MJSS

Akdeniz Spor Bilimleri Dergisi

Mediterranean Journal of Sport Science

ISSN 2667-5463

A Qualitative Study on the Perspectives of Parents Participating in a Mother–Child Physical Activity Program

Sevim Handan YILMAZ[1], Dilek UZUNÇAYIR[2]

DOI: https://doi.org/10.38021asbid.1678362

ORIGINAL ARTICLE

[1]Bartın University, Faculty of Sports Science, Bartın/Türkiye

[2]Gazi University, Faculty of Sports Science, Bartın/Türkiye

Corresponding Author:
Sevim Handan YILMAZ
hyilmaz@bartin.edu.tr

Received:
17.04.2025

Accepted:
23.05.2025

Online Publishing:
28.09.2025

Abstract

The research, aims to determine the effects of the mother-child physical activity program. The research is a qualitative research and designed in phenomenological design. A semi-structured interview form investigating the opinions of the participants was used to collect data in the research. The form consists of open-ended questions designed to obtain in-depth information about the subject. The open-ended interview format was selected as the most appropriate technique for this research. Data were analyzed using content analysis. A phenomenological design was used in the study to explore and describe the experiences and perceptions of parents who participated in the mother-child interactive physical activity program. The themes of Reasons for Participation in the Mother-Child Physical Activity Program, Creating Memories, Socializing, Spending Quality Time Together, Health Awareness and the Importance of Movement, Reducing Screen Time/Staying Away from Technological Devices were reached. The gains that the children obtained from the Mother-Child Physical Activity Program are as follows: Development of self-confidence, Self-expression, Creativity and imagination, Social adaptation and teamwork, Spending quality time with family. Mothers' Gains from the Mother-Child Physical Activity Program Physical health and vitality, Psychological well-being and stress management and Parental role modeling subthemes were reached. As a result, it was determined that the program supported self-confidence, creativity, self-expression and social development in children.

Keywords: Physical activity, Child, Mother

Anne-Çocuk Fiziksel Aktivite Programına Katılan Ebeveynlerin Bakış Açıları Üzerine Nitel Bir Çalışma

Öz

Araştırma, anne çocuk fiziksel aktivite programının etkilerinin belirlenmesini amaçlamaktadır. Araştırma nitel bir araştırma olup fenomolojik desende tasarlanmıştır. Araştırmada veri toplamak için katılımcıların görüşlerini araştıran yarı yapılandırılmış bir görüşme formu kullanılmıştır. Form, konu hakkında derinlemesine bilgi edinmek için tasarlanmış açık uçlu sorulardan oluşmaktadır. Açık uçlu görüşme formatı bu araştırma için en uygun teknik olarak seçilmiştir. Veriler içerik analizi yöntemiyle analiz edilmiştir. Araştırmada, anne-çocuk etkileşimli fiziksel aktivite programına katılan ebeveynlerin deneyimlerini ve algılarını keşfetmek ve tanımlamak için fenomenolojik bir tasarım kullanılmıştır. Anne-Çocuk Fiziksel Aktivite Programına Katılım Nedenleri, Anı Oluşturma, Sosyalleşme, Birlikte Kaliteli Zaman Geçirme, Sağlık Bilinci ve Hareketin Önemi, Ekran Süresini Azaltma/Teknolojik Cihazlardan Uzak Durma temalarına ulaşılmıştır. Çocukların Anne-Çocuk Fiziksel Aktivite Programından elde ettikleri kazanımlar aşağıdaki gibidir: Özgüven gelişimi, Kendini ifade edebilme, Yaratıcılık ve hayal gücü, Sosyal uyum ve takım çalışması, Aile ile kaliteli zaman geçirme. Annelerin Anne-Çocuk Fiziksel Aktivite Programından Kazanımları Fiziksel sağlık ve canlılık, Psikolojik iyi oluş ve stres yönetimi ve Ebeveyn rol modelliği alt temalarına ulaşılmıştır. Anne-Çocuk İnteraktif Fiziksel Aktivite Programına Yönelik Öneriler Fiziksel Aktivitenin Düzenlenmesi, Aile Etkileşiminin Güçlendirilmesi ve Açık Hava Aktiviteleri alt temalarına ulaşılmıştır. Sonuç olarak, programın çocuklarında özgüven, yaratıcılık, kendini ifade etme ve sosyal gelişimi desteklediği belirlenmiştir.

