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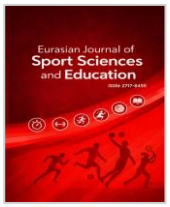

Research Article

Examination of the Reasons and Expectations of Families With 4-6 Age Group Preschool Children for Directing Their Children to Sports

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Abstract

The purpose of this study is to examine the relationship between individuals' family expectations and their levels of satisfaction with physical education and sports classes. The study sample comprised 256 female and 47 male participants from Eskişehir. The "Family Expectations Scale" and the "Physical Education and Sports Class Satisfaction Scale" were used as data collection tools in the study. IBM SPSS software was utilised for data analysis; descriptive statistics, the independent samples t-test, one-way analysis of variance (ANOVA), and simple linear regression analyses were applied. Based on the findings, it was determined that male participants' levels of both family expectations and satisfaction with physical education and sports classes were significantly higher than those of female participants ($p < .001$). No significant differences were found in scale scores based on the age variable ($p > .05$). Regression analysis results indicated that family expectations positively and significantly predicted satisfaction with physical education and sports classes ($\beta = .68$, $p < .001$). Furthermore, it was found that the model had a high explanatory power, with family expectations accounting for 46% of the total variance in satisfaction levels. In conclusion, it can be stated that the level of expectations individuals perceive from their families is a significant determinant of satisfaction with physical education and sports classes.

Keywords: Sport, Preschool, Families, Expectations

INTRODUCTION

Early childhood is a critical period during which the foundations of an individual's physical, cognitive, emotional and social development are laid. The habits acquired during this period form the basis of behavioural patterns that the individual will maintain throughout their life. Physical activity and sport play a significant role in supporting children's healthy development.

Encouraging children or adolescents to take up sport, protecting them from harmful habits and ensuring their energy is channelled positively will facilitate their social development and help them overcome self-confidence issues, thereby boosting their sense of self-assurance (Akcan & Bulgu, 2012; Eyüboğlu, 2012). Encouraging children to participate in sport has become an increasingly important issue for families today. Sport enhances individuals' sense of community at both societal and personal levels, whilst also strengthening unity, solidarity and cooperation within groups (Kılıç & Arslan, 2018; Tekçe & Çoban, 2022). Sport also contributes to economic development while fostering international friendship, peace, respect, and social cohesion through sport-based interactions and global sporting events (Kidd, 2008; Schulenkorf et al., 2016). In this context, introducing children to sport at an early age is of great importance. Parents' interest in sport has a positive influence on directing their children towards sport and on the wider dissemination of sport within society (Kotan et al., 2009), and recent research has demonstrated the healing power of sport (Dereceli et al., 2023). Particularly for pre-school children aged 4–6, as they are not yet independent in decision-making processes, the role of parents is decisive in their participation in sport (Kılcıgil, 1998). During this period, children acquire fundamental skills such as developing motor skills, learning social interaction and establishing emotional balance. In the conscious promotion of sport, its acquisition of a social dimension and the raising of healthy generations, families' level of interest in and knowledge of sport also plays a significant role (Yetim, 2005).

A review of the current literature reveals that research into the reasons why families encourage their children to participate in sport indicates that these decisions are predominantly aimed at supporting the children's overall development. For example, in a study by Keskin (2006), the desire to contribute to their children's physical and physiological development emerged as a primary reason for families to encourage their children to participate in sport. Furthermore, it was noted that as families' educational and income levels increase, so does their awareness that participation in sport contributes to children's learning

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processes. Although parents, coaches and peers contribute to children's development, during childhood and adolescence, parents are the primary social influence shaping adolescent experiences and participation in sport (Harwood & Knight, 2015).

A study conducted by Aydoğan et al. (2015) examined the views of pre-school children regarding sport. The findings revealed that children did not fully grasp the terms 'sport' and 'athlete', and had only a limited understanding of who practises sport, how it is practised, and where it takes place. This highlights just how important parental guidance is in children's initial exposure to sport. In a study conducted by Zorba (2024), the relationship between the reasons why families encourage their children to take up sport and their expectations was examined. The study found a low-level, significant and positive correlation between parents' reasons for encouraging their children to take up sport and their expectations. This finding indicates that various factors influence families' decisions to encourage their children to take up sport. Pehlivan (2009), on the other hand, examined the reasons and expectations of families regarding sending their children to sports schools. The study revealed that the majority of families encouraged their children to participate in sport to contribute to their physical and physiological development, although some families also aimed for their children to achieve financial gain in the future. In terms of the thought and behaviour patterns that will develop in children, the healthier the family life and the behaviour and relationships of the individuals within the family, the more the future generations contributed to society will consist of healthy and beneficial individuals (Tümer, 2001). From a sporting perspective, given that a significant portion of a child's development takes shape within the family, and that their interests, talents and capabilities are formed in this environment, it is not difficult to foresee that the family will play a significant role in a series of decisions ranging from the child's orientation towards sport to the specific sporting discipline they choose (Amman, 2000).

