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SCHOOL OF SPORT, PE AND RECREATION

UNIVERSITY OF WALES, INSTITUTE CARDIFF
AN INVESTIGATION INTO THE ROLES PARENTS PLAY IN THE LIVES OF THEIR PHYSICALLY ACTIVE CHILDREN.
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To all the parents who gave up their time to answer the questionnaires as without their honest response there would be no research and indeed dissertation. And also to the participating leisure centre and Trampoline club.

A special thanks to mum and dad as you have given me ongoing support throughout the degree.
Abstract

The creation of effective pathways in order to retain children in sport and physical activity is a current issue within the sporting sector (Sport England, 2003b). This paper intends to unite the existing research with the most pertinent literature in order to further understand the issues involved with children, their parents and physical activity. Considerable evidence suggests that if parents are actively engaged in sport, this has an effect on children who portray this behaviour and interest (Ornelas, 2007, Sallis et al, 2000).

The purpose of the study was to investigate the values, knowledge and understanding of parents in relation to physical activity/sport. The aim was to identify parental roles and how these could influence their children to take up and continue in the sector. The research study was undertaken using survey questionnaires with a mixture of closed and open ended questions. The participants consisted of 100 parents of children aged 5-16 who were already participating in Trampolining and Skiing.

Based upon findings of the research it is immediately evident that a large proportion of parents had very little understanding of the government guidelines put in place to keep themselves and their children active. Children were seen as the main source of socialisation into the chosen sport, closely followed by their parents. In essence the majority of the parents questioned were not only presently active, but active as children, and regarded themselves as role models for their children. To conclude it is suggested there is a greater need to promote parental engagement in physical activity, as this role could increase the likelihood that children will remain in sport/physical activity if provided with model behaviour. Based on the need for further research, is the creation of new partnerships promoting an increase in parent/child activities whilst developing physical activity and sport for lifelong engagement.
CHAPTER I
INTRODUCTION
Chapter 1

Introduction

Retaining children and adults within the sporting sector is a particularly current issue in today’s society (Sport England, 2003b). How best to assist in this process has been widely addressed by a range of organisations, councils, governments and national governing bodies (Sport England, 2003b, Sports Council for Wales, 2003, Welsh Assembly Government, 2005). In recent years there has been increasing concern about the low levels of participation in the UK (Sallis et al, 2000). Considering the wealth of information boasting the benefits of physical activity, it is a wide concern to promote physical activity for the benefit for everyone (World Health Organisation, 2002). The primary idea is not only to discover and explore effective ways to enter into sport, but also to retain more people in sport (Sport England, 2003b). As for the forthcoming London Olympics, increased interest in physical activity is welcome. Yet, trend data suggests that current interventions to promote sport and physical activity are inadequate (Allender et al, 2006a).
The key issues which are addressed throughout this paper relate to links between parents, children and the importance of physical activity. The emphasis which is put upon parents and their influence upon a child’s decision to participate in sport and physical activity is somewhat more complex that one might think. The first and seemingly most important exert on children’s involvement in sport is the family where parents exercise a great deal of influence throughout the lives of their children (Stroot, 2000). While research is only starting to materialize on the role parents play in children’s sports/physical activity influences, research within this study adds to current research. This is done by assessing the knowledge and attitudes of parents, understanding how children are socialised into sport, along with the engagement levels of parents. Previously, studies have examined parent and child physical activity levels. However, various studies have found mixed correlation between parental and child physical activity levels (Welk et al., 2003: Sallis et al., 1992). More recently Trost et al. (2003) measured parent’s support, enjoyment and the importance of physical activity. The study revealed there were not direct links seen between parent and child’s physical activity levels, but notable positive association of the importance of physical activity.

Drawing conclusions about the influence of parents is seen to be an issue of controversy shared among many academics (Sallis et al., 1992, Anderson and Wold, 1992) with a variety of views. However this paper aims to further explore sporting trends of parents, their current attitudes of their involvement, and what impact this could exert upon their children. This research is developed from existing theories from supporting evidence for the notion that physical activity behaviours established in youth may persist into adulthood (Sallis et al., 1992). This paper aims to not only test this notion but also to understand the reasons that parents either do not want, or are unable to participate. Capturing the thoughts of parents in this domain can help to create a better understanding of their role modelling behaviours. However it is the differences in generations and society where class disposition is a notable aspect which can all affect the ways to enter into sport (Vincent and Ball 2007).
CHAPTER III

METHODOLOGY
Chapter 3

Methodology

3.1 Introduction

The methodology section aims to establish a means of exploring ways to undertake the research study. Research is about enquiry, revealing new information and/or testing the validity of existing knowledge (Finn et al, 2000). The research process must consider its appropriateness depending upon the research objectives, in which methods must be carefully selected (Veal, 1997). Firstly a rationale for the justification for using qualitative and quantitative methods in the research study will be explored below.
3.2 Quantitative vs Qualitative

The diversity of methodological approaches indicates there is a distinction to be made between the types of paradigms. Two different approaches to data collection are quantitative and qualitative. There is an assumption made by Finn et al. (2000) that these two approaches are competing mediums where appropriateness of each can benefit and complement the other.

Quantitative research usually presents itself as a structured approach in which numerical data is collected and theories are tested (Finn et al., 2000). This type of research can be directly measured, and easily converted into numerical form of which can then be statistically analysed (Gratton and Jones, 2004). Qualitative research on the other hand, aims to identify qualities which are not quantifiable such as thoughts, feelings and experiences (Gratton and Jones, 2004). This indicates the research is led through words and text, suggesting it is more flexible and develops theory (Finn et al., 2000).

The decision to collect qualitative or quantitative data depends upon the nature of the research and its objectives. In considering this and the recent studies that have examined the role of parents in Sport/Physical activity (i.e Welk et al., 2003; Sargrstano et al., 2003) it was deemed appropriate to utilise both Qualitative and quantitative methods. Denscome (2007) believes in order to achieve an accurate answer; good social research will almost require the use of both. This will be achieved by using open and closed questions. The justification for using this type of mixed method approach can enhance the findings of the research by providing a fuller and more complete picture of the thing that is being studied (Denscombe, 2007). The strengths of this can offer different perspectives that when combined can go further with a more complete view of the subject being investigated (Denscome, 2007). The link between the two approaches is a relatively new concept, where the benefits of their combined use can help address the research question more specifically (Gratton and Jones, 2004).
3.3 Research Design

Interviews are often associated with collection of qualitative data where questions of how and why are addressed. Finn et al, (2000) outlines these to be difficult in nature to measure. Interviews are often identified as providing a rich basis of research with regards to using fewer people, and where the research is exploratory; it is intended to develop ideas further with investigation (Veal, 1997).

Survey questionnaires are defined by Gratton and Jones (2004) as a standardised set of questions to gain information from a subject. Bearing this in mind, they are a collective form of simple measurements which are perhaps the most commonly used method in sport related research (Gratton and Jones, 2004). Advantages are outlined by Veal (1997). Firstly there is little opportunity for reduction in bias as there may be in an interview situation. There is also an advantage of time for respondents in that they can complete the questionnaire in a time which is convenient for them (Veal, 1997). However Finn et al (2000) also outlines a disadvantage of a potentially low rate of response which may interfere with results, or potential problems in understanding questions. Focus groups are similar to interviews. However they are compiled by a small group of people rather than a single respondent (Gratton and Jones, 2004). This includes an interaction process where ideas are shared within the group leading to greater depth of discussion, and often richer information is gained (Veal, 1997). However this can be a difficult process as it is unlikely that one is able to make notes throughout the process, thus they are recorded.