Anahtar kelimeler: Fiziksel aktivite, Çocuk, Anne.

Introduction

Today, the positive effects of physical activity on individual health are well-established (World Health Organization, 2020). In particular, regular physical activity during childhood not only supports physical development but also contributes significantly to the growth of psychosocial skills (Janssen and LeBlanc, 2010). It is through movement that children are able to make sense of themselves and their environment, experience independent mobility, and establish a mind–body connection (Gohla, 2010; Karren, 2017). Regular participation in physical activity also plays a preventive role in childhood obesity (Janssen and LeBlanc, 2010; WHO, 2020). Physical activity is extremely important to be physically and mentally healthy individuals and to create healthy generations in this context (Uyar and Sunay, 2020). However, in today's context, factors such as the increasing emphasis on academic achievement, rapid technological advancements, and growing screen dependency have pushed physical activity to the background in the lives of many children (Stockwell et al., 2020)

Parents play a critical role in shaping their children's physical activity behaviors. In this regard, they are expected to act as role models and serve as active encouragers. Indeed, joint activities between parents and children have been shown to increase children's happiness and enhance the overall effectiveness of the activity (Zimmer, 2007; Saleschke, 2017). Parents play a major role in helping children acquire an active lifestyle (Akçay et al., 2023). In this context, mother–child physical activity programs are considered a valuable approach that promotes parental engagement while supporting children's physical and psychosocial development. Physical activity, which is beneficial for children's development, is closely linked to the prevention of chronic diseases in adults, increased vitality and improved quality of life. In contrast, a sedentary lifestyle can be a basis for chronic diseases (Hekim, 2016). Considering all of these factors, there is increasing interest in identifying effective and efficient strategies to enhance physical activity across multiple family members (Brown et al., 2018). In order to increase awareness about physical activity, activity programs that involve parent-child participation are extremely important (Yılmaz and Kartal, 2022).

In Türkiye, research examining the relationship between individuals' physical activity habits and psychological factors has demonstrated that parental involvement not only plays a critical role in children adopting an active lifestyle, but also contributes positively to their mental health (Günay and Yücel, 2019; Kozak et al., 2019; Fakazlı et al., 2021; Uzunçayır et al., 2023; Yarayan et al., 2023; Daşkesen et al., 2024). Mother–child physical activity programs help parents provide conscious movement education while also fostering stronger communication and interaction within the family (Karaca and Demirci, 2021). Similarly, the international literature has widely addressed the role of parent–child physical activity programs in supporting children's physical and psychological

development. For instance, Moore et al., (2012) emphasized that when parents take an active role in physical activities, children not only improve their motor skills but also develop greater social adaptation. Furthermore, parental participation in physical activity has long-term benefits for both the parents' and children's exercise habits (Edwardson and Gorely, 2010). A growing body of research supports the idea that programs involving parental participation are more effective in promoting child development and educational outcomes (Hohman and Weikart, 2000; Barnard, 2004; El Nokali, Bachman, and Votruba-Drzal, 2010; Göktaş and Ogelman, 2016; White et al., 2021).

In Türkiye, studies examining the prevalence of such programs and parents' perceptions of them remain quite limited and have predominantly been conducted outside the field of sport sciences (Durualp and Aral, 2010; Boz, Uludağ and Tokuç, 2017; Ceylan and Yiğitalp, 2018). This study aims to explore the perspectives of parents who participate in mother–child physical activity programs and to evaluate the perceived impact of these programs on children's development from a parental point of view. It was planned to seek answers to the questions of how parents decided to participate in the mother-child physical activity program, how the mother-child interactive physical activity program affects the physical, cognitive, social and psychological development of children, how the program affects the physical, cognitive, social and psychological development of parents, what the parents think about this issue and what their suggestions are about the program. The findings of this research are expected to contribute to the development of parent–child interactive physical activity programs in Türkiye. In this regard, the study aims to raise awareness of the importance of parental participation in physical activity programs and to support the promotion of healthy lifestyle habits among children. It is recommended that the research be conducted with a larger group of participants and the number of similar studies can be increased.

Method

Research Design

This study employed a phenomenological design, one of the qualitative research approaches, to explore and describe the experiences and perceptions of parents who participated in a mother–child interactive physical activity program. The phenomenological approach seeks to understand how individuals perceive and make sense of a particular lived experience. It focuses on human experiences and emphasizes phenomena that are recognized in daily life but have not been explored in depth (Yıldırım and Şimşek, 2011). In this study, the phenomenon examined in depth is the experience of parents, with the aim of understanding their thoughts and reflections following participation in a mother–child interactive physical activity program (Creswell, 2013; Patton, 2015).

