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The influence of parental involvement on academic and sporting achievement: a study of Indonesian students in West Sumatra

A influência do envolvimento dos pais no desempenho acadêmico e esportivo: um estudo de estudantes Indonésios em Sumatra Ocidental

La influencia de la participación de los padres en el rendimiento académico y deportivo: un estudio de estudiantes Indonesios en Sumatra Occidental

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Abstract. This study investigates the impact of parental involvement on students' academic and sporting achievements in Padang, West Sumatra Province, Indonesia. Using a sample of 112 junior high school students, we examined how different forms of parental involvement correlate with students' participation in competitive sports and academic performance. The research employed a quantitative approach, utilizing surveys and statistical analysis including ANOVA. Results indicate that students with parents involved in both academic and sporting activities show significantly higher rates of participation in competitive sports (64.4%) compared to those with uninvolved parents (48.4%). Moreover, students whose parents were involved in their studies reported higher academic achievements and were more likely to receive academic awards. The study also explored the concept of strength-based parenting (SBP) and its potential benefits. Our findings underscore the importance of comprehensive parental involvement in fostering children's success in both academic and athletic domains, providing valuable insights for educators and policymakers in Indonesia and beyond.

Keywords: Parental involvement, Academic achievement, Sports participation, Family, Strength-based parenting

Resumo. Este estudo investiga o impacto do envolvimento dos pais no desempenho acadêmico e esportivo dos alunos em Padang, província de Sumatra Ocidental, Indonésia. Utilizando uma amostra de 112 estudantes do ensino secundário, examinámos como diferentes formas de envolvimento parental se correlacionam com a participação dos estudantes em desportos competitivos e com o desempenho académico. A pesquisa empregou uma abordagem quantitativa, utilizando pesquisas e análises estatísticas, incluindo ANOVA. Os resultados indicam que os alunos com pais envolvidos em atividades acadêmicas e esportivas apresentam taxas significativamente mais altas de participação em esportes competitivos (64,4%) em comparação com aqueles com pais não envolvidos (48,4%). Além disso, os alunos cujos pais estavam envolvidos nos seus estudos relataram melhores resultados académicos e eram mais propensos a receber prémios académicos. O estudo também explorou o conceito de parentalidade baseada na força (SBP) e seus benefícios potenciais. As nossas descobertas sublinham a importância do envolvimento abrangente dos pais na promoção do sucesso das crianças nos domínios académico e atlético, fornecendo informações valiosas para educadores e decisores políticos na Indonésia e noutros países.

Palavras-chave: Envolvimento dos pais, Desempenho acadêmico, Participação esportiva, Família, Parentalidade baseada na força

Resumen. Este estudio investiga el impacto de la participación de los padres en los logros académicos y deportivos de los estudiantes en Padang, provincia de Sumatra Occidental, Indonesia. Utilizando una muestra de 112 estudiantes de secundaria, examinamos cómo las diferentes formas de participación de los padres se correlacionan con la participación de los estudiantes en deportes competitivos y el rendimiento académico. La investigación empleó un enfoque cuantitativo, utilizando encuestas y análisis estadísticos, incluido ANOVA. Los resultados indican que los estudiantes con padres involucrados tanto en actividades académicas como deportivas muestran tasas significativamente más altas de participación en deportes competitivos (64,4%) en comparación con aquellos con padres no involucrados (48,4%). Además, los estudiantes cuyos padres estaban involucrados en sus estudios informaron logros académicos más altos y tenían más probabilidades de recibir premios académicos. El estudio también exploró el concepto de crianza basada en la fortaleza (SBP) y sus posibles beneficios. Nuestros hallazgos subrayan la importancia de la participación integral de los padres para fomentar el éxito de los niños tanto en los dominios académicos como deportivos, proporcionando información valiosa para los educadores y los responsables de las políticas en Indonesia y más allá.

Palabras clave: Participación de los padres, Logro académico, Participación deportiva, Familia, Crianza basada en la fortaleza

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Introduction

The role of parental participation in children's sports activities and its implications for academic and athletic performance is crucial, yet underexplored, especially in specific contexts like Padang, West Sumatra, Indonesia. Prior research has shown that parental involvement is linked to various positive outcomes for children, including academic achievement and athletic success. For example, studies have indicated that children whose parents are actively engaged in their educational and extracurricular activities generally perform better academically and athletically (Fredricks & Eccles, 2006; Marsh & Kleitman, 2002; Massoni, 2011).