However, families who encourage their children to take up sport have different reasons for doing so, and their expectations are based on these reasons. In this context, understanding the reasons and expectations of families with children aged 4–6 who encourage their children to take up sport is important for making the process of children's introduction to sport more effective and for contributing to the development of sports policies. Therefore, the aim of this study is to examine the reasons why families with children aged 4–6 encourage their children to participate in sport, as well as their expectations regarding this encouragement. Furthermore, the impact of families' demographic characteristics on these decisions is also among the study's sub-objectives.

METHOD

Research Model

This study was conducted using the correlational survey model, one of the quantitative research methods, with the aim of examining the relationship between parental expectations and satisfaction with physical education and sport lessons. The correlational survey model is a research design intended to determine the relationship between two or more variables and to establish the extent of this relationship. The study aimed to determine the effect of family expectation levels on satisfaction with physical education and sports lessons.

Population-Sample (Research Group)

The study group for this research consists of a total of 303 individuals residing in the province of Eskişehir. Of the participants, 256 were women (84.5%) and 47 were men (15.5%). The vast majority of participants reside in the Tepebaşı district (79.9%), and the age distribution is predominantly concentrated in the 31–40 age range. In determining the sample for the study, a convenience sampling method based on voluntary participation was used. Care was taken to ensure that the study represented different socio-demographic groups by taking into account the participants' demographic characteristics, such as educational background, occupation, income level and sporting history.

Data Collection Tools

The data collection tools used in the study were the "Personal Information Form", the "Family Expectation Scale" and the "Physical Education and Sport Lesson Satisfaction Scale". The scales were administered to determine participants' levels of family expectations and their satisfaction with physical education and sport lessons. As a result of the reliability analyses of the scales used in the study, the Cronbach's alpha coefficient was determined to be .89 for the Family Expectations Scale and .87 for the Physical Education and Sports Lesson Satisfaction Scale. These values indicate that the scales are highly reliable.

Personal Information Form

The personal information form, prepared by the researcher, contains questions designed to determine the participants' demographic characteristics. Within the scope of this form, information was collected regarding the participants' age, gender, educational status, occupation, average monthly income level, district of residence, and sporting background. The information obtained was used to define the research group and to examine differences between variables.

Family Expectation Scale

The Family Expectation Scale, developed by Öncü (2007) to measure families' attitudes towards sport and physical education lessons, was used. The scale consists of a total of 18 items and is structured as a 5-point Likert scale. The positive statements in the scale are evaluated using the options "Strongly Agree", "Agree", "Undecided", "Somewhat Agree" and "Strongly Disagree",

and are scored as 5, 4, 3, 2 and 1 points respectively. In the study in which the scale was developed, the overall reliability coefficient was reported as α = .70. In the analyses conducted in this study, the Cronbach's alpha coefficient was found to be α = .89.

Physical Education and Sport Lesson Satisfaction Scale

The Physical Education and Sport Lesson Satisfaction Scale, developed by Uğraş and Tutal (2021) to determine participants' levels of satisfaction with physical education and sport lessons, was used. The scale consists of 22 items and 5 sub-dimensions. Prepared as a five-point Likert scale, the items are rated on a scale ranging from "Strongly Disagree" to "Strongly Agree" and scored from 1 to 5. There are no reverse-scored items in the scale. In this study, the Cronbach's alpha reliability coefficient of the scale was calculated as α = .87.

Research Publication Ethics

Ethical principles were adhered to throughout the research process, and the necessary ethical committee approval was obtained from the Scientific Research and Publication Ethics Committee of the Faculty of Social and Humanities Sciences at Kutahya Dumlupınar University to conduct the study. The ethics committee approval was reviewed at the meeting dated 27 May 2025 with meeting number 2025/05, and it was unanimously decided, in accordance with Decision No. 244 dated 2 June 2025, that the research was ethically sound. All individuals participating in the study were provided with the necessary information about the study, participation was based on voluntary consent, and informed consent was obtained. Throughout the research process, the confidentiality of participants' personal information was protected, and data were used solely for scientific purposes.

