., 1996). Additionally, initial enthusiasm and perceived benefits might diminish, leading to more critical evaluations of prolonged sports engagement (Fraser-Thomas et al., 2005; Eime et al., 2013). Understanding these dynamics is crucial for developing strategies that sustain positive parental attitudes and support for school sports throughout their children's athletic involvement.

Our study found that the interaction between parents' gender and children's sports participation significantly affects attitudes toward school sports. Specifically, for male parents, extended participation in sports (over three years) by their children is associated with significantly higher attitudes toward school sports. This finding aligns with Edwardson & Gorely (2010), who noted that fathers often play a more active role in supporting competitive sports, potentially leading to more positive attitudes toward prolonged sports participation. Wheeler (2012) and Gustafson and Rhodes (2006) suggest that fathers and mothers may differ in their approaches to supporting their children's sports activities, with fathers typically involved in competitive aspects and mothers focusing on logistical support. These differences can influence how children perceive and engage in sports, highlighting the need for a nuanced understanding of these dynamics.

The association between extended sports participation and parental attitudes can be multifaceted. Fathers' involvement in competitive sports might be driven by a desire to instill discipline, perseverance, and a competitive spirit in their children, which can result in more favorable attitudes toward school sports (Fredricks & Eccles, 2004). Additionally, fathers who see their children succeed and grow in sports may develop a stronger belief in the benefits of sports participation, thereby enhancing their positive attitudes (Gould et al., 2008).

On the other hand, mothers' logistical support, while crucial, may not provide the same reinforcement of positive attitudes if it is perceived as a routine obligation rather than active engagement in the sports experience (Wheeler, 2012). This distinction underscores the importance of considering different dimensions of parental involvement and how they contribute to attitudes toward school sports. Understanding these dynamics is essential for developing targeted strategies that engage both parents in ways that sustain their positive

attitudes and support for their children's sports activities (Gustafson & Rhodes, 2006; Trost et al., 2003). These findings emphasize the need for a nuanced approach to promoting school sports that accounts for fathers' and mothers' different roles and perceptions. Schools and sports programs can enhance parental attitudes and children's sustained engagement in sports by fostering a supportive environment that leverages both competitive and logistical support.

Existing inventories, such as the Activity Support Scale (ACTS) and the Parental Support for Physical Activity (PSPAQ), have been used to measure similar constructs (Davison et al., 2011; Trost et al., 2003). However, these instruments do not fully capture the specific cultural and contextual factors relevant to Serbian parents and the educational system or the role of schools in supporting sports programs. The present study introduces a novel tool, the Parental Attitudes and Support for School Sports and Perceptions of School Involvement Questionnaire (PASSIQ), developed to assess parents' attitudes, support, and perceptions toward school sports. The PASSIQ aims to fill this gap by incorporating culturally relevant items and assessing three key dimensions: attitudes toward the benefits of school sports, parental support and engagement in children's sports activities, and perceptions of school support for sports activities. This culturally sensitive approach ensures that the questionnaire captures the unique dynamics of parental attitudes and support within the Serbian educational system, which may differ from those in other cultural contexts (Davidov, Meuleman, Cieciuch, Schmidt, & Billiet, 2014).

Developing the Parental Attitudes and Support for School Sports and Perceptions of School Involvement Questionnaire (PASSIQ) involved meticulous item selection and robust statistical analyses to ensure the tool's validity and reliability. Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were employed to verify that the questionnaire items corresponded to theoretically assumed factors, ensuring accurate measurement of the constructs of interest. EFA was used to explore the underlying factor structure of the questionnaire, revealing three distinct factors: attitudes toward the benefits of school sports, parental support and engagement in children's sports activities, and perceptions of school support for sports activities. This analysis was crucial for refining the questionnaire by identifying items with high commonalities and excluding those with low or high cross-loadings.