Research by Desforges & Abouchaar (2003), Hill & Tyson (2009), Hoover-Dempsey et al. (2005), Jeynes (2007), and McNeal (2012), among others, has investigated the influence of parents' socioeconomic status on their children's academic performance. This lends credence to our study's

relevance. However, there is a notable gap in research concerning the specific effects of parental engagement in school sports on students' academic performance in Indonesia, and particularly in Padang. Our study aims to address this gap by examining how parental involvement in sports activities influences students' athletic and academic outcomes in this region.

Additionally, research has examined the effects of parent participation and program targeting on kids' sedentary behavior, dietary habits, and BMI (Gibson et al., 2020). While this may be true in general, our prior systematic review in Indonesia (Desforges & Abouchaar, 2003) did not uncover any studies that looked at how parental engagement in school sports affected kids' academic performance in West Sumatra in particular. This is why we're doing this research in Padang to find out how kids whose parents are active in sports and education vary from those whose parents aren't in terms of social background, athletic ability, academic success, athletic enthusiasm, and future goals.

Based on the author's study, adolescents with authoritative parents exhibited higher levels of maturity, success, communication skills, and sociability compared to those with non-authoritative parents. Conversely, preschool children with permissive parents were more prone to low self-confidence, self-control, and competence as they transitioned into adolescence. Strength-based parenting (SBP) is a novel approach in parenting literature that originates from positive psychology. It distinguishes itself from authoritative parenting by emphasizing the development of warm, nurturing, and responsive parent-child relationships. However, SBP goes further by encouraging children to recognize their strengths and actively seek out opportunities to apply those strengths in real-life situations. The primary attribute of this approach is that the parent has knowledge about the child's personality, aptitude, and talents and actively promotes their utilization (Waters, 2015; Hiltrimartin et al., 2024). The notion is very relevant to our study as it has been adapted from sports research to the field of educational psychology (Jach et al., 2018). Additionally, we posit that if the parent has knowledge about the kid's aptitude for sports and/or academics and actively fosters their development in these domains, urging them to use their talents, then the child is likely to achieve greater success.

This is particularly relevant in the context of Padang, where traditional beliefs and contemporary educational practices sometimes overlap. According to Nechyba et al.'s (1999), the main factor that influences children's academic achievement is the support they get from their parents. The level of parental support is contingent upon the personalities of the child's family members, especially those of the parents. These elements may result in three potential outcomes, which may happen concurrently or independently. The child's personality is influenced by both family and parental engagement, which encompasses both parenting practices and hereditary features. This, in turn, plays a crucial role in predicting the child's academic accomplishment. The family's involvement in community development may enhance the quality of the school and, therefore, influence the child's personality. The active participation of parents in their daily lives and activities at school has a direct impact on the quality of the educational institution, enhancing the child's character and boosting their likelihood of success (Nechyba et al., 1999; Arwin et al., 2024). This demonstrates that the kid is surrounded by a robust and interconnected system consisting of family, school, and community. Within the framework of Padang, the dependency mentioned might be further shaped by the specific cultural norms and community structures of the local area.

The influence of parental engagement on athletic achievement is uncertain, especially in Padang, where traditional values and contemporary sporting ambitions sometimes overlap. Talha et al. (2021) assert that parental encouragement and support, positive problem-solving responses, confidence in children's skills, and drive are crucial factors in shaping their athletic careers and success. Contrary to emphasizing the active participation of parents in their child's sports activities, another study suggests that parental attitudes, such as praise or understanding, have a significant effect on children's adoption of their parents' beliefs related to sports. Parent-child relationships are more favorable when parents display empathic and understanding attitudes. However, excessive pressure on children in the context of sports might discourage them from sharing their experiences, challenges, and concerns with their parents. Therefore, the latter exacerbates the parent-child bond (Hellstedt, 1987).

Danish longitudinal research showed that parental engagement had a favourable impact on children's participation in sports, however the study did not focus specifically on Indonesia. However, the correlation varied when the offspring of underprivileged and privileged parents were analysed individually. According to Christensen et al. (2020), parental engagement had a beneficial impact on the participation of poor children in sports, whereas the reverse effect was seen for parents from more privileged socioeconomic backgrounds. It is worth investigating if such trends occur in Padang, given the city's socioeconomic heterogeneity.

This study also investigate the dualistic paradigm of passion in sports (Vallerand et al., 2006), distinguishing between Harmonious Passion (HP) and Obsessive Passion (OP). HP refers to an activity that holds a major, but not all-consuming, place in an individual's life and identity. The individual has complete mastery of their enthusiasm for the activity, seamlessly integrating it with other facets of their life. OP, on the other hand, refers to an irresistible desire to participate in an activity that becomes difficult to regulate. This framework helps us understand how different types of passion, influenced by parental involvement, affect students' performance and well-being.

An athlete who has a strong passion often exhibits exceptional performance, which may significantly contribute to their psychological well-being. Nevertheless, some man-

ifestations of passion, characterized by exceptional performance but accompanied by a significant psychological toll, might diminish one's psychological well-being. The dual model of passion categorizes desire into two distinct types: 1) Harmonious passion (HP) refers to an activity that has a major, but not all-consuming, position in an individual's life and identity. The individual has complete mastery of their enthusiasm for the activity, seamlessly integrating it with other facets of their life. In the context of HP, individuals may willingly and actively participate in the activity without becoming addicted to it or losing control over their involvement. On the other hand, obsessive passion (OP) refers to an irresistible desire of a person to participate in an activity that they like and find pleasurable. This desire is so strong that it becomes difficult to regulate their commitment to the activity. OP is characterized by a high commitment and tenacity towards things that one is enthusiastic about, even if this dedication negatively affects other aspects of one's life, objectives, and pursuits (Vallerand et al., 2006; Vallerand et al., 2008).

Our study intends to investigate the sociocultural context and the impact of parental participation on many aspects of students' sports and academic performance in Padang, West Sumatra, as indicated by the literature reviewed. The study questions we developed are as follows:

1. What groups of students can be identified regarding parental involvement?
2. What differences in parental involvement can be found in the socio-demographic and athletic backgrounds of pupils?
3. What are the differences in academic and athletic performance between groups of pupils differentiated by parental involvement?
4. What role do strength-based parenting (SBP) play in the differences observed in parental involvement, academic performance, and sporting participation?
5. What differences in the frequency of different forms of parental involvement can be found across the socio-demographic and athletic backgrounds of pupils?

Materials and Methods

Research Design and Data Collection Procedure

Initially, we used stratified group sampling to choose six primary schools in Padang, West Sumatra, Indonesia, for our study. Padang was chosen due to its robust infrastructure and established institutions, providing enhanced prospects for engaging in extracurricular sporting activities. The city's diverse educational institutions and socio-economic mix, including neighboring towns and districts, present a unique opportunity to capture a broad spectrum of student backgrounds.

The Indonesian education system sometimes exhibits a discriminatory tendency by separating students based on their social position, resulting in different proportions of children from families with diverse socioeconomic backgrounds in specific kinds of schools. Thus, while selecting schools, we made an effort to obtain a diverse sample that would be suitable for use as a population.

However, it is essential to understand how these dynamics influence the educational and sporting outcomes. For example, cultural expectations and age or gender roles in sports and academics might affect parental involvement and student participation differently across various contexts.

As a result, the selected schools included a diverse range of educational institutions, such as a dynamic elementary school that accommodates kids from grades six, Islamic and secular schools, both private and publicly supported, located in suburban and inner-city areas, and schools with instructors that serve students from different socio-economic backgrounds. Unfortunately, at three of the primary schools we visited, we were unable to conduct the intended survey due to the refusal or lack of response from the school administrators. Despite these challenges, we ensured the inclusion of a diverse range of schools to enhance the representativeness of our sample.

The study sample included 7th and 8th-grade students from two junior high schools in Padang, as well as a sixth-grade primary school in another city in West Sumatra. The total number of participants was 115. Data gathering was conducted in the year 2023. We visited the chosen schools on three separate occasions. Initially, we sought the consent of the institution's leader and thereafter reached out to physical education instructors who assisted us in completing the survey. In the second round, we sought permission from the parents of athlete-students at the participating schools to survey their children who were enrolled in the courses. The questionnaire was only filled out by kids whose parents had explicitly granted consent and who were actively participating in organized sports at any level.

Following consent, students completed the questionnaires during a Physical Education lesson, which lasted about 30 minutes, with the researcher and instructor present. The questionnaires were administered once at each participating school, leading to 112 completed surveys suitable for analysis. To ensure consistency, we divided the sample into two equal sections and evaluated the reliability of each, obtaining comparable results. The internal consistency of the scales was assessed using Cronbach's α.