For this investigation it was determined that a mixture of quantitative and qualitative data are to be collected by means of a survey questionnaire. This would be most appropriate as it enables the collection of data from a wider population, and allows an ease of quantification. The mixed method survey questionnaire is favoured due to its ability to provide information cheaply in a relatively easily understood form (Veal, 1997). The questions will be compiled of open and closed questions. Veal (1997) suggests closed questions have the advantage of being quicker and easier to answer. This is done so that the respondents don’t become frustrated by way of being unable to express their views fully. Open questions are those that leave the respondent to decide upon the words to answer (Denscombe, 2007). The advantage
of these types of questions is that the information is gathered by way of the reflecting the full richness of components and views held by the respondent (Denscombe, 2007). To enable the researcher to recognise similarities and differences between respondents’ understanding, open questions highlight recurrent themes where Denscombe (2007) indicates that this exploratory option can offer a greater depth of understanding. In recognition for answers which are not indicated in the survey questionnaire ‘other; is specified. An indicator for selection was that the survey questionnaire has the ability to acquire a large sample relatively quickly. The data can then be summarised in tables and charts or analysed statistically to answer the research question (Gratton and Jones, 2004).

3.4 Population and Sample

According to Finn et al (2000) sampling is a relatively simple process, in selecting participants for the purpose of research. This enables the researcher to obtain a sample or a portion of the survey population (Veal, 1997). The segment of population at which the survey is aimed, are the parents of children who attend Skiing and Trampolining classes in their free time. The type of sampling which is relevant to this research is purposive sampling. A rich sample is selected from a population to gain the most information and to ensure a high level of credibility for the qualitative data (Patton, 2002). This form is criterion based as respondents are selected due to certain characteristics and the roles they have (Goetz and Lecompte, 1984). The research was conducted within 3 different areas within South Wales. The sports were chosen due to convenience as the researcher has existing links, ensuring a potentiality higher level of response (Boland, 1994). A total of 100 questionnaires will be distributed to parents amongst the areas chosen where Veal (1997) infers this has more chance of being representative. In the Trampolining sessions, the parents were given the questionnaires at the start of the session in order to gain a higher level of response. They were then given the choice to complete the questionnaire there and then or to return at the next session. A maximum of two weeks was allowed for completion of the questionnaires. Similarly the questionnaires were handed to parents at the ski centre, when their child was participating. They were also they asked to be done there and then so that collection was immediate.
3.5 Pilot Study

A pilot study is a small scale ‘trial-run’ of a larger survey (Veal, 1997). Preceding the main study a pilot survey was conducted. The purpose of the study was to test all aspects of the survey being presented in the main survey collection. Trialling all aspects is important along with checking the sequence of the questionnaire, the wording of the questions, and above all assessing the likely completion time of the questionnaire (Finn et al, 2000). Thomas and Nelson (2001) provide the reasoning behind undertaking an initial study on a small scale, which is to determine how well the questionnaire is written and understood. The pilot study was completed by 2-3 parents in different sports to the ones being investigated. According to Gratton and Jones (2004) the pilot survey should be carried out in conditions as close to the main survey as possible. Bearing this in mind the questionnaires were handed to four parents and given back there and then after completion. Another will take the questionnaire away in a club type situation, to simulate what would happen in the main study.

3.6 Reliability and Validity

According to Gratton and Jones (2004) there are two concepts by which quality of research is addressed, those of reliability and validity, indicating how truthful the piece of research is. Veal (1997) indicates that validity proposes difficulties in that the research is largely concerned with peoples’ behaviours, where empirical research is reliant upon peoples own reports of their activity. Gratton and Jones (2004) insist validity must measure adequately what you intend to investigate. Patton (1990) has the same opinion where the human factor is the great strength and the fundamental weakness of the qualitative inquiry and analysis. The initial pilot study served as one form of validity for the research where respondents were asked whether the questionnaire measured adequately, issues under investigation (Gratton and Jones, 2004). Secondly construct validity will help, where data was analysed with other measures in the survey questionnaires eg, what their attitudes towards participation are and if they are physically active.
Reliability can be established within the design of the questionnaires. Veal (1997) suggests reliability is how valid the results are if the study were to be replicated. This gives an interpretation that if the experimental conditions are properly controlled, a repetition of the experiment would produce identical results. However it must be acknowledged that when dealing with the social sciences humans are in an ever changing situation where, really any findings relate only to the subjects involved, at the time and place the research was carried out (Veal, 1997). Reliability within the survey questionnaire will be supported by a concept given by Gratton and Jones (2004) who suggest that reliability is the internal consistency in results, where two questions measuring the same phenomenon will be used to assess reliability. This is thought to be especially important when the study concerns a number of people involved in the study (Gratton and Jones, 2004).

