

DERS DIŞI SPORTİF ETKİNLİKLERE YÖNELİK EBEVEYN TUTUM ÖLÇEĞİ

ÖZET

Bu çalışmanın amacı, çocukların ders dışı sportif etkinliklere katılımlarına yönelik ebeveyn tutumlarını ölçen geçerli ve güvenilir bir ölçme aracı geliştirmektir. Bu çalışma Kırıkkale il ve ilçelerdeki liselerde öğrenim gören 9., 10., 11. ve 12. sınıf öğrencilerinin velileri üzerinde gerçekleştirilmiştir. Çalışmaya 113 (%45,8)'ü anne, 134 (%54,2)'ü baba olmak üzere toplam 247 ebeveyn katılmıştır. Bu çalışmada tarama modeli kullanılmıştır. Ölçeğin geçerliğini test etmek amacıyla uzman görüşü ve literatür taraması neticesinde oluşan 46 madde üzerinde açımlayıcı faktör analizi ve 17 madde üzerinde doğrulayıcı faktör analizi yapılmıştır. Faktör analizi sonucunda ölçek 3 alt boyut ve 17 maddeden oluşmuştur. Bu boyutlar, literatür taraması ve ilişkili faktörlerde toplanan maddelerin içerikleri dikkate alınarak "Kişisel Gelişim", "Akademik Algı" ve "Sosyal Destek" olarak isimlendirilmiştir. Ölçekteki madde yük değerleri 0,570 ile 0,914 arasında değişmektedir. Ölçeğin güvenilirliğini test etmek amacıyla Croanbach Alfa güvenilirlik kat sayısı hesaplanmış, bu değer 0,91 olarak bulunmuştur. Sonuç olarak, ders dışı sportif etkinliklere yönelik ebeveynlerin tutumlarını ölçmek için hazırlanan ölçeğin geçerlik ve güvenilirlik çalışmaları neticesinde kullanılabilir bir ölçme aracı olduğu tespit edilmiştir.

Anahtar Kelimeler: Ders dışı sportif etkinlik, Ergen gelişimi, Ebeveyn, Tutum

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PARENTS ATTITUDE SCALES TOWARD EXTRACURRICULAR SPORT ACTIVITIES

ABSTRACT

The aim of this study is to development a tool valid and reliable that maesure parents' attitude towards participation to extracurricular sport activity of their children. This study was carried out parents of childrens who took part high schools in Kırıkkale. 247 parents, namely 113 (%45,8) mother and 134 (%54,2) father, whose children took part 9th, 10th, 11th and 12th grades, participated into the study. This study was used survey method. It was carried out that exploratory and confirmatory factor analysis concerning 46 items formed by means of consideration of expert opinion and literature review in order to examine validity of scale. It was determined that the scale is 3 sub-factor and the number of items is 17. These dimensions were titled as "Personality Development", "Academic Perception" and "Social Support". The item loads value change between 0, 570 and 0, 914. Croanbach Alfa was calculated in order to review scale's reliability and this value was found as 0,91. As a consequennce; it was determined as utilizable measurement tool in the outcome of scales' reliabity and validity the studies prepared in order to measure attitudes toward extracurricular sport activity.

Key Words: Extracurricular Sport Activity, Adolescent Development, Parents, Attitude

Note: This research was studied at Turkish language and the English items need to conduct languages validity.

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INTRODUCTION

In education, stated as a process of creating behavioural change on individual in requested direction, it is expected from individual to grow qualitatively and to have an education which enables him/her to reveal his/her potentials and individual skills that exist in him/her in order to be a beneficial individual to the society. For this purpose; sense of modern-day education adopted as a principle a sense of education which contributes to versatile development of individual and gains individual different horizon and perspective, and made some innovations on raising a type of citizen with high character concerning thoughts, knowledge, science and body which is the ideal human model of republic.

Nowadays to raise an individual, not only is the consideration given to mind education, but also to physical activities that take an important place to maintain a quality life; and these physical activities have a big role on individuals' turning these gains into a life philosophy. Turning these gains into a situation of philosophy is possible with physical activities that are given to individuals at schools. Physical education that is a part of compulsory education can remain incapable of fulfilling this duty in particular points. In this case, it can be helpful to bring under control with planned and programmed extracurricular activities in terms of students' extracurricular time development. Thus, both inadequacy of classic education programs is eliminated, students' physical and spiritual necessities are vital and are taught by making and living on vital problems; and it provides personal development of students (Karlı, 2006).