Data Collection

Research data were collected using face-to-face and online data collection methods in accordance with the principle of voluntary participation. Participants were provided with the necessary explanations regarding the purpose, scope and procedures of the research, and their informed consent was obtained prior to the commencement of the data collection process. The administration of the scales took approximately 10–15 minutes, and participants completed the data collection instruments based on their own statements.

Data Analysis

The IBM SPSS Statistics 25.0 software package was used to analyse the data obtained in this study. In the initial stage of the analysis process, the data were examined for missing data, outliers and data entry errors. Frequency (n), percentage (%), mean (Mean) and standard deviation (SD) values were utilised to determine the participants' demographic characteristics.

The normality assumption of the scales used in the study was assessed via skewness and kurtosis coefficients; as the obtained values fell within the ±1.5 range, it was accepted that the data exhibited a normal distribution. Accordingly, parametric tests were preferred. Cronbach's alpha reliability coefficients were calculated to determine the internal consistency of the scales, yielding values of α = .89 for the Family Expectations Scale and α = .87 for the Physical Education and Sport Lesson Satisfaction Scale. To examine differences between groups, the independent samples t-test was used for binary variables, whilst one-way analysis of variance (ANOVA) was used for variables with more than two categories. Prior to the t-test, homogeneity of variance was assessed using the Levene test; where variances were homogeneous, standard t-test results were reported. Post hoc analyses were not performed for variables where no significant differences were found in the ANOVA results. Furthermore, a simple linear regression analysis was conducted to determine the effect of Family Expectation Scale scores on Physical Education and Sports Lesson Satisfaction. In the regression analysis, the model's explanatory power was assessed using the R^2 value, the model's overall significance using the F-test, and the effects of the independent variables using standardised beta (β) coefficients. A power analysis was performed using the g*power 3.1 programme to determine the adequacy of the study's sample size, and it was established that the statistical power was at a high level (1 − β > .95). A statistical significance level of α = .01 was adopted for all analyses.

FINDINGS

Table 1 shows that the vast majority of participants were from the Tepebaşı district (79.9%, *n* = 242), followed by Odunpazarı (19.1%, *n* = 58) and, to a much lesser extent, other districts (1.0%, *n* = 3). This indicates that the sample is geographically concentrated in a specific area. When the age distribution is examined, it is seen that participants are predominantly concentrated in the 31–35 age group (35.0%, *n* = 106) and the 36–40 age group (35.3%, *n* = 107). It is noteworthy that the representation of younger (25–30 years; 12.2%, *n* = 37) and older age groups (41–45 years; 12.2%, *n* = 37; 46 and over; 5.3%, *n* = 16) within the sample is lower. This finding indicates that the sample is concentrated in the middle-aged group. Looking at the gender distribution, the vast majority of participants were women (84.5%, *n* = 256), whilst men (15.5%, *n* = 47) had a more limited representation. This situation may require careful interpretation of the gender variable in the analyses. When the distribution by occupation is examined, it is observed that the largest group of participants consists of non-working individuals (43.9%, *n* = 133), followed by those employed in the public sector (33.3%, *n* = 101) and the private sector (22.8%, *n* = 69). This distribution indicates that individuals outside the active workforce constitute a significant proportion of the sample. In terms of educational background, the majority of participants were found to hold a bachelor's degree (55.8%, ***n*** =

169**)**. This is followed by high school graduates (27.1%, *n* = 82) and postgraduate degree holders (11.6%, *n* = 35), whilst primary school graduates (5.6%, *n* = 17) are represented in a very low proportion. This finding indicates that the sample generally consists of individuals with medium to high levels of education. When the distribution of average monthly income is examined, it is observed that the highest proportion of participants is concentrated in the 46–60 range (31.4%, *n* **=** 95), whilst the other income groups are distributed in similar proportions (15–30: 22.4%; 31–45: 23.8%; 60 and over: 22.4%). This indicates a balanced distribution in terms of income level. Finally, when assessed in terms of sporting background**,** it is observed that more than half of the participants have no sporting background (52.1%, *n* = 158)**,** whilst a significant proportion have amateur-level sporting experience (42.9%, *n* = 130). The proportion of individuals with a professional sporting background (5.0%, *n* = 15) is, however, quite limited. This finding indicates that the sample consists largely of individuals with no sporting experience or those with experience at an amateur level.

Table 1. Descriptive Characteristics of Participants

Variable	Group	n	%
District of Participation	Other District	3	1.0
	Odunpazarı	58	19.1
	Tepebaşı	242	79.9
Age	25–30	37	12.2
	31–35	106	35.0
	36–40	107	35.3
	41–45	37	12.2
	46 and over	16	5.3
Gender	Male	47	15.5
	Female	256	84.5
Occupation	Not working	133	43.9
	Public	101	33.3
	Private Sector	69	22.8
Educational Attainment	Primary education	17	5.6
	Secondary	82	27.1
	Undergraduate	169	55.8
	Postgraduate	35	11.6
Average Monthly Income	15–30	68	22.4
	31–45	72	23.8
	46–60	95	31.4
	60 and over	68	22.4
Sporting Background	Amateur	130	42.9
	Professional	15	5.0
	None	158	52.1

Table 2. Normal Distribution of Variables (Skewness and Kurtosis Values)

Variable	Mean	SD	Skewness	Kurtosis	Cronbach's Alpha
Family Expectation Scale	1.83	0.78	0.99	0.34	.89
Physical Education and Sport Lesson Satisfaction Scale	1.80	0.85	1.06	0.43	.87

Note: Mean = Average; SD = Standard deviation.

As shown in Table 2, the assumption of normality for the variables used in the study was assessed using the skewness and kurtosis coefficients. For the Family Expectations Scale, skewness was found to be 0.99 and kurtosis 0.34; for the Physical Education and Sports Lesson Satisfaction Scale, skewness was 1.06 and kurtosis 0.43. When the reliability levels of the scales were examined, it was determined that the Cronbach's alpha coefficient was .89 for the Family Expectations Scale and .87 for the Physical Education and Sports Lesson Satisfaction Scale.

Table 3. Results of the Statistical Power Analysis (G*Power)

Analysis Type	Variable / Model	Effect Size	n	α	Power (1 − β)
Independent samples t-test	Family Expectation Scale	d = 0.52	520	.05	.996
t-test for independent samples	Physical Education and Sport Course Satisfaction Scale	d = 0.60	520	.05	1.00

Note: d = Cohen's d effect size; f^2 = Cohen's f^2 effect size; α = significance level; 1 − β = statistical power.

The results of the statistical power analysis for the independent samples t-tests conducted in the study are presented in Table 3. The effect size calculated for the Family Expectations Scale (d = 0.52) was moderate, and it was determined that the statistical power corresponding to this effect was quite high (1 − β = .996). Similarly, the effect size obtained for the Physical Education and Sport Lesson Satisfaction Scale (d = 0.60) is also of moderate magnitude, and it is observed that the statistical power corresponding to this effect has reached the maximum level (1 − β = 1.00). This result demonstrates that the sample size for the analysis in question is more than sufficient and that the findings can be interpreted with a high degree of reliability.

Table 4. Results of the Independent Samples t-Test by Gender

Variable	Women (n = 256) Mean ± SD	Men (n = 47) Mean ± SD	T	SD	F	P
Family Expectation Scale	1.76 ± 0.78	2.16 ± 0.74	-4.60	301	1.24	< .001
Physical Education and Sport Lesson Satisfaction Scale	1.70 ± 0.82	2.20 ± 0.92	-4.25	301	2.11	< 0.001

An examination of Table 4 reveals that, according to the results of the independent samples t-test conducted by gender, statistically significant differences were found between the groups in terms of both the Family Expectations Scale and the Physical Education and Sport Class Satisfaction Scale scores ($p < .001$). It was found that male participants' scores on the Family Expectations Scale (Mean = 2.16, SD = 0.74) were significantly higher than those of female participants (Mean = 1.76, SD = 0.78), $t(301) = -4.60$, $p < .001$. Similarly, on the Physical Education and Sport Lesson Satisfaction Scale, male participants (Mean = 2.20, SD = 0.92) were found to have higher scores than female participants (Mean = 1.70, SD = 0.82), and this difference was found to be statistically significant, $t(301) = -4.25$, $p < .001$.