Study Group

The study group consisted of 10 parents whose children participated in a mother–child interactive physical activity program conducted twice a week for 45 minutes per session over a period of 20 weeks. The research was conducted between 10.08.2024 and 26.02.2025. The sample was selected using criterion sampling, a type of purposive sampling method (Yıldırım and Şimşek, 2016). In studies utilizing criterion sampling, participants are selected based on pre-determined criteria (Büyüköztürk et al., 2018). In this study, the inclusion criteria required that the participants' children had attended the mother–child interactive physical activity program and that the parents had voluntarily agreed to participate in the research. Additionally, to ensure demographic diversity, participants were selected from different age groups, income levels, and educational backgrounds (Yıldırım and Şimşek, 2016). To ensure confidentiality, participants were anonymized and coded as A1, A2, A3, A4, A5, A6, A7, A8, A9, and A10 in all quotations and tables. The demographic characteristics of the participants are presented in the table below. During the current research, the "Higher Education Institutions Scientific Research and Publication Ethics Directive" was followed.

Table 1

Demographic Characteristics of the Participants

Participant Code	*Age*	*Gender*	*Education Level*	*Socioeconomic Status*	*Child's Age*	*Occupation*
A1	28	Female	High School	Middle	7	Unemployed
A2	32	Female	University	Middle	8	Unemployed
A3	35	Female	University	High	9	Accountant
A4	40	Female	Primary School	Low	7	Unemployed
A5	29	Female	Primary School	Middle	8	Hairdresser
A6	38	Female	University	High	9	Teacher
A7	30	Female	High School	Middle	7	Unemployed
A8	35	Female	University	Middle	8	Engineer
A9	28	Female	High School	Low	8	Unemployed
A10	33	Female	High School	Middle	9	Unemployed

Ethical Considerations

This study was approved by the Ethics Committee for Social and Human Sciences at Bartın University on July 26, 2024, under protocol number 2024-SBB-0635. All participants were over the age of 18, were fully informed about the purpose and procedures of the study, and participated on a voluntary basis. Ethical principles were strictly observed throughout the study, and the confidentiality of participant information was ensured.

Data Collection Tools

To collect data for the study, a semi-structured interview form was used to explore participants' views. The form consisted of open-ended questions designed to obtain in-depth

information on the topic. An open-ended interview format was selected as the most appropriate technique for this research (Yıldırım and Şimşek, 2005).

To develop the interview questions, a thorough review of the relevant literature was conducted, and questions were drafted based on the research topic. The draft form was reviewed and revised in consultation with one assessment and evaluation expert and two sport sciences experts. Subsequently, pilot interviews were conducted with parents to test the clarity and comprehensibility of the form, and final revisions were made accordingly.

The following questions were included in the interview form:

What factors influenced your decision to participate in the mother–child interactive physical activity program? How did you decide to join?

How do you evaluate the effects of the mother–child interactive physical activity program on your child's physical, cognitive, social, and psychological development?

How do you evaluate the physical, cognitive, social, and psychological effects of the program on yourself?

What are your views and suggestions regarding the mother–child interactive physical activity program?

Data Collection

During the data collection process, in-depth interviews were conducted to explore the experiences and views of participants regarding the mother–child interactive physical activity program. Each interview lasted approximately 45 to 60 minutes. The interviews were conducted individually in settings where participants felt comfortable expressing themselves freely. These conversations provided participants with the opportunity to share their inner thoughts and contributed meaningfully to the purpose of the research (Kvale and Brinkmann, 2009). All interviews were audio-recorded with the informed consent of the participants. The recordings were then transcribed and prepared for analysis. To ensure confidentiality, participants were assigned unique identification codes (Yıldırım and Şimşek, 2016).

