PARENTAL INFLUENCE ON CHILDREN’S PARTICIPATION IN PHYSICAL ACTIVITY

BY

LEE CHEUK MAN
06008844

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Student No.: 0600 8844

Author / Student Name: LEE CHEUNG MAN

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We hereby recommend that the Honours Project by Mr. Lee Cheuk Man entitled “parental influence on children’s participation in physical activity” be accepted in partial fulfillment of the requirement for the Bachelor of Arts Honours Degree in Physical Education and Recreation Management.

Prof. H. L. Tsai  
Chief Advisor

Prof. B. C. Chow  
Second Reader
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I would like to express my deepest gratitude to my Chief Advisor, Pro. Eva H. L. Tsai, she was so enthusiastic and kind which gave me valuable advises that help me finish this project.
The primary purpose of the present study was to examine the parental influence on children’s participation in physical activity in Hong Kong. Study would focus on that parents influence their children by what ways and which were the most effective. Secondly, the study aimed to investigate whether the expected outcomes from participating in physical activity were related to their participation. Also, study would take a deeply look on different role of father and mother in nurturing children on participation in physical activity. A totally 113 children of secondary years 1 and 3 from Assembly of God Hebron Secondary School in involved in the investigation using the questionnaire of “Survey on Student participation in physical activity” to assess the results. The results indicated that parent’s belief and expectation were highly correlated to their children’s participation in
physical activity. It also found that "role modeling was the most influential way for parents to influence their children on participation in physical activity.

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Chapter 1

Introduction

Children are our future, providing a healthy environment for them is our ultimate objective and mission, but there are many health related diseases caused by insufficient physical activity, such as cardiovascular diseases and some chronic disease. According to Allen (2007), childhood obesity is the number one public health problem in this twenty-first century. In many secondary schools in Hong Kong, at least one out of four students is at an unhealthy weight. Indeed, unhealthy weight students have a major negative impact on their personal health and wellness.

Physical activities play an important role for children having a way to relax and have fun. They are said to be meaningful enough to enrich children lives. Moreover a physically active lifestyle is also beneficial for children’s health. For example, more physically active and fit children have lower blood pressure than less active or fit children.
According to socialization theory and lifestyle models, family members, peers, school, mass media, and organizational activities are said to be critical in the development of children's sports involvement, physical activity, and other health-related behaviors (Anderssen, Wold & Torsheim, 2006). Therefore, the initial steps for increasing children's participation in physical activity is to change their lifestyle through different socialization agencies, then the most powerful socialization agency for children are their parents and peer (Yiannakis & Melnick, 2001). In this study, investigator would like to deeply understand how parents influent their children in participation in physical activity.

According to Welk (1999), there are four ways that parents can influent their children participate on physical activities. They are parental encouragement, parental involvement, parental facilitation and parental role modeling.
Actually, these four ways are the main focus on discussing parents influence their children’s physical activity in this study.

The development of physical activities provided for children have a quite perfect knowledge as physical educator, parents, school authorities and government are now supporting the participation of physical activities. This can be indicated by difference types of activity providing in primary school or secondary during the school administration, for example, many PE teachers are willing to contact with other NSA or sport organization for offering variety sports to students. Moreover, there are many sport associations and some private institutions providing courses for children.

Beside of this, the parents usually make decision on the choice of physical activities for their children. Douthitt(1994) stated that children aged six to fourteen are within the range that parental influence upon children’s sport participation were the greatest and this could be applied to
other activities too.

Then, Patrick, Antoinette and Ransdell (2007) stated that children of boys are more influential by their parents than girls. Based on the Confucian philosophy, Chinese fathers’ and mothers’ have different role on nurturing their children in different perspective, we will focus on the different influence in physical activities to their children.

Because of so many benefits on physical activity, the researcher is interested in the survey whether children obtain enough knowledge about the advantage of physical activity. Furthermore, we would pay attention to how parent influent their children’s participation in physical activities. Last, we will conduct that are there are different influences from father and mother to their child of different genders.

Statement of problem

The purpose of this study was to examine the nature and strength of parental influence on children’s physical activity. First at all, it focuses on whether children’s
expectations in participation in physical activity are related to their PA participation in terms of their participation hours. Also, which fours ways listed above is most influential for parents influencing their children in physical activity. Then, study will based upon the expectancy-value model of Eccles investigated the effect of parental influence on children’s physical activity. Finally, are there are any relationship between parents and their children in participating physical activities?