Sport activities, one of the bottom booms of extracurricular social activities (Köse, 2013) which are qualified as a complement of formal education (Binbaşıoğlu, 2000), contribute to versatile development of students in terms of student's development and general purpose of education. It is seen in

literature that there are lots of positive results for students to join in these activities. These positive results provide convenience for students to deal with many problems that are encountered in pubescence. Especially, it can be said that benefiting the times except formal education with these activities prevent teenagers from misbehaviours and bad friend environments.

It was stated that attendance to the physical activities develops the relationship between parents and students in a positive way (Field, Diego and Sanders, 2001), reduces the drug abuse (Eccles and Barber, 1999; Fredricks, 2012), increases the academic success level as a result of increasing the self-confidence (Darling, Caldwell and Smith, 2005; Lagace-Seguin and Case, 2010; Mahoney and Cairns, 1997; Peguero, 2011; Valentine, Cooper, Beltencourt and Dubois, 2002), provides students to have positive attitudes towards schools and so students don't have any problem about in compulsory attendance (Fredricks, 2012; Mahoney, 2000), has an importance on social relationships and gaining critical education skills (Eccles and Barber, 1999).

When the family effect on child's and youth's development are considered, it can be said that parents' perspectives to the sports are important factors for children to determine whether or not to join in the sport activities. Attendance of extracurricular sport activities provide a more effective protection for youth against variable behaviours including using substance and committing an offense (Harris, 1999; Harrison and Narayan, 2003; Mahoney, 2000), provide them to spend leisure time well by developing their personalities and contributing to their developments like leadership and taking responsibilities (Binbaşıoğlu, 2000). Parent, who is aware of the effect of these activities on the development of child, can lead the child to sport activities in purpose of keeping the child out of bad friend environment.

Working parents remain incapable of following what kind of activities the child joins in after school because of the work conditions. Since extracurricular sport activities, which are structured activities, present to children and youth a positive environment, they can benefit the time remaining from school best thanks to the chance of discovering their interests and skills (Franklin, 2004) in a secure environment because of these activities until the parents come from the work.

It is possible for a child who feels the support of the family to enjoy these activities and thereby to succeed. Because there is a positive relationship between the family support and the child's pleasure acquired from the activities (Anderson, Funk and Smith 2003). The success and failure situations of the child attribute completely to the families. When the child succeeds in sport, people believe that there is a family support factor behind this success. For example, when famous golf player Tiger Woods started to get success in tournaments, everybody defined his father Earl Woods as a smart and good parent. The same situation is seen in the example of Serena and Venus Williams sisters' father Richard Williams (Coakley, 2003). These success examples bring the people's mind this question: "What is the role of family on children's success in sport activities?"

According to social learning theory, children learn the sport attendance by observing the attendance of family, taking them as a model and imitating them (Laker, 2002). When child sees the parent while they are reading a book, s/he will read a book; sees the parent while they are brushing teeth, s/he will get accustomed to brush teeth, sees the parents while they are playing sports, s/he will actively join in to sport (Öztürk, 1998). For this reason, families' having positive attitudes towards sport can lead children to have the same attitudes.

According to Allport (1935), attitude is a mental and emotional preparatory situation that has the dynamic or directive

influence power on individual's behaviours towards all interested objects and situations, and is aroused as a result of experiences and livings (Tavşancıl, 2010). It can be defined as a cognitive, affective and behavioural reaction, predisposition which individual organises by depending upon the experience, motivation and information towards his/her or any social issue, object or event around his/her (Inceoğlu, 2010). We obtain most of our attitudes from others. Parents are the first source of children's attitudes (Kağıtçıbaşı, 2013). Generally in society, since extracurricular sport activities are regarded as an obstacle for academic success, negative attitudes are displayed. However, it is stated that results contrary to this perception were obtained in studies, which handle the relationship between academic success and extracurricular sport activities, and activities have positive effects on children and youth. The most important factor in this term for families to gain children the support is to have a positive attitude towards sport activities, they should attempt to turn this attitude into behaviour. When considered generally, there are more similarities between the attitude of parents and children than differences. This situation can be stated as parents have long standing effects on children (Morgan, 2000). Because we turn the others' attitudes into our attitudes by adopting them (Kağıtçıbaşı, 2013). As children get older, the effects of parents on children decrease and especially, with starting the pubescence other social factors' effects increase (Tavşancıl, 2010). Attitudes, defined as a directive powers behind behaviours (Inceoğlu, 2010), are important for identifying the perspectives of parents towards extracurricular sport activities. It was identified that there are studies on extracurricular sport activities; studies on headmaster, students with different levels, teachers; limited studies on parents. For the attendance of sport beside the teacher, friend, environment; determining the attitudes of families

