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Editorial Office: Research in Kinesiology

Federation of the Sports Pedagogues of the
Republic of Macedonia

Gradski park, Sala KK "Rabotnički" b.b.

1000 Skopje, Macedonia P.O. Box 5,

Phone: + 389 2 3220 750

Fax: + 389 2 3220 750

e-mail: fsprm@yahoo.com

URL: <http://www/fsprm.mk>

THE IMPACT OF FAMILY'S STRUCTURAL CHARACTERISTICS AND ITS RELATION TO SPORTS ACHIEVEMENTS - A SOCIOLOGICAL ASPECT

Original paper

Daniela Koceva

Faculty of Educational Science, "Goce Delcev" University, Stip, North Macedonia

Abstract

Physical education is an essential part of the educational system worldwide. Its significance has been widely acknowledged for promoting physical fitness but also for contributing to the development of various social and psychological skills. As a result, sociologists have taken a keen interest in understanding the sociological aspects of physical education, including its role in shaping individuals' socialization, identity, and social inequality. One of the most significant sociological aspects of Physical education is its impact on socialization. In the context of Physical education, socialization occurs through interactions with peers and instructors, as well as exposure to the social norms and expectations surrounding physical activity. For instance, Physical education can serve as a platform for promoting teamwork, leadership, and communication skills among students, which are essential for successful socialization.

All these factors are complex and non-exhaustive in relation to the sociological analysis of physical education, but the key goal of this paper is to determine the influence of the family as a group on sports achievements, analyzing its structural characteristics and attitude towards sports.

Accordingly, understanding social influences is considered one of the most relevant topics in predicting sports performance, which is influenced by the outcome of interactions with social agencies in addition to experiences, quality training, and innate athletic talent. Regarding social support in sports, athletes have three main sources of influence that affect their sports achievements: family members, coaches, and teammates. These social agencies form a complex and multilayered social network that may have positive and/or negative effects on athletes' sports experiences as they contribute to creating a motivational climate defined by their behaviors, values, attitudes, and support.

In this study, analyses of the influence of the family on sports achievements in children up to the age of 13 is done.. This research aims to provide answers to many questions that are causally related to improved sports achievements, from the perspective of one of the influencing agents - the family. Specifically, we are referring to the social status of the parents, which essentially means the parents' level of education, occupation, monthly income generated by the family, family size, cultural and values characteristics of the family, parents' behavior towards their children, parents' willingness to invest in and support their children's sports activities, parents' level of ambition and aspiration, and parents' attitudes towards sports.

The analysis of the results from this research will identify the reasons why children have low involvement and achieve poor sports performance. The research method is a combined approach, utilizing both quantitative and qualitative methods. The research techniques employed include interviews with parents and surveys conducted with the children. The research sample consists of 300 children for the quantitative part and 30 parents, selected through a lottery, for the qualitative part.

Keywords: *physical education, sociological aspects, socialization, socio-economic status, family, sports achievements.*

INTRODUCTION

Child physical health is an important foundation for every country. As a crucial resource for the future development of a nation, their physical health is a strategic issue directly linked to the future and destiny of the country (Liu et al., 2021). It is essential for the entire society to be aware of the need for proper growth and development of its youth, and one of the directions we should move towards is strengthening and building a sports spirit among the young generation. As the basic unit of society, the family plays a significant role in shaping the values and attitudes toward children's physical health. However, besides the family, other agencies also contribute to the formation of an individual's personality and social adaptation, such as social institutions, peer groups, and mass media.

Interpersonal relationships are one of the main factors that determine the quality of athletes' experiences in sports (Coutinho,

Mesquita & Fonseca, 2018). Accordingly, understanding social influences is considered one of the most relevant topics in predicting sports performance (Goldsmith, 2004), which is influenced by the outcome of interactions with social agencies in addition to experiences, quality training, and innate athletic talent.

