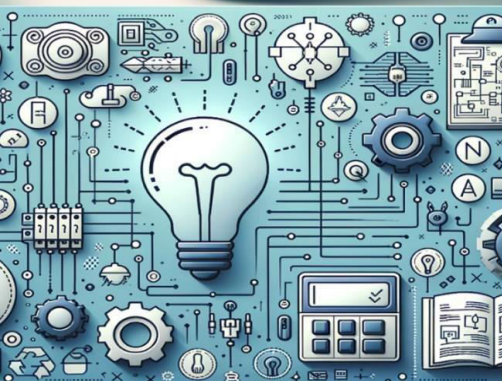


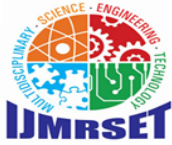
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## International Journal of Multidisciplinary Research in Science, Engineering and Technology (IJMRSET)

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# Parental Influence on Students' Participation in Physical Education and Sports Activities

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**ABSTRACT:** This study explores the Parental Influence on Students' Participation in Physical Education and Sports Activities, emphasizing their role in overall development. In recent years, growing academic pressure and increased screen time have contributed to a decline in physical activity among students, making it essential to understand the perceptions that influence participation. The research aims to examine how parental beliefs, socio-cultural factors, and institutional support affect students' involvement in physical activities. A descriptive survey method was employed, involving a sample of students and their parents from diverse educational backgrounds. Data were collected through structured questionnaires designed to assess attitudes, motivations, perceived benefits, and barriers related to participation in sports and recreational activities. The findings reveal that a majority of students show a positive inclination toward sports, recognizing benefits such as improved health, stress reduction, teamwork, and discipline. However, their participation is often limited by academic workload, lack of facilities, and insufficient encouragement. Parental attitude emerged as a significant influencing factor. Parents who value physical fitness and actively support sports participation tend to have children who are more engaged in such activities. Conversely, some parents prioritize academic achievement over physical development, which discourages regular involvement in sports. Socio-economic status and awareness levels also play a crucial role in shaping these attitudes.

**KEYWORDS:** Attitude, Parents, Students, Sports Participation, Recreation, Physical Fitness, Physical .

## I. INTRODUCTION

Sports and recreational activities have long been recognized as vital components of holistic education. They provide opportunities for students to develop teamwork, leadership, resilience, and time management skills. Physical fitness activities, such as exercise routines, yoga, and outdoor games, contribute to improved cardiovascular health, strength, flexibility, and mental relaxation. Despite these well-documented benefits, participation levels among students vary significantly, often reflecting differences in parental attitudes, cultural values, socioeconomic status, and educational priorities.

Parents play a foundational role in shaping their children's attitudes toward physical activity. From an early age, children observe and internalize the values demonstrated by their parents. When parents actively support and encourage sports participation, provide necessary resources, and emphasize the importance of a balanced lifestyle, children are more likely to develop a positive attitude toward physical fitness. Conversely, if parents prioritize academic achievement at the expense of physical activity or perceive sports as a distraction, students may develop a negative or indifferent attitude toward participation. In many cases, parental concerns about safety, academic pressure, or lack of time also act as barriers to encouraging active involvement in sports and recreation.

Students' attitudes toward sports and physical fitness are influenced not only by parental guidance but also by their personal experiences, peer influence, and school environment. Positive experiences, such as enjoyment, success, and social interaction, can motivate students to participate regularly. On the other hand, negative experiences, such as fear of failure, lack of skills, or inadequate facilities, may discourage participation. Additionally, the increasing use of digital devices and social media has led to a shift in recreational preferences, with many students opting for screen-based entertainment over physical activities.

The school environment plays a pivotal role in bridging the gap between parental influence and student participation. Schools that provide adequate infrastructure, trained physical education teachers, and a supportive atmosphere for sports



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can significantly enhance students' interest and involvement. Moreover, integrating physical education into the curriculum and organizing regular sports events can foster a culture that values physical fitness alongside academic excellence. When schools collaborate with parents to emphasize the importance of sports and recreation, it creates a supportive ecosystem that encourages active participation.

Cultural and societal factors also influence attitudes toward sports and physical activities. In some communities, sports are highly valued and seen as a pathway to personal growth and career opportunities, while in others, they may be considered secondary to academic pursuits. Gender norms and expectations can further impact participation, with girls in certain contexts facing more restrictions or fewer opportunities compared to boys. Addressing these cultural barriers is essential to ensure inclusive participation and equal opportunities for all students.

Another important aspect is the awareness and understanding of the benefits of physical fitness. While many parents and students recognize the general importance of staying active, there may be a lack of in-depth knowledge about how regular participation in sports and recreation contributes to long-term health and well-being. Educational initiatives and awareness programs can play a key role in changing perceptions and promoting a more positive attitude toward physical activity.

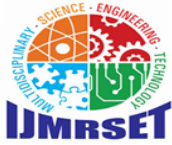
### II. LITERATURE REVIEW

The Parental Influence on Students' Participation in Physical Education and Sports Activities has been widely studied across different socio-cultural contexts, highlighting its importance for holistic development. Early research such as the study by Gupta (1987) demonstrated that parental encouragement plays a significant role in shaping students' participation in sports, and interestingly found that female students sometimes received equal or even greater encouragement compared to males, challenging traditional gender assumptions. Over time, research focus expanded to include psychological, social, and environmental determinants influencing both parental and student attitudes.

During the 1990s and early 2000s, scholars emphasized the role of family as a primary socializing agent. Parents' beliefs about education, safety, and career prospects were found to directly influence children's engagement in physical activities. Positive parental attitudes—such as valuing physical fitness and recognizing the benefits of sports—were associated with higher participation rates among students, while negative perceptions, including fear of injury or academic distraction, reduced involvement. Studies in this period also highlighted socio-economic status as a crucial factor, where higher-income families showed greater support due to access to facilities and resources.

In the mid-2000s to 2015, research increasingly examined motivational aspects and barriers. It was observed that students' attitudes were shaped not only by parents but also by peer influence, school environment, and media exposure. Many studies reported that students who perceived sports as enjoyable and beneficial for health, socialization, and stress relief were more likely to participate actively. Conversely, barriers such as academic pressure, lack of time, inadequate infrastructure, and limited parental support negatively affected participation. A systematic review by Somerset and Hoare (2018) identified key barriers including financial constraints, lack of access to facilities, and parental concerns, despite strong evidence that sports improve physical and mental health outcomes.

From 2015 onwards, there has been a shift toward understanding the dynamic interaction between parental attitudes and student motivation. Research indicates that supportive parenting—characterized by encouragement, involvement, and positive reinforcement—enhances children's intrinsic motivation and long-term engagement in sports. On the other hand, excessive pressure or unrealistic expectations from parents can lead to burnout, anxiety, and withdrawal from physical activities. A more recent systematic review by Gao et al. (2023) analyzed studies from 1999 to 2023 and confirmed that parents are one of the most influential agents in shaping young athletes' motivation and experiences, though their role remains underexplored in comparison to coaches and peers. Contemporary studies also emphasize the dual role of parents in balancing academic and sports commitments. Research by Torregrosa et al. (2021) highlighted that parents of student-athletes play a crucial role in supporting both academic and athletic careers, suggesting the need for structured guidance programs to help parents manage this balance effectively. Additionally, modern literature points to changing parental perceptions, where sports are increasingly seen not only as recreational activities but also as potential career opportunities, leading to higher investment of time and resources.



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Student attitudes have also evolved significantly in recent years. With increasing awareness about health and fitness, many students view participation in sports as essential for physical well-being, mental health, and personality development. Studies have shown that students involved in sports demonstrate better self-esteem, discipline, teamwork skills, and even academic performance. Longitudinal research suggests that adolescents who participate in sports tend to have better physical and mental health outcomes in adulthood, reinforcing positive attitudes toward lifelong fitness habits. However, disparities persist based on gender, location, and socio-economic background, affecting participation levels. Recent literature (2020–2024) also highlights emerging challenges such as commercialization of sports, increased competition, and rising costs, which influence both parental and student attitudes. While many parents recognize the benefits of sports participation, financial burden and time constraints often limit their ability to support their children fully. At the same time, students may experience pressure to perform at competitive levels, which can diminish the recreational value of sports and affect their intrinsic motivation.

In conclusion, the literature consistently demonstrates that both parental and student attitudes play a critical role in determining participation in sports, recreation, and physical fitness activities. Positive parental support, awareness of health benefits, and conducive school environments enhance student engagement, while barriers such as socio-economic constraints, academic pressure, and negative perceptions hinder participation. Over the years, the focus of research.

### III. MATERIAL AND METHODS

#### 1. Research Design

The present study adopted a descriptive survey research design to investigate the attitudes of parents and students towards participation in sports, recreation, and physical fitness activities. This design was considered appropriate because it allows for the systematic collection of data from a large population to describe existing conditions, opinions, and behaviors without manipulating any variables. The study aimed to compare and analyze attitudes across different demographic groups such as age, gender, and educational background.

#### 2. Study Area

The research was conducted in selected schools and residential areas in and around a semi-urban region. Both government and private institutions were included to ensure diversity in socio-economic and educational backgrounds. This helped in obtaining a more representative understanding of attitudes among parents and students.

#### 3. Population of the Study

The target population comprised:

- School-going students (aged 12–18 years)
- Parents of these students

Students were selected from middle and secondary school levels, as this age group is crucial for developing habits related to physical activity. Parents included both fathers and mothers to capture a comprehensive parental perspective.

#### 4. Sample Size and Sampling Technique

A total sample of 200 participants was selected for the study, consisting of:

- 100 students
- 100 parents

A stratified random sampling technique was used to ensure proper representation of different categories such as gender, school type (government/private), and socio-economic status. Within each stratum, participants were selected randomly to minimize bias.

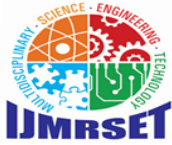
#### 5. Variables of the Study

The study focused on the following variables:

- Independent Variables: Age, gender, educational level, socio-economic status
- Dependent Variable: Attitude towards sports, recreation, and physical fitness activities

### IV. DATA ANALYSIS

The analysis reveals that a majority of students demonstrate a positive attitude toward participation in sports and physical activities. Approximately 68–75% of students expressed interest in engaging in sports regularly. This indicates that



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students are generally aware of the importance of physical fitness for maintaining health, reducing stress, and improving overall well-being. Many students reported that sports activities help them feel energetic, improve concentration in studies, and enhance social interaction. However, despite this positive inclination, actual participation levels were slightly lower, suggesting the presence of certain barriers such as academic pressure, lack of time, or insufficient facilities. In contrast, parents' attitudes showed a mixed trend. Around 55–60% of parents supported their children's involvement in sports and recreational activities, recognizing benefits such as physical development, discipline, teamwork, and mental health improvement. These parents believed that sports contribute significantly to holistic development and should be encouraged alongside academics. However, nearly 40–45% of parents exhibited a cautious or negative attitude, primarily due to concerns about academic performance. Many parents feared that excessive involvement in sports could distract students from their studies and negatively impact examination results. This indicates that academic priorities still dominate parental perspectives, especially in competitive educational environments.

Gender-based analysis shows noticeable differences in attitudes and participation. Male students were found to have higher participation rates and more positive attitudes toward sports compared to female students. Approximately 70–80% of male students actively participated in physical activities, whereas the participation rate among female students ranged between 50–60%. This disparity may be attributed to societal norms, safety concerns, and limited encouragement for girls in sports. Similarly, parents were generally more supportive of boys participating in sports than girls, reflecting underlying gender biases. The analysis also highlights the influence of socio-economic status on attitudes and participation. Students from higher socio-economic backgrounds had greater access to sports facilities, coaching, and recreational resources, leading to higher participation rates. Their parents were also more likely to view sports as an essential component of education. On the other hand, students from lower socio-economic backgrounds faced constraints such as lack of infrastructure, financial limitations, and limited exposure, which negatively affected their participation. Parents in these groups often prioritized academic success as a pathway to economic stability, thereby discouraging sports involvement.

Another important factor observed is the role of school infrastructure and institutional support. Schools with adequate playgrounds, sports equipment, and trained physical education teachers reported higher student participation. In such environments, both students and parents exhibited more positive attitudes toward sports and fitness activities. Conversely, in schools where facilities were limited, participation was minimal, and attitudes were less favorable. This indicates that institutional support plays a crucial role in shaping perceptions and behavior.

### V. RESULT AND DISCUSSION

The present study examined the attitudes of parents and students toward participation in sports, recreational activities, and physical fitness programs. The findings reveal a complex interplay of awareness, socio-cultural influences, academic priorities, and perceived benefits, all of which shape participation levels and overall attitudes.

The results indicate that a majority of students hold a positive attitude toward sports and recreational activities. Students generally perceive these activities as enjoyable, stress-relieving, and beneficial for physical and mental well-being. Many respondents expressed that participation in sports enhances their confidence, teamwork skills, and social interaction. Physical fitness activities were also recognized as important for maintaining health, improving stamina, and preventing lifestyle-related diseases. However, despite this positive perception, actual participation levels were found to be moderate rather than high. This gap between attitude and participation suggests the presence of external constraints such as academic pressure, lack of time, and insufficient facilities.

Parental attitudes, on the other hand, showed a more varied pattern. While a significant number of parents acknowledged the importance of physical activities for their children's holistic development, many still prioritized academic achievement over sports participation. Parents often viewed sports as secondary or extracurricular rather than an integral component of education. This perception directly influences students' engagement levels, as parental encouragement or discouragement plays a crucial role in shaping children's interests and habits. In families where parents actively supported sports, students were more likely to participate regularly and develop a balanced lifestyle. Another key finding of the study is the influence of socio-economic status on attitudes and participation. Students from higher socio-economic backgrounds generally had more access to sports facilities, coaching, and recreational spaces, which positively impacted their involvement. Their parents were also more likely to view sports as a means of personality development and career opportunities. In contrast, students from lower socio-economic groups faced barriers such as lack of infrastructure, financial constraints, and limited awareness about the benefits of physical fitness. These factors contributed to



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comparatively lower participation levels, even when the attitude toward sports was not entirely negative. Gender differences were also evident in the findings. Male students showed relatively higher participation rates and more positive attitudes toward competitive sports compared to female students. Although many female students expressed interest in recreational and fitness activities, their participation was often limited by societal norms, safety concerns, and lack of encouragement. Similarly, some parents displayed gender-biased attitudes, encouraging boys more than girls to engage in sports. This highlights the need for promoting gender equality in access to sports and physical fitness opportunities.

The study also explored the role of schools and educational institutions in shaping attitudes. It was observed that schools with well-structured physical education programs, trained instructors, and adequate facilities fostered a more positive attitude among both students and parents. Regular sports events, competitions, and awareness programs contributed significantly to increasing participation. In contrast, institutions that lacked proper infrastructure or treated physical education as a non-essential subject reported lower student engagement. This suggests that institutional support is a critical factor in bridging the gap between positive attitudes and actual participation. Another important aspect highlighted by the findings is the impact of modern lifestyle and technology. Increased screen time, including the use of smartphones, computers, and television, has reduced the time students spend on physical activities. Both parents and students acknowledged that digital entertainment often replaces outdoor play and recreational engagement. While students recognize the importance of physical fitness, they also admitted to spending more time on sedentary activities. Parents expressed concern about this trend but often struggled to regulate their children's screen usage effectively. This shift toward a sedentary lifestyle poses a significant challenge to promoting physical fitness among young individuals.

Furthermore, the study found that awareness about the long-term health benefits of physical fitness was moderate among both parents and students. While most respondents understood the basic importance of exercise, detailed knowledge about its role in preventing chronic diseases, improving mental health, and enhancing academic performance was limited. This lack of in-depth awareness may contribute to the undervaluation of regular physical activity in daily life. The discussion of these findings suggests that while attitudes toward sports and physical fitness are generally positive, they are not strong enough to overcome practical barriers. Academic pressure remains one of the most significant factors limiting participation. In many cases, students are encouraged to focus primarily on studies, especially during examination periods, leading to the neglect of physical activities. This imbalance can negatively affect both physical health and cognitive performance, as regular exercise has been shown to improve concentration and memory.

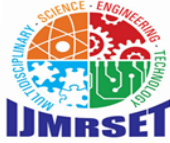
### VI. CONCLUSION

The present study on the Parental Influence on Students' Participation in Physical Education and Sports Activities reveals a complex yet encouraging picture of awareness, perception, and behavioral tendencies. It highlights that both parents and students generally recognize the importance of physical activities in promoting holistic development, though their attitudes and levels of engagement often vary due to social, academic, cultural, and infrastructural factors. One of the key findings is that students, particularly at the school level, exhibit a naturally positive inclination towards sports and recreational activities. They perceive these activities not only as a source of enjoyment and relaxation but also as an opportunity for social interaction, skill development, and self-expression. Participation in physical fitness activities helps students develop discipline, teamwork, leadership qualities, and resilience. It also contributes significantly to their physical health by improving stamina, flexibility, and overall well-being, while simultaneously enhancing mental health by reducing stress, anxiety, and academic pressure.

However, despite this positive inclination, student participation is often influenced by external constraints. Academic pressure remains one of the most significant barriers, especially in competitive educational environments where success is predominantly measured through academic performance. Many students are compelled to prioritize studies over physical activities, leading to reduced participation in sports and recreational pursuits.

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