

Reasons for Choosing Recreational Swimming: Qualitative Analysis of Parents' Preference Factors

Mustafa İnan ÖZANT¹, Tebessüm AYYILDIZ DURHAN²

¹Istanbul Esenyurt University, Istanbul, Türkiye

<https://orcid.org/0000-0001-6725-1662>

²Gazi University, Ankara, Türkiye

<https://orcid.org/0000-0003-2747-6933>

E-mail: inanozant@gmail.com, tebessum@gazi.edu.tr

Type: Research Article (Received: 27.09.2025 – Accepted: 26.02.2026)

Abstract

This study aims to provide an in-depth understanding of why swimming is a preferred sport for children, based on parental perspectives, by examining the reasons behind these preferences using qualitative methods. The study utilized a phenomenological design, a qualitative research approach. The phenomenological design focuses on phenomena we are aware of but lack a deep and detailed understanding of. This design, used in qualitative research, guides the researcher in developing activities in a consistent and purposeful manner. A total of 20 parents, 12 mothers and 8 fathers, participated in the study. Content analysis was used in the data analysis to clearly analyze the data, draw conclusions from cause-and-effect relationships, and interpret the findings. Inter-coder validity and reliability were calculated as .87. Analysis revealed that parents' reasons for choosing swimming fall into nine themes: Health and Physical Development, Coach, School, and Environment, Child's Interest and Desire, Parent's Sports History, Hygiene and Facility Conditions, Social and Psychosocial Development, Continuity and Lifetime, Safety and Reduced Risk, and Cost and Accessibility. The most frequently cited reason for choosing swimming is for children's physical development and a healthy body. Findings indicate that parents generally express their preference for their children based on their belief in good physical development, their confidence in the coach's knowledge and career, and their child's desire. In conclusion the study reveals that parents' decisions to encourage their children to swim are shaped in a multidimensional way, centering around health and physical development, psychosocial benefits, and the relatively safe profile of the sport; that qualified coaching, hygiene, and institutional reliability are decisive factors at the decision-making stage; and that continuity is significantly influenced by the child's interest and motivation, as well as cost and accessibility constraints.

Keywords: Recreation, swimming, Parental preference.

Introduction

Recreational swimming is attracting attention as a sport that not only supports individuals' physical health but also enhances their mental well-being, while providing opportunities for movement and socialization in a safe environment. Swimming is becoming increasingly popular among parents due to its multifaceted benefits, including boosting children's self-confidence, physical development, overcoming fears, and weight management. Emotional motivations such as having fun and feeling safe in the water also appear to play a role in these preferences (Saki et al., 2023).

Parents' behaviors in encouraging their children to participate in sports are shaped not only by individual expectations but also by numerous factors, including the social environment, cultural background, and economic conditions. The literature frequently emphasizes that families hold developmental expectations for their children, such as academic success, physical fitness, and avoiding harmful habits, and that sports support development in these areas. This demonstrates that participation in sports is not merely a physical activity but also a reflection of parents' hopes for their children's future (Güneş et al., 2022).

The effects of swimming on individuals are shaped not only by the children themselves but also by their parents' decision-making mechanisms. A study conducted in the province of Malatya shows that individuals' reasons for choosing swimming are driven by factors such as family and peer influence, psychological and physical benefits, and life safety (Ilkım, 2019). Similarly, studies on girls' participation in swimming competitions have indicated that parents are particularly concerned about their clothing preferences, their sensitivities in mixed competitions, and the sustainability of sports as a career. Research conducted specifically in Turkey indicates that social norms, traditional values, and education level are decisive factors in parents' decision-making process for encouraging their children to participate in sports (Saki et al., 2023).

Swimming is positioned as a safe, health-oriented, and fun activity in the minds of both children and parents, contributing to children's development in areas such as physical fitness, social adaptation, self-confidence, attention development, and emotional balance (Kozan & İlhan, 2024). It has been observed that parents, in particular, encourage swimming for reasons such as channeling their children's energy positively, preventing them from digital addiction, guiding them to a disciplined lifestyle, and protecting them from harmful habits (Ilkım, 2019).