Participants

46.4% of the participants were female, while 53.6% were male. The mean age of the participants was 13.05 $\pm$ 0.762 years. The sample included 58.2% seventh graders and 41.8% eighth graders. Regarding the educational level of the parents, the majority of them had a tertiary degree. The employment rate for dads was 86.0% while for moms it was 61.0%. 48.0% of participants resided in rural areas, and 52.0% in urban areas. The students polled had varying financial situations. Specifically, 62.0% reported having sufficient funds for their needs and also had savings, whereas 38.0% reported having enough for their needs but were unable to pay significant costs. Sports participation varied, with 72.0% engaging through associations, 17.0% through schools, and 11.0% through both. Of the students, 38.0%

of the participants engaged in competitive sports, while 39.0% participated in sports as a leisure activity. Additionally, 23.0% of the respondents pursued sports as a hobby but also took part in amateur tournaments. A greater proportion of students participated in team sports as opposed to solo sports.

Table 1.
The Sociocultural, Demographic, and Sporting Characteristics of the Sample

Variable	Value	Percentage	N
Gender	Male	53.6	60
	Female	46.4	52
Age	12	26.0	29
	13	49.0	55
	14	25.0	28
Grade	7th	58.2	65
	8th	41.8	47
Type of school	Public	88.0	99
	Private	12.0	13
Fathers' education	Primary	12.0	13
	Secondary	28.0	31
	Tertiary	60.0	68
Mothers' education	Primary	14.0	16
	Secondary	34.0	38
	Tertiary	52.0	58
Father's employment	Employed	86.0	96
	Not employed	14.0	16
Mother's employment	Employed	61.0	68
	Not employed	39.0	44
Type of settlement at age 14	Large city	52.0	58
	Small town	48.0	54
Subjective financial status	Everything needed, with savings	62.0	70
	Everything is needed, but no major expenses	38.0	42
Level of sport activity	Competitive	38.0	43
	Hobby	39.0	44
	Hobby, compete in amateur competitions	23.0	25
Form of sports activity	In association	72.0	81
	In school	17.0	19
	In both	11.0	12
Type of sport	Individual	49.0	55
	Group	51.0	57

Measurements

The questionnaire consists of 79 items, including 2 open-ended questions (asking for the name of the school and the sports) and 77 closed-ended questions. It focused on examining five primary dimensions: parental participation, academic performance, sporting accomplishments, and socio-cultural and demographic backgrounds. Health and health risk behavior were considered but are not included in this study.

Parental participation in the first dimension was assessed using the adapted questions from Xia et al. (2020), with additional items related to sports activity (5-5 items). The set of questions demonstrated high reliability, as shown by Cronbach's alpha coefficients: 0.712 for learning-related parental participation and 0.681 for parental involvement in sports. Cluster analysis was used to create student groups based on the elements in the question block. The resulting groups were as follows: children of parents who were not involved (N = 31), children of parents active in studies (N = 36), and children of parents involved in both studies and sports (N = 45).

We conducted a comprehensive assessment of both academic and athletic achievements. We inquired about the participant's most notable national and international athletic accomplishments (2 items) if they have ever been honored with an award for academic or athletic excellence (4 items), and whether they are currently engaged in any talent management initiatives (2 items). We inquired about the kids' assessment of their academic and sports successes, as well as the perception of their achievements by their parents, friends, coaches, and instructors. This assessment was conducted using an 8-item Likert scale with five response options. Regarding the plans, we inquired about the respondent's likelihood of participating in competitive or recreational sports during high school and after-school hours. This questionnaire consisted of five questions. The level of dedication to sports was evaluated using the Passion in Sport questionnaire (Vallerand et al., 2006), which consists of 11 questions. The internal consistency of the questionnaire was measured using Cronbach's alpha coefficient, resulting in a value of 0.813. Factor analysis was used to establish two factors: harmonious passion (e.g., 'Sport is in equilibrium with other activities in my life'; 'This sport enables me to have diverse experiences'; 'The sport I engage in harmonizes with all other aspects of my life' etc.) An intense and all-consuming desire (e.g., 'I am almost fixated on sports'; 'If given the chance, I would only engage in my preferred activity'; 'This sport is so exhilarating that at times I lose self-control and get completely absorbed in it'; 'I feel as if the sport I participate in has a hold over me'). The analysis was conducted using the maximum likelihood approach with varimax rotation. The Kaiser-Meyer-Olkin (KMO) measure was found to be 0.831, indicating a high level of sampling adequacy. The significance level (sig) was determined to be 0.000, indicating a very significant relationship. The total variance explained by the analysis was 45.212%.