3.7 Subjects and Ethical Considerations

In many areas of social research, the term ‘participant’ refers to the subject, which is used to describe the role undertaken by the individuals who take part in a research project (Mason, 2002). The purpose of this study was to ascertain how physically active the parents of physically active children are. Therefore the subjects were the parents. When revealing and finding out information ethical considerations come into practice (Mauthner, 2002). Denzin and Lincoln (2003) insist research subjects have the right to be informed about the nature of what they are involved in, and that they must agree voluntarily to participate. In accordance with these ethical considerations a consent form was attached to the questionnaire, which the parents were asked to sign that they understood the purpose of the study and what was asked of them. Confidentiality must be assured as a safeguard against unwanted exposure (Denzin and Lincoln, 2003). The subjects were assured that confidentiality would be upheld with regards to the responses and information given. During the research process the data was kept at home on disc and access was restricted to the dissertation tutor and researcher, where the final dissertation will remain at the School of Sport at UWIC. The managers of the Trampoline Club and the Ski Centres were also fully informed of the details that the questionnaires entailed.
3.8 Data Analysis

The nature of the analysis process is to return to the research question where one is in the process of gathering, modelling and interpreting data (Oppenheim, 1992). The accumulating activities within analysis are interpretation and presentation of findings (Patton, 1990). The task is making sense of the data relevant to the research question. In doing this the volume of information is reduced. Within the process of identification of patterns, communication of relevant data is essential. There are no straightforward tests for reliability. However it is to fairly represent that data and to communicate what is found. The questionnaires were collected and analysed using the SNAP 8 edition software package. Findings will be illustrated in graphs and tables to determine significance of relationships or correlations between certain answers. Having analysed the data this will provide a summary about the sample being investigated (Oppenheim, 1992).
CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS
Chapter 5

Conclusions and Recommendations

5.1 Conclusion

This study, which has been heavily focussed upon parents, has identified some clear outcomes which enhance previous research (Moore et al, 1991, Brustad, 1996, Welk et al, 2003) relating to parental influence, socialisation and role modelling in sport/physical activity. This study reflects an adequate picture of the understanding the roles of parents, whose children are physically active. The knowledge gained throughout the study can be used to highlight different roles and to promote them further.

Clear links have been established between parent and child, which is primarily seen in the form of modelling physical activity behaviours, considered by Taylor et al (1988) to be a crucial aspect. It is upon this initial evidence that the study is based, which accentuates the importance of, and the influence of, significant others. According to Jones et al (2008, p74) in order to make Britain physically active and to reach all age groups, ‘this presents a major
challenge for sport providers’. The different focuses throughout this paper must be enhanced in order to set an example for others to follow. This area of significant others has seen much growth where conversely in the past, priorities for action have focussed almost exclusively on young people (Jones et al, 2008). If parents can understand, whereby becoming active themselves acts as a beneficial factor for their children, this can not only assist them in becoming healthier, but help toward government targets.

It is understood that having a parent actively engaged in regular physical activity/sport provides the child with evidence of its importance (Kay, 2004). In a similar area, children who realise their parents care enough about communities to spend time and energy maintaining them are more likely to imitate such behaviours (Fletcher et al, 2000). This information is regarded to be highly important when taking in the wider considerations of Bandura’s social learning theory (1977) who argued that we copy/model the behaviours of significant others. The results provided a justification of this, where 29% (n=74) of parents who were asked believed their sporting trend had a modelling effect upon their children and other responses which were similar, where highlighted as significant aspects in the research. Taking this into consideration, the promotion of further partnerships and an increase in parent-child activities could help to address this issue for the parent providing an active demonstration is key is this study. The research within this study regarding socialisation into sport, also supports previous research carried out by Brustad (1996) in that parents role remain one of the most influential agents in terms of initial interest into sport/physical activity where in some cases this is also shared with the child.