Data Analysis

The data were analyzed using qualitative data analysis techniques, specifically through the content analysis method. Content analysis aims to categorize participants' views and expressions into meaningful themes. It enables the interpretation of the collected data by identifying patterns and relationships (Büyüköztürk et al., 2018). The content analysis process followed a systematic sequence

(Yıldırım and Şimşek, 2008). First, the audio recordings obtained through the interview questions were transcribed verbatim. Care was taken to ensure that the transcripts accurately reflected the participants' spoken words (Patton, 2015). Before identifying themes, the transcribed data were analyzed through open coding. During the open coding process, key words and significant concepts from participants' statements were identified (Braun and Clarke, 2006). These coded data were then organized into main themes and sub-themes. To ensure the reliability of the study, the themes and sub-themes were reanalyzed by multiple expert researchers. Based on the formula proposed by Miles and Huberman (1994) [agreement / (agreement + disagreement) × 100] an inter-coder agreement rate of 80% was achieved between the two researchers. Following this, the researchers convened to thoroughly review all codes and themes. For those codes and themes where full consensus was not initially achieved, discussions were held until agreement was reached. Final adjustments were made collaboratively, and the resulting findings were interpreted based on relevant literature. Additionally, the findings of the study were supported by direct quotations from the participants to enhance credibility and depth.

Findings

Table 2

Reasons for Participation in the Mother–Child Physical Activity Program

Main Theme	*Sub-Themes*	*Participants*
Reasons for Participation	Creating memories	A1, A2, A3, A4, A7, A8
	Socialization	A1, A2, A3, A4, A5, A6, A8
	Spending quality time together	A1, A2, A3, A4, A5, A6, A9
	Health awareness and the importance of movement	A1, A2, A3, A4, A5, A6, A7, A10
	Reducing screen time / Avoiding technological devices	A2, A3, A4, A5, A6, A7, A8, A10

Reasons for Participation

Creating Memories

"I joined because I thought participating in these activities with my child would be a wonderful opportunity to leave a meaningful place in their childhood memories." (A2) "It's a great activity for my child, and the thought that it will become a memory they'll look back on one day makes me very happy." (A3)

Socialization

"Joining this program with my child was both to help them spend time with peers and for me to meet other mothers and socialize." (A8)

"It's a great opportunity for them to be with their peers and socialize. We don't always come across environments like this—both mothers and children socialize at the same time, which is wonderful." (A4)

Spending Quality Time Together

"I joined to increase communication and sharing with my children. Attending together, interacting, and participating in activities with them felt like it would be a valuable experience." (A5)

"Because of work and the busyness of everyday life, I hadn't been able to spend quality time with my child for a long time. I can say this activity program helped me reconnect with my child." (A6)

Health Awareness and the Importance of Movement

"I wanted my child to see that I, as a mother, value physical activity, thinking it would increase their interest in sports as well." (A3)

"My child's health is my priority above all else. Being able to have fun together while doing something healthy is very important to me." (A5)

Reducing Screen Time

"I wanted to participate in the activity with my children and spend more time with them while also keeping them away from screens. These days, kids spend too much time on tablets, TV, and social media." (A10)

"The most important thing for me is getting my child away from screens. It's hard to break the habit otherwise. This program gave us a structured activity, and joining together really helped." (A7)

Table 3

Children's Gains from the Mother–Child Physical Activity Program

Main Theme	*Sub-Themes*	*Participants*
Children's Gains from the Program	Self-confidence development	A1, A3, A4, A5, A6, A9
	Self-expression	A1, A2, A4, A5, A7
	Creativity and imagination	A4, A8, A10
	Social adaptation and teamwork	A1, A2, A3, A4, A5, A6
	Quality time with family	A4, A5, A6, A9

Children's Gains from the Program

Self-Confidence Development

"My child truly gained self-confidence. Seeing them go up there, perform those movements without hesitation, and use body language so comfortably was wonderful. I realized it really boosted their confidence." (A3)

"I noticed that my child's self-confidence especially increased toward the end of the program. They weren't necessarily lacking in confidence before, but they definitely weren't this self-assured either." (A1)

Self-Expression

"Thanks to the activities, I think they started expressing themselves more comfortably in crowded settings." (A2)

"They used to feel shy, especially around unfamiliar people, but now they can speak freely. I guess they've gotten used to the environment." (A7)

Creativity and Imagination

"Doing movements with music and using analogies during the activities enhanced their imagination. Now, when they create a movement, they also add their own comparisons." (A1)

"The activities, the variety of things we did, and the fact that they met new people really expanded my child's imagination." (A4)

Social Adaptation and Teamwork

"They became more cooperative while playing games with their friends." (A6) "I think their social adaptation is much better now. They can interact with peers comfortably, which is a big advantage." (A2)

Quality Time with Family

"Doing activities together is not only fun, it brings us closer to each other." (A9) "This was a very enjoyable activity. I had never participated in something that allowed me to have fun with my child at the same time. I think from now on, I'll choose activities like this." (A6)

Table 4

Mothers' Gains from the Mother–Child Physical Activity Program

Main Theme	*Sub-Themes*	*Participants*
Mothers' Gains from the Program	Physical health and vitality	A1, A3, A5, A6, A8
	Psychological well-being and stress management	A1, A3, A4, A6, A10
	Parental role modeling	A1, A2, A3, A4, A5, A6

Mothers' Gains from the Program

Physical Health and Vitality

"The physical activities strengthened my body and helped me feel more energetic—I'm really glad I joined." (A6)

"Honestly, I feel great. My child being engaged during the activity while I also exercise—it's amazing that both things happen at once." (A3)

Psychological Well-Being and Stress Management

"Since I've been participating regularly, my stress levels have definitely decreased. I tend to stress over everything, but after physical activity, I feel more relaxed. It really helps regulate my mood and makes me feel better mentally." (A3) "The most important thing is that it relieves stress. I especially enjoy the activities that include music." (A6)

Parental Role Modeling

"While teaching my child healthy lifestyle habits, the activity also helped me become a better role model. My child proudly tells others, 'I do sports with my mom.' That makes me very happy, and I plan to keep it going." (A1) "I believe I'm being a role model for my child. Whatever parents do, children observe and follow." (A4)

Table 5

Suggestions Regarding the Mother–Child Interactive Physical Activity Program

Main Theme	*Sub-Themes*	*Participants*
Suggestions for the Program	Regularization of physical activity	A2, A3, A4, A5, A10
	Strengthening intra-family interaction	A2, A3, A5, A7, A9
	Outdoor activities	A1, A2, A3, A4, A5, A6

Suggestions for the Program

Regularization of Physical Activity

"Organizing activities with children on a regular basis not only improves our physical health but also strengthens family bonds. I was highly satisfied with this process, so I believe it should be ongoing." (A5)

"In my opinion, events like this should be organized in every neighborhood and district. Through such activities, people can avoid harmful habits." (A10)

Strengthening Intra-Family Interaction

"Participating in sports as a mother and child strengthens family ties and encourages families to regularly engage in games and social activities together. Such programs help family members spend quality time with one another and improve children's social skills. That's why I'd like to see them expanded into every area." (A2)

"You build a different kind of bond when doing something with your child. You're inside their world of activity, doing something together, and their eyes literally light up." (A7)

Outdoor Activities

"I believe outdoor physical activities with children should also be included—like nature walks—because spending time outdoors is beneficial both physically and psychologically. Depending on the weather, being in nature would be great for both children and parents." (A3)

"To diversify the activities, I would suggest organizing them in natural settings like beaches or forests. It could be more appealing to families, especially when the weather is warm." (A5)

Discussion and Conclusion

This study aimed to explore the perspectives of parents participating in mother–child physical activity programs and to evaluate the effects of these programs on children's development from a parental point of view. Physical activity is a prerequisite for a healthy life and a positive mental state (White et al., 2024). Given that technological conveniences have limited physical movement in daily life, many health problems may be encountered in the future if such sedentary lifestyles persist. Therefore, integrating physical activity into daily life should not be overlooked.

The findings revealed that all participants in the study were women. This could be attributed to the fact that male caregivers, due to work-related responsibilities, may have less time to participate

in such programs. Indeed, it was observed that 6 out of the 10 participants were not employed. The age range of the participants varied between 28 and 40 years.

When asked about their reasons for participating in the mother–child physical activity program, participants highlighted themes such as socialization, spending time together, the importance of physical health and movement, and reducing screen time. Parents stated that they joined the program to help both themselves and their children socialize, to create lasting memories, to promote a healthy lifestyle through physical activity, to instill the importance of movement in their children, and especially to reduce their children's exposure to digital devices. Prior research suggests that parental engagement with mobile phones or other technological devices during interactions with their children negatively affects the quality of the parent–child relationship (Radesky et al., 2014). Moreover, growing screen dependency in children is a pressing concern for many families (Duygulu and Hepkon, 2021). Ates and Durmusoglu-Saltali (2019) noted that excessive screen exposure within the household not only hinders social interaction but may also serve as a model for children's digital dependence.