taking important tasks towards children's extracurricular sport activities and making some innovations according to obtained results will provide to raise a healthy and qualified individuals forming the society. Because the most important value of the extracurricular sport activities is the corrective effect of child's mental health (Binbaşıoğlu, 2000). Especially, it was determined that it provides to teenagers positive developments to obtain the self-perception, self-confidence, mental health and lifelong sport habit (Daley and Leahy, 2003). In literature, the studies on extracurricular sport activities are generally the studies that examine the relationship between the academic success and attendance of extracurricular sport activities (Balyer and Gündüz, 2012; Barham, 2014; Dickie, 2013; Fredricks, 2012). Limited studies including parent's attitudes, expectations and opinions towards student's attendance to extracurricular sport activities were encountered in country and abroad (Coakley, 2006; Harris, 1999; Kremer-sadlık, Izquierdo and Fatiante, 2010; Masia, Plaza, Gonzalez, Deltell and Rodriguez, 2013). In literature, it was determined that there is no study to develop attitude scale towards parents, towards extracurricular sport activities, towards measuring feelings and thoughts. In terms of making up this deficiency in literature, it was aimed to develop a parent attitude scale towards student's attendance to extracurricular sport activities. Since for these activities the aspect of attitude of parent, role model of the students' development, is determinant of the children's attitudes; it can be said that this study will contribute to the literature.

MATERIAL and METHOD

In this descriptive research, screening model was used with purpose of determining the students' parents' attitudes towards the extracurricular sport activities. This model is a research model that tries to reveal a substantial situation

and to describe how it exists (Karasar, 2014).

Research Group

This study was carried out in 2014-2015 academic year fall semester on the parents of 9. 10. 11. 12. grade students studying in high schools placed in Kırıkkale city centres and towns. In this study, conducted based on school, easily accessible sample was made to determine the schools and for the determination of sample participating to study, it was tried in the studies developing the scale to reach sufficient number of association considering the knowledge of using five times more subject than number of item (Tavşancıl, 2010; Tezbaşaran, 1997) towards the factor analysis and item analysis. The sample consisted of 113 mother (45,8%) and 134 father (54,2%).

Data Collection Tools

In the first stage of the study of developing scale, it is needed to determine the theoretic constructs of concept targeted to measure in scale and the target group of the developing scale (De Vellis, 2003). Therefore, when defining the related concept, primarily the theory or theories related to those variables if there is and body of literature related to subject (especially screening-collecting writings will be very helpful) are reached; it is scrutinised in the whole writings with the sensibility of the ability of assessment with a critical approach (Erkuş, 2014). With the purpose of determining the conceptual construct of the feature intended to measure, in country and abroad studies that are relevant with the subject were examined and literature screening was done to answer the questions like these: "how is extracurricular sport activities explained, what is the lexical meaning, how was this concept handled in the historic process, what kind of answers were obtained from the studies related to subject" (Akgül, Göral, Demirel and Üstün, 2012; Anderson et all, 2003; Balyer and Gündüz, 2012; Binbaşıoğlu, 2000;

Coakley, 2003; Daley and Leahy, 2003; Darling et al, 2005; Demirhan and Altay, 2001; Guest and Schneider, 2003; Harris, 1999; Holland and Andre, 1987; Köse, 2003, 2004, 2013; Mahoney and Cairns, 1997; Masia et al, 2013; Öncü and Güven, 2011; Pehlivan, 1998; Sarı, 2012; Valentine et al, 2002), the definitions and dimensions of characteristic was figured out. In addition, “extracurricular sport activity” concept was defined by interviewing with 10 student parents chosen randomly from both city centre and town high schools (Vocational High School, Anatolian Teacher High School, Science High School, Sport High School). The reason of using the interview towards data collection is to understand individual’s inner world and his perspective (Patton, 2001). For this purpose, in general half structured interview form that is the interview process aimed at discovery was prepared and conducted to figure out the parents’ feelings and thoughts about extracurricular sport activities. The reason for preferring the half structured interview form is that if researcher discovers certain specific domains related to the studying problem, researcher can try to scrutinise more deeply those domains with more detailed questions (Yıldırım and Şimşek, 2011). Parents’ feelings and thought about the subject was acquired by placing questions in the interview form like these: “What do extracurricular sport activities mean to you? Explain. What do you think about the effect of extracurricular sport activities on the academic success of your child? Do you think that extracurricular sport activities contribute to your child’s development? Explain.” Then obtained data were turned into written form, 52 point item pool was created from the statements related directly to attitude subject with the help of data obtained from body of literature screening. When organising the items, it was assured not to involve factual statements, not to be directive and partial and not to include double negative, and in estimated number of positive and

negative item was sorted in order to prevent to lose the data validity (Duatepe and Çilesiz, 1999). Moreover, the way of attitude statements was regarded by analysing other attitude studies and attitude statements that will be written were regarded to contain the intended dimensions that will be measured or all the intellectual, affective elements and elements aimed at act that are included in experiences which can be related to attitude object (Tezbaşaran, 1997). “Extracurricular sport activities gain your children self-confidence.”, “I don’t want my child to join in extracurricular sport activities.” and “I prove necessary equipment for my child to join in extracurricular sport activities.” items in scale can be presented as an example for cognitive, affective and behavioural sub-dimensions of parents’ attitude towards extracurricular sport activities.

