



Radovan B. Grandić

University of Novi Sad, Faculty of Philosophy

Marta D. Dedaj, Tanja P. Panić

Preschool Teacher Training and Business Informatics College
of Applied Studies “Sirmium”, Sremska Mitrovica

Original scientific
paper

Paper received: May 22 2017
Paper accepted: Oct 15 2017
Article Published: Sep 10 2018

Parent's Attitudes towards Physical Education of Preschool Children

Extended summary

Humanistic concept of physical education is based on meeting essential and existential needs of every child. The primary goal of physical education is to develop a habit of regular physical exercise in children. The awareness of the importance of physical exercise developed at an early age and the adoption of the habit of regular physical exercise significantly contribute to the quality of health during childhood. Therefore, the primary goal of physical education is to develop in children the habit of regular physical exercise. Developing this habit is not only the task of physical education in preschool institutions and primary schools, but also of the family. Numerous studies in our country and around the world have shown the existence of a relationship between the family as the most important socialization agent and physical activity, or their joint impact in the process of shaping the personality of children. As the level of expressive movements is an indicator of children's health and development from their earliest age, physical exercise, as a matter of existential necessity, must be included in their daily routine as early as possible. Many objectives of physical education for children of preschool age, provided there is a good will and commitment of parents, can be achieved within the family circle. Since movements are developed and perfected according to the conditions created for a child, the degree of development of his/her abilities is largely in the hands of the parents. Accordingly, parents' attitudes towards physical education of preschool children can greatly contribute to the formation of the child's attitudes and habits regarding physical activities. The goal of this research was to examine parents' attitudes towards physical education of preschool

1 grandic@neobee.net

Copyright © 2018 by the authors, licensee Teacher Education Faculty University of Belgrade, SERBIA.

This is an open access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0) (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided the original paper is accurately cited.

children. The research was conducted on a sample of 153 parents of children attending a preschool institution in the city of Novi Sad. Given the specificity of the problem area related to the subject, purpose and tasks of the research, as well as in accordance with the set hypotheses, the descriptive method was applied in the research. Survey was used as the research technique and the instrument used in the survey was a questionnaire designed for the purpose of this research. The questionnaire consisted of four items for the collection of basic sociodemographic data on parents and eight items used to assess parental attitudes about the investigated phenomenon. Based on the obtained results, it can be concluded that parents who participated in the sample survey have formed a positive attitude towards the importance of physical education for preschool children. A significant number of parents agree that physical upbringing of children encourages and contributes to the development of independence and security, and that there is a causal relationship between physical activity and the frequency of undesirable forms of behavior. As for the lifestyle of parents, it can be concluded that parents themselves are significantly engaged in organized physical activity. These healthy lifestyles are passed on to their children. Children are involved in various activities as early as their preschool age exactly because parents fully recognize the importance of such activities. What gives rise to concern is the data showing the small amount of time that parents and children devote to physical activity on a regular basis. The majority of the respondents do not have the opportunity to spend half an hour with their child every day or they do not have time for such kind of activity. The pedagogical implications of the research results indicate that it is necessary to increase the scope of physical activity of children of preschool age because continuous physical exercise and involvement in sports activities can positively influence the socialization of children. High-quality physical education enables children to develop competencies and self-esteem, to gain the necessary knowledge, values and attitudes in the function of a healthy lifestyle. It is important that children develop love for physical education and a healthy lifestyle even before going to school, where the parents' example is very inspiring.

Keywords: parents, physical education, preschool children, attitudes.

References

- Berdihova, J. (1973). *Mama, tata, vežbajte sa mnom*. Beograd: Olimpia-Praha.
- Dedaj, M. (2010). Uloga porodice u fizičkom vaspitanju dece. Novi Sad: *Pedagoška stvarnost*. 5–6, 412–420.
- Dedaj, M. (2014). Educational function of preventive and corrective exercises. *Research in Pedagogy*. 4 (1), 58–89, <http://research.rs/no6/>, 21.11.2017.
- Đorđić, V. (2007). *Roditelji i fizička aktivnost dece predškolskog i mlađeg školskog uzrasta*. Novi Sad: Fakultet sporta i fizičkog vaspitanja.
- Grandić, R. (1997). *Porodična pedagogija*. Novi Sad: Izdanje autora.
- Grandić, R. (2001). *Teorija fizičkog vaspitanja*. Novi Sad: Savez pedagoških društava Vojvodine.

-
- Nahas, M. V., Goldfine, B. & Collins, M. A. (2003). Determinants of physical activity in adolescents and young adults: The basis of high school and college physical education to promote active lifestyles. *Physical Educator*. 60 (1), 42.
 - Radović, M., Bačanac, Lj., Vesković, A. (2005). Uloga porodice u sportskoj aktivnosti dece. *Fizička kultura*. 1-4, 9-16.