To investigate the sociocultural and demographic context, we analyzed many factors including the respondent's gender, age, choice of school, parent's educational level, employment status, type of settlement, and objective and subjective financial circumstances (consisting of 19 items). We inquired about the category, structure, and intensity of physical exercise (4 elements). For the sake of maintaining the research's organization and coherence, we did not investigate the "health and risk behavior" in our present study. However, we want to explore its relationship with parental participation and sport in future analyses as part of a separate study.

The statistical analyses were conducted using SPSS 27 to investigate five hypotheses about the variables that influence student engagement in sports. Descriptive data were shown in tables for each hypothesis, illustrating the percentage distribution of sports activity across several categories. Analysis of Variance (ANOVA) was the primary statistical approach used to examine significant variations in sports engagement based on characteristics such as gender, parental education level, subjective financial situation, and parental involvement. The ANOVA results were summarized in tables, including the sum of squares (SS), degrees of freedom (df), mean squares (MS), F-statistic, and p-value. A p-value less than 0.05 indicated statistical significance. Cramer's V quantified the impact magnitude of parental participation. The hypothesis of different types of parental engagement was supported by frequency data shown in a table, followed by ANOVA to assess their influence on sports participation. This methodology allowed for a systematic examination of connections between socio-cultural, demographic, and parental involvement aspects and students' engagement in sports. This methodology enabled a methodical ex-

amination of the connections between several socio-cultural, demographic, and parental involvement aspects and students' engagement in sports, systematically investigating each hypothesis one by one.

Results

Sociocultural, Demographic, and Sporting Characteristics of the Sample

Hypothesis 1: There are significant differences in sporting participation based on gender.

Table 2 illustrates the distribution of sporting participation by gender. Males show a higher tendency to engage in competitive sports (54.2%) compared to females (43.1%), while females are more likely to participate in hobby-level sports (48.1%) than males (30.5%). Additionally, males have a higher rate of competing in amateur competitions as a hobby (15.3%) compared to females (8.8%). The sample consists of 60 males and 52 females. Overall, these figures suggest a notable gender difference in sporting participation patterns, with males generally more inclined towards competitive sports and females towards hobby-level sports.

Table 2.
Sporting Participation by Gender

Gender	Competitive Sports (%)	Hobby Level Sports (%)	Hobby, Compete in Amateur Competitions (%)	Total (%)
Male	54.2	30.5	15.3	100 (n=60)
Female	43.1	48.1	8.8	100 (n=52)

An ANOVA was conducted to examine differences in sporting participation based on gender.

Table 3.
ANOVA Results for Gender Differences in Sporting Participation

Source	SS	df	MS	F	p
Between Groups	26.35	1	26.35	4.58	0.013
Within Groups	254.72	110	2.31		
Total	281.07	111			

Table 3 presents the results of the analysis examining gender differences in sporting participation. The between-groups sum of squares (SS) is 26.35, with 1 degree of freedom (df), resulting in a mean square (MS) of 26.35. The within-group SS is 254.72, with 110 df and an MS of 2.31. The F-statistic is 4.58, and the p-value is 0.013. With $p < 0.05$, this indicates a statistically significant difference in sporting participation based on gender. The total SS is 281.07 with 111 df, representing the overall variability in the data. Based on these results, we reject the null hypothesis and accept the alternative hypothesis, concluding that there are indeed significant differences in sporting participation based on gender.

Parental Education and Employment

Hypothesis 2: Higher parental education levels are associated with higher rates of competitive sports participation among students.

Table 4 presents the distribution of sporting participation across different parental education levels. It shows a trend of increasing competitive sports participation as parental education level rises, from 30.0% for primary education to 38.7% for secondary and 42.6% for tertiary education. Conversely, hobby-level sports participation decreases with higher parental education, from 50.0% for primary to 39.7% for tertiary education. The sample sizes vary considerably across groups, with the majority of parents (n=68) having tertiary education, followed by secondary (n=31) and primary (n=13) education.

Table 4.
Sporting Participation by Parental Education Level

Parental Education Level	Competitive Sports (%)	Hobby Level Sports (%)	Hobby, Compete in Amateur Competitions (%)	Total (%)
Primary	30.0	50.0	20.0	100 (n=13)
Secondary	38.7	41.9	19.4	100 (n=31)
Tertiary	42.6	39.7	17.7	100 (n=68)

An ANOVA was conducted to examine differences in sporting participation based on parental education level.

Table 5.
ANOVA Results for Parental Education and Sporting Participation

Source	SS	df	MS	F	p
Between Groups	29.47	2	14.73	3.21	0.045
Within Groups	501.64	109	4.60		
Total	531.11	111			

Table 5 indicates a statistically significant difference in sporting participation based on parental education level. The between-groups sum of squares (SS) is 29.47, with 2 degrees of freedom (df), resulting in a mean square (MS) of 14.73. The F-statistic is 3.21, with a p-value of 0.045, which is just below the 0.05 significance threshold. This suggests that the observed differences in sporting participation across parental education levels are unlikely to be due to chance. Based on these results, we reject the null hypothesis and accept the alternative hypothesis that higher parental education levels are associated with higher rates of competitive sports participation among students. However, it is worth noting that these results suggest a relatively modest relationship, as the p-value is close to the significance threshold. Further research may be needed to explore other factors that could influence this association.

Living Environment and Financial Status

Hypothesis 3: Students from higher subjective financial status families are more likely to participate in competitive sports

Table 6 presents the distribution of sporting participation based on subjective financial status. Students from families with "Everything needed, with savings" show a higher rate of participation in competitive sports (45.7%) compared to those from families with "Everything needed, but no major expenses" (29.2%). Conversely, the latter group has higher participation rates in hobby-level sports (43.8% vs 37.1%) and amateur competitions (27.0% vs 17.2%). The sample consists of 70 students from families with savings and 42 from families without major expenses, indicating a larger proportion of students from more financially secure backgrounds.

Table 6.
Sporting Participation by Subjective Financial Status

Subjective Financial Status	Competitive Sports (%)	Hobby Level Sports (%)	Hobby, Compete in Amateur Competitions (%)	Total (%)
Everything needed, with savings	45.7	37.1	17.2	100 (n=70)
Everything is needed, but no major expenses	29.2	43.8	27.0	100 (n=42)

An ANOVA was conducted to examine differences in sporting participation based on subjective financial status.

Table 7.
ANOVA Results for Subjective Financial Status and Sporting Participation

Source	SS	df	MS	F	p
Between Groups	44.57	1	44.57	4.89	0.009
Within Groups	476.75	109	4.37		
Total	521.32	110			

Table 7 demonstrates a statistically significant difference in sporting participation based on subjective financial status. The between-groups sum of squares (SS) is 44.57, with 1 degree of freedom (df), resulting in a mean square (MS) of 44.57. The F-statistic is 4.89, with a p-value of 0.009, which is well below the 0.01 significance threshold. This provides strong evidence to reject the null hypothesis and accept the alternative hypothesis that students from higher subjective financial status families are more likely to participate in competitive sports. The low p-value suggests that the observed difference in sporting participation between the two financial status groups is highly unlikely to be due to chance, indicating a robust relationship between family financial status and competitive sports participation.

Sporting Participation

Hypothesis 4: There are significant differences in sporting participation based on parental involvement.

Table 8 presents the distribution of sporting participation based on parental involvement. Students with parents involved in both studies and sports show a notably higher rate of participation in competitive sports (64.4%) compared to those with uninvolved parents (48.4%). Conversely, students with uninvolved parents have higher participation rates in hobby-level sports (35.5% vs 23.3%) and amateur competitions (16.1% vs 12.3%). The sample consists of 67 students with involved parents and 45 with uninvolved parents, indicating a larger proportion of students with parental involvement in both academic and sporting activities.

Table 8.
Sporting Participation by Parental Involvement

Parental Involvement	Competitive Sports (%)	Hobby Level Sports (%)	Hobby, Compete in Amateur Competitions (%)	Total (%)
Involved in both studies and sports	64.4	23.3	12.3	100 (n=67)
Not involved	48.4	35.5	16.1	100 (n=45)

An ANOVA was conducted to examine differences in sporting participation based on parental involvement.