Delimitations

The following delimitations were established for this study:

1. One secondary school was selected.
2. The samples would be from three secondary year 1 to 3
3. Research design involved collecting data from questionnaires.
4. The collected data were limited to the validity and reliability of the inventory.
Limitations

There might be some uncontrollable events that might interfere with the results of the study.

1. It was assumed that all subjects would respond in accordance with their perceptions. In other words, there was a risk that the answers might not reflect the real attitude of the subjects. And it was assumed that the answers actually reflected their beliefs.

2. Children might not be able to afford concentration after a PE class and the questionnaires might be done in a hurry which affects reliability of the response.

3. The size was not large enough to provide a good generalization since the subjects were limited mainly because of convenience sampling and from only one school. The questionnaire asked for children only, but there were some questions related to their parents. Children cannot reflect the truth of their parents.
Definition of Terms

In this research the following terms were used:

Physical activities

It refers to the voluntary habitual movements of skeletal muscles performed during leisure time producing lack of breath or sweat.

Parents

It refers to a person’s father and mother with or without blood relationship. For example: stepmother.

Children

It refers to junior students from secondary one to three.

Hypotheses

Q1. Do children participate in physical activity depend on their expectation?

Q2. What types of parental influence are the most influential?

Q3. Do children participate in physical activity depend on their parents’ belief?
Q4. Do children participate in physical activity depend on their parents’ expectation?

Q5. Does children’s father encourage children of male to participate in physical activity, whether they will play with their father or not?

Q6. Does children’s father encourage children of female to participate in physical activity, whether they will play with their father or not?

Q7. Does children’s mother encourage children of male to participate in physical activity, whether they will play with their mother or not?

Q8. Does children’s mother encourage children of female to participate in physical activity, whether they will play with their mother or not?

Significance of the Study

There is increasing awareness of the fact that participating in sport regularly does contribute to a person’s wellness of more than one aspect. However, some children may
not participate in physical activity sufficiently even they expect that they can obtain a certain benefit from it. Also, according to the possible parental factors, parents should deliver more about the positive message to their children so that we can motivate children participate more in physical activity.

This study surveys the present situation of parents’ actual practice in influencing their children on participation of physical activity. Suggestions will be provided for promoting sport participation for school children and educating parents in term of their children’s sport participation.

The findings of this research will help people understand parental influence that may facilitate physical activities in children.
Chapter 2
REVIEW OF LITERATURE

The review of literature pertaining to the study of examining how parents influence their children of the participation on physical activities, it was divided into this following sections: i). Motivation for children’s participation on physical activity, ii). Parental influence on their children’s physical activities, iii). Eccles’ expectancy-value model, iv). Different role of father and mother in nurturing process within physical activity, and v). Summary.

Motivation for children’s participation on physical activity

It was generally accepted that participation in physical activities as a path for healthy life with the potential of preventing many health diseases for people, especially the coronary heart disease, cardiovascular disease and some cancers. (Batty & Lee, 2004; Lau, Lee & Ransdell, 2007). In many developed countries, physical inactivity causes many serious public health problems, such as children’s obesity,
in this twenty first century (Allen, 2007). One ways to encourage people be more active is to motivate them participating in physical activity; the literature would focus on motivation of children physical activity.

Allender, Cowburn & Foster (2006) stated that Fun, enjoyment and social support for aspects of identity were described more often as major elements in participating physical activity of participation and non-participation. In terms of children, they desire for fun and was found to be more enjoyable, they do not focus on winning or losing, but to try different activities (Stuart ed al. 2003). Allender, Cowburn & Foster (2006) listed out that health benefit, relaxation, expansion of social group and future development and are the positive outcomes children expect through participating in physical activity. On the other hands, time consuming and anxiety are the negative outcome children may obtain when participating in physical activity.

Solmon (2006) stated that intrinsic motivation is the most
useful and powerful ways to motivate children’s participation in physical activity. Intrinsic motivation defined as engaging in a behavior for pleasure and satisfaction of participant itself (Cuddihy ed al, 2002). For children, developing of children’s intrinsic motivation is weightier than extrinsic motivation because it provides a foundation for an active lifestyle.