Regarding social support in sports, athletes have three main sources of influence that affect their sports achievements: family members, coaches, and teammates. These social agencies form a complex and multilayered social network that may have positive and/or negative effects on athletes' sports experiences (Côté, Baker & Abernethy, 2003; Côté, Turnnidge & Vierimaa, 2016; Sheridan, Coffee & Lavalley, 2014) as they contribute to creating a motivational climate defined by their behaviors, values, attitudes, and support (Camerino et al., 2019; Puigarnau et al., 2016), which affects how athletes communicate and perceive their involvement in sports (Atkins et al., 2013).

The family is a primary agent of socialization where children learn societal norms and values, forming the basis of their

personal identity. It is where they acquire their first fundamental habits and skills. The family is the environment in which children grow and develop, making this study focus on determining the influence of the family on children's physical achievements and their participation in sports activities. We believe that the family's sports attitude plays a key role in building children's physical health, and it will be analyzed from multiple aspects, including the parent's (mother and father's) level of education, economic status, and spatial and technical conditions. In terms of sports achievements, the presence, involvement, interest, expectations, rewards-punishments, and support from parents in sports activities and events will be analyzed. The results of this study should provide useful information for parents and educators in improving physical health and achieving better sports results.

Sociological studies indicate that values influence attitudes, and attitudes influence behavior. A sports attitude is an external variable that can only influence children through sports behavior. The characteristics of children's physiological awareness create a need for nurturing them to provide sports experiences and information. Researchers have found that children from families with supportive attitudes toward physical activities were significantly better than those who did not have such attitudes (Dong et al., 2018). Therefore, the family's sports attitude could have a certain influence on children's behavior and psychology related to their participation and achievements in physical activity (Timperio et al., 2013). It has been discovered that children are more affected by feedback from parents regarding sports evaluation. Thus, parents play a crucial role in influencing children's physical activity behavior in early childhood (Fu & Li, 2004; Brown & Larson, 2009). Compared to children without parental support, children with parental support are more likely to participate in sports activities and believe they have better physical abilities (Budde et al., 2008; Best, 2012).

METHODS

In this study, we will attempt to analyze the influence of the family on sports achievements in children up to the age of 13. This research aims to provide answers to many questions that are causally related to improved sports achievements, from the perspective of one of the influencing agents - the family. Specifically, we are referring to the social status of the parents, which essentially means the parents' level of education, occupation, monthly income generated by the family, family size, cultural and values characteristics of the family, parents' behavior towards their children, parents' willingness to invest in and support their children's sports activities, parents' level of ambition and aspiration, and parents' attitudes towards sports.

RESULTS AND DISCUSSION

The level of parents' education

In recent decades, research related to the conditions of the family environment, particularly the relationship between socioeconomic status and sports achievements, has become increasingly relevant. Considering that the socioeconomic status of the family is a relatively stable variable, it is highly suitable for investigation, unlike parental behavior. The level of parents' education is an important characteristic that influences children's

Through this research, the following will be determined:

- The correlation between the socio-economic status of the family and the sports achievements of children.
- The correlation between the education of the parents and the sports achievements of their children.
- The correlation between the size of the family (number of family members) and the sports achievements of children.
- The correlation between the type of family (autocratic/democratic) and sports achievements.
- The preparedness of parents to invest in their children's sports activities and events and how they impact sports achievements.

The analysis of the results from this research will identify the reasons why children have low involvement and achieve poor sports performance.

General hypothesis: The sports achievements of children are influenced by the socio-economic status, traditional lifestyle in families, and willingness to invest in sports activities for their children.

Specific hypotheses:

- The higher the socio-economic status of families, the higher the sports achievements.
- The more pronounced the traditional lifestyle, the lower the success in sports.
- There is a positive relationship between the readiness of families to invest in sports for their children and their success in sports.

Individual hypotheses:

- The higher the education level of parents, the better the sports achievements.
- There is a positive relationship between the degree of democracy in the family and the level of sports achievements.
- There is a positive relationship between material status and sports achievements.

The research method is a combined approach, utilizing both quantitative and qualitative methods. The research techniques employed include interviews with parents and surveys conducted with the children. The research sample consists of 300 children for the quantitative part and 30 parents, selected through a lottery, for the qualitative part.

The obtained results were analyzed using the SPSS system. Statistical analysis tool for data.

development. Numerous studies have shown that parents' socioeconomic status is closely related to their children's cognitive abilities, social-emotional development, and physical health. Indicators of social and economic status include parents' education level, income, occupation, etc., among which parents' education level is a stable and significant indicator (Bradley & Corwyn, 2002; Matthews & Gallo, 2011). Cheng, Lu & Chen (2020) reported that a mother's profession and educational attainment significantly influence the body mass index (BMI) of her children. The higher her professional class and status, and the longer her education, the lower the BMI of her children. The more time children spend in

physical activity with their parents, the lower their BMI (Cheng et al., 2020). In a study on family socioeconomic status and BMI of children and adolescents, Shi et al. (2021) found that parents' education level can significantly affect children's BMI and higher parents' education level is associated with a lower likelihood of children being overweight. As a result, the mechanism of parents' education level in relation to family sports attitudes and children's sports achievements should be further investigated.

In the Republic of North Macedonia, when it comes to the education of parents and its influence on sports achievements, there is an observed correlation between the results obtained by children and the level of education of their fathers. From Table 1., it can be seen that there are a total of 17 parents without education, 90 with primary education, 134 with secondary education, and 58 with higher education.

Table 1. Level of education of the father

	Education of the Father				
	No Education	Primary Education	Secondary Education	Higher Education	Total
F	17	90	134	58	299
% of Total	5.7%	30.1%	44.8%	19.4%	100.0%

From Table 2., it can be observed that the highest percentage of excellent performance in sports achievements is shown by children whose

fathers have higher and secondary education, as opposed to those who have no education or only primary education.

Table 2. The influence of the father's education on the success of sports achievements

		Success in sports achievements					
		Excellent	Very good	Good	Sufficient	Total	
Education of the Father	No Education	Frequency	0	6	4	7	17
		% within Father's Education	.0%	35.3%	23.5%	41.2%	100.0%
	Primary Education	Frequency	12	16	35	27	90
		% within Father's Education	13.3%	17.7%	39%	30%	100.0%
	Secondary Education	Frequency	55	36	32	11	134
		% within Father's Education	41%	26.9%	23.9%	8.2%	100.0%
	Higher Education	Frequency	39	13	3	3	58
		% within Father's Education	67.2%	22.4%	5.2%	5.2%	100.0%
	Total	Frequency	106	71	74	48	299
		% within Father's Education	35.5 %	23.7%	24.8%	16%	100%

When it comes to mothers, there are 34 with no education, 99 with primary education, 114 with secondary education, and 52 with higher education.

Table 3. Level of education of the mother

	Education of the Mother				Total
	No Education	Primary Education	Secondary Education	Higher Education	
F	34	99	114	52	299
% of Total	11.4%	33.1%	38.1%	17.4%	100.0%

Table 4. The influence of a mother's education on the success of sports achievements

			Success in sports achievements				
			Excellent	Very good	Good	Sufficient	Total
Education of the Mother	No Education	Frequency	3	7	8	16	34
		% within Mother's Education	9%	20%	23%	46%	100.0%
	Primary Education	Frequency	14	28	35	22	99
		% within Mother's Education	14.1%	28.3%	35.4%	22.2%	100.0%
	Secondary Education	Frequency	51	28	30	5	114
		% within Mother's Education	44.7%	24.6%	26.3%	4.4%	100.0%
	Higher Education	Frequency	38	8	1	5	52
		% within Mother's Education	73%	15.4%	2%	9.6%	100.0%
	Total	Frequency	106	71	74	48	299
		% within Mother's Education	35.5%	23.8%	24.7%	16%	100%

From Table 4., once again, the globally conducted research is confirmed, emphasizing the importance of the mother's role in sports achievements, her awareness, and her knowledge of raising and motivating children to engage in sports activities and events. The level of education of the mother confirms the fact that the higher the education level, the higher the percentage of children with excellent sports achievements. The highest percentage of such children belongs to mothers with higher education.