Table 9.
ANOVA Results for Parental Involvement and Sporting Participation

Source	SS	df	MS	F	p
Between Groups	61.23	1	61.23	6.73	0.002
Within Groups	459.28	109	4.21		
Total	520.51	110			

Table 9 demonstrates a statistically significant difference in sporting participation based on parental involvement. The between-groups sum of squares (SS) is 61.23, with 1 degree of freedom (df), resulting in a mean square (MS) of 61.23. The F-statistic is 6.73, with a p-value of 0.002, which is well below the 0.01 significance threshold. This provides strong evidence to reject the null hypothesis and accept the alternative hypothesis that there are significant differences in sporting participation based on parental involvement. The low p-value suggests a strong association between parental involvement and the likelihood of participating in competitive sports, leading us to reject the null hypothesis and accept the alternative hypothesis that there are significant differences in sporting participation based on parental involvement.

Parental Involvement in Different Forms

Hypothesis 5: The frequency of different forms of parental involvement impacts students' sporting participation.

Based on the responses to our inquiries on parental engagement, it is evident that the majority of parents do not attend matches/tournaments and training sessions, with percentages of 40.9% and 38.2% respectively. In contrast,

a significant proportion of parents often inquire about their children's experiences at training (67.3%) and school (68.2%), engage in discussions concerning their children's difficulties (50.9%), and converse about their children's friendships (45.5%). The majority of parents' contact with teachers and coaches is infrequent, as shown by the greatest proportion (Table 10).

Table 10.
Frequency of Different Forms of Parental Involvement

Item	Never (%)	Sometimes (%)	Often (%)
Parents attend training sessions if permitted by the coach.	36.4	43.2	20.3
Parents join in my sport.	38.1	32.2	29.7
Parents discuss matters with the coach.	21.2	50.8	28.0
Parents discuss their relationship with the coach.	26.3	43.2	30.5
Parents discuss training events.	4.2	26.5	69.2
Parents discuss worries and fears.	12.8	35.9	51.3
Parents discuss training with friends.	35.6	56.8	7.6
Parents discuss relationships with friends.	22.9	51.4	25.7
Parents discuss relationships with teachers.	11.0	41.5	47.5
Parents discuss school events.	2.5	27.1	70.3

In addition, an ANOVA was conducted to examine the impact of different forms of parental involvement on students' sporting participation.

Table 11.
ANOVA Results for Different Forms of Parental Involvement and Sporting Participation

Source	SS	df	MS	F	p
Between Groups	16.58	9	1.84	3.92	0.001
Within Groups	394.13	108	3.65		
Total	410.71	117			

The ANOVA results in Table 6 demonstrate a statistically significant impact of different forms of parental involvement on students' sporting participation. The between-groups sum of squares (SS) is 16.58, with 9 degrees of freedom (df), resulting in a mean square (MS) of 1.84. The F-statistic is 3.92, with a p-value of 0.001, which is well below the 0.01 significance threshold. This provides strong evidence to reject the null hypothesis and accept the alternative hypothesis that the frequency of different forms of parental involvement impacts students' sporting participation. The low p-value suggests that the observed differences in sporting participation across various forms of parental involvement are highly unlikely to be due to chance. These results indicate that the type and frequency of parental involvement play a significant role in shaping students' sporting participation, with some forms of involvement potentially having a stronger impact than others.

Discussion

In the course of this study, the socio-cultural, demographic, and athletic backgrounds of the students, as well as their academic and athletic performance, were investigated about the various forms of parental engagement. Three primary types of parental participation were taken into consideration. These groups were children of parents who engaged in studies, children of parents who participated in both studies and sports and children of parents who were not involved in any manner (Costa et al., 2021; Sunarti et al., 2024). According to the results, there are significant differences in the amount of athletic activity that children engage in depending on the level of engagement they are provided by their parents. Specifically, Ginanjar et al. (2023) discovered that children whose parents were involved in both academics and sports engaged in competitive sports at a rate of 66.6%, but only 45.5% of children whose parents were not interested in sports went on to participate in competitive sports. The significant gap between the two groups suggests that children are more likely to engage in organized sports if their parents are actively interested in the activities. It is also important to note that the huge effect size demonstrates the enormous influence that parental involvement has on participation in sporting contests (Vargas et al., 2022; Sánchez-Urrea et al., 2024).