Expert opinion was asked to provide evidence towards scale content validity and to provide language convenience and content validity of created items. 2 experts from Assessment and Evaluation domain, 1 from Psychological Counselling and Guidance domain, 1 from Turkish Education and 2 from Physical Education domain; and there are in total 6 experts. It was asked from experts to evaluate the each item in expert opinion form according to these options: “necessary”, “need to be corrected” and unnecessary”. Because content validity is determined according to “expert opinion”, and it is related to the problems whether or not the items included in scale tool is applicable for scale purpose and whether or not it represents the intended domain that will be measured (Karasar, 2014). After the expert review, test form consisting of 52 point items was arranged to 46 point items and sample resembling to scale that will be implemented was conducted to 30 parents and the clearness and lucidness of items were tested, scale form took its final shape. Sample form consisted of 27 positive and 19 negative statements. The whole conducted transactions are for the validity and

credibility which are the two basic features of a scale (Büyüköztürk, 2014). Scale developed to measure the parents' attitudes towards extracurricular sport activities is the Likert type scale. This scale enables to utter the variable attendance degrees with the options presented for attitude statement (Erkuş, 2014). The more answering options of Likert scale increase, the more it proves data and enables to final survey (Tavşancıl, 2010). In this kind of scale, there are positive and negative statements towards attitude (Tezbaşaran, 1997). Positive attitude statements were sorted as "totally agree", "agree", "neutral", "disagree" and "totally disagree", each statements were graded as 5, 4, 3, 2, 1. Negative statements options were conversely graded as 1, 2, 3, 4, 5. When considered that there are 46 items in the sample form of scale, the lowest point that could be obtained is 46 and the highest point is 230.

Data Analysis

Before starting to data analysis, the surveys acquired from parents were controlled and the ones who filled deficient or incorrect were left out of assessment in statistical analysis towards the validity and credibility of scale. The obtained data were analysed by using SPSS 18.0 and LISREL 8.7 package programmes.

To provide evidence towards validity on obtained data; in research primarily Kaiser-Meyer Olkin (KMO) coefficient and Bartlett Sphericity test results were measured to determine whether or not data are applicable for the factor analysis (Büyüköztürk, 2014). Croanbach Alfa value was calculated to provide evidence towards total credibility and sub-dimensions of scale. Item test correlations to provide evidence towards item validity, factor analysis (Kan and Akbaş, 2005) to provide evidence towards construct validity and confirmatory factor analysis to confirm the construct revealed as a result of exploratory factor analysis were done.

FINDINGS

KMO and Bartlett test were used to control whether or not factor analysis would be statistically done on the attitude scale items (Çokluk, Şekercioğlu and Büyüköztürk, 2012; Büyüköztürk, 2014). As a result of analysis, KMO value was found to be 0.89 and Bartlett test was found to be 2223.316 ($P < 0.001$). It is accepted according to literature that KMO value 0.60 is mid, 0.70 is good, 0.80 is very good, 0.90 is perfect (Şeker, Deniz and Görgeç, 2004). That KMO was revealed more than 0.60 and Bartlett test was revealed significant shows that data are applicable for factor analysis (Büyüköztürk, 2014; Tavşancıl, 2010), and puts forth that data come from the multivariate normal distribution and there are enough consistency to make a factor analysis between variables.

Findings obtained with the purpose of proving evidence towards content, face and construct validity of assessment instrument developed within study are included below. After having created the item pool, it was tried to prove the scale validity by presenting the items placed in scale to expert opinion in terms of face, construct and content.

Scale Validity

To test the comprehensiveness of scale, it was benefited generally from the expert opinions about subject of scale and theoretical and empirical studies conducted on this subject (Atılğan, Kan and Doğan, 2011; Tezbaşaran, 1997). 6 expert opinions were received for the purpose of testing the content validity of scale. Scale form took its final shape by making necessary corrections in this direction. Face validity can be defined as "appeared to be measuring the feature that aims to measure with the name, explanations and questions of an assessment instrument" (Büyüköztürk et al, 2012). This is like guessing a car's speed from its facing. Evaluation can be carried out in terms of subjects such as

items' appearance, legibility and ease of application (Aktürk and Acemoğlu, 2012). Thus, opinions of 6 instructors from Kırıkkale University to provide the face validity of scale were received. Face validity was ensured by making corrections within the scope of feedback acquired from experts. Construct validity, defined as the ability extent to measure the theoretical construct that scale tool tries to measure, reveals the relationship of each item placed in scale with one another (Seçer, 2013). Factor analysis, used in social science to obtain evidence towards generally construct validity of scale on developing scale, is carried out to reveal the factor construct or to confirm the factor construct that is doped out (Büyüköztürk, 2014; Çokluk et al, 2012). For this purpose, exploratory and confirmatory factor analysis are used. Exploratory Factor Analysis (EFA) determines whether or not the factors are connected with, Confirmatory Factor Analysis (CFA) determines before the analysis whether or not the factors are connected with (Çelik and Yılmaz, 2013). In the stage of proving the construct validity of scale, feature-directed construct was revealed by doing firstly EFA (De Vellis, 2003), then DFA was done to create the model of developed scale and to test the dimensions expressing the feature (Seçer, 2013).

Exploratory Factor Analysis

As a result of EFA, feature-directed construct was obtained by considering the item loading value of scale and item test correlation results. With factor analysis, in each factors the items with the highest factor loading were selected and after this selection, items on hand

were put to selection according to their selectivity extent. According to total points, this selection was made by using t-test towards the significance of the difference between the item points of super-group 27% (N:66) and sub-group 27% (N:66) (Atılgan et al, 2011; Balcı, 2005). Respondents in super-group show the ones who harbour positive attitudes towards attitudes intended to measure completely in scale and sub-group show the ones who harbour attitudes thoughts (Büyüköztürk, 2014; Tezbaşaran, 1997). It was assured that the difference between loading values is at least .10 so as not to create complexity when an item gives a high value to two factors for item revealing process (Büyüköztürk, 2014). There is a common opinion that minimum size should be 0.30 for factor loading value that explains the relationships of items with the factors (Çokluk et al, 2012; Seçer, 2013), but there are theoreticians who states that factor loading should be minimum .40 to be able to show an item in a factor (De Vellis, 2003). In the available scale development study, factor loading value was determined to be .45. The items were eliminating from the scale one by one, at every run it was tried to create dimensions by repeating the analysis. After factor rotation process (Varimax), the whole scale oriented factor loading values display difference between .57 and .91, and scale took its final shape as 3 dimension 17 items. To determine the scale factor number, it was determined the variance values explained by factors in Table 2 and scale examined with scree plot to be three factor. Factors belonging to factor construct obtained from EFA results are shown in Table 1.

Tablo 1. Scale Factor Construct oriented Factor Common Variance, Factor-1 Loading Value and Factor Loading Values obtained after Rotation belonging to Each Sub-Factor

Item Number	Factor Common Variance	Factor-1 Loading Value	Loading Value after Rotation		
			Factor-1	Factor-2	Factor-3
M29	0,606	0,687	0,732		
M26	0,630	0,764	0,727		
M23	0,535	0,643	0,714		
M17	0,525	0,676	0,694		
M11	0,541	0,702	0,679		
M4	0,594	0,759	0,677		
M35	0,530	0,704	0,673		
M41	0,451	0,574	0,668		
M27	0,502	0,697	0,630		
M30	0,500	0,703	0,571		
M40	0,381	0,582	0,570		
M3	0,890	0,554		0,914	
M34	0,864	0,542		0,906	
M12	0,516	0,549		0,642	
M2	0,832	0,630			0,860
M31	0,762	0,581			0,843
M6	0,596	0,671			0,643
<i>Eigenvalue :</i>			5.23	2.52	2.49
<i>Explained Variance Percentage:</i>			30.79	14.86	14.66

***Factor Loading Values less than 0.45 weren't shown.**

Factor construct was created by considering scree plot and item values. First dimension factor loading of scale comprises of 11 items (4, 11, 17, 23, 26, 27, 29, 30, 35, 40, 41) which change between .57 and .73, second dimension factor loading comprises of 3 items (3, 12, 34) which change between .64 and .91 and third dimension factor loading comprises of 3 items (2, 6, 31) which change between .64 and .86. All factors explained the 60.325% of total variance. In analyses carried out in social sciences, variance ratios changing between 40%

and 60% are found to be enough (Tavşancıl, 2010). First factor explained 30% of total variance and was named as "Personality Development" by considering the body of literature and content of items. Second factor explained 14.86% of total variance and was named as "Academic Perception". Third factor explained 14.66% of total variance and named as "Social Support". Exploratory factor analysis oriented values on hand are shown in Table 2.