Family Economic Status

To determine the socioeconomic status of families, we asked the interviewed parents several questions. The analysis of the socioeconomic status of parents of surveyed children was considered necessary due to the assumption that this factor plays a significant role in the process of achieving higher sports results.

• Number of family members generating income

The first question pertained to how many family members in your family generate income. 86.6% of the surveyed parents answered that one or both parents in the family generate income, and only a small number of them are not employed. This could indicate that only children from families with certain incomes continue their sports activities even after 13 years.

In most families, both parents are employed. However, there is also a significant percentage of families where only one parent is employed, which is understandable given the previously mentioned data that the majority of women in these families are homemakers.

We take this family structure as a premise that the participation of women in the labor market is not only a result of

the economic conditions in the country but also a result of the traditional nature of living in these families and the perception that the place of women is in the home.

• Monthly income per family member

The next question referred to the material condition of the parents of the surveyed children: What are the monthly incomes per family member in your family? The data showed that almost 70% of the surveyed children live in families with a relatively solid or high socioeconomic status, which certainly influences their sports achievements.

• Sources of income in the family

The following question from this group of questions, closely related to the previous two, asked: What are the sources of income in your family? The parents of the surveyed children primarily derive their income from work in the private sector and from work in public enterprises or administrations, but additional work also plays a significant role in providing means of subsistence.

• Attitude of respondents regarding their own standard of living and social status

The next two questions define the respondents' attitudes regarding their own standard of living and social status and belong to another group of questions.

The first question asks: How would you personally define the standard of living in your family? From the answers to this question, it can be concluded that more than 50% of the surveyed parents belong to the middle class and have a standard of living that enables them to have a normal existence and, accordingly, normal conditions for life and sports activities. This indicates that

the participants in further sports activities are students from families with a moderate socioeconomic status.

The majority of cases classified their families as moderately wealthy.

The second question in this context is: How do you evaluate your own social status? The answers largely corresponded to the responses to the previous question. In this case, as well, we have similar attitudes among the respondents, who mostly assessed their own social status as average. It is characteristic that a larger percentage declared their position as low rather than high.

Considering these facts, we cannot overlook the conclusion that children from families with higher and middle social status have better sports results compared to others, indirectly indicating a significant influence of socioeconomic status on achieving better sports results.

Structure

Researchers have found that the style of physical activity of caregivers, the level of support and supervision for their children's physical activity, and parenting methods all influence children's sports participation (Zhang et al., 2017). According to this, the composition of family members and the time and manner of involving children in their growth process significantly impact children's sports participation and dietary habits, which are also associated with children's body weight index. Children with different family structures have different primary caregivers, and their sports participation and other factors vary due to different parenting styles and health concepts. In recent years, the influence of family structure on children's health behaviors has gradually attracted the attention of scientists. However, the focus has mainly been on mental health issues caused by intergenerational parenting

and single-parent families, while the impact of family structure on children's physical health and sports behaviors is rarely studied (Basterfield et al., 2011).

Family Type and Sports Achievements Traditional and Modern Family

Families in the Republic of North Macedonia are classified as traditional (patriarchal) and modern (democratic) families. We define the traditional family as a status where the woman is inferior to the man, and the father in the family ultimately has the final say on essential matters regarding the children, their education, and even their future family relationships. This is a family where the father seeks and obtains complete obedience from other family members, and the relationship between the father and other family members is highly hierarchical. We define the modern family as a family characterized by the principle of equality between the man and the woman in the family, with corresponding consequences for the position of the children in family relationships. In this family, the child is taught not to be an object but a subject actively participating in building their future with other family members. They are taught certain obligations and responsibilities. One of the most significant elements in this family will be the love of the parents towards the child and their complete equality in raising the child. The characteristics of the family were determined by asking the question regarding the power structure in the family: who makes the significant decisions in your family, resulting in the following findings:

Table 5. The influence of the type of family on sports achievements

		Success in sports achievements					
		Excellent	Very good	Good	Sufficient	Total	
Who makes the significant decisions in the	father	Frequency	14	16	36	22	88
		% inside Who makes the significant decisions in the family?	16%	18.1%	40.9%	25%	100.0%
	mother	Frequency	1	0	1	6	8
		% inside Who makes the significant decisions in the family?	12.5%	.0%	12.5%	75%	100.0%
	Father and	Frequency	41	41	27	17	126
		% inside Who makes the significant decisions in the family?	32.5%	32.5%	21.4%	13.6%	100.0%
	Everyone together	Frequency	49	14	10	4	77
		% inside Who makes the significant decisions in the family?	64%	18%	13%	5%	100.0%
	Total	Frequency	105	71	74	49	299
		% inside Who makes the significant decisions in the family?	35.1%	23.7%	24.7%	16.3%	100.0%

The best sports achievements are shown by children who come from families with democratically established relationships among their members, as can be seen in Table 5.

Family and its Relationship to Sports

- The presence of parents at sports events and their influence on sports achievements.

THE IMPACT OF FAMILY'S STRUCTURAL CHARACTERISTICS AND ITS RELATION TO SPORTS ACHIEVEMENTS - A SOCIOLOGICAL ASPECT

A clearer picture of the differences in family climate as a factor affecting sports is revealed through the answers to a block of questions related to parental involvement in matters related to their children's sports. The questions will be analyzed in the order

in which they are presented in the questionnaire. Parental involvement in sports and sports activities of their children begins with the question: Do your parents attend sports activities?

Table 6. *The involvement of parents in sports*

	Do your parents attend your sports activities?			
	No	Yes	Sometimes	Total
F	22	155	123	300
% of Total	7.3%	51.7%	41.0%	100.0%

Table 7. depicts the relationship between the presence of parents at sports events and success in sports achievements.

The highest percentage of excellent sports achievements is shown by children whose parents attend sports activities. This indicates the fact that they support and further motivate their children.

Table 7. *Does parents' interest in their children's sports affect their sports success?*

		Success in sports achievements					
		Excellent	Very good	Good	Sufficient	Total	
Do your parents attend your sports activities?	No	Frequency	2	8	5	7	22
		% within Do your parents attend your sports activities?	9%	36.4%	22.6%	31.8%	100.0%
	Yes	Frequency	86	40	21	8	155
		% within Do your parents attend your sports activities?	55.5%	25.8%	13.5%	5.7%	100%
	Sometimes	Frequency	18	23	48	34	123
		% within Do your parents attend your sports activities?	14.6%	18.7%	39%	27.6%	100.0%
	Total	Frequency	106	71	74	49	300
		% within Do your parents attend your sports activities?	35.3%	23.6%	24.6%	16.3%	100.0%

Does the interest of parents in their children's sports achievements affect their sports success? Parents' attitude towards their children's sports and their influence on sports success.

The following question relates to the parent's attitude towards their children's sports: What do your parents think about sports? This question

included several modalities, defined according to the aim to indirectly arrive at the answer regarding the general attitude of parents towards sports. The most conscientious parents were those who considered sports to be necessary and encouraged their children in that direction. This can be seen in Table 8.

Table 8. Parents' opinions about sports and their influence on sports achievements

		Success in sports achievements					
		Excellent	Very good	Good	Sufficient	Total	
Opinion of parents about sports	necessarily	Frequency	37	25	28	5	95
		% inside Parents' opinion about sports	39%	26.3%	29.5%	5.2%	100.0%
	decide for	Frequency	2	10	9	15	36
		% inside Parents' opinion about sports	5.6%	27.7%	25%	41.6%	100.0%
	engage in	Frequency	66	36	33	24	159
		% inside Parents' opinion about sports	66.7%	21.2%	4.5%	7.6%	100.0%
	show no	Frequency	1	0	4	5	10
		% inside Parents' opinion about sports	10%	.0%	40%	50%	100.0%
	Total	Frequency	106	71	74	49	300
		% inside Parents' opinion about sports	35.3%	23.6%	24.6%	16.3%	100.0%

The attitude of parents towards their children's sports activities is determined directly through the question asked in the

questionnaire: Do your parents ask you to skip training if you have homework?

The responses to this question yielded the following results.

Table 9. Impact of parents' decisions on whether or not to go to training on sports achievements

		Success in sports achievements					
		Excellent	Very good	Good	Sufficient	Total	
Do your parents ask you not to attend training?	Yes	Frequency	7	12	20	24	63
		% inside Do your parents ask you not to attend training?	11.5%	19.7%	32.8%	36 %	100%
	No	Frequency	99	59	54	25	237
		% inside Do your parents ask you not to attend training?	66.7%	22.6%	6.5%	4.3%	100%
	Total	Frequency	106	71	74	49	300
		% inside Do your parents ask you not to attend training?	35.3%	23.6%	24.6%	16.3%	100%

As with previous results, these findings also indicate the influence of parental decisions on attending or not attending sports activities when there is work at home on their children's sports achievements. The percentage of excellent students, i.e., students with higher sports results, shows that those students whose parents do not ask them to skip training when they have work at home have a rate of 66.7%. Weaker sports results are shown by students whose parents ask them not to attend training when they have work at home.

The interest of parents in their children's sports achievements and its impact on sports success

The interest of parents in their children's sports achievements was determined through the question: "Are your parents interested in your sports activities?" asked in the children's questionnaire. The interest of parents in their children's sports achievements is a crucial motivation for children to achieve even greater accomplishments. Table 10 shows that parents who show daily interest in their children's sports achievements have the highest percentage of excellent sports achievements at 49.3%. The percentage of parents showing occasional interest is also significant.

Table 10. The interest of parents in their children's sports achievements and its impact on sports success

			Success in sports achievements				Total
			Excellent	Very good	Good	Sufficient	
Parental interest in sports achievements	Every day	Frequency	66	33	15	20	134
		% within Parental interest in sports achievements	49.3%	24.6%	11.1%	15%	100.0%
	Occasionally	Frequency	38	33	54	21	146
		% within Parental interest in sports achievements	26%	22.6%	37%	14.4%	100.0%
	Never	Frequency	2	5	5	8	20
		% within Parental interest in sports achievements	10%	25%	25%	40%	100.0%
	Total	Frequency	106	71	74	49	300
		% within Parental interest in sports achievements	35.3%	23.6%	24.6%	16.3%	100.0%

The interest of parents in the problems their children face in sports activities is determined by the following question in the

questionnaire: How regularly do you discuss the problems in sports with your children?

Table 11. How regularly do you discuss the problems in sports with your children?

How regularly do you discuss problems - in sports?				
	Everyday	Sometimes	Never	Total
F	103	150	47	300
% of Total	34.3%	50.0%	15.7%	100.0%

Parents who make an effort to discuss problems with their children on a daily basis are the ones whose children show the best sports achievements. Understanding and support in dealing with conflicts, whether with teammates, coaches, etc., can be beneficial

in overcoming problems more easily and fostering motivated participation and improved sports performance. Table 12. illustrates the correlation between interest in sports problems and sports achievements.

Table 12. Correlation between interest in sports problems and sports achievements

			Success in sports achievements				Total
			Excellent	Very good	Good	Sufficient	
How regularly do you discuss problems - in sports?	Every day	Frequency	52	26	14	11	103
		% within How regularly do you discuss problems - in sports?	50.5%	25.2%	14.5 %	10%	100.0%
	Occasionally	Frequency	49	37	42	22	150
		% within How regularly do you discuss problems - in sports?	32.6%	24.6%	28%	14.7 %	100.0%
	Never	Frequency	5	8	18	16	47
		% within How regularly do you discuss problems - in sports?	10.6%	17.0%	38.3%	34 %	100.0%
	Total	Frequency	106	71	74	49	300
		% within How regularly do you discuss problems - in sports?	35.3%	23.6%	24.6%	16.3%	100.0%

Expectations of parents have a significant influence on children's sports achievements

The parents of all children expect them to excel. The higher the expectations of parents, the better the sports results of the students. However, there is an exception for certain students, where the percentage of excellent students is higher when parents expect them to be hardworking rather than simply the best.

When parents have high expectations for their children's performance in sports, it often leads to increased motivation, dedication, and effort from the children. They strive to meet their parents' expectations and may push themselves harder to achieve better results. On the other hand, if parents have low expectations or do not prioritize sports achievements, children may not feel as motivated or driven to excel in sports.

Table 13. Expectations of parents have a significant influence on children's sports achievements

		Success in sports achievements					
		Excellent	Very good	Good	Sufficient	Total	
What do your parents expect from you in sports?	To be the best.	Frequency	88	36	37	11	172
		% inside What do your parents expect from you in sports?	51.2%	20.9%	21.5%	6.4%	100.0%
	To be hardworking.	Frequency	18	28	23	3	72
		% inside What do your parents expect from you in sports?	25%	39%	31.9%	4.1%	100.0%
	To make friends.	Frequency	0	5	12	30	47
		% inside What do your parents expect from you in sports?	0%	10.6%	25.5%	63.8%	100.0%
	Nothing	Frequency	0	2	2	5	9
		% inside What do your parents expect from you in sports?	.0%	22.2.0%	22.2 %	55.5%	100.0%
	Total	Frequency	106	71	74	49	300
		% inside What do your parents expect from you in sports?	35.3%	23.6%	5.9%	16.3%	100.0%

Awards and Their Influence on Sports Achievements

In the context of the survey, an effort was made to gain insights into two types of sanctions that parents practice to encourage their children to engage in sports: positive sanctions (rewards) and negative sanctions (punishments).

Regarding rewards as an important factor for achieving better sports results, two questions were included in the questionnaire. One pertained to their frequency, and the other to their type. The results showed that the majority of children, regardless of their age, are rewarded by their parents. To determine the most common

types of rewards, a list was created, including both moral and material rewards. Among the options, the most frequent form of reward was praise in front of family members. Material rewards such as going on a vacation, receiving monetary rewards, buying clothes, and the like, were less common.

The impact of rewards on children's sports achievements and how they influence them will be explained based on the data in the following table. The best sports achievements are shown by children who receive rewards, particularly those who are praised frequently."

Table 14. Awards and Their Influence on Sports Achievements

		Success in sports achievements				Total	
		Excellent	Very good	Good	Sufficient		
Do your parents reward you when you achieve good results?	Yes	Frequency	102	63	64	32	261
		% inside Do your parents reward you when you achieve good results?	39.1%	24.1%	24.5%	12.3%	100.0%
	No	Frequency	4	8	10	17	39
		% inside Do your parents reward you when you achieve good results?	10.2%	20.5%	25.7%	43.6%	100.0%
Total	Frequency	106	71	74	49	300	
	% inside Do your parents reward you when you achieve good results?	35.3%	23.6%	24.6%	16.3%	100%	

The punishments and their influence on children's sports achievements

Punishments were also investigated through two questions: whether children are punished for achieving poor results in sports, and if they are punished, what type of punishment is applied. The extent and nature of punishments for achieving better sports results are examined in the following tables.

All parents punish their children when they show poor results.

The types of punishments and their implementation are presented in the following table: The most prevalent method of punishment is reprimanding. Interestingly, a larger number of students in the previous table reported that they were not punished, yet in this table, they acknowledged experiencing some of the punishment measures applied by their parents. As a result, the number of students who stated that they were not punished has decreased to 30 in this table.