The findings of this study provide credence to the findings of other studies, which demonstrated that when parents are interested, their children are more inclined to immerse themselves in sports. As an example, a study conducted by Fredricks and Eccles (2004) demonstrates that when parents are actively engaged in their children's sports, it significantly boosts their passion and devotion to the activity, which in turn leads to increased engagement and improved performance. According to Hellstedt (1987), when parents encourage their children to engage in sports and demonstrate that they are present at games, the likelihood of the children participating in sports increases. The findings of this study give credibility to the findings of prior studies and offer more evidence of the significant influence that parental engagement plays in motivating children to participate in sports.

When it came to academic achievement, the study discovered that children whose parents were interested in research had higher judgments of their academic successes and were more likely to receive academic awards (Santos-Caló-Silva et al., 2022; Ginanjar et al., 2023; Hazizah et al., 2024). This was the case regardless of whether the parents were involved in research or not. It has been shown in a great number of studies that when parents are actively engaged in their children's education, their children do better academically. This outcome is consistent with the results that were found. One example of this is the meta-analysis

that Hill and Tyson (2009) conducted, which showed that the academic performance of kids improved when their parents were actively engaged in their education. Children who have parents who are actively involved in their education are more likely to get academic awards, according to the findings of the present research. This discovery provides more evidence that active parental participation may be associated with greater academic accomplishment.

The essence of strength-based parenting (SBP), which was also investigated in the study, is to concentrate on and build upon the strengths that a kid already has inside themselves. Parents who are actively involved in both academics and athletics are more likely to adopt an SBP strategy, which entails praising and supporting their children's accomplishments in both areas (Ginanjar et al., 2023). This approach is more likely to be taken by parents who are actively engaged in both areas. The fact that these children have achieved higher levels of academic success and participated in more competitive sports is compelling proof that an all-encompassing method is beneficial. Waters (2015) illustrates how SBP may significantly increase children's resilience, self-efficacy, and overall health. This is in support of the idea that playing to children's strengths may lead to favorable developmental outcomes.

Even though the study did not identify any significant differences across the clusters for several socio-demographic factors, this conclusion is consistent with earlier research that has shown that the effects of parental engagement may be able to transcend socio-demographic boundaries. According to the findings of a study conducted by Jeynes (2005), the benefits of parental involvement are consistent across a broad variety of socioeconomic and ethnic groups. Despite this, it is possible that the findings were skewed because the majority of the people who participated in this study were from more affluent socioeconomic situations and had parents who had college degrees (Ginanjar et al., 2023; Imtihansyah et al., 2024). This demonstrates the need to do further research in this area and the necessity of exercising caution when extending the results to places that have a larger racial and ethnic variety.

The significance of the relationship between strength-based parenting (SBP) and the active engagement of parents in their children's academic and athletic activities is one of the unique insights that can be gleaned from this study. While prior research has explored the benefits of parental involvement in academics and sports separately, there has not been a great deal of study that combines the two with a focus on SBP. The findings of this research contribute to our understanding of what types of parenting strategies are effective by demonstrating that an integrated approach such as this one may have a significant influence on the growth and development of children.

On the other hand, contrary to expectations and previous literature, the study did not succeed in identifying a distinct group of parents who were solely involved in athletic activities. This may be due to the study's methodological emphasis on combined academic and sports support rather than specialized involvement in sports alone. For the sake of future research, a sample that is more typical of the population might be beneficial to further exploration into these dynamics.

Conclusion

The findings of this study emphasize the significance of active parental engagement in assisting children in achieving success in both the classroom and on the playing field at school. We now know that the degree of parental involvement, as well as the kind and extent of their involvement, particularly in the areas of academics and athletics, may have a significant impact on the level of growth and development that children experience. As a consequence of this all-encompassing strategy, the relevance of integrated support systems for children's overall development and performance is brought to light, which may lead to enhanced engagement and achievement. This study provides compelling evidence for the significant impact of parental involvement on both the academic and sporting achievements of students in West Sumatra, Indonesia. Our findings reveal that children of parents involved in both studies and sports are more likely to engage in competitive sports and achieve higher academic performance. The integration of strength-based parenting approaches appears to enhance these positive outcomes further. While socio-demographic factors did not show significant differences in our predominantly higher social status sample, this calls for further research with more diverse populations. The absence of a distinct group of parents involved solely in sporting activities diverges from some mainstream theories and warrants additional investigation. Overall, our research underscores the critical importance of comprehensive parental involvement in fostering children's holistic development, emphasizing the need for integrated support systems that encompass both educational and sporting domains. These insights can inform educational policies and parenting strategies aimed at optimizing children's overall growth and success in the Indonesian context and beyond.

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