CFA was then performed to validate the factor structure identified by the EFA. The CFA results demonstrated an excellent fit to the data, confirming the internal consistency of the questionnaire. The fit indices, including the Standardized Root Mean Square Residual (SRMR), Comparative Fit Index (CFI), Root Mean Square Error of Approximation (RMSEA), and Tucker-Lewis Index (TLI), indicated a robust measurement model, affirming the reliability and validity of the PASSIQ (Hu & Bentler, 1999; Kline, 2015). The high Cronbach's alpha values for each subscale further supported the reliability of the constructs measured.

The PASSIQ offers a comprehensive understanding of factors influencing parental involvement in school sports by integrating assessments of attitudes, support, and perceptions. This tool can facilitate future research and interventions aimed at enhancing parental support for school sports, thereby promoting children's physical activity and overall well-being. The rigorous development process, supported by factor analyses, ensures that the PASSIQ is a reliable and valid instrument for assessing parental attitudes and support within the unique cultural context of Serbian schools.

Our findings have important implications for practice and policy. Schools and policymakers should focus on enhancing parental support and positive perceptions of

school support for sports to foster children's engagement in physical activities. Strategies could include regular communication with parents about the benefits of sports, organizing events involving both parents and children, and providing resources to support parents in facilitating their children's sports participation. Understanding gender-specific responses to prolonged sports participation can also help tailor interventions to address the unique needs and motivations of boys and girls in sports settings.

Further research is needed to explore these relationships in depth. Longitudinal studies could offer more comprehensive insights into how parental support, perceptions of school support, and children's sports participation evolve over time and impact attitudes and motivation toward school sports. Additionally, investigating other potential moderators, such as socioeconomic status, cultural background, and the availability of sports facilities, could enhance our understanding of the complex dynamics influencing children's sports participation.

CONCLUSION

This study underscores the importance of parental support and positive perceptions of school support in shaping parental attitudes toward school sports. While extended student participation in sports generally correlates with lower parental attitudes, the positive impact observed among male parents highlights the need for gender-sensitive approaches in promoting school sports. The introduction of the PASSIQ offers a valuable tool for assessing these constructs in a culturally relevant manner. By incorporating these factors, schools and policymakers can develop more effective strategies to foster a supportive environment for children's physical activity and well-being.

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STAVOVI I PODRŠKA RODITELJA PREMA ŠKOLSKOM SPORTU

Ova transverzalna studija ispitala je stavove roditelja, njihovu podršku i percepciju uključenosti škola u školski sport koristeći novorazvijeni Upitnik o stavovima i podršci roditelja prema školskom sportu i percepciji uključenosti škole (PASSIQ). Studija je takođe ispitala povezanost između pola roditelja i sportskog angažovanja dece u odnosu na stavove i nivoe podrške. U studiju je bilo uključeno ukupno 380 roditelja, od kojih je analizirano 341 važeći odgovor. Naši rezultati ukazuju da su veći nivoi roditeljske podrške značajno povezani sa pozitivnijim stavovima prema školskom sportu ($p < 0.001$). Dok su percepcije školske podrške pokazale marginalno značajnu pozitivnu vezu ($p = 0.083$), produženo učešće u sportu generalno je bilo povezano sa nižim stavovima roditelja, što potencijalno odražava zabrinutost zbog izgaranja ili promene percepcija tokom vremena. Značajno je da je interakcija između pola roditelja i sportskog angažovanja dece pokazala da je za roditelje muškog pola duže angažovanje dece u sportu značajno pozitivno bilo povezano sa stavovima prema školskom sportu ($p = 0.004$). Ovi rezultati ističu važnost uzimanja u obzir roditeljske podrške i rodno specifičnih odgovora pri razvoju strategija za promovisanje pozitivnih stavova i podrške za školski sport. PASSIQ se pokazao kao pouzdan i valjan alat za procenu ovih konstrukata, pružajući osnovu za buduća istraživanja i intervencije u cilju stvaranja podsticajnog okruženja za fizičku aktivnost dece.

Ključne reči: fizička aktivnost, uticaj roditelja, angažovanje škole, sportsko učešće.