Table 2. Sub-Dimensions and Items of Parent Attitude Scale towards Extracurricular Sport Activities

Item Number	Factor and Items	α	Explained Variance
Factor- 1 (Personality Development)			
29	<i>Extracurricular sport activities contribute to my child's moral development.</i>		
26	<i>Extracurricular sport activities develop my child versatile.</i>		
23	<i>Extracurricular sport activities gain my child leadership characteristic.</i>		
17	<i>Extracurricular sport activities give my child a chance to recognise his/her skills.</i>		
11	<i>Extracurricular sport activities enable my child to explain him/herself more easily.</i>		
4	<i>Extracurricular sport activities enable my child to have a healthier communication with his/her friends.</i>	0,90	%30,7
35	<i>Extracurricular sport activities contribute to my child not to have any trouble during pubescence.</i>		
41	<i>Extracurricular sport activities prevent my child from acquiring bad habits.</i>		
27	<i>Extracurricular sport activities are a complement part of education.</i>		
30	<i>Extracurricular sport activities aren't good environment for my child to socialise.</i>		
40	<i>Extracurricular sport activities are necessary.</i>		
Factor- 2 (Academic Perception)			
3	<i>Extracurricular sport activities affect my child's academic –school- success negatively.</i>		
34	<i>I don't think that extracurricular sport activities affect my child's academic–school- success negatively.</i>	0,83	%14,8
12	<i>Extracurricular sport activities affect my child's compulsory school attendance negatively.</i>		
Factor- 3 (Social Support)			
2	<i>I encourage my child to attend the extracurricular sport activities.</i>		
31	<i>I inform my child about the importance of extracurricular sport activities.</i>	0,81	%14,6
6	<i>I provide necessary equipments for my child to attend the extracurricular sport activities.</i>		
Total Variance of Scale:			%60,325
Total Reliability Co-Efficient of Scale:			0,91

Correlations between points belonging to sub-factors and points obtained from attitude scale display difference between 0.441 and 0.867, and these correlation coefficients were found significant at the level of 0.01 (Table 3).

Table 3. Correlation between Attitude Scale and Sub-Factors

	Scale	PD	AP
PD	0,867**		
AP	0,650**	0,465**	
SS	0,728**	0,557**	0,441**

**P<0.01

(PD=Personality Development; AP= Academic Perception; SS= Social Support)

As data didn't display normal distribution, Spearman Brown Rank Correlation was calculated to determine the relationship between the scale and sub-factors. That the correlation coefficient is 1 shows that all the points' slope is on a positive line, namely the perfect positive correlation; -1 shows that all the points' slope is on a negative line, namely the perfect negative correlation. If r remains between 0.30-0.70, this shows that there is a medium-level relationship between two variables (Büyüköztürk, Çokluk and Köklü, 2015). Values in Table 1 show that there is a positively significant high-level relationship between the total point of scale and the dimension "Personality Development" of scale. There is a positively significant high-level relationship between the dimension "Academic Perception" of scale and the whole scale. There is a positively significant high-level relationship between the dimension "Social Support" of scale and the whole scale. As a result of Factor analysis, if one, two, three and four factor construct are obtained and correlation coefficients among these factors are high Total point that will be obtained from scale changes between 17 and 85; this value changes for first factor between 11 and 55, for second and third factors between 3 and 15. In consequence of study, the highest point obtained from scale is 85, the lowest is 17. Among these factors, item 3, item 12 and item 30 were pointed inverse.

Croanbach Alfa internal reliability coefficient value was calculated to determine the reliability of scale and the internal consistency of scale. That reliability coefficient (Büyüköztürk, 2014). factor loading value is .70 or more shows that internal consistency of scale is at acceptable level. The reliability coefficient values were given in Table 2 .This value was found to be .91 for the whole scale. This value was found for the "Personality Development" dimension, which is the first sub-factor of scale, to be .81, for "Academic Perception" dimension to be .83 and for "Social Support" dimension to

(.60 and more), this means that dimensions are depended to each other and measure only one construct (Şencan, 2005).

Scale Reliability

For reliability, defined as a measurement instrument's the ability of giving sensitive, consistent and decisive measurement results power (Tezbaşaran, 1997), item total correlations (Kılıç Çakmak et all, 2014), were calculated to determine, in scale development studies, whether or not each item measures the feature intended to measure and how much the criterions suffice to distinguish the individuals in terms of feature. Item total correlation explains the relationship between the total point of test and points taken from test items. That item total correlation is high and positive shows that item samples similar behaviours and internal consistency of test is high (Büyüköztürk, 2012). This value changes between 0.51 and 0.70, and it was figured out that decrease in reliability coefficient didn't arise when each item is eliminated from scale.

be .90. These values reveal that reliability towards the whole scale and its sub-factors are at the intended level.