Understanding the personal factors which limit some parents to engage further are likely to mirror the trends of other parents. Providing a programme which is focussed upon sustaining participation and which takes into account these hindrances could help to make further progress in terms of reaching physical activity targets, with an additional emphasis upon lifelong participation.
Given the important role parents play in linking children to the world around them, it is likely that children will learn much about the value of physical activity in life through the behaviour and actions and roles of their parents (Parke and Radd, 1992). The principle theme is to show parents their roles in their children’s lives and to be more aware of the influence this can have upon their children. Having an understanding would allow them to develop a deeper appreciation of the power they hold in relation to their children and how this can best be utilised to benefit both! Therefore by selecting highly active children and then obtaining further information from their parents is another way of advancing our awareness of the factors which may influence children’s physical activity rates. Analysing an active child to see if their parents are also active can help justify the reason for further research. Having investigated the physical activity trends provides the need for the further of this role of promoting physical activity in parents, not only for the benefits for adults but to act as agents for promoting physical activity in children.

Unless more recognition is given to the themes presented in this paper, along with previous evidence, the effect of current approaches are to only have short term gains, or even likely to fail. Ongoing research needs to be developed for a clearer view into parent and child physical activity, where this can help underpin previous work in order to provide a promotional structure to benefit all concerned.

Theories and issues addressed throughout this paper explain underlying concepts which are widely used and more commonly seen in physical activity and which suggest ways to achieve behaviour change. (Glanz et al, 2002.) The findings highlight the importance of the learning theory put forward by Bandura (1977) and Lave and Wenger, (1991) toward children’s physical activity behaviours, where the social factors are exemplified as a key promotional factor to encourage children to uptake physical activity. Stating this highlights the importance not only of the environmental situation children are in, but also their everyday experiences which are crucial to their overall development as learners (Reid, 1996). Still, it is evident that parents who provide a supportive environment tend to be physically active themselves (Welk et al, 2003).
5.2 Limitations of the Study

In this study children’s parents were one of the variables being examined. However if the children were involved in the study themselves, this may have given more justification to the data derived from parents. Furthermore, in order to extend the research, the aspect of examining inactive children could have been incorporated into the study in order to compare parental attitudes and trends.

In order to make an analysis of the correlations between parent and child, only one parent was used limiting research. For those parents who are not currently active their partner may be. If both parents were examined, this may have enhanced the research. When analysing the component of trend data, it was not investigated fully whether parents had been consistently engaged throughout their lives, therefore producing conflicting results.

Hylton et al (2001) outlines meanings are different for each individual. Information about terms/meanings/definitions of physical activity/sport was initially outlined when the questionnaire was given to the parents. However parents may have benefited from having this being written on the questionnaire in order to refer to.
5.3 Recommendations

In terms of future research, investigating both parents/guardians of physically active children which may contribute further to the study. Also incorporating active children into the study could offer a more realistic picture with an in depth understanding of the way children feel their parents contribute to their physical activity and what affect this has. Furthermore, qualitative research in the form of interviews could be explored in order to gain richer information (Patton 1990).

The procedure of use of using the parents of inactive children could be adopted into the study. It would be appropriate to analyse the thoughts and trends they set, to see whether they see themselves an example for their children to follow.

Lastly, it would be interesting to incorporate the genders of children and parents into further studies to see if this also had an effect on physical activity habits.


**References.**


Sport England (2003b) *Driving up participation in sport –the social context, the trends, the prospects and the challenges*. London.


APPENDIX A
Dear Parent,

I am a Level 3 undergraduate student in the School of Sport, PE, & Recreation, at the University of Wales Institute Cardiff. I am undertaking a dissertation into how physically active parents are, whose children that are already participation in sport on some level, and wonder if you would be kind enough to help with my research. The research aims to look at the participation levels of parents, whether they undertook physical activity as a child, to see if this has been sustained and ultimately how important the parental role is to children and in child development. It is hoped the study will emphasise the value of parental involvement in terms of engaging in physical activity/sport themselves, and bring attention to sporting behaviours upon children.

As a subject you will be asked to participate in a questionnaire. Participation is entirely voluntary. You are free to withdraw at any stage of the research process.