Table 5. Results of a One-Way ANOVA by Age

Variable	25–30 (n = 37) Mean ± SD	31–35 (n = 106) Mean ± SD	36–40 (n = 107) Mean ± SD	41–45 (n = 37) Mean ± SD	46+ (n = 16) Mean ± SD	F	P
Family Expectation Scale	1.78 ± 0.75	1.80 ± 0.79	1.82 ± 0.77	1.79 ± 0.81	1.85 ± 0.83	0.27	.896
Physical Education and Sport Lesson Satisfaction Scale	1.72 ± 0.80	1.73 ± 0.84	1.75 ± 0.83	1.71 ± 0.86	1.76 ± 0.88	0.31	0.872

An examination of Table 5 reveals that, according to the results of the one-way analysis of variance (ANOVA) conducted on the age variable, no statistically significant differences were found between age groups in terms of scores on either the Family Expectations Scale or the Physical Education and Sport Class Satisfaction Scale ($p > .05$). In the analysis conducted for the Family Expectations Scale, it is observed that the mean scores across age groups are very close to one another (25–30: Mean = 1.78; 31–35: Mean = 1.80; 36–40: Mean = 1.82; 41–45: Mean = 1.79; 46 and over: Mean = 1.85). Consequently, the ANOVA revealed that the difference was not significant, $F(4, 298) = 0.27$, $p = .896$. Similarly, for the Physical Education and Sport Course Satisfaction Scale, the means across age groups were also found to be close to one another (25–30: Mean = 1.72; 31–35: Mean = 1.73; 36–40: Mean = 1.75; 41–45: Mean = 1.71; 46 and over: Mean = 1.76). The results of the ANOVA analysis revealed no statistically significant difference for this variable either, $F(4, 298) = 0.31$, $p = .872$.

Table 6. Results of the regression analysis regarding the effect of the Family Expectations Scale variable on the Physical Education and Sport Course Satisfaction Scale

Predictor Variable	B	SH	β	t	p
Constant	0.95	0.12	—	7.92	< 0.001
Family Expectations Scale)	0.62	0.05	0.68	13.85	< .001
Model	R	R	F	p	
Model 1	0.68	0.46	191.92	< 0.001	

An examination of Table 6 reveals that the model established as a result of the simple linear regression analysis—conducted to determine the effect of the Family Expectations Scale variable on the Physical Education and Sport Lesson Satisfaction Scale—is statistically significant: $F(1, 518) = 191.92$, $p < .001$. Upon examining the model's explanatory power, it was determined that the Family Expectations Scale accounts for 46% of the total variance in the Physical Education and Sports Lesson Satisfaction Scale ($R^2 = .46$). This indicates that the model possesses a strong explanatory capacity. Upon examining the regression coefficient of the Family Expectations Scale, which is the predictor variable, it was observed that this variable has a positive and statistically significant effect on the dependent variable ($\beta = .68$, $t = 13.85$, $p < .001$). This finding indicates that an increase in family expectations significantly increases the level of satisfaction with physical education and sport lessons.

DISCUSSION AND CONCLUSION

The findings of this study reveal that the family factor plays a decisive role in shaping individuals' satisfaction with lessons within the context of sport and education. In particular, the fact that family expectations strongly and significantly predict course satisfaction indicates that an individual's sporting experience is shaped not only by personal characteristics but also through interaction with the social environment. This finding is consistent with studies that highlight the family as a fundamental external determinant among the factors influencing participation in sport (Aktaş et al., 2025).

When the findings are evaluated within the framework of Self-Determination Theory, it can be said that family support and expectations directly influence an individual's motivational processes (Deci & Ryan, 2000). In this regard, it is frequently emphasised in the literature that parents' supportive attitudes increase the individual's intrinsic motivation, whereas controlling attitudes may lead to negative psychological outcomes (Demir & Sarı, 2025). In the present study, the high explanatory power of family expectations indicates that the individual's satisfaction with their studies is significantly associated with social support mechanisms.

The role of family influence on sporting orientation and participation is not limited to motivation alone; it also plays a decisive role in the individual's process of choosing a sporting discipline. Indeed, research conducted on professional athletes reveals that parents and the immediate social environment exert a strong influence on individuals' processes of taking up and continuing with sport (Demiralp & Bingöl, 2024). When evaluated within the context of social learning theory, this supports the notion that an individual's behaviour is shaped through observation and modelling.

The finding of significant differences by gender in the study points to the socio-cultural dimension of sport. The fact that male participants had higher levels of family expectations and satisfaction with their lessons can be explained by the greater encouragement of sport in society in favour of boys. The literature also indicates that parents' attitudes towards sport serve as role models for children and that this effect varies by gender (Yüksel, 2019). In this context, it can be argued that the influence of social norms on sports participation should not be overlooked.