Today, parents' preferences for encouraging their children to participate in sports are shaped by a holistic approach that encompasses not only physical development but also mental, social, and emotional development. Recreational swimming not only positively channels children's energy levels but also provides various benefits, such as developing self-confidence, water safety, weight control, overcoming fears, and developing social skills (Çolakoğlu et al., 2020). Key factors influencing these preferences include parents' lifestyles, socioeconomic status, children's individual characteristics, and environmental factors (Saki et al., 2023). Some parents limit their children's participation in sports activities due to concerns that sports may harm academic achievement. However, numerous studies show that students who participate in regular sports have reduced school absences, increased social adaptation, and positively impacted academic achievement (Aydın et al., 2024). Recreational swimming offers a suitable environment for children of different age groups and needs, meeting parents' expectations of both encouraging their children to engage in physical activity in a safe

environment and increasing their social interactions. Furthermore, individual sports like swimming instill a sense of personal achievement in children and play a significant role in establishing lifelong physical activity habits. Group activities also play a significant role in children's socialization, developing a spirit of solidarity, and gaining their place in society (Çolakoğlu et al., 2020). Sports, an important tool in the modern education system, and swimming as a branch of sports, allow children to compete on equal terms and begin to recognize victory and defeat. Children who learn to compete also learn to feel sad when they lose and to appreciate the winner (Öztürk, 1998). Furthermore, stress levels decrease and physical health improves (Akkaya, 2023). Swimming is now one of the leading recreational activities that are considered a part of life. Therefore, swimming is seen as an activity that allows individuals to relax, have fun, and achieve self-actualization (Oja et al., 2015). The participation of individuals of all ages in swimming activities, its entertaining forms, and the fact that it can be used for rehabilitation are some of the reasons that increase participation (Petrescu et al., 2014). Furthermore, its contribution to an individual's physical, mental, and social well-being, and the wide range of activity areas make it a frequent choice (Bayraktar & Acuner, 2024).

The family is positioned as the first unit mediating a child's introduction to both the social environment and the world of sports. The primary influence on socialization is shaped by the family, determining whether the child will participate in any sporting discipline and, if so, how they will manage this process. Therefore, they act as the primary agent of socialization, influencing whether a child engages in a particular sporting discipline and how this process develops. The positive value placed on sports and the positive perception of sports serve as leverage to increase intergenerational interest in sports. Active involvement in sports by family members, or their past involvement with sports, strengthens children's interest in sports. Encouraging attitudes are displayed, and sports become a shared family agenda, further reinforcing children's interest in sports. Seeing their family alongside a child during a sporting event contributes to the diversity of content shared with the family, increases the ease of self-expression, and strengthens family ties. In this context, the institutional role of the family is defined as providing systematic support to the child, structuring constructive feedback, and institutionalizing the recognition of participation in a positive activity like sports (Ilkım, 2019).

Multidimensional influences are involved in parents' preference for recreational swimming. When families' expectations for their children's health, psychological well-being, safety, and social development align with the nature of swimming, it becomes a preferred activity. This study aims to provide an in-depth understanding of these preferences from a parent's perspective by examining the reasons behind these preferences using qualitative methods.

Material and Method

Ethics committee permission

Ethical approval for this study was obtained from the Ethics Committee of Gazi University at its meeting held on April 29, 2025 (Approval Number: 2025-779) Research Code: 2025 – 779.

Research Model

A qualitative research approach was used in the study. A qualitative research approach is a flexible and holistic approach that addresses human behavior and thoughts in a holistic

manner, with theoretical foundations based on various disciplines (Yıldırım and Şimşek, 2005). The phenomenological design, a qualitative research approach, was used in the study. The phenomenological design focuses on phenomena that we are aware of but do not have an in-depth and detailed understanding (Yıldırım & Şimşek, 2013). This design, used in qualitative research, guides the researcher in developing activities in a consistent and purposeful manner (Kuş, 2003).

Research Group

The study sample consisted of parents of children aged 7-13 who had been swimming for at least six months at swimming clubs in Ankara. A total of 20 parents participated in the study: 12 mothers and 8 fathers. The 20 parents in the sample were coded as K1, K2, K3, and K20, and the participants were identified using these codes.

Data Collection

Data were collected through face-to-face interviews using a semi-structured interview form consisting of five questions obtained from literature review. The form also includes a voluntary consent form for the participants. Before the interview, participants were informed about the purpose of the research, how the data would be used, the interview procedure, and the fact that information revealing the participants' identities would not be used. The location and time of the interview were determined at the participant's request. Each interview lasted approximately 10-15 minutes. The interview questions are listed below. To obtain more in-depth information based on participants' responses, follow-up questions such as "why," "how," and "which" were used.

- 1- What factors do parents consider when directing their children to swimming?
- 2- Why do you prefer swimming over other sports?
- 3- What do you think about the impact of parents' past sports experiences on children's swimming preferences?
- 4- To what extent do you think factors such as health, safety, and social development influence the preference for swimming?
- 5- What is the role of the coach, school or environment in the process of choosing swimming as a sport?

Data Analysis

In the data analysis of the research, "content analysis" was used in the analysis of the data in an understandable way, to draw conclusions from cause and effect relationships, and to interpret the findings. Content analysis is a qualitative data analysis technique used to systematically describe the data obtained from participants and to identify underlying themes and patterns within the dataset. The basic process in content analysis is to bring together similar data around certain codes and created themes, and to organize and interpret them in a way that the reader can understand (Yıldırım and Şimşek, 2013). In this analysis, similar data were grouped under specific categories and themes and then systematically examined. During the theme and category development process, previous qualitative and quantitative studies on swimming (Saki et al., 2023; İlkım, 2019; Arıkan & Culha, 2023) as well as qualitative studies on different sports branches (Güneş et al., 2022; Kozan & İlhan, 2024; Çolakoğlu et al., 2020; Aydın et al., 2024) were taken into consideration. Indeed, the aim of qualitative analysis was to determine the content of the data. Therefore, the first and primary process was grouping the data into clusters such as categories (Creswell, 2013). Although different from quantitative research, it is possible to increase reliability in qualitative research by taking

certain precautions. The researcher's explanation of his or her own approach and the measures taken increases internal validity, while the explanation of all research processes and preferred strategies increases external validity, thus providing confidence to the reader (Arikan and Culha, 2023). A validity and reliability analysis was conducted for qualitative research to increase the quality of the research and demonstrate its reliability. Accordingly, the themes and categories of two external experts and the researchers conducting the research were compared. The numbers of agreements and disagreements were determined in these comparisons, and the reliability of the research was calculated using the formula of Miles and Huberman (1994): $Reliability = \frac{Agreement}{Consensus + Disagreement}$. The calculation revealed that the agreement between the experts and the researchers regarding the generated themes and categories was 87%. Thus, the data analyses conducted in the study were confirmed to be valid and reliable.

Findings

Table 1. Frequency Table

Theme	Frequency (number of responses)	
	Health and Physical Development	
Coach, School and Environment		17
Child's Interest and Desire		17
Parental Sports History		12
Hygiene and Facility Conditions		8
Social and Psychosocial Development		7
Continuity and Lifetime		7
Security and Reduced Risk		5
Cost and Availability		2

Table 1 shows the total number of responses given by participants by theme. A total of 27 responses were found for the theme of health and physical development, 17 for the theme of coaches, schools, and the environment, 17 for the theme of children's interests and desires, 12 for the theme of parents' sports history, 8 for hygiene and facility conditions, 7 for social and psychosocial development, 7 for continuity and lifespan, 5 for safety and reduced risk, and finally, 2 for the theme of cost and accessibility. The themes are explained below with sample responses:

Table 2. Health and Physical Development Theme

Participant	Sample Answer	
	K1	
K2		“To support physical and social development.”
K6		“The factor of being the sport that best improves physical development.”
K9		“To learn to swim and for the proper development of body structure.”
K10		“I believe it will contribute to the physical development of children.”

An examination of the reasons parents choose swimming, as shown in Table 2, reveals that their decisions are largely driven by the goal of supporting their children's health and physical development. The findings from Table 2 indicate a strong perception that swimming

strengthens children's physical structure, promotes their physical development in a regular and balanced manner, and also contributes to social development. The belief that learning to swim facilitates proper body structure and contributes to a healthy growth process plays a decisive role in parents' preferences. In this context, swimming is viewed not only for its technical benefits but also as one of the activities that best supports children's physical development, making it a priority choice for parents.

Table 3. Coach, School and Environment Theme

	Sample Answer
Participant	K18 "Coach training."
	K19 "The important thing is to find a clean pool and experienced teachers."
	K4 "The coach and the environment were two of the most important factors for us. We made the choice because we heard that our coach was good in his field and also because the people around us praised him very much."
	K8 "With talent screenings, the child is identified and can be guided accordingly."
	K9 "Thanks to our coach's high dedication and understanding, he overcame his water phobia."

According to Table 3, parents' motivations for choosing swimming converge around clear criteria: the coach's formal education and experience and a clean, safe pool are treated as mandatory minimum standards, positive references from the social environment reinforce the decision, talent screenings are expected to enable early identification and appropriate guidance, and the coach's devoted, empathetic approach is seen as pivotal for overcoming barriers such as water phobia.

Table 4. Child's Interest and Desire

	Sample Answer
Participant	K11 "We love sports."
	K15 "After trying many branches, the love of water prevailed."
	K12 "A good sport for our child who loves water."
	K20 "Being ready, wanting, being in a clean and safe environment, wanting to continue."
	K11 "Our child is more physically inclined. He/she loves this sport."

According to Table 4, based on the parents' statements, it has been observed that the determining factor in children's tendency to swim is intrinsic interest and voluntary participation; a strong positive attitude towards water makes the preference for swimming permanent after trying different sports; physical aptitude increases branch adaptation; readiness and the desire to continue reinforce motivation for the process; and the expectation of a clean and safe environment is positioned as a critical contextual condition that supports the sustainability of the child's interest and desire.

Table 5. Parental Sports History

	Sample Answer
Participant	K1 "I don't have any sports experience, so let her."
	K3 "There is a possibility, but we do not have a sports background, but we still directed them."
	K4 "As a parent, your past sports experiences have an impact. Parents who have been involved in any sport in the past tend to have a more positive perspective on swimming."
	K7 "Of course it has an effect, but I don't have a sports background, I just know the benefits of sports and exercise."

Table 5 shows that parental sports history has a conditional, but not sole, influence on children's swimming orientation. Parents with past sports experience tend to have more positive perceptions of swimming, while those without experience are rationalized by a cognitive awareness of the health benefits of sports and exercise and a motivation to "provide the child with their own unprecedented opportunity." This suggests that parental sports history provides a facilitating framework for choice, while value-based drivers such as a benefit-oriented attitude and a desire for equal opportunity sustainably support the choice to swim even without a sports background.

Table 6. Hygiene and Facility Conditions

	Sample Answer
Participant	K10 "Because swimming has specific requirements compared to other sports, course fees can be a determining factor. The need for facilities is also an important factor."
	K19 "I think it's safer for children than other branches. The important thing is to find a clean pool and an experienced teacher."
	K20 "It's very important. I wouldn't want to put my child in a dirty pool. An inexperienced teacher can alienate and frighten the child. It's generally preferred in the summer months in our area, but I think it can be continued throughout the year as long as precautions are taken."
	K4 "Hygiene and trainer information."
	K5 "Pool hygiene and the instructor's approach."

According to Table 6, another key determinant of parental preferences is the adequacy of hygiene and facility conditions. It has been observed that clean and regularly inspected pool infrastructure strengthens children's perception of safety. The instructor's professional competence and pedagogical approach act as a buffer to reduce fear and avoidance of water. Course fees and accessibility are cost-sensitive factors in decision-making processes due to the swimming branch's equipment and facility requirements. All-season continuity is considered sustainable if appropriate measures are implemented. Consequently, hygiene standards and the presence of qualified coaches are considered the minimum eligibility thresholds for branch selection.

Table 7. Social and Psychosocial Development

	Sample Answer
--	---------------

Participant	K13	“We directed him to swimming so that he could exercise regularly and socialize.”
	K14	“To develop a healthy body, to have athletic discipline, to be proud of one's success.”
	K12	“I believe that swimming, like other sports, is effective in increasing the health of the individual, socializing and self-confidence.”
	K2	“To support physical and social development.”
	K15	“A healthy life, career and circle of friends.”

According to Table 7, parents position social and psychosocial development as a key value proposition for choosing swimming: regular participation is perceived to enhance socialization, strengthen self-confidence and self-discipline, support a healthy body image and lifestyle, and, through experiences of success, foster family pride while expanding peer relationships and social networks.

Table 8. Continuity and Lifetime

	Sample Answer	
Participant	K20	“Being ready, wanting, being in a clean and safe environment, wanting to continue.”
	K13	“Because it is a sport that can be done throughout one's life.”
	K15	“Being individual.”
	K2	“As a swimming father and non-swimmer mother, we face challenges, especially during vacations. Because I'm more interested in ball sports and don't participate in individual sports, I haven't been able to improve my skills significantly. I also chose to send my child to swimming to develop a skill he'll cherish for the rest of his life.”
	K16	“Because I think it can be done individually and is beneficial for the whole body.”

The findings in Table 8 indicate that continuity and the potential for lifelong use are key motivators for parents' preference for swimming. The fact that swimming can be practiced individually, contributes to overall health, and can be applied at any stage of life is considered a lasting value by parents. The desire to teach children a lifelong skill and the desire to provide a sustainable sports experience in safe and clean environments shape the reasons for their choices. In this context, swimming is viewed by parents as a lifelong achievement, thanks to its continuity and individual applicability.

Table 9. Security and Reduced Risk

	Sample Answer	
Participant	K20	“It poses less risk.”
	K6	“Because there is no risk of injury and all muscles are worked out and children enjoy it.”
	K8	“It's superior in quality, provides balanced overall body development, and can be started at a very early age. It's also a sport that's not dangerous, meaning it has a low risk of injury.”
	K19	“I think it's safer for children than other branches. The important thing is to find a clean

pool and an experienced teacher.”

According to Table 9, it has been observed that safety and low risk perception play a decisive role in parents' choice of swimming branch; swimming carries a lower risk of injury compared to other branches, supports healthy development by working all body muscle groups in a balanced manner, and offers a protective profile because it is a sports branch that can be started at an early age; and a clean pool infrastructure and the presence of experienced, qualified coaches are positioned as mandatory minimum conditions for the sustainability of safety standards.

Tablo 10. Cost and Availability

	Sample Answer	
Participant	K3	“Child's interest, ease of transportation, quality of the lesson, reliability, hygiene.”
	K10	“Because swimming has specific requirements compared to other sports, course fees can be a determining factor. The need for facilities is also an important factor.”

According to Table 10, cost and accessibility emerge as critical decision parameters in choosing swimming: course fees create sensitivity due to the branch's facility and equipment requirements, while access to the pool is evaluated alongside parents' expectations for reliability and hygiene. Ease of transportation supports sustained participation by strengthening continuity, and overall, balancing total cost with an accessible, trustworthy facility ecosystem functions as a key suitability threshold in parents' decision-making.

Discussion and Conclusion

Based on the findings, it was concluded that parents have numerous reasons for swimming, and each is an important factor. In light of these results, a literature review revealed the numerous effects of swimming lessons on children with special needs, and parents' opinions on these effects were collected. In this 2020 study by Albayrak Kuruoğlu and Uzunçayır, the theme of "coach, school, and environment" related to the current study was "guiding persons." Parental opinions indicate that the two themes, "friend advice" and "parental guidance," are closely related. Furthermore, Albayrak Kuruoğlu and Uzunçayır addressed the theme of "Motivation," finding a correlation between the codes of enthusiasm and happiness in individuals with special needs, and the theme of "Child's Interest and Desire" in the current study. Similarly, the theme "Physical Contribution" stands out in the current study, similar to the theme "Health and Physical Development," and the theme "Social Contribution" stands out in the current study, similar to the theme "Social and Psychosocial" (Albayrak et al., 2020). Further research, according to parents' opinions in a 2023 study by Saki, Sabah, and Öksüz, swimming contributes to children's socialization, healthy living, self-confidence, and skill development. In the same study, parents stated that they encourage their children to participate in swimming for reasons such as having fun, staying safe in the water, maintaining weight control, supporting body development, and overcoming fears. Another finding of the study is that parents report concerns about the risk of drowning, injury, cramps, swallowing water, and their children's disruption of academic responsibilities due to this sport (Saki et al., 2023). When examining the similarities with the current study, the themes of

"Health and Physical Development" and "Social and Psychosocial" are similar, as they support children's socialization, healthy living, weight control, and body development. Furthermore, the theme of "Safety and Reduced Risk" can be considered as a similarity to concerns about children's cramps, water swallowing, drowning, and safety in water.

In 2019, Gngr, Yılmaz, and İlhan, in their study on the achievements of a special needs athlete with Down syndrome based on the opinions of his parents, examined the athlete's physical functions, emotional functions, social functions, school functions, and psychosocial health. Various conclusions were reached (Gngr et al., 2019). Based on these results, themes that may be similar to the current study are the themes of "Health and Physical Development," "Social and Psychosocial," and "Coach, School, and Environment." While Gngr et al., (2019) found results in subcategories such as weight control, reducing the risk of obesity, and reducing the risk of cardiovascular disease in the physical functions of special athletes, the current study also shows that parents direct their children to swimming in order to maintain weight control or to regularly monitor their child's physical development.

In his 2019 master's thesis, İlkım investigated why individuals choose swimming. This research, similar to the current study, includes encouraging swimming with family or peers; encouraging children to swim recreationally and protect them from risk factors such as injury and drowning based on the theme of safety and security; encouraging swimming because it contributes to personal development based on the theme of physical and psychological well-being; and encouraging swimming because it is an expensive sport due to the socioeconomic factors. In the current study, these findings are similar to the themes of "Health and Physical Development," "Social and Psychosocial," "Coach, School, and Environment," and "Safety and Reduced Risk." In 2020, Çolakođlu, Akkse, and Tekkurşun Demir conducted a study on parents' encouragement of fencing, a different sport than the current one. According to the researchers' findings in the study, the eight themes are as follows: affective factors, external factors, health factors, cognitive development factors, child-related factors, organization factors, psychomotor development factors, and digital environment factors. According to the current study, affective, external factors, and health factors are similar. The affective factor is the child's liking for the sport, the external factor is parental guidance, and the health factor is supporting children's physical development. Avan, Avan, and Dolđun's (2024) current study explores why swimmers choose this sport. The study findings suggest that the primary reasons individuals start swimming are due to parental and peer guidance, swimmers' love of water, and another reason for starting swimming is to live a healthy life or maintain their current health (Avan et al., 2024). In a 2023 metaphor study on swimming among university students, Arıkan and Çulha associated swimming with health, relaxation, and physical activity (Arıkan & Culha, 2023). This finding is similar to the current study, where parents encourage their children to participate in swimming to ensure their health and physical development. Gneş, Mirzeođlu, Gveli, and Esen (2022) emphasized that parents generally have expectations regarding their children's participation in sports, including cognitive and physical development, well-being, and emotional development (Gneş et al., 2022). Similarly, Aydın, Şahan, Yksel, and Gneş (2024) concluded in their current study that parents believe

physical activity and participation in sports will be beneficial for their children, and this result is also consistent with the current study (Aydın et al., 2024).

In conclusion, parents' decisions to choose swimming for their children are shaped by a multidimensional logic centered on health and physical development, psychosocial benefits (e.g., self-confidence and self-discipline), and a comparatively safe, low-injury profile. Qualified, pedagogically competent coaching, hygienic and regularly inspected pools, and institutional reliability constitute the minimum suitability threshold. Sustained participation depends largely on child-level factors such as interest in water, readiness, aptitude, and motivation to continue, while talent screenings are viewed as critical for early identification and appropriate guidance. Although parental sport history can facilitate the choice, awareness of exercise benefits and the aim of building lifelong skills strengthen it independently. Cost and accessibility remain key constraints, and with adequate hygiene and safety standards, swimming is seen as feasible year-round and across the lifespan. To inform other studies, it is recommended that studies be conducted not only on parents' preferences for their children but also on the reasons why adults choose this sport. Studies are also recommended, focusing on different branches of swimming, rather than focusing solely on children, adolescents, and adults. Furthermore, this study, which is based on the Ankara province, can be applied to different cities, leading to a new perspective.