Confirmatory Factor Analysis

Construct obtained as a result of EFA was test by CFA. In this analysis model, produced by confirmatory factor analysis in direction of some criterions, and convenience of model are tested. Some fit indices are used to evaluate the model validity. Some of these are Chi-Square Fit Test, Goodness of Fit Index (GFI), Adjusted Goodness of Fit Index, Root Mean Square Residual and Root Mean Square Error of Approximation (RMSEA) (Tanhan and Şentürk, 2011). Values obtained as a result of confirmatory factor analysis carried out to give evidence to factor construct of scale showed that fit indices are sufficient. As an evidence for construct validity of scale, CFI and RMSEA criterions were handled in order to fact that items in measurement model

can be good representative of related construct and measurement model can display sufficiently consistency to data. When handled the fit indices towards model, it is seen that X^2/df value is 2.29. In models, in which this value is less than 2.5, it is stated that consistency is perfect (Kline, 2005). RMSEA value was found to be 0.7. When this value is less than 0.5, consistency is perfect; when it is less than 0.8, consistency is good (Çelik and

Yılmaz, 2013). The other indices were found as $RMR=0.06$, $SRMR=0.07$, $AGFI=0.85$, $NNFI=0.96$ and $GFI=0.89$. It can be said that all the values except GFI and AGFI have good consistency. That these values are more than 0.90 shows the good consistency, equal to or more than 0.95 shows the perfect consistency (Çokluk et al., 2012). It can be said that these values shows that construct of scale is at acceptable level.

Table 4. Descriptive Statistics towards The Whole Scale and Its Sub-Dimensions

	Total (n=247)		Woman (n=113)		Man (n=134)		Ones Playing Sports (n=81)		Ones Not Playing Sports (n=166)	
	X	Sd	X	Sd	X	Sd	X	Sd	X	Sd
PD	43,60	7,16	43,26	7,57	43,88	6,82	45,90	5,71	42,48	7,48
AP	10,66	2,86	10,39	2,96	10,89	2,77	11,86	2,06	10,08	3,02
SS	11,08	2,53	10,99	2,60	11,15	2,48	12,56	1,71	10,85	2,55
Toplam	65,35	10,55	64,65	11,34	65,94	9,84	70,13	7,79	62,92	10,89

(PD=Personality Development; AP= Academic Perception; SS= Social Support)

In Table-4, it is shown that average and standard deviation values of the whole

scale and its sub-dimensions according to gender and situation of playing sports.

Table 5. Mann Whitney U-Test Results according to Gender

	Gender	N	Mean Rank	Sum of Rank	U	P
Total	Woman	113	121,71	13753,50	7317	0,65
	Man	134	125,93	16874,50		
	Total	247				

According to Table 5, parents' attitudes towards extracurricular sport activities

don't display significant difference according to gender ($U=7317$; $P > 0.05$).

Table 6. Kruskal-Wallis H-Test Results according to Professions of Mothers

	Meslek	N	Mean Rank	Sd	χ^2	P
Total	Officer	15	66,00	3	8,8	0.03*
	Housewife	77	59,56			
	Liberal Profession	13	32,69			
	Others	8	54,94			
	Total	113				

* $p < 0.05$ is significant in this level

According to Table 6; mothers' attitudes towards extracurricular sport activities don't display difference according to situation of their professions ($X^{2(3)}=8.8$;

$p < 0.05$). Attitudes of mother whose profession is civil servant (Mean Rank =66.00) are higher than other mothers' attitudes.

Table 7. Mann Whitney U-Test Results according to Mothers' Situation of Playing Sports

	Situation of Playing Sport	N	Mean Rank	Sum of Rank	U	P
Total	Yes	36	77,60	2793,50	644,5	0.00*
	No	77	47,37	3647,50		
	Total	113				

*p<0.05 is significant in this level

According to Table 7; mothers' attitudes towards extracurricular sport activities display difference according to situation of playing sports (U=644.5; p<0.05).

Attitudes of mothers who play sports are higher than the attitudes of mothers who don't play sports. Mean Rank of mothers who play sports is 77.60.