In a certain extend, socio-cultural factor seem to affect the motivation of children’s participation in physical activity. Laura& Thomas (2009) stated that there are big differences between Chinese children and children from Eastern, the latter children participate in physical activity because of the motivation of competition and improving skills, on the other hand, Chinese children are motivated by socialization and wellness. Yan& McCullagh (2004) explained this phenomenon that socio-cultural factors like parental expectations or encouragement of sport involvement may be of critical importance to the observed differences in the
motivation to participate in physical activity or sport.

Actually, Laura & Thomas (2009) also stated that Chinese parents care with their children’s physical wellness more than whether they win at the competition. Parents may not want to invest financial resources or time for their children’s competition-related involvement.

The influence of socio-cultural environment contributes to the differences in youth’s physical activity; parental influence seems the most decisive factors in children (Laura & Thomas 2009 & Yan, McCullagh 2004).

**Parental Influence on Children Physical Activities**

Based on some socialization theories and life style models, family members, peers, school, mass media and organizational activities are said to be critical in the development of children’s sport involvements, physical activities, and other health related behavior. (Fredricks & Eccles, 2005; Shakib & Dunbar, 2002). Actually, when compared with other factors, the role family members, especially the parents may be the
most important one. (Fredicks & Eccles, 2005)

There are numerous studies indicating that parents play a vital role on influencing their children’s routines, including health-promotion behaviors, such as nutrition intake and physical activity habits (Crawford, Timperio, Telford, & Salman, 2005). It is because a large amount of time of children is spent to their parents, parents can be act as a coach for children (Fredicks & Eccles, 2005). Similarly, Ishee (2002) stated that parents’ physical activity levels and patterns are related to, and significantly influence, children’s physical activity, he also suggested that if both parents and children could be included in children obesity intervention program which is a continual program last for at least half year for improving child heath, children are more willing to do physical activities.

According to Welk (1999), there are four ways that parents can influent their children participate on physical activities. They are parental encouragement, parental
involvement, parental facilitation and parental role modeling. A numerous recent researches also supported that there are several ways parents influencing their children’s physical activity participation. Fredricks & Eccles (2005) mentioned three ways parents influencing their children. First at all, parents probably act a role model such as a coach or by participating in athletics themselves. Secondly, parents convey message and interpret their experience about the value of participation in sport. Finally, parents provide children with emotional or psychological support and any experience for their children’s involvement in sport.

On the other hand, Pang & Ha (2008) stated that Parental work commitment, safety concern and high expectations on children’s academic achievement were mentioned as the major constrains in children’s participation in physical activity. Under an economic downturn, both parents usually contribute their spare time on working, they are not willing to spend their spare time on playing physical activity with their
children rather than watching TV or film at home. Thus, such a parent’s behavior nurtures their children in a sedentary lifestyle (Pang & Ha, 2008).

Parents also act a barrier on children’s participation in physical activity under a construction of Chinese ideology---Confucianism. It can explain one of the major reasons why parents discourage their children in participating in physical activities. Chinese parents only emphasis on academic results and stress significantly on hard work in school (Lau, Lee & Ransdell, 2007). Similarly, Ha ed al (2006) stated that children only focus on their future on subjects which are useful for reaching goal in their senior form under an exam orientated education milieu.

Beside of this, Pang & Ha (2008) also indicated that many parents discourage their children on participating in physical activity because of safety concerns. Parents believe that children are not mature enough to distinguish right and wrong. Parents also think that children always ignore the
potential risk of some kinds of sport such as ice-hockey, rock climbing and even soccer.

It is interesting; according to Kanters (2008), he stated that parents' pressures of children's physical activity are mainly come from fathers. In fact, discipline, monitor, govern, and control children during their childhood is one of the main responsibilities of fathers in the family because of Confucian philosophy. (Lau, Lee, & Ransdell, 2007). Therefore, we can understand that control and obedience are usually from fathers.

There are totally six major influential factors which parent exert their influence on children physical activity conducted by Taylor (1988) which retrieved from Lau, Lee, & Ransdell, 2007, they are i). parents' past experience and accomplishments in physical activity, ii). anticipated respect and approval from family member, iii). social time that parents and children spend together, iv). encouragement, persuasion, rewards, