

GENDER AS A DETERMINANT OF PARENTS AND CHILDREN'S ATTITUDES TOWARD THE INCLUSION OF SPORTS BRANCHES INTO THE ELEMENTARY SCHOOL CURRICULUM

Jelena Petrović^{1*}, Vladimir Momčilović², Vladan Pelemiš³

¹University of Defence, Military Academy, Belgrade, Serbia

²University of Niš, Faculty of Education, Vranje, Serbia

³University of Belgrade, Teacher Education Faculty, Belgrade, Serbia

Abstract

In Serbia's elementary schools, physical education is an obligatory course from the very beginning of education. This is why schools and academic staff can use their authority and behaviour to promote a healthy lifestyle among children. Parents, who are the models of good behaviour, opinions, and attitudes, likewise participate in the promotion of a healthy lifestyle among children. Thus, so as to ensure that the process of building healthy habits and an active lifestyles is as successful as possible, it is important to bear in mind the interests and preferences of both groups, as well as their gender differences. The research sample included 8,002 schoolchildren in their fifth year of education, and 5,768 parents. The independent variables were gender and participation in sport, and the dependent variables were 27 sport activities. The data was processed using non-parametric statistics, χ^2 and crosstabs. The results show that soccer, basketball, swimming and volleyball are the sports which schoolchildren most like to participate in, and which parents prefer for their children. In terms of the choice of sport, significant differences were determined between the boys and the girls, as well as between the mothers and the fathers.

Key words: interests, physical education, preferences, pupils, sex

* Corresponding author: Jelena Petrović, University of Defence, Military Academy, Pavla Jurišića Šturma 33, 11000 Belgrade, Serbia, jelenailicpetrovic@gmail.com

РОДНЕ РАЗЛИКЕ У СТАВОВИМА РОДИТЕЉА И ДЕЦЕ ПРЕМА УКЉУЧИВАЊУ РАЗЛИЧИТИХ СПОРТСКИХ ГРАНА У ПРОГРАМ ОСНОВНЕ ШКОЛЕ

Апстракт

Физичко васпитање је у основним школама у Србији обавезан предмет већ од првог разреда. Као последица тога, школа и наставно особље својим институционалним деловањем и ауторитетом могу допринети формирању здравих навика и промовисању здравог начина живота међу ученицима. Ту улогу имају и родитељи, који такође могу послужити као узор за усвајање пожељних облика понашања и за формирање мишљења, ставова и навика. Стога је важно познавати интересовања и преференције и родитеља и ученика, али и уважити значај родних разлика, како би процес усвајања навика здравог животног стила био што успешнији и дуготрајнији. У овом истраживању је узорком обухваћено 8.002 ученика петог разреда и 5.768 родитеља. Независне варијабле су биле пол и бављење спортом, а зависне варијабле су обухватиле 27 врста спортова. Подаци су обрађени уз помоћ χ^2 и непараметријске статистике. Резултати су показали да би ученици и родитељи највише волели да се у наставу уведу фудбал, кошарка, пливање и одбојка. По питању преференције спорта, у односу на пол су добијене статистички значајне разлике и међу ученицима и међу родитељима.

Кључне речи: интересовања, физичко васпитање, преференције, ученици, пол

INTRODUCTION

During the last few decades, an increasing number of studies from various disciplines has focused on the importance that exercise and a healthy lifestyle have for the psychological and physical health of the nation. Considering the fact that it is an obligatory course in the educational system from an early age, one of the best means of promoting a healthy lifestyle is physical education. Schools are able to affect the attitudes and behaviour of a large number of young children, irrespective of their socio-economic status, gender, cultural heritage or unfavourable circumstances at home (Ferreira et al., 2006; Radenović & Mijatović, 2017). Additionally, the curriculum for each individual grade, or cohort of students, sets up certain physical and socio-psychological goals and tasks (Gore, 1990).

With the aim of achieving these goals, and promoting the strategies of a long-term acquisition of a healthy lifestyle and habit development, it is of great importance to bear in mind both the interests and the preferences of the schoolchildren. Namely, considering the fact that most physical education classes for younger children revolve around the 43 basic types of individual sport (with the exception of swimming since most elementary schools do not have access to a pool where the training and swimming course would take place), and team sports (considering that they are simplest to teach since they require the participation of all the children in the class and there is appropriate equipment already installed

in the gyms), it is important to determine the interests of older schoolchildren, so as to prevent a decrease in their motivation for active participation in physical education classes. The research carried out by Višnjić et al. (2011), on a sample of older elementary school children, showed that a decrease in motivation for active participation in physical education classes occurs as early as the fourth grade, and that this trend continues in later grades. In the case of boys, this decrease occurs sometime in the seventh grade, while the highest motivation for active participation in physical education classes is found among fifth graders, irrespective of gender. To prevent a decrease in interest, we can monitor the attitudes of schoolchildren towards sport, the popularity of certain sports, and the children's preferences for taking part in certain types of sport. Thus, it would be possible to introduce certain sports, which the schoolchildren show interest in, into regular physical education classes, provided that the minimum technical conditions are met (space, equipment, etc.). For this reason, the idea of providing schoolchildren with the right to make their own choices regarding the content of the curriculum has garnered a lot of attention over the past few years. Cleland et al. (2008) concluded that, even though physical education classes were mandatory in schools in Australia, they did not have a long-term effect on the level of physical activity in adulthood. This confirms the conclusions of Dollman and Lewis (2007), who proposed that schools alone cannot provide a sustainable level of increase in physical activity among children which would last until they reached adulthood, and that, without any extracurricular support, positive results cannot be sustained easily. Some authors (Gore, 1990; Drummond et al., 2010, Randelović & Savić, 2016) point out that the strategies based solely on adhering to the curriculum offer minimum results since they do not take the broader picture into consideration. The inclusion of the family is useful, and the provision of extracurricular and non-competitive activities contributes to the realisation of the curriculum. Interventions have a lower effect on schoolchildren of a lower material status due, in large part, to the lack of financial support.

The family and the home environment are factors that influence physical activity – the structure of the family, parental support, and the atmosphere in the home can induce or limit the child's physical activity (Telford et al., 2004). According to the model of parent socialisation described by Eccles, the beliefs that parents have about their children influence the way they interact with them. These interactions include encouraging children and providing them with opportunities, which, in turn, affect the motivation of the child (Fredericks & Eccles, 2004). Beets, Cardinal and Alderman (2010) cite that parental influence is most pronounced between the ages of 5 and 12, and that it takes place in various ways and through various mechanisms – parental behaviour functions as

a model, or even encourages and focuses certain activities by promoting one's own attitudes, convictions and values.

In Serbia, there are very few studies (Ilić, 2013) that focus on parental attitudes towards physical education classes, and more studies are focused on the children's participation in them (Krsmanović, 1996; Đorđić & Tumin, 2008; Milanović & Radisavljević – Janić, 2011; Radojević et al., 2011; Šekeljić & Stamatović, 2011; Ilić et al., 2012; Šekeljić et al., 2012; Višnjic & Sretenović, 2014). Interestingly, no studies in Serbia focus on the interaction of the interests of parents and children, while some studies have tried to investigate the significance of the role of active parental involvement in their children's elementary education process (Radojlović et al., 2015). Thus, the aim of this study is to determine the influence of gender on the choice of physical activities both parents and their children would like to see included in the annual physical education curriculum.

METHODOLOGY

Sample

The sample includes 8,002 fifth grade schoolchildren ages 11 through 12 ($M = 11.7$, $SD = 0.42$), of which 3,970 are male and 4,032 are female, and 5,768 parents (3,467 mothers and 2,301 fathers) from around Serbia. The initial idea was to examine pairs of parents, but due to the big disproportion in the number of returned questionnaires filled by the mother and the father of the same child, the realisation of this idea was not possible. Also, only the parents of children from schools whose Parental board gave consent for this research to be conducted were included in the sample. Since previous research on the subject was done mostly on samples including schoolchildren from grades five through eight, this research focused on the fifth grade, as the backgrounds of the subjects, classes and even the school building and environment are subject to change (e.g. pupils from distant departments and sections moving to the central school/building).

Questionnaire

The questionnaire about parental attitudes and children's interests was created for the purpose of this research. The system of independent variables in the questionnaire includes the following items: gender of parents and children (male and female), and participation in sport (active, no longer involved, never took part in sport). The system of dependent variables includes the following selection of sports: athletics, aerobics, aikido, acrobatics, badminton, cycling, judo, fitness, soccer, gymnastics, karate, basketball, volleyball, orienteering, swimming, rhythmic gymnastics.

tics, handball, wrestling, synchronised swimming, skiing, sports dancing, table tennis, archery, taekwondo, tennis, water polo, and rowing. The list of sports was based on previous, select research (Radojević et al., 2011; Ilić et al. 2012; Ilić, 2013).

Data Processing

The obtained data was processed using non-parametric statistics (percentages, crosstabs and χ^2) in the SPSS 22 programme.

Procedure

Schoolchildren were given questionnaires during their physical education classes (between January and December 2019), and were asked to fill them out. Their task was to complete this assignment at home, and to give their parents the questionnaire designed for them. A total of 10,000 questionnaires were distributed to schoolchildren, and the same number of questionnaires was distributed to parents. Approximately 20% of the questionnaires distributed to schoolchildren, and 42% of the questionnaires distributed to parents were returned, even though the survey was carried out in agreement with the school authorities, teachers and schoolchildren.

RESULTS

The sports that the schoolchildren in Serbia most wanted to participate in were soccer, basketball, swimming, and volleyball. The schoolchildren expressed the least desire to take part in wrestling and acrobatics. A statistically significant difference in relation to the choice of sport was determined between the answers of boys and girls ($\chi^2 = 3075.535$, $df = 26$, $p < .000$). The boys wanted to take part in soccer the most, followed by basketball and swimming, and the girls wanted to take part in volleyball, swimming, and basketball. The boys did not want to take part in rhythmic gymnastics, wrestling, aerobics, orienteering, and synchronised swimming, while the girls chose not to participate in wrestling, water polo, rowing, and acrobatics.

The sports that the parents would like their children to participate in the most are swimming, soccer, basketball, and volleyball, and the sports which the parents did not want their children to take part in were acrobatics, wrestling, and rowing (Table 1). A statistically significant difference in relation to the choice of sport was determined between the answers provided by fathers and mothers ($\chi^2 = 145.04$, $df = 26$, $p < .00$). Fathers wanted their children to take part in soccer and swimming, as well as basketball, volleyball and athletics. Acrobatics, wrestling, and orienteering were marked as sports in which fathers would least like their chil-

dren to participate. Mothers preferred their children to take part primarily in swimming, followed by basketball, soccer, volleyball, and marked wrestling, acrobatics, orienteering, and rowing as sports in which they would least like their children to participate.

Table 1. An overview of the interest in sport in relation to the gender of schoolchildren and parents (in percentages)

Sport	Boys	Girls	Total children	Fathers	Mothers	Total parents
1 Athletics	2.11	3.44	2.78*	6.04	3.89	4.75*
2 Aerobic	0.17	5.62	2.92*	1.82	3.11	2.60
3 Aikido	2.94	1.63	2.28*	3.30	2.36	2.73*
4 Acrobatics	0.20	0.19	0.19	0.08	0.08	0.08
5 Badminton	0.35	1.48	0.90*	0.30	0.57	0.46
6 Bicycling	4.03	2.43	3.22*	1.30	1.67	1.52
7 Judo	2.26	0.62	1.43*	1.52	1.00	1.21
8 Fitness	0.50	2.70	1.61*	0.78	1.29	1.09
9 Soccer	36.77	2.25	19.38*	19.16	11.99	14.85*
10 Gymnastics	0.70	5.67	3.21*	3.73	5.16	4.59*
11 Karate	4.83	4.76	4.97	4.56	4.18	4.33
12 Basketball	15.96	7.68	11.79*	13.21	12.31	12.67
13 Volleyball	3.14	18.60	10.93*	9.30	10.96	10.29*
14 Orienteering	0.20	0.39	0.29	0.25	0.25	0.36
15 Swimming	7.20	16.09	11.68*	18.38	22.95	21.13*
16 Rhythmic gymnastics	0.07	3.99	2.04*	1.34	2.76	2.20*
17 Handball	4.28	5.08	4.68*	3.65	4.26	4.02
18 Wrestling	0.15	0.07	0.11	0.01	0.00	0.05
19 Synchronized swimming	0.20	1.26	0.73*	0.34	0.69	0.55
20 Skiing	0.88	0.99	0.93	0.52	0.51	0.52
21 Dance	0.27	5.77	3.04*	1.21	2.04	1.71*
22 Table tennis	3.04	1.06	2.04*	1.56	1.41	1.47
23 Shooting	4.48	1.90	3.38*	1.99	1.47	1.68
24 Taekwondo	0.65	0.74	0.69	0.65	0.66	0.65
25 Tennis	1.58	5.20	3.41*	2.86	3.02	2.96
26 Water polo	1.91	0.09	0.99*	1.21	1.09	1.14
27 Rowing	0.60	0.15	0.37	0.43	0.17	0.27

Note: *Statistically significant differences were found in relation to gender

In terms of participation in sport, it was determined that 41% of the schoolchildren had never taken part in any kind of sport, 29% had stopped participating in sports, and 30% have actively been participating in sports for 2.5 years, on average (SD = 1.81). A statistically significant difference was determined between the answers provided by boys and girls ($\chi^2 = 393.51$, $df = 10$, $p < .00$). Half of the girls included in the sample had never taken part in sports, which is 20% more in comparison with the boys. Conversely, 40% of the boys took part in sports, which is 18%

more when compared to the girls. The number of those who had stopped participating in sports was approximately the same.

A statistically significant difference was determined between the schoolchildren's answers in relation to participation in sports activities and choice of sport ($\chi^2 = 681.18$, $df = 260$, $p < .00$). Schoolchildren who actively take part in sports were very interested in soccer, basketball, volleyball, swimming, and handball. Schoolchildren who had given up participating in sports were mostly interested in soccer, followed by swimming, basketball, volleyball, and skiing, while those who do not take part in sports were mostly interested in soccer, volleyball, swimming, basketball, and karate (Table 2).

Table 2. An overview of the interest in sport in relation to the schoolchildren's participation in sports (in percentages)

Sport	Never took part in sport	No longer involved	Active
1 Athletics	3.08	2.78	2.43
2 Aerobic	4.67	2.46	0.97
3 Aikido	2.17	2.55	2.19
4 Acrobatics	0.12	0.35	0.16
5 Badminton	1.43	0.67	0.48
6 Bicycling	3.70	3.36	2.47
7 Judo	1.10	1.03	2.07
8 Fitness	2.35	1.25	0.93
9 Soccer	15.44	19.97	24.13
10 Gymnastics	4.55	2.24	2.19
11 Karate	5.65	3.81	4.51
12 Basketball	9.93	10.99	14.99
13 Volleyball	12.41	9.47	10.44
14 Orienteering	0.24	0.40	0.28
15 Swimming	12.38	13.42	9.22
16 Rhythmic gymnastics	2.17	2.15	1.78
17 Handball	3.51	4.57	6.25
18 Wrestling	0.12	0.08	0.12
19 Synchronized swimming	0.42	1.16	0.77
20 Skiing	0.97	5.29	1.05
21 Dance	3.27	3.99	1.95
22 Table tennis	1.80	2.51	1.86
23 Shooting	3.48	3.90	2.76
24 Taekwondo	0.42	0.53	1.21
25 Tennis	3.79	4.03	2.35
26 Water polo	0.42	1.07	1.62
27 Rowing	0.27	0.31	0.56

In the case of the relationship between the parents' and children's choice of sport, statistically significant differences were determined for schoolchildren's participation in sports ($\chi^2 = 750.93$, $df = 676$, $p < .02$),

but there was also a statistically significant correlation which could indicate certain regularities ($\phi = 0.36$), while Pearson's contingency coefficient was 0.34 (both are significant at the $p < .02$ level). In the case of schoolchildren who were more interested in soccer, swimming, and basketball, a uniform parental decision regarding sport can be observed, since the parents were mostly in favour of swimming, followed by soccer, basketball, and volleyball. On the other hand, the children of parents who preferred soccer were most interested in soccer, basketball, and volleyball, and the children of parents who preferred swimming were mostly interested in soccer, basketball, swimming, and volleyball, but also karate and archery. The children of parents who preferred basketball were most interested in soccer, basketball, swimming, and volleyball.

At the same time, when it comes to schoolchildren interested in athletics, water polo, table tennis, archery, taekwondo, and karate, their parents mostly expressed interest in swimming. The parents of children interested in aerobics were mostly interested in soccer, and the parents of children interested in aikido, volleyball, tennis, and judo were mostly interested in swimming and soccer. In addition, the parents of children interested in cycling were mostly interested in swimming, and the parents of children interested in fitness, handball, and rhythmic gymnastics were mostly interested in soccer. Finally, the parents of children interested in sports dancing were likewise interested in soccer, basketball and swimming.

DISCUSSION

The sports that the schoolchildren in Serbia would like to participate in most were soccer, basketball, swimming, and volleyball, which is in agreement with the results obtained by Višnjić and Sretenović (2014) which indicated that schoolchildren would like more access to swimming, soccer, volleyball, tennis, and basketball. Radojević et al. (2011) determined a preference for basketball, swimming, volleyball, and soccer, and Milanović and Radisavljević-Janić (2011), who worked with a sample of schoolchildren from Belgrade, concluded that schoolchildren mostly took part in basketball, volleyball, and soccer. Ilić et al. (2012) concluded that schoolchildren would welcome the introduction of swimming, soccer, basketball, and volleyball into the school curriculum.

A statistically significant difference was determined between the answers provided by boys and girls in relation to the choice of sport. The boys would most like to take part in soccer, basketball, and swimming, and the girls would most like to take part in volleyball, swimming, and basketball. This data is in agreement with the results of Đorđić and Tumin (2008), whose research indicates that boys prefer soccer in physical education classes, and Đokić (2014), who determined that boys in elementary school are most involved in soccer and basketball, whereas girls in ele-

mentary school are most involved in volleyball, swimming, and tennis. Additionally, the results of our research are in agreement with the research results of Šekeljić et al. (2012), which indicate that boys in the fourth grade of elementary school are most interested in soccer and basketball, and that girls in the fourth grade of elementary school are most interested in volleyball and basketball. Similar results were obtained by Radojević et al. (2011), who determined that boys would like to take part in basketball and soccer, and that girls would like to take part in volleyball and swimming. However, there are differences between the results of our research and the results of the research of Milanović and Radislavljević-Janić (2011), conducted on a sample of Belgrade schoolchildren, which determined that boys mostly took part in basketball and soccer, while girls mostly participated in volleyball and dancing. The results of our research also differ from the results obtained by Šekeljić and Stamatović (2011) on a sample of schoolchildren from Užice, which indicate that girls are most interested in volleyball, soccer, basketball, and gymnastics. In addition, the results of this research differ from the research results of Ilić et al. (2012), which indicate that boys would prefer basketball and soccer as a regular part of the curriculum, while girls would prefer volleyball and swimming.

This research determined that schoolchildren would least like to take part in wrestling and acrobatics, while Radojević et al. (2011) determined that schoolchildren would least like to take part in acrobatics, orienteering and rhythmic gymnastics. Greenwood and Byars (2001) determined the same for orienteering. Ilić et al. (2012), working with a sample of Belgrade elementary schoolchildren, determined that schoolchildren would least like wrestling to be introduced into the curriculum, along with acrobatics, orienteering, and rowing. According to our research, the sports boys would least like to participate in were gymnastics, wrestling, aerobics, orienteering, and synchronised swimming, while girls expressed the least desire to participate in wrestling, water polo, rowing, and acrobatics. The results obtained in a study conducted by Radojević et al. (2011) indicate that boys are least interested in acrobatics, rhythmic gymnastics, and synchronised swimming, while girls are least interested in acrobatics, wrestling, and rowing, which is in agreement with the results of our study which pertain to girls. A possible explanation for this agreement can be found in cultural specificity and social norms, since rowing is not seen as a feminine sport (Bačanac & Lazarević, 2002; Klomsten et al., 2005; Petrović, 2020; Sanader et al, 2021) due to the fact that it contributes to the development of musculature and a body shape which is not considered feminine enough in Serbian society. The same explanation is valid for wrestling as well, considering the fact that this sport is based on strength and intense physical contact with one's opponent. A special hindrance for these two sports, and for water polo most of all, is the lack of

female role models for girls (Vujović et al., 2017; Sanader, 2021). Unlike male water polo, which is the most successful Serbian sport, along with basketball (Ilić & Ljubojević, 2011; Milenković & Ilić, 2013; Sari et al., 2013), women's competitions barely number 100 female participants. Boys would prefer to take part in aikido, cycling, judo, soccer, basketball, table tennis, archery, and water polo, while girls would prefer to participate in athletics, aerobics, badminton, fitness, gymnastics, volleyball, swimming, rhythmic gymnastics, handball, synchronised swimming, sports dance, and tennis. Ilić et al. (2012) determined that boys would not like aerobics to be introduced into the curriculum, and that girls would dislike water polo as part of the curriculum. Pupils of both genders were equally interested in acrobatics, karate, orienteering, wrestling, skiing, taekwondo, and rowing. With the exception of karate, all these sports ranked lower on the desirability scale. The lowest-ranked sports were the ones for which less than one percent of the participants of both groups opted. These include: acrobatics, orienteering, wrestling, skiing, taekwondo, and rowing. Aerobics, gymnastics, rhythmic gymnastics, and sports dancing were all selected by less than one percent of the boys, while judo was selected by less than one percent of the girls in our sample. Fitness was selected by less than one percent of the boys and fathers in the sample of this research.

These results confirm the theory on the influence of gender stereotypes on the male participants, even though the stereotypes proved more dominant among male schoolchildren than among fathers, considering the fact that less than one percent of fathers opted for aerobics, gymnastics, rhythmic gymnastics, and sports dancing. The female participants from both groups are not influenced by gender stereotypes in sport to the same degree, which is in accordance with the findings of Đorđić and Tumin (2008). This can be explained by the onset of puberty, which makes male schoolchildren more susceptible to gender stereotypes. Additionally, it is possible that the fathers who proved less susceptible to stereotypes have daughters. This assumption is further supported by the fact that less than one percent of the boys opted for 13 different sports, less than one percent of the girls opted for 7, less than one percent of the fathers opted for 9, and less than one percent of the mothers opted for 8. In addition, less than one percent of the female members of both groups chose water polo, and this same share of the groups was the only one, out of all the groups, who chose badminton and synchronised swimming more than 1% of the time.

This research indicates that the sports that parents would like their children to participate in the most were swimming, soccer, basketball, and volleyball, while Canadian parents (Saskatchewan ministry of tourism, parks, culture and sport, Evaluation Unit, 2008) want their children to participate in hockey, baseball, golf, and curling the most. This can be explained by cultural differences. The sports that parents want their children to participate in least were acrobatics, wrestling, and rowing. A sta-

tistically significant difference was determined between the answers provided by fathers and mothers in relation to the choice of sport. Fathers prefer their children to take part in soccer and swimming, followed by basketball, volleyball and athletics, and would least like their children to participate in acrobatics, wrestling, and orienteering. Mothers would most like their children to take part in swimming, followed by basketball, soccer, and volleyball, and would least like their children to participate in wrestling, acrobatics, orienteering, and rowing. It is interesting to point out that parental interests were almost identical in relation to the introduction of the following sports into the curriculum: acrobatics, badminton, cycling, judo, fitness, karate, basketball, volleyball, wrestling, orienteering, synchronised swimming, skiing, table tennis, archery, taekwondo, tennis, water polo, and rowing. Contrary to the opinions expressed by schoolchildren, as indicated in the results marked in the table of preferences, it would seem that mothers and fathers made almost identical choices, and valued most of the sports similarly. Parents' choices differed in that more mothers than fathers preferred gymnastics, volleyball, swimming, rhythmic gymnastics, and sports dancing, while more fathers than mothers preferred athletics, aikido, and soccer.

The results of this research indicate that 30% of schoolchildren are actively involved in sports, which is a lot less than indicated by the results of Klomsten et al. (2005) regarding Norway, the results of Milanović and Radisavljević (2007) regarding Serbia (58%), and the results of the research conducted in Canada (Saskatchewan Ministry of Tourism, Parks, Culture and Sport, Evaluation Unit, 2008) on a sample of children ages 5 through 17 (79%). A statistically significant difference was determined between the answers provided by boys and girls. One half of the girls included in the sample had never taken part in sports, which is 20% more in comparison with the boys. This is in accordance with the results obtained by Đorđić (2006), Kimm et al. (2002), and Rowland (1999). In contrast, 40% of the boys expressed that they actively take part in sports, which is 18% more in comparison with the girls. The number of those who had stopped participating in sports is equal. Research conducted in Canada also determined that there were significantly more boys involved in sports activities, and that the difference in the number of girls participating in sports rapidly increases between the ages of 13 and 17. In addition, the results of this research are in agreement with the results of the research carried out by Radojević et al. (2011), but not with the results obtained on a sample of schoolchildren from Belgrade (Milanović & Radisavljević-Janić, 2011; Ilić et al., 2012).

This research determined a statistically significant difference between the answers provided by schoolchildren in relation to their engagement in sport and choice of sport. Schoolchildren who actively take part in sports were mostly interested in soccer, basketball, volleyball,

swimming, and handball. Schoolchildren who had stopped participating in sports were mostly interested in soccer, followed by swimming, basketball, volleyball, and skiing, while those who do not take part in sports were mostly interested in soccer, volleyball, swimming, basketball, and karate. These results are somewhat in agreement with the results obtained by Radojević et al. (2011). They indicate that schoolchildren who take part in sports and schoolchildren who had taken part in sports in the past opted for basketball and swimming, while schoolchildren who had never taken part in sports opted for volleyball and basketball. The results of our research are also partly in agreement with the results obtained by Ilić et al. (2012), who determined that schoolchildren who actively take part in sports prefer soccer and basketball, and schoolchildren who had stopped taking part in sports prefer soccer and swimming, while schoolchildren who had never taken part in sports mostly prefer swimming.

However, differences were noted only when the sports ranked in the middle of the list of preferred sports were studied. Schoolchildren who do not take part in sports opted for judo, handball, and water polo, as well as soccer and basketball, to a greater degree than the other two groups. What is especially noteworthy is the difference between the other two groups in relation to aerobics, fitness, gymnastics, volleyball, and swimming. With the exception of swimming, the other sports which are interesting to girls should certainly be borne in mind, considering that girls who do not take part in sports are the most dominant segment of the sample. It is difficult to take swimming into consideration, since most schools in Serbia do not have a pool, and thus it is very difficult to provide conditions for the commencement of swimming classes.

CONCLUSION

In conclusion, it may be said that parents' attitudes can be important in the early phases of a child's development. Parents are the first source of information on sport, and often make decisions on whether the children will begin to take part in sports, when, and in what way. Parents also decide which sport their children will take part in, often disregarding the wishes of the children themselves. This is why it is important to bear in mind the interests and preferences of not only the students but also the parents, so as to ensure that the process of building healthy habits from an early age is as successful as possible. Of course, gender also impacts the process of sport selection. Our findings show both the relationship between the parents' and children's choice of sport and the differences in the preferred sports branches of parents and children in relation to their gender. As a result, parents can be role models and individuals who shape children's opinions and attitudes regarding sports, physical education, and physical activity in general. On the other hand, schools and their staff can

use their authority and behaviour to promote a healthy lifestyle among children. The results of this research indicate that, at the level of the state, only 1/3 of Serbian children in the upper grades of elementary school take part in some sport as a form of additional activity. Most of those who actively take part in sports are boys. Additional research into these conditions is necessary for us to determine potentially motivating measures, since the discovery, study, and understanding of the factors which facilitate or impede children's, and especially girls', participation in physical activities are key for developing strategies, effective interventions, and more effective curricula and programmes. Future research, which might compensate for the limitations of this research, could focus on the following: the differences in children's involvement in sports between regions, the differences in children's involvement in sports between schools in urban and rural areas, the correlation between physical education and grade, the skipping of physical education classes, parents and siblings' previous and present involvement in sports, and the correlation between the socio-economic status of parents and the children's involvement in sports. Perhaps the investigation of motivation for, and pleasure with physical education classes and teachers can also be of importance for detecting possible ways to prevent older students from adopting a permanent sedentary lifestyle.

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РОДНЕ РАЗЛИКЕ У СТАВОВИМА РОДИТЕЉА И ДЕЦЕ ПРЕМА УКЉУЧИВАЊУ РАЗЛИЧИТИХ СПОРТСКИХ ГРАНА У ПРОГРАМ ОСНОВНЕ ШКОЛЕ

Јелена Петровић¹, Владимир Момчиловић², Владан Пелемиш³

¹Универзитет одбране, Војна академија, Београд, Србија

²Универзитет у Нишу, Педагошки факултет у Врању, Врање, Србија

³Универзитет у Београду, Учитељски факултет, Београд, Србија

Резиме

Физичко васпитање је у основним школама у Србији обавезан предмет већ од првог разреда. Као последица тога, школа и наставно особље својим институционалним деловањем и ауторитетом, кроз формалне и неформалне елементе наставе, те и кроз план и програм наставе физичког васпитања, могу допринети формирању здравих навика и промовисању здравог начина живота међу ученицима. Ту улогу имају и родитељи, који такође могу послужити као узор за усвајање пожељних облика понашања, и за формирање мишљења, ставова и навика. Како би процес усвајања навика здравог животног стила био што успешнији и дуготрајнији, важно је познавати интересовања и преференције и родитеља и ученика, али и уважити значај родних разлика, будући да је родна улога једна од првих и основних улога које појединац усваја у раном детињству (већ око треће године). Узорак овог истраживања обухвата 8.002 ученика петог разреда и 5.768 родитеља. Независне варијабле су биле пол и бављење спортом, а зависне варијабле су обухватиле 27 врста спортова. Подаци су обрађени уз помоћ χ^2 и непараметријске статистике. Ученици и родитељи би највише волели да се у наставу уведу фудбал, кошарка, пливање и одбојка, док су најмање заинтересовани за рвање и акробатику. У односу на пол, по питању преференције спорта добијене су статистички значајне разлике и међу ученицима и међу родитељима. Дечаци би највише волели да се у школски програм уведу фудбал, кошарка и пливање, а девојчице би највише волеле да се у програм уведу одбојка, пливање и кошарка. Дечаци су били против увођења ритмичке гимнастике, рвања, аеробика, оријентиринга и синхроног пливања, док су девојчице биле против увођења рвања, ватерпола, веслања и акробатике. Такође, важно је нагласити и да се 50% девојчица обухваћених узорком истраживања никада није бавило никаквим спортом, док код дечака та група чини свега 20% узорка. У критичној категорији оних који се никада нису бавили спортом, највећи број се залаже за увођење фудбала, одбојке, пливања, кошарке и каратеа. Спортови за чије се увођење у школски програм залажу родитељи су пливање, фудбал, кошарка и одбојка. Очеви се више залажу за увођење фудбала, пливања, кошарке, одбојке и атлетике, а мајке се више залажу за увођење пливања и кошарке у школски програм. Добијени подаци могу да помогну професорима физичког васпитања у свакодневном раду, и омогуће им да у одређеном степену, било на часу или кроз секције и систем такмичења, допру и до оних ученица које се иначе не баве физичком активношћу промоцијом оних спортова који су ученицима и њиховим родитељима блиски и пожељни. Такође, комбинацијом спортова које ученици желе и спортова које обавезно прописује школски програм, професори физичког васпитања би могли утицати на ниво мотивације ученика, као и на њихово залагање и активно учешће на часу, посебно на вишим основношколским узрастима када долази до пада мотивације за активно уче-

ствовање на часу физичког васпитања. Такође, информација о родитељским преференцијама пружа индиректан увид у то у којој мери ће ученици имати подршку родитеља за активности које се у школи или ван школе спроводе, што је свакако корисна информација за смернице у даљем раду. Подаци говоре и о присутности високо наглашених родних стереотипа када су одређене врсте спорта у питању, али и о важности отклањања инфраструктурних потешкоћа када је у питању пливање, будући да тренутна расположива инфраструктура, те и наставни план и програм (често као последица тога), не прате жеље ученика и преференције родитеља у довољној мери.