

## Demographic Effect of Parental Motives behind their Children Participation in Sports Activities

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### Abstract

*The present aimed to examine the demographic effect of parental motives behind their children participation in sports activities. The population of this study comprised all the parents whose children were in role in government primary schools of Khyber Pakhtunkhwa, Pakistan. Available sample technique was applied for the study. Self-administered questionnaire was used for the data collection. Inferential statistic t-test and ANOVA was for the data analyses. Government Servant parents reported more score than Jobless, Private servant, labor, merchant and others parents in average motives. It was also found that Graduate of secondary education parents reported more score than illiterate, Graduate of Primary, Graduate of higher education, graduate of highest and post graduate education in average motives. It was recommended that efforts may be made to increase a knowledgeable fan base and a significant portion of population participating in sports.*

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**Key Words:** Demographic Effect, Parental Development, Sports, Children Participation.

### Introduction

The first includes demographic and biological factors, according Loucaides *et al.* (2004) by age, ethnicity, gender, socioeconomic status, body mass index and obesity, parents from children.

The second category includes behavioral factors, including healthy diet, physical activity and the desire to sedentary habits. The third category includes psychological factors, while Sallis *et al.* (2000) and Loucaides and colleagues report (2004) to self-esteem, self-perceived athletic ability or self-efficacy, self-concept and body image is associated. Pending the outcome belongs in the same category, displayed in extracurricular activities, preferences for specific physical activities, but also how to address the barriers to their participation in them.

The fourth category includes environmental factors related to weather, sports equipment in the home and neighborhood characteristics, such as physical activity properly structured spaces. The fifth and last group includes social, that is to say the influence of various social resources, such as peers, teachers / trainers and, of course, family (Brustadet *et al.*, 2001). The family is the basic form of influence because it is the most important and significant social impact on children, as most of their free time to maturity happened in the family. It has researched that the children initial exposure too many types of physical and sports activities receive from their families (Strong *et al.*, 2005). Almost always, children in the games Exploration and learn to walk, run, jump, climb and bike rides in the presence of parents and or your siblings. Experienced physical activity is structured so that physical education at school or organized sports programs. Parents can act as guardians of physical activity intended for children and enable or restrict the opportunities for children to participate in sports activities (Evans, and Davies, 2010). According to Taylor, Baranowski and Sallis (1994) family members, especially parents, can play a crucial role in the development of appropriate beliefs of children to exercise. Quantitative and qualitative participation of parents in the development of children, where the sport is serious concern in the literature as "parental support" well-known and popular search recent issue this year. There are many types of parental influence that will appear in the literature and in-depth study of the mechanism yet, but are still barely noticeable. According to Baranowski (1997) parents can exercise behavior of children through various mechanisms such as genetics, direct modeling to reward the desired behavior, punish or ignore unwanted, create or remove barriers under impact, providing resources for the implementation of this attitude of parents would help to develop self-control skills (Stewart *et al.* 2003). According to a survey of Brustad (2010) four of the most

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important mechanisms above shapes. The first concerns the extent to which parents allow their children to participate in sports allows. As explained Mackett and Paskins (2008) children participate in physical activities outside of the home, but they are still able to make independent decisions out of the game. The first test degree in physical activities to attract children to them, which will affect future motivation to participate. As children grow, parents continue to influence children's physical activity, because of the commitment of parents in the purchase of sports equipment and registration of their children in sports academies depends. There are many types of parental influence that appear in literature and mechanisms are still being studied in depth but are nevertheless barely perceptible (Prochaska *et al.*, 2002). According to Baranowski (1997) parents can influence children's behaviours towards sports through different mechanisms such as genetics, direct modeling, to reward desired behaviors, punishment or ignoring unwanted, create or eliminate obstacles, providing resources for the execution of these behaviors and that appropriate procedures parenting would help to develop self-control skills. According to Bustad's (2010) survey, four of the above mechanisms have the most important forms. The first concerns the extent to which parents allow and provide opportunities for their children to participate in sports. As explained by Mackett and Paskins (2008) children participate in more physical activities outside the home rather than in it, but they are still not able to decide autonomously about outdoor play. The first experiences in physical activities affect the degree of attraction of children to them, which will be an incentive for their future involvement. As children mature, parents continue to influence children on physical activities, as it is depended on parents' involvement in buying sports equipment, enrolling their children to sports academies. Another parental influence is related to parental support and encouragement. To do so, they need to firstly deeply understand the value of physical activity. In a survey of Bauer and Nelson (2008) it was found a significant correlation between high levels of participation in sports activities and children (boys and girls) whose parents encourage them to participate in sports, over a five years period of time. This finding shows us that the authoritative parental support contributes significantly to the development of appropriate incentives for children to physical activity. A third important form of influence consists of role modeling practices or the representative identification of children with physical activities (Bandura, 1986).

## Objective of the Study

To examine the effects of occupation, education and locality upon parents views regarding motives that lead them to encourage their children to participate in sports activities.

