

THE ROLE OF FAMILIES IN PHYSICAL EDUCATION STUDENT ACHIEVEMENT

The 2012 AAHPERD National Convention
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BACKGROUND

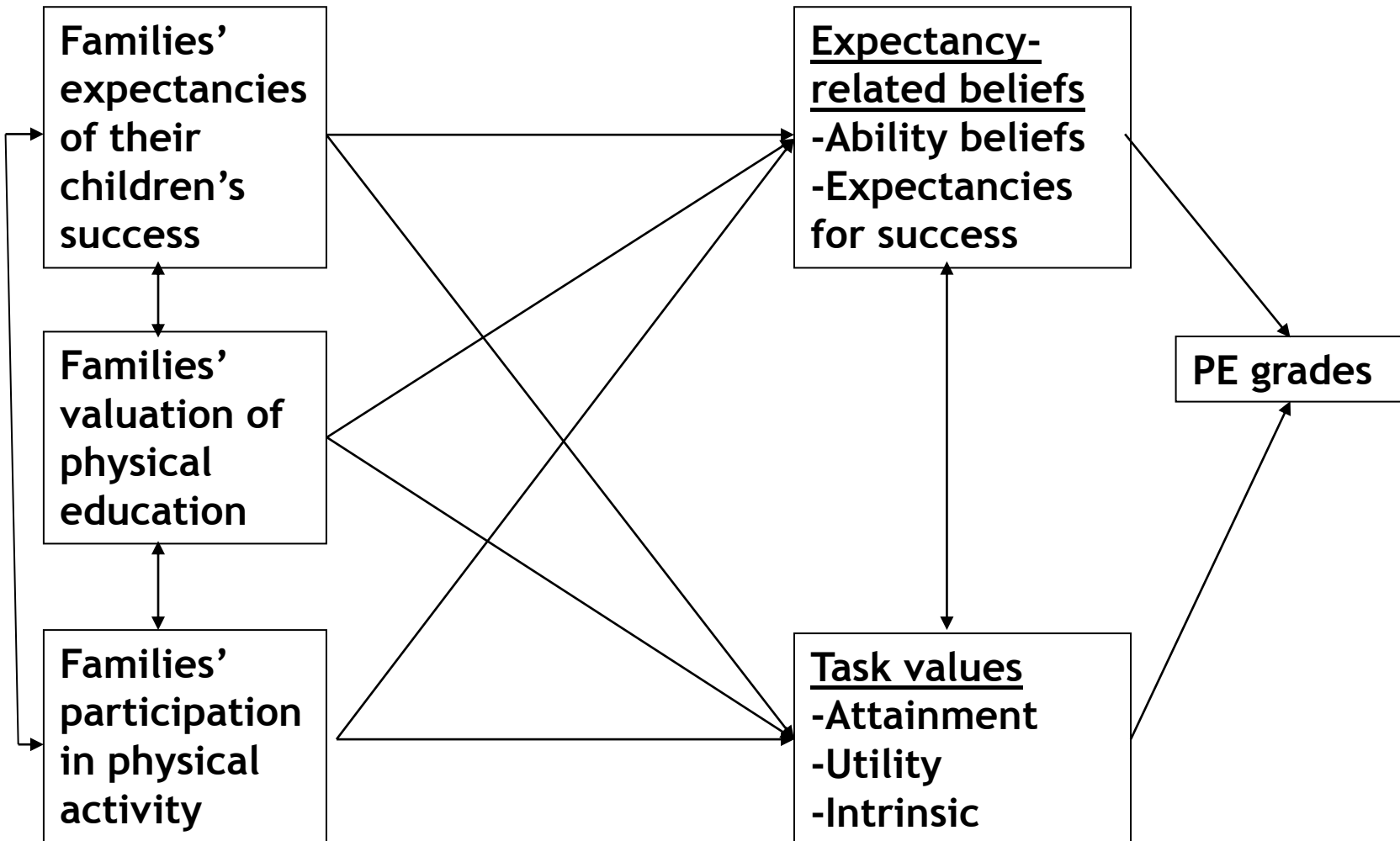
- ⦿ **Positive parental beliefs and values have been found to influence children's & adolescents' achievement in academic settings.**
- ⦿ **The role of parental beliefs and values has been recognized in school sports, but not studied in physical education (PE) settings.**

PURPOSE OF THE STUDY

- ◎ **The purpose of the study was to examine the role of families in the development of students' physical education achievement across middle school Grades 7 to 9.**

THEORETICAL FRAMEWORK

THE EXPECTANCY-VALUE MODEL (ECCLES ET AL., 1983)



AIMS OF THE STUDY

- 1. To test the Expectancy-Value Model for physical education across Finnish middle school**
- 2. To examine the role of families' beliefs, values, and physical activity (PA) in the development of students' PE grades across middle school.**

METHOD - PARTICIPANTS

- ⦿ Data from a 2-year longitudinal study.
- ⦿ A total of 416 (207 girls, 209 boys) 12- to 13-year-old students ($M = 12.71$, $SD = .23$) & 562 (302 females, 260 males) parents.
- ⦿ 40 single gender PE classes (all girls = 19 classes, all boys = 20 classes, 1 co-ed class).

DATA COLLECTION

- **Students' self-report data were collected during PE lessons by trained researchers.**
- **Families' data were collected in two phases:**
 - Each student were asked to take family questionnaires home and to return them to PE teacher next day.
 - If the questionnaires were not returned, they were mailed directly to families.

DATA COLLECTION

3 Self-report Measures for Families:

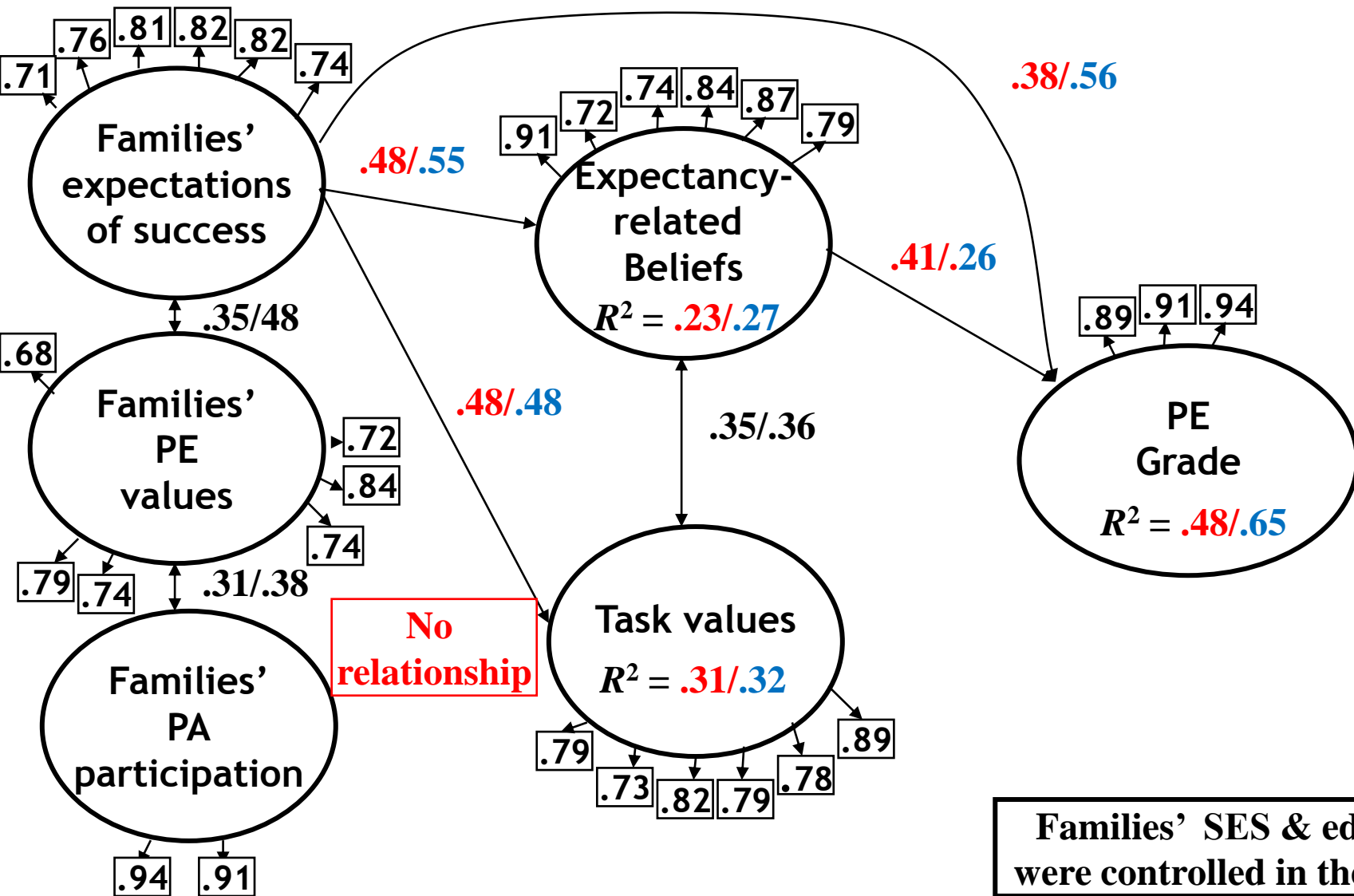
- Expectancies of their child's success in PE
- Value of PE
- PA participation (self-report)
- Instruments were administered to the same families 3x across middle school.

DATA COLLECTION

3 Measures for Students:

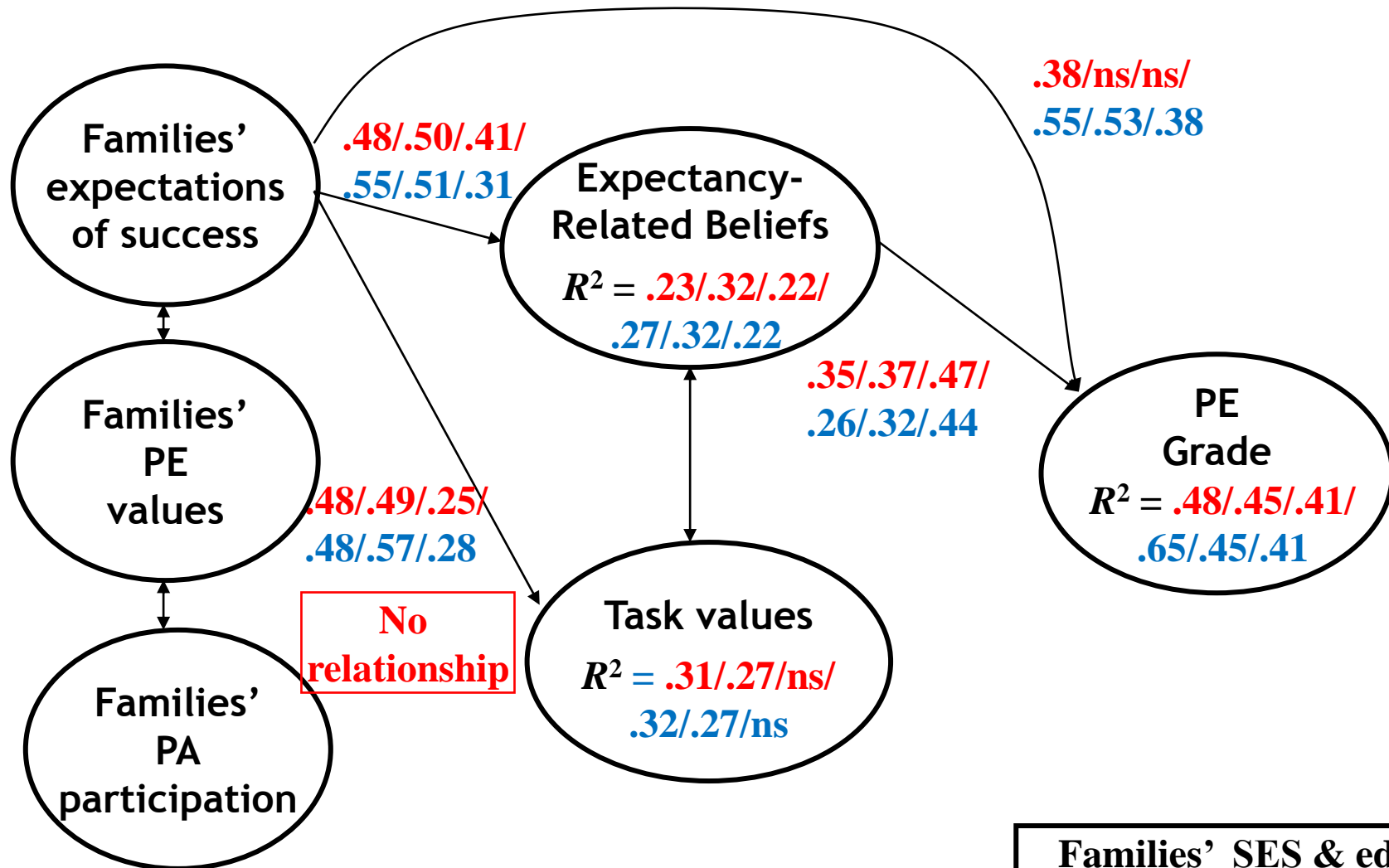
- Expectancy-related beliefs in PE (self-report)
- PE Values (self-report)
- PE GPA (scale 4 to 10)
(obtained from school records)
- Instruments were administered to the same students 3x across middle school.

RESULTS - TESTING EXPECTANCY-VALUE MODEL IN PE (GIRLS/BOYS)



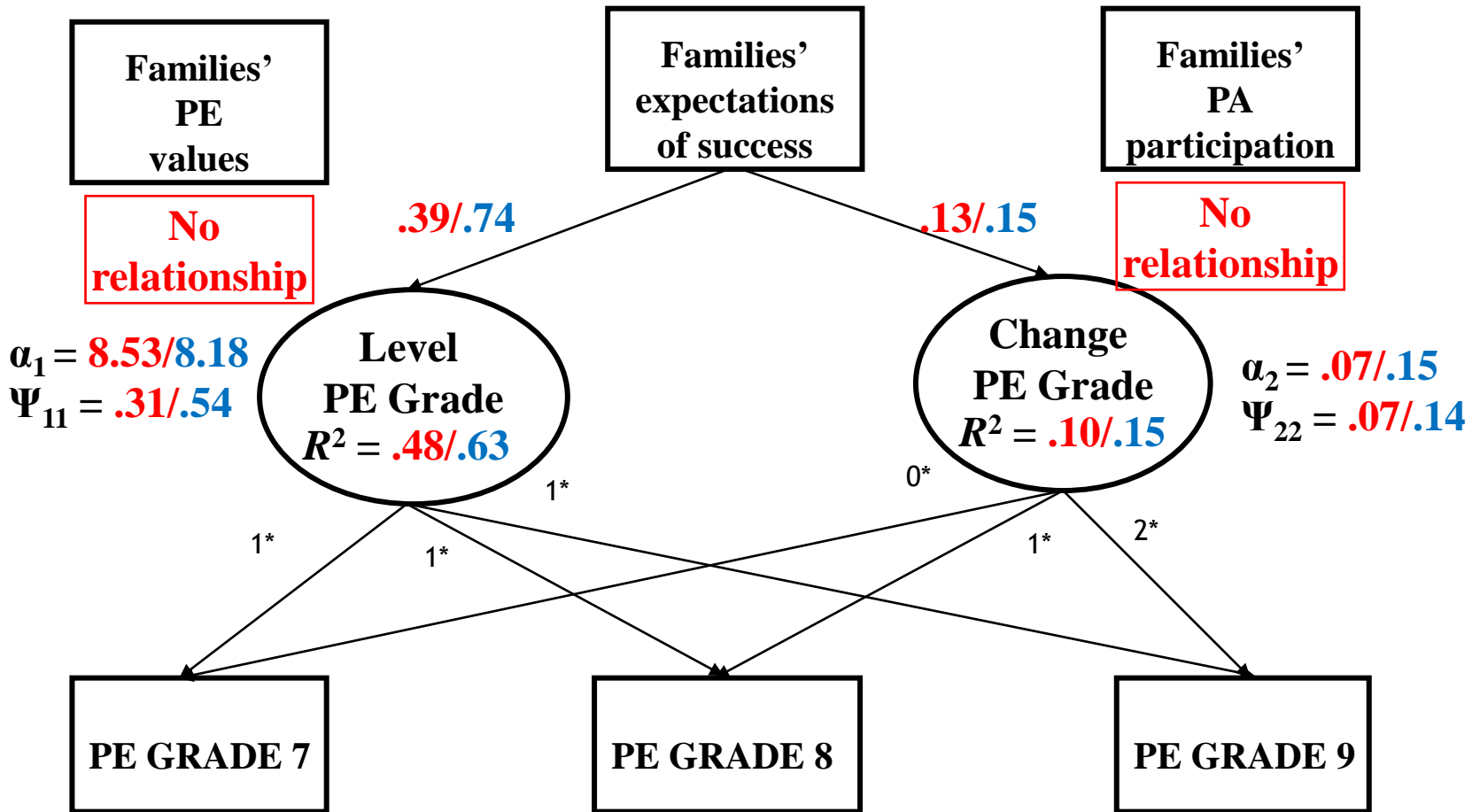
RESULTS - STABILITY

ACROSS TIME (GIRLS / BOYS)



Families' SES & education were controlled in the analyses

LATENT GROWTH CURVE MODEL FOR (GIRLS/BOYS)



Individual beliefs and values were controlled in the analyses

DISCUSSION I

- 1. Expectancy-value model is a useful theoretical framework to understand students' achievement in PE as well as the role of family in this process.**

DISCUSSION II

2. If families expect their children to be competent & successful in PE, that influences students' expectancy-related beliefs, values, & directly their PE grades.
3. However, families valuation of PE & PA participation does NOT influence their achievement.

DISCUSSION II

4. Family influence declines across middle school, while the influence of students' own personal PE beliefs becomes stronger.

TAKE HOME MESSAGE

- 1. PE with learning objectives & evaluation - evaluation reports should reach parents as well.**
- 2. Families can & should be involved in PE (family nights, journals, & home activities).**