Confidentiality will be upheld as far as is humanly possible. Your name will not appear anywhere at any time, and the features cited are only those relevant to the research. During the research process, the data will be kept at my home in a secured area, and access will be restricted to my dissertation supervisor and myself. The final dissertation will also be kept on a flash drive (USB port), and secured in my house on a disc. Access to the final dissertation will be restricted to my supervisor and myself. The final dissertation will be kept at the School of Sport at the University of Wales Institute Cardiff.

If you are willing to participate, then please read the slip below and sign. If you have any queries, do not hesitate to contact me on charliz_is@hotmail.com
Thank you. I look forward to hearing from you.

Charlotte Digby-North

I have read and understood the request to be a participant in the above research. I understand the risks involved. I understand that participation is voluntary, and that withdrawal is possible at any time. I understand the measures that will be taken to uphold confidentiality. I agree to participate.

Signature……………………………….. Date……………..

*Amend appropriately in the case of parent/guardian consent
Physical Activity Questionnaire

The following survey questionnaire will take approximately 5 minutes of your time to complete. It would be appreciated if you could answer the following questions as honestly and completely as possible.

Q1 Please indicate the type of sport your child is involved in.

Q2 How long has your child been involved in this activity?
   Less than one month
   2-6 months
   6-12 months
   More than 1 year

Q3 Does your child attend any other regular activity/sport?
   Yes
   No
   If yes please state

Q4 Have you knowledge of the current guidelines for adults and children to be engaged in some kind of physical activity?
   Yes - if you answer yes please go to question 5
   No - please go to question 6

Q5 If answered yes to 4 please indicate...

Q6 How important do you think it is to maintain a physically active lifestyle?
   Very important
   Quite important
   Slightly important
   Not at all

Q7 Why do you believe this?
   Beneficial to health
   enjoyment
   Socialisation
   Other

Q8 Do you believe that physical activity is a key determinant of good health?
   Yes
   No
Q9 How did your child come to be interested in the activity?
- Parent interest
- Child Interest
- Family
- Friend
- Other

Q10 Are you currently engaged in some form of regular physical activity?
- Once a week
- 2-4 times a week
- 5 times a week
- More than 5 times a week
- Never

If currently engaged please state what type of activity

Q11 Would you like to do more?
- Yes
- No

If yes please state the reasons that limit you.

Q12 With reference to your sporting trends, please indicate how you believe this affects your children.

Q13 Do you believe this has any of the following influences upon your child?
- Positive
- Negative
- No influence

Q14 How often as a child did you participate in physical activity/sport?
- Once a week
- 2-4 times a week
- 5 times a week
- More than 5 times a week
- Never

Q15 What is your postcode?

Thank you for completing the questionnaire.
To whom it may concern,

I am a Level 3 undergraduate student in the School of Sport, PE, & Recreation, at the University of Wales Institute Cardiff. I am undertaking a dissertation into how physically active parents are, whose children that are already participating in the sport of skiing and trampolining, and wonder if you would be kind enough to help with my research. Would it be possible to give out questionnaires to the participants parents who use your venue to undertake my research?

As part of the study I will require the participants (children) parents to fill out a questionnaire each. I hope to distribute around 100 or equivalent. Participation is entirely voluntary, and the parents will be made aware of this through a consent form attached to the questionnaire. As your venue, (the ski centre) has many children attending the slope on a current basis; I believe this will great contribution to my research.

If you have any queries, do not hesitate to contact me.
Thank you. I look forward to hearing from you. Charliz_is@hotmail.com

Best regards,

Charlotte Digby-North
APPENDIX D
Physical Activity Questionnaire

The following survey questionnaire will take approximately 5 minutes of your time to complete. It would be appreciated if you could answer the following questions as honestly and completely as possible.

Q1 Are you the child's...
   Mother.................................................................................................................. 67
   Father................................................................................................................... 33
   Guardian............................................................................................................... 0

Q2 Please indicate the type of sport your child is involved in.
   Skiing................................................................................................................... 23
   Trampolining....................................................................................................... 76

Q3 How long has your child been involved in this activity?
   Less than one month.......................................................................................... 14
   2-8 months......................................................................................................... 20
   6-12 months....................................................................................................... 16
   More than 1 year............................................................................................... 50

Q4 Does your child attend any other regular activity/sport?
   Yes...................................................................................................................... 75
   No...................................................................................................................... 25

Q5 Please state the activity your child is involved in
   Body Management is swimming....................................................................... 55
   Games is netball................................................................................................. 31

Q6 Have you knowledge of the current guidelines for adults and children to be engaged in some kind of physical activity?
   Yes - .................................................................................................................. 21
   No - .................................................................................................................... 73

Q7 If answered yes did the participant answer correctly?
   Yes...................................................................................................................... 7
   No...................................................................................................................... 14

Q8 How important do you think it is to maintain a physically active lifestyle?
   Very important.................................................................................................... 89
   Quite important................................................................................................. 10
   Slightly important............................................................................................ 1
   Not at all........................................................................................................... 0
Q9 Why do you believe this?
- Beneficial to health ................................................................. 100
- Enjoyment .................................................................................. 73
- Socialisation .............................................................................. 68
- Improves confidence ................................................................. 4
- Good for discipline ..................................................................... 1

Q10 Do you believe that physical activity is a key determinent of good health?
- Yes ............................................................................................... 97
- No .................................................................................................. 3

Q11 How did your child come to be interested in the activity?
- Parent interest ............................................................................. 36
- Child Interest .............................................................................. 56
- Family .......................................................................................... 2
- Friend ......................................................................................... 22
- Advertisement ............................................................................. 6

Q12 Are you currently engaged in some form of regular physical activity?
- Once a week .............................................................................. 19
- 2-4 times a week ......................................................................... 49
- 5 times a week ............................................................................ 10
- More than 5 times a week ......................................................... 5
- Never .......................................................................................... 16

Q13 Please state the type of activity
- Body management inc skiing, Gym, walking ............................ 53
- Games inc badminton, rugby ..................................................... 11

Q14 Would you like to do more?
- Yes ............................................................................................... 79
- No .................................................................................................. 20

Q15 What are the reasons that limit you?
- Childcare ..................................................................................... 4
- Finance ........................................................................................ 6
- Time ............................................................................................ 28
- Age ............................................................................................. 2
- Injury ........................................................................................... 7
- Health problems ......................................................................... 5
- Work commitments ................................................................... 21
- Family life .................................................................................. 13
- Busy lifestyle ............................................................................. 13
- Transport ................................................................................... 2
- Local Facilities ........................................................................... 3
- Weather ...................................................................................... 1
Q16 With reference to your sporting trends, please indicate how you believe this affects your children.

- No effect ................................................................. 9
- Poor role model ......................................................... 3
- Sets a positive example ................................................. 16
- Provides a role model .................................................. 13
- Encourages participation ............................................... 29
- Perseverance/commitment ............................................... 3
- Shows that exercise is important ...................................... 3
- The child mirrors parent/mentor ........................................ 12
- Awareness of good health and physical activity .................. 10
- Promotes awareness of good social, mental, physical development 4
- Family engagement in sport ............................................ 15
- Promotes enjoyment of sport/physical activity ................... 3
- Physical activity is part of normal life ................................. 4

Q17 Do you believe this has any of the following influences upon your child?

- Positive ........................................................................ 73
- Negative ..................................................................... 4
- No influence ............................................................... 21

Q18 How often as a child did you participate in physical activity/sport

- Once a week .................................................................. 15
- 2-4 times a week ........................................................... 53
- 5 times a week ............................................................... 19
- More than 5 times a week ............................................... 11
- Never .......................................................................... 1

Q19 What is your postcode?

- NP1 ........................................................................... 39
- NP2 ........................................................................... 16
- NP44 ......................................................................... 23
- CF32 ........................................................................... 2
- NP70 ........................................................................... 3
- NP8 ............................................................................. 3
- LD3 .............................................................................. 1
- UP19 ........................................................................... 1
- NP77 .......................................................................... 7
- CF72 ........................................................................... 1
- CF82 ........................................................................... 2

Thank you for completing the questionnaire.