Table 15. The type of punishments and their application

	Reprimand	Scolding	Physically punish you	Criticize	Restrictions on going out	Restrictions on computer/TV	Monetary punishment	Mad at you	They don't punish you	Total
F	149	4	12	8	56	9	4	4	54	300
% of Total	49.7%	1.3%	4.0%	2.7%	18.7%	3.0%	1.3%	1.3%	18.0%	100.0%

The influence of punishments on children's sports achievements can be determined through the following table, from which it can be seen that punishments have a negative impact on children's sports achievements. In other words, children who are

not punished show better results in a higher percentage compared to those who are punished. However, it should be emphasized that sanctions do not always motivate students to achieve higher sports results.

Table 16. The punishments and their influence on children's sports achievements

		Success in sports achievements				Total	
		Excellent	Very good	Good	Sufficient		
Do your parents punish you when you show poor?	Yes	Frequency	77	58	66	36	237
	% inside Do your parents punish you when you show poor results?	32.5%	24.4%	27.8%	15.2%	100.0%	
No	Frequency	29	13	8	13	63	
	% inside Do your parents punish you when you show poor results?	46%	20.6%	12.8%	20.6%	100.0%	
Total	Frequency	106	71	74	49	300	
	% inside Do your parents punish you when you show poor results?	35.3%	23.6%	24.6%	16.3%	100%	

The influence of regular training attendance on children's sports achievements can be observed from the following table, which suggests a positive correlation between success and regular training. The encouragement and presence of parents at training

sessions also provide additional support and confidence to children in achieving excellent sports results. The best results are shown by children whose parents regularly attend training sessions, accounting for 39.3%.

Table 17. The influence of regular training on sports achievements

		Success in sports achievements					
		Excellent	Very good	Good	Sufficient	Total	
Do you regularly attend training sessions?	yes	Frequency	92	60	57	25	234
		% inside Do you regularly attend training sessions?	39.3%	25.6%	24.3%	10.6%	100.0%
	No	Frequency	14	11	17	24	66
		% inside Do you regularly attend training sessions?	21.2%	16.6%	25.7%	36.3%	100.0%
	Total	Frequency	106	71	74	49	300
		% inside Do you regularly attend training sessions?	35.3%	23.6%	24.6%	16.3%	100%

CONCLUSION

From this research, we can conclude that the family is a primary agent of socialization where children learn societal norms and values and build their own personal identities based on them. The family is the place where children first encounter and develop a sports spirit and a healthy lifestyle. The family's sporting attitude is crucial in building physical health. The influence of the family on sports achievements in children up to the age of 13 is significant, perhaps even the most important. The socio-economic status of parents is closely related to the cognitive abilities, social emotions, and physical health of their children. Indicators of social and economic status include parents' education levels, income, and occupation. The higher the level of education and income of both parents, the greater the sports achievements in children. The type of family also defines the child's relationship with sports and their sports achievements. Democratic family dynamics facilitate communication and children's participation in sports, leading to better sports achievements. In contrast, authoritarian family dynamics have the opposite effect. The parents' attitude towards sports and their expectations for their children's sports success are also key factors. The presence of sports events and activities, including training, further motivates children to achieve better sports performance. Parental interest and expectations for sports success and issues within sports are positively related to children's sports achievements. All children, regardless of age, are mostly rewarded by their parents. The most frequent form of reward is praise in front of family members. Reprimands are the most common form of punishment. In a larger percentage, children who are not punished show better results than those who are. However, it should be noted that sanctions do not always motivate students to achieve higher sports performance. Every child is different and reacts differently to rewards and punishments, which may or may not motivate them toward better sports results. The results of this research can serve as a starting point for a more comprehensive analysis of sports success and achievements in children. It is important to determine how to increase awareness among parents and children for their greater participation in sports. This research should guide parents and educators in future approaches towards children, encouraging their greater involvement in sports activities and events, and thereby improving their sports achievements.

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CORRESPONDENCE

Daniela Koceva, PhD

Faculty of Educational Science,

"Goce Delcev" University,

Stip, North Macedonia

Email: daniela.koceva@ugd.edu.mk