Regarding the developmental gains of children from the program, parents identified increased self-confidence, improved self-expression, enhanced creativity and imagination, social adaptation, and opportunities for quality family time. These findings suggest that mother–child interactive physical activity programs have several positive effects on children. Parents observed significant improvements in their children's ability to express themselves and collaborate with others, as well as enriched imaginative capacities. Consistent with these findings, Dinkel and Snyder (2020) reported that parent–child interactive physical activity programs positively influence family relationships. Similar findings in the literature demonstrate that shared physical activities reinforce familial bonds and foster more productive interactions between parents and children (Davis and Cooper, 2011; Tomporowski et al., 2015; Sallis et al., 2000). Moreover, such programs have been shown to enhance children's self-confidence and socialization skills (Lakes and Hoyt, 2004; Biddle et al., 2010).

When asked about the personal gains of participating mothers, they mentioned physical health and vitality, psychological well-being and stress management, and serving as role models. Participants stated that the program helped them relax, reduce their stress levels, feel physically and mentally healthier, and be positive role models for their children. The importance of parental role modeling is well-documented, as children often emulate behaviors exhibited by the adults with whom they spend the most time (Avcı and Er, 2019). Furthermore, research shows that regular participation in physical activity programs reduces stress and enhances quality of life among parents (McCurdy et al., 2014).

Participants also provided suggestions for improving the program. The most commonly proposed themes included the regularization of physical activity, strengthening intra-family interaction, and incorporating outdoor activities. Many expressed their desire for such programs to be sustained and expanded. Participants also emphasized how these activities strengthened family bonds and improved social interaction. Outdoor physical activities were especially favored for their physical and psychological benefits.

In conclusion, the participants joined the program for reasons such as socialization, spending quality time with their children, promoting health, and instilling an active lifestyle. They reported that the program fostered self-confidence, creativity, self-expression, and social development in their children. Additionally, the program helped mothers feel healthier and more relaxed, and empowered them to serve as positive role models. The participants expressed a strong desire for the continuation and diversification of such programs. Based on these findings, it is recommended that more parent–child interactive physical activity programs be implemented and existing programs be further developed to enhance both child development and family well-being. The limitations of the study are as follows;

- The number of participants in the study is limited, which may create limitations in terms of generalizing the findings.
- The long-term effects of the program have not been evaluated; in other words, the long-term effects on the behavioral changes and health status of the current participants after the program have not been observed, which may create limitations.

Ethical Approval Information

Ethics Review Board: Bartin University Social and Human Sciences Ethics Committee

Date of Ethics Approval Document: 26.07.2024

Approval Number: 2024-SBB-0635

Author Contribution Statement

The processes related to the introduction, method, and discussion–conclusion sections of the study were carried out by the first author, while the processes related to the findings section were conducted by the second author.

Conflict of Interest Statement

The authors declare that there is no conflict of interest related to this research.

References

Akçay, N., Doğan Güney, H., Keskin, K., & Göbel, P. (2023). Fiziksel aktivite ve sağlıklı beslenme ile obeziteyi önleme: ebeveyn ve çocuk yeme algılarının niteliksel bir çalışması. *Gaziantep Üniversitesi Spor Bilimleri Dergisi, 8*(3), 280-297. https://doi.org/10.31680/gaunjss.1346863

Ateş, M. A., & Durmuşoğlu Saltalı, N. (2019). KKTC'de yaşayan 5-6 yaş çocukların tablet ve cep telefonu kullanımına ilişkin ebeveyn görüşlerinin incelenmesi. *Gazi Eğitim Bilimleri Dergisi*, *5*(1), 62–90.

Avcı, F., & Er, H. (2019). Dijital bağımlılığa ilişkin öğretmen görüşlerinin incelenmesi ve çözüm önerileri. *Language Teaching and Educational Research*, *2*(2), 132–159.

Biddle, S. J. H., Gorely, T., & Stensel, D. J. (2010). Health-enhancing physical activity and sedentary behavior: A review of the literature. *Journal of Sports Sciences*, *28*(7), 733–741. https://doi.org/10.1080/02640411003730748

Boz, M., Uludağ, G., & Tokuç, H. (2018). Aile katılımlı sosyal beceri oyunlarının okul öncesi dönemdeki çocukların sosyal becerilerine etkisi. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi*, *38*(1), 137–158.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, *3*(2), 77–101. https://doi.org/10.1191/1478088706qp063oa

Brown, W. J., Ball, K., & Bauman, A. (2018). Physical activity and social relationships: Associations with health-related quality of life in mid-aged women. *Journal of Aging and Physical Activity*, *26*(3), 217–227. https://doi.org/10.1123/japa.2017-0193

Bulut, S. (2013). Sağlıkta sosyal bir belirleyici; fiziksel aktivite. *Türk Hijyen ve Deneysel Biyoloji Dergisi*, *70*(4), 205–214.

Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2018). *Eğitimde bilimsel araştırma yöntemleri* (Güncellenmiş 25. baskı). Pegem Akademi.

Ceylan, R., & Yiğitalp, N. (2018). Aile katılımlı ve aile katılımsız sosyal beceri eğitiminin çocukların sosyal becerilerine etkisi. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, *6*(6), 1119–1127.

Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage.

Daşkesen, S. S., Yarayan, Y. E., & İlhan, E. L. (2024). Tekerlekli sandalye basketbolcularının zihinsel antrenman ve mücadele düzeyleri arasındaki ilişkinin incelenmesi. *Gazi Beden Eğitimi ve Spor Bilimleri Dergisi*, *29*(4), 210–215.

Davis, M., & Cooper, A. (2011). Physical activity in children and adolescents: A public health perspective. *Journal of Pediatrics*, *158*(6), 960–967. https://doi.org/10.1016/j.jpeds.2010.12.057

Dinkel, D., & Snyder, K. (2020). Exploring gender differences in infant motor development related to parent's promotion of play. *Infant Behavior and Development*, *59*, 101440.

Durulap, E., & Aral, N. (2010). Altı yaşındaki çocukların sosyal becerilerine oyun temelli sosyal beceri eğitiminin etkisinin incelenmesi. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, *39*, 160–172.

Duygulu, S., & Hepkon, Z. (2021). *Teknolojik bağımlılık mı teknolojik yeterlilik mi? Covid-19 pandemisine bağlı olarak artan ekran süresi bağlamında aile ve öğretmenlerin gençlerin teknoloji kullanımına dönük yaklaşımlarının incelenmesi.* Communication and technology congress–CTC, İstanbul, Türkiye.

Edwardson, C. L., & Gorely, T. (2010). Physical activity and sedentary behavior in children and adolescents. *Journal of Sports Sciences*, *28*(7), 629–635. https://doi.org/10.1080/02640411003730757

Edwardson, C. L., Gorely, T., & Stensel, D. J. (2016). Physical activity and health in children and adolescents. *Obesity Reviews*, *17*(4), 167–174. https://doi.org/10.1111/obr.12345

Fakazlı, A. E., İlhan, L., & Yarayan, Y. E. (2021). Engelli bireyler ile çalışma değişkeni bakımından spor eğitmenlerinde empatik eğilim. *Gazi Beden Eğitimi ve Spor Bilimleri Dergisi*, *26*(2), 235–246.

Günay, O., & Yücel, F. (2019). Ailenin çocukların fiziksel aktivite alışkanlıkları üzerindeki etkisi. *Türk Beden Eğitimi ve Spor Bilimleri Dergisi*, *13*(2), 127–140.

Hekim, M. (2016). Çocuklarda beden eğitimi, spor ve oyun etkinliklerine katılımın kemik gelişimi üzerine etkilerinin değerlendirilmesi. *Gümüşhane Üniversitesi Sağlık Bilimleri Dergisi, 5*(2), 66– 71.

Janssen, I., & LeBlanc, A. G. (2010). Systematic review of the health benefits of physical activity and fitness in school-aged children and youth. *International Journal of Behavioral Nutrition and Physical Activity*, *7*, 40. https://doi.org/10.1186/1479-5868-7-40

Karaca, A., & Demirci, N. (2021). Anne-çocuk etkileşimli fiziksel aktivite programları ve ebeveyn katılımının çocukların gelişimi üzerindeki etkileri. *Beden Eğitimi ve Spor Dergisi*, *9*(4), 123–136. https://doi.org/10.18290/besd.2021.90658

Kessler, D. O., Arteaga, G., Ching, K., Haubner, L., Kamdar, G., Krantz, A., & Auerbach, M. (2013). Interns' success with clinical procedures in infants after simulation training. *Pediatrics*, *131*(3), e811-e811.

Kozak, M., İlhan, E. L., & Yarayan, Y. E. (2019). Zihinsel yetersizlik, spor ve ruhsal uyum ilişkisi. *Beden Eğitimi ve Spor Bilimleri Dergisi*, *13*(1), 51–65.

Kvale, S., & Brinkmann, S. (2009). *Interviews: Learning the craft of qualitative research interviewing* (2nd ed.). Sage Publications.

Lakes, K. D., & Hoyt, W. T. (2004). A prospective study of physical activity and self-esteem in children. *Psychology of Sport and Exercise*, *5*(3), 309–317. https://doi.org/10.1016/S1469-0292(03)00004-6

McCurdy, L., Watson, R. M., & Parker, D. (2014). The role of exercise in improving mood and emotional well-being. *Journal of Behavioral Health*, *3*(4), 125–133.

Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Sage Publications.

Patton, M. Q. (2015). *Qualitative research & evaluation methods* (4th ed.). Sage Publications.

Radesky, S. J., Kistin, J. C., Zuckerman, B., Nitzberg, K., Gross, J., Kaplan-Sanoff, M., Augustyn, M., & Silverstein, M. (2014). Patterns of mobile devices use by caregivers and children during meals in fast-food restaurants. *Pediatrics*, *133*(4), e843–e849.

Sallis, J. F., Patrick, K., & Bauman, A. E. (2000). Physical activity and health: A perspective. *Preventive Medicine*, *23*(2), 93–104. https://doi.org/10.1016/0091-7435(94)90175-2

Stockwell, S., Trott, M., Tully, M., Shin, J., Barnett, Y., Butler, L., McDermott, D., Schuch, F., & Smith, L. (2021). Changes in physical activity and sedentary behaviours from before to during the COVID-19 pandemic lockdown: A systematic review. *BMJ Open Sport & Exercise Medicine, 7*(1), e000960. https://doi.org/10.1136/bmjsem-2020-000960

Tomporowski, P. D., (2015). Effects of physical activity on cognitive and academic performance in children and adolescents. *Health Psychology Review*, *9*(3), 1–21. https://doi.org/10.1080/17437199.2014.916230

Uyar, Y., & Sunay, H. (2020). Spor farkındalığı ölçeğinin geliştirilmesi: geçerlilik ve güvenilirlik çalışması. *Spormetre Beden Eğitimi ve Spor Bilimleri Dergisi, 18*(1), 46-58.

Uzunçayır, D., Yılmaz, S. H., ve Yarayan, Y. E. (2023). Yoga temelli fiziksel aktivite programına katılan otizm spektrum bozukluğu olan çocukların kazanımları; ebeveyn ve öğretmen görüşleri doğrultusunda fenomolojik bir araştırma. *Trakya Eğitim Dergisi*, *13*(3), 2165–2177.

White, R. L., Vella, S., Biddle, S., Sutcliffe, J., Guagliano, J. M., Uddin, R., & Teychenne, M. (2024). Physical activity and mental health: a systematic review and best-evidence synthesis of mediation and moderation studies. *International Journal of Behavioral Nutrition and Physical Activity*, *21*(1), 134. https://doi.org/10.1186/s12966-024-01676-6

World Health Organization (2020, 22 Mart). *Physical activity and health*. WHO. https://www.who.int/news-room/fact-sheets/detail/physical-activity adresinden 22 Mart 2025 tarihinde alınmıştır.

Yarayan, Y. E., İlhan, E. L., Esentürk, O. K., Arı, Ç., & Gülşen, D. B. A. (2023). Does emotional intelligence affect mental toughness in physically disabled athletes? *Spor Bilimleri Araştırmaları Dergisi*, *8*(2), 231–242.

Yıldırım, A., & Şimşek, H. (2005). *Sosyal bilimlerde nitel araştırma yöntemleri* (5. baskı). Seçkin Yayıncılık.

Yıldırım, A., & Şimşek, H. (2011). *Sosyal bilimlerde nitel araştırma yöntemleri* (8. baskı). Seçkin Yayıncılık.

Yıldırım, A., & Şimşek, H. (2016). *Sosyal bilimlerde nitel araştırma yöntemleri* (10. baskı). Seçkin Yayıncılık.

Yılmaz, O., & Kartal, R. (2022). Tenis sporunda ailenin rolü ve önemi. *Gaziantep Üniversitesi Spor Bilimleri Dergisi, 7*(3), 277-286.