## Literature Review

Influence of parental support and encouragement from parents in the relationship. To do this, they first need to deeply understand the value of physical activity. In a study of Bauer and Nelson (2008), the high level of participation in sports and children (girls and boys) that parents encourage them to exercise a five-year period, there are significant correlations. These findings suggest that parental support allowed significantly to the development of appropriate incentives for children to be physically active. The third important form of influence of role modeling practices or representative in identifying children with physical activities (Bandura 1986) Essentially, this form is to see children in attitudes, opinions and beliefs of parents to exercise. However, parents are not only role models influence their children's behavior towards sports activities, but also their attitudes and feelings on the likes and dislikes especially with regard to physical activity. Hence, we reason that parental demonstrating incorporates practices and enthusiastic responses, which are exchanged to the youngster, mostly through shared involvement in game and through down to earth conduct of the guardians themselves (Hart, Herriot, Bishop, and Truby, 2003).

The fourth form of parent's influence their children's ideas refer to the form of physical activity and skill. The ability to feel physical activity is an important condition for internal motivation (Parish and Treasure, 2003). Because they were not sporting values and the welfare of children documented in the past, they heard from their parents, they have to remember, because the child is no past experience has affected their faith by their parents' beliefs. Parents are encouraged to provide feedback and success of the event expected. Parental expectations chance to influence their children participation in sports activities (Anderson, Funk, Elliott, and Smith, 2003). Until now, most research on children's physical activity and sports to focus on the modeling method, but the parents' beliefs, especially parents think of their children's abilities. The researchers have observed whether the father or mother of the child's sports activities in the greatest interest. Parents may not

have the ability of their children to have a diagnosis like that, but if parents can be more effective than another. Snyder and Spreitzer (2001) have concluded that the father's role is very important, and the child (male or female) to the extent found to participate in sports activities that are highly integrated. Another approach, these researchers suggest that the mother, of course, the importance of physical activity for less interest.

Physical educators, coaches and parents must have an understanding of the behavioral characteristics of the persons under their supervision. In our society, participation in sports and other physical activities is bound to the conception of teachers and parents. Therefore, it is necessary for them to be aware of the reasons why people participate in physical activities. The several motives behind participation in physical activities are hereby discussed as under: This is an extremely important motive for participation in physical education. Associated with this motive is the student's desire to develop physical endurance, strength. Because society has placed a high value on the need for a good physique, students participate in physical education to improve their general appearance and thus win the admiration of member of the opposite sex and their peers (Sit, Keer and Wong, 2008). Students participate in the activities of physical education because of their desire to win social approval. Children often participate in physical activities because this is one area where they can succeed. Children who cannot obtain academic recognition may look to physical activities as a vehicle to win the respect and admiration of others (Hellison, 2000). Children who are shy and withdrawn may participate in the activities of physical education program to develop the relationship with others they need. Research has indicated that children participate in physical activities because of a desire to gain understanding of other people that leads to the development of more positive relationships (Ntoumanis, 2001).

### Research Question

How do the occupation, education and locality affect parents' views regarding motives that lead parents to encourage their children to participate in sports activities?

### Method and Material

The present aimed to examine the demographic effect of parental motives behind their children participation in sports activities. The population of this study comprised all the parents whose children were in role in government primary schools of Khyber Pakhtunkhwa, Pakistan. Available sample technique was applied for the study. Self-administered questionnaire was used for the data collection. Reliability and validity was done accordingly. The study was qualitative in nature but due to no expertise in the qualitative analyses the researchers use quantitative research method with cross sectional approach. Inferential statistic t-test and ANOVA was for the data analyses.

### Data Analyses

Government Servant parents reported more score than Jobless, Private servant, labor, merchant and others parents in average motives.

Table I. Descriptive of Occupation-Wise Parents report on all motives.

Occupation	N	Mean	Std. Deviation	df	F	Sig.
Jobless	40	3.0845	.17285			
Government Servant	150	4.1431	.67775			
Private Employ	40	3.4140	.05786			
Labor	100	3.4764	.08015	(5, 494)	89.324	.000
Merchant	30	3.4463	.12667			
Others	140	3.3871	.07512			
Total	500	3.6133	.52278			

Descriptively, the table depict that the Government servant parents ( $\mu=4.14$ ) reported more score in average motives than jobless ( $\mu=3.08$ ), private servant ( $\mu=3.41$ ), Labor ( $\mu=3.47$ ), merchant ( $\mu=3.44$ ) and ot hers parents ( $\mu=3.38$ ) average motives ( $\mu=4.14 > \mu=3.08, \mu=3.41, \mu=3.47, \mu=3.44 & \mu=3.38$  respectively). Inferentially, the table also depicts that Government Servant parents reported more score than Jobless, Private servant, labor, merchant and others parents in average motives. The Sig. value in the above table is .000 which is less than the alpha level 0.05 ( $.000 < \alpha=0.05$ ) which indicate that the alternative hypothesis is hereby accepted

**Table 2.** Multi comparison table showing the mean differences between Governments servant parents average motives and other categories

Responses	Parent's Locality	N	Mean	t	Sig.
Average of Motives	Rural	280	3.7638	-5.57	.000
	Urban	220	4.1377		

The above table 2 depict that there is significant difference between rural and urban parents in average motives. The Sig. is .000 which is less than .05 ( $p < .05$ ) which indicates that the alternative hypothesis is accepted.