However, the absence of a significant difference based on the age variable indicates that individuals' perceptions of course satisfaction do not vary significantly with age. This suggests that environmental and social factors play a more dominant role in sports and educational processes than demographic variables. Indeed, some studies have shown that family and environmental factors have a stronger influence on an individual's participation in sport than demographic variables (Arslan, 2017).

Another key finding of the study is that parental expectations account for a significant proportion of satisfaction with lessons. This finding supports the link between sport and physical activity and an individual's psychological well-being. It is clearly stated in the literature that participation in sport at an early age has positive effects on self-esteem, happiness and life satisfaction (Collins et al., 2018). In this context, the increase in course satisfaction can be interpreted as a reflection of the holistic effects of sport on the individual.

Taken as a whole, the research findings demonstrate that sport and educational processes cannot be considered in isolation from their social context, and that family support is a critical factor in these processes. This finding is strongly consistent with theoretical approaches in the sports science literature that explain the relationship between family, motivation and participation.

This study has demonstrated that family expectations are a strong and significant determinant of individuals' satisfaction with their lessons. The findings indicate that sporting and educational processes are directly linked not only to individual factors but also to the social environment and, in particular, family structure.

Whilst the differences observed in relation to the gender variable reflect the socio-cultural structure of sport, the findings regarding the age variable indicate that demographic characteristics alone are not decisive. This highlights the need for future research in the field of sports science to address social and environmental factors in a more comprehensive manner.

In conclusion, raising parents' awareness, fostering supportive parenting attitudes, and structuring sporting environments in collaboration with families are of great importance for enhancing the satisfaction individuals derive from sport and educational processes. In this regard, it can be said that family support is an indispensable element for the sustainability of sport and the individual's all-round development.

Conclusion

The findings of this study demonstrate that family expectations constitute a significant determinant of satisfaction with physical education and sports-related activities. Participants who reported higher levels of family expectations also exhibited higher levels of satisfaction, indicating the important role of family support and involvement in shaping positive sport-related experiences. While significant gender differences were observed, with male participants reporting higher family expectation and satisfaction scores, no significant differences were found across age groups. Overall, the results highlight that social and familial factors play a more influential role than demographic characteristics in shaping individuals' perceptions and experiences related to sport participation and physical education. These findings emphasize the importance of family engagement in promoting positive attitudes toward sport and physical activity among children and families.

Recommendations

Based on the findings of this study, it is recommended that educational institutions, sport organizations, and policymakers develop family-centered programs that encourage parental involvement in children's sport participation. Awareness campaigns and educational seminars may help parents better understand the developmental benefits of sport and physical activity. Furthermore, coaches and educators should collaborate closely with families to create supportive environments that foster children's long-term engagement in sport. Future research should examine additional social, psychological, and environmental variables that may influence family expectations and satisfaction with sport participation. Longitudinal and qualitative studies are also recommended to gain a deeper understanding of how parental attitudes evolve over time and affect children's sporting experiences.

Limitations and strengths

Strengths

This study has several strengths. First, it included a relatively large sample size (n = 303), which enhanced the statistical power and reliability of the findings. Second, validated and reliable measurement instruments were used, with high internal consistency coefficients for both the Family Expectations Scale (α = .89) and the Physical Education and Sports Lesson Satisfaction Scale (α = .87). Third, the study contributes to the literature by examining the relationship between family expectations and satisfaction in the context of sport participation among families with preschool-aged children, a population that has received limited attention in previous research.

Limitations

Several limitations should be considered when interpreting the findings. First, the cross-sectional design prevents causal inferences regarding the relationship between family expectations and satisfaction levels. Second, the study relied on self-reported data, which may be influenced by social desirability and response bias. Third, participants were recruited using convenience sampling and were predominantly from the Tepebaşı district and female respondents, which may limit the generalizability of the findings to other populations and regions. Finally, the study focused primarily on demographic variables and family expectations; therefore, other potentially influential factors such as parental sport participation, parenting styles, social support, and cultural influences were not examined. Future studies should address these limitations through more diverse sampling strategies and longitudinal research designs.

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Conflicts of Interest: The authors declare that they have no conflict of interest.

Authors' Contribution

Conceptualization-Ş.Y., Data curation-Ö.Ç., Formal analysis-A.S., Investigation-A.M., Methodology-Ö.Ç., A.S., **Project administration**-Ş.Y., **Resources**-A.S., **Supervision**-Ö.Ç., **Writing – original draft**-A.S., **Writing – review & editing**-Ş.Y., A.S., Ö.Ç., A.M. All authors read and approved the final manuscript.

Ethical Approval Information

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