REFERENCES

- Akkaya, C. (2023). Spor ve Fiziksel Aktivitenin Sağlık Davranışları Üzerine Etkisi: Sosyolojik Bakış, *Akademik Sosyal Araştırmalar Dergisi*, 11(145), 312-325.
- Albayrak Kuruoğlu, M. Y., & Uzunçayır, D. (2020). Uyarlanmış Yüzme Eğitiminin, Özel Gereksinimli Çocuklar Üzerindeki Etkilerinin Ebeveynleri Tarafından Seslendirilmesi. *Ulusal Spor Bilimleri Dergisi*, 4(2), 174-186. <https://doi.org/10.30769/usbd.826474>
- Arıkan, G., & Culha, A. (2023). Üniversite Öğrencilerinin Yüzme Kavramına İlişkin Metaforik Algıları. *Spor ve Performans Araştırmaları Dergisi*, 14(1), 43-58. <https://doi.org/10.17155/omuspd.1198433>
- Avan, D. M., Avan, S., & Dolğun, O. C. (2024). Konya İlinde Performans Yüzme Sporu Yapan Yüzücülerin Yüzme Sporuna Başlama Nedenleri ve Beklentileri. *Düzce Üniversitesi Spor Bilimleri Dergisi*, 4(1), 1-7.
- Aydın, C., Şahan, M. D., Yüksel, E., & Güneş, B. (2024). Ortaokul öğrencilerinin akademik hayat ve spora katılımı: Ebeveyn görüşleri üzerine nitel bir araştırma. *Fenerbahçe Üniversitesi Spor Bilimleri Dergisi*, 4(1), 48-63.
- Bayraktar, C. And Acuner, S., "Rekreasyonel Spor ve İyi Oluş İlişkisi (Trabzon Örneği)," *ASAD 8. Uluslararası Spor Araştırmaları Kongresi.*, Trabzon, Turkey, pp.396-402, 2024.
- Creswell JW. (2013). Research design: qualitative, quantitative, and mixed methods approaches. *Sage publications*.
- Çolakoğlu, F. F., Akköse, H. N., & Tekkurşun Demir, G. (2020). Ebeveynlerin çocuklarını eskrim sporuna yönlendirme nedenleri. *Beden Eğitimi ve Spor Bilimleri Dergisi*, 14(3), 331-344.
- Güneş, B., Mirzeoğlu, A. D., Göveli, H., & Esen, E. (2022). Çocukların Spora Katılımına İlişkin Ebeveyn Beklentileri ve Gözlemlenen Davranış Değişikliklerinin İncelenmesi: Nitel Araştırma. *Türkiye Klinikleri Journal of Sports Sciences*, 14(3). 308-317
- Güngör, N. B., Yılmaz, A., & İlhan, E. L. (2019). Yaşam Kalitesi Bağlamında Özel Bir Sporunun Kazanımları: Ebeveyn Görüşleri Doğrultusunda Bir Durum Çalışması. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi*, 20(3), 421-443. <https://doi.org/10.21565/ozelegitimdergisi.488740>
- Ilkım, E. (2019). *Bireylerin yüzme sporunu tercih etmelerinin nedenleri (Malatya ili örneği)* (Master's thesis, İstanbul Gelişim Üniversitesi Sağlık Bilimleri Enstitüsü).
- Kozan, U., & İlhan, E. L. (2024). Sporcu Öğrenciler ve Akademik Başarı Paradoksu: Ebeveyn Görüşleri Doğrultusunda Nitel Bir Araştırma. *3rd International Conference on Scientific and Innovative Studies*, 459-468
- Kuş E. (2003). *Nitel- nitel araştırma teknikleri*. Anı Yayıncılık. Ankara.
- Miles MB., Huberman AM. (1994). *Qualitative data analysis*. An expanded sourcebook sage.

Oja, P., Titze, S., Kokko, S., Kujala, U. M., Heinonen, A., Kelly, P., Koski, P. & Foster, C. (2015). Health benefits of different sport disciplines for adults: systematic review of observational and intervention studies with meta-analysis. *British journal of sports medicine*, 49(7), 434-440.

Öztürk, F. (1998). *Toplumsal boyutlarıyla spor*. Ankara: Bağırğan Yayımevi.

Petrescu, S., Pițigoi, G., & Păunescu, M. (2014). The effects of practicing swimming on the psychological tone in adulthood. *Procedia-Social and Behavioral Sciences*, 159, 74-77.

Saki, Ü., Sabah, S., & Öksüz, R. (2023). Kız Çocuğu Ebeveynlerinin Yüzme Müsabakalarına Karşı Görüşleri. *Research in Sport Education and Sciences*, 25(3), 51-55.

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

Yıldırım A., Şimşek H. (2013). *Sosyal bilimlerde nitel araştırma yöntemleri*. Geliştirilmiş Dokuzuncu Baskı. Seçkin. Ankara.