Table 8. Mann Whitney U-Test Results according to Fathers Situation of Playing Sports

	Situation of Playing Sport	N	Mean Rank	Sum of Rank	U	P
Total	Yes	45	83,39	3752,50	1287	0,01*
	No	89	59,47	5292,50		
	Total	134				

*p<0.05 is significant in this level

According to Table 8; fathers' attitudes towards extracurricular sport activities display difference according to situation of playing sports (U=1287; p<0.05). Attitudes of fathers who play sports are higher than the attitudes of fathers' who don't play sports. Mean Rank of fathers who play sports is 83.39.

handled with extracurricular activities (Köse, 2013) by benefiting from literature. Exploratory Factor Analysis was carried out to determine the scale construct; and as a result of this, it was seen that scale has three dimensions -"Personality Development", Academic Success" and "Social Support"- formed of 17 items. Loadings value of items belonging to these dimensions change between 0.57 and 0.91. In the correlation analysis carried out to determine the relationship between scale and its sub-dimensions; it was concluded that sub-dimensions of scale have a positively significant medium-level relationship with each other. These values calculated for sub-dimensions between 0.44 and 0.56. It was concluded that sub-dimensions of scale have a positively significant high relationship with the whole scale. Correlation coefficients were between 0.68 and 0.93. For sub-dimensions Croanbach Alpha values calculated to prove evidence for scale reliability changes between 0.81 and 0.90. As a result of analyses, parents' point average taken from attitude scale towards extracurricular sport activities was calculated to be 65.35 and standard

DISCUSSION and CONCLUSION

Even though in literature there are studies conducted by using different measurement instruments (survey and interview) on different sample group towards extracurricular sport activities, it was figured out that there is not any measurement instrument that handles individuals' attitudes towards extracurricular sport activities. In this study developed to make up this deficiency in literature, parent dimension was handled. Features such as personality and social development, academic success, positive dependence on school, sense of belonging to group, increase of attendance to classes which are used for qualifying the extracurricular sport activities are used. Within this study, scale development study towards sport activities

deviation to be 10.55. When considering the fact that the highest and lowest points that can be obtain from scale are respectively 17 and 85, it can be said that parents have high attitude towards extracurricular sport activities. These findings show similarity with some studies conducted for related subject Kremer-Sadlik et all, 2010; Harris, 1999; Kılıçgil, 2003; Pehlivan, 2009; Na, 2015). In the study of Masia et all (2013) conducted for parents' attitudes towards extracurricular sports activities, it was obtained that 66.7% of parents support their children to join in these activities. The other result obtained in our available study is that there is no significant difference ($p>0.05$) between parents' attitudes towards extracurricular sports activities and gender. While the attitude point average of mother is 64.65, the attitude point average of father is 65.94. This result shows that there is no significant difference between attitude towards extracurricular sport activities and gender. In the study of Shajie et all (2014) conducted for parents' attitudes towards the children's attendance to extracurricular sports activities, the difference between attitude towards sport activities and gender wasn't found ($p=0.891$, $r=0.010$). This situation can be explained with the awareness of both father and mother towards these activities' benefits for children.

In the available study it was found that there is a significant difference between mothers' attitude towards extracurricular sport activities and their professions ($p=0.029$). The points of mothers' attitude, whose profession are civil servant, towards extracurricular sport activities are higher than the other mothers' attitudes whose professions are housewife, liberal profession and other professions (Mean Rank =136.75). When considering the education level of parents who are civil servant, this result is significant. When the education level gets higher, benefits of attendance to extracurricular sport activities can be evaluated and children can be encouraged to join in (Fejgin, 1994). Köse (2003) came to the

conclusion in the study that 56.1% of mothers are primary school graduate and asserted that "one of the possible reasons that can affect the attendance of children to extracurricular sport activities is the parents' educational background and accordingly the cultural level". Significant relationship between fathers' attitude towards extracurricular sport activities and their professions wasn't found. It was seen that there is no difference between the points obtained from the attitudes of fathers who are civil servant and who have other professions (instructor, engineer, lawyer etc.) When considering that professions of fathers in both profession groups include high education level, it can be said that it is noteworthy that there is no relationship among attitude points towards extracurricular sport activities.

Research results show that there is a significant difference between parents' situation of playing sports and attitude points. It was found that the attitude points of mothers, who play sports, towards extracurricular sport activities are higher than the attitude points of mothers who don't play sports (Mean Rank=77.60). Accordingly, it can be said that mothers who play sports have positive attitude towards extracurricular sport activities. It was found that the attitude points of mothers, who play sports are higher than the attitude points of mothers who don't play sports (Mean Rank=83.39). According to these two results, it can be important to obtain positive attitude towards extracurricular sport activities that parents have sport background. It is an expected result of research that there is a significant relationship between situation of playing sports and attitude towards extracurricular sport activities (Coakley, 2006; Masia et all, 2013).

As a result of carried out statistical analyses, validity and reliability values of scale are reliable at the acceptable level and it was seen that it serves to measure sufficiently the feature intended to measure.

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