Graduate of secondary education parents reported more score than illiterate, Graduate of Primary, Graduate of higher education, graduate of highest and post graduate education in average motives.

**Table 3.** Descriptive of Education-Wise Parents report on all motives.

Qualification	N	Mean	Std. Deviation	Df	F	Sig.
Illiterate	50	3.3262	.58147	(5, 494)	139.727	.000
Primary level	120	4.2210	.68309			
Secondary Education	170	4.8635	.42464			
Higher Secondary Education	60	4.5693	.72090			
Bachelor	40	3.3803	.05618			
Master	60	3.3730	.06234			
Total	500	4.2228	.80392			

\* Significant at .05

Descriptively, the table depict that the graduate parents of secondary education ( $\mu=4.86$ ) reported more score in average motives than Graduate of primary ( $\mu=4.22$ ), Graduate of Higher Education ( $\mu=4.56$ ), graduate of highest education ( $\mu=3.38$ ), post graduate ( $\mu=3.37$ ) and illiterate parents ( $\mu=3.32$ ) average motives ( $\mu=4.86 > \mu=4.22$ ,  $\mu=4.56$ ,  $\mu=3.38$ ,  $\mu=3.37$  &  $\mu=3.32$  respectively). Inferentially, the table also depicts that Graduate of secondary education parents reported more score than illiterate, Graduate of Primary, Graduate of higher education, graduate of highest and post graduate education in average motives. The Sig. value in the above table is .000 which is less than the alpha level 0.05 ( $.000 < \alpha = 0.05$ ) which indicate that the alternative hypothesis is hereby accepted.

**Table 4.** Multi comparison table showing the Mean differences between Graduate at secondary parent's Average Motives and other Categories

(I) Parent's Education	(J) Parent's Education	Mean Difference (I-J)	Std. Error	Sig.
Graduate of Secondary Education	Illiterate	1.53733*	.08366	.000
	Graduate of Primary level	.64253*	.06200	.000
	Graduate of Higher Education	.29420*	.07809	.003
	Graduate of Highest Education	1.48328*	.09138	.000
	Post Graduate Education	1.49053*	.07809	.000

\*. The mean difference is significant at the 0.05 level.

The table No 4 depicts that the mean difference between Graduate of Secondary Education parents and illiterate parents is 1.53 ( $p < .05$ ), Graduate of Secondary Education parents and Graduate of Primary level parents is .64 ( $p < .05$ ), Graduate of Secondary Education parents and Graduate of Higher Education parents is .29 ( $p < .05$ ), Graduate of Secondary Education parents and Graduate of highest Education parents is 1.48 ( $p < .05$ ) and Graduate of Secondary Education parents and post graduate education parents is 1.49 ( $p < .05$ ). So it is concluded that there is significant difference between the mean score of Graduate of Secondary education and others father's education level in average motives.

## Discussion

The aimed the examine the demographic effect of parental motives behind their children participation in sports activities

it was concluded that that there is significant difference between rural and urban parents in average motives it was highlighted that Government Servant parents reported more score than Jobless, Private servant, labor, merchant and others parents in average motives. It was also found that Graduate of secondary education parents reported more score than illiterate, Graduate of Primary, Graduate of higher education, graduate of highest and post graduate education in average motives. In this regard, Reebok *et al.*, (2007) in their study "Does participation in voluntary associations contribute to social capital" ports conditions, so that they can be caused with no interest in the separation. Similarly, in one study, the United States was too low (2002) to be able to condition the members of various movements as indicated by the fluctuations. He also said that he can change according to the law. The resort is asking for collective efforts in the domain name, the group's reliability, overall weakness and all others can get a specific sense of connection. The organize entertainment programs that can carry on the career of youthful natural potential construction. Similarly, Hartzog *et al.* (2008) points out that recreational baby opening it can be without any interest along these routes to shake and create the possibility to carry out a door

## **Result and Conclusion**

The aimed the examine the demographic effect of parental motives behind their children participation in sports activities it was concluded that that there is significant difference between rural and urban parents in average motives it was highlighted that Government Servant parents reported more score than Jobless, Private servant, labor, merchant and others parents in average motives. It was also found that Graduate of secondary education parents reported more score than illiterate, Graduate of Primary, Graduate of higher education, graduate of highest and post graduate education in average motives. The study limitation was qualitative approach method. It was recommended by the researcher that Parents and the teachers will not become hinders in the way of sports participation rather will support the sports activities for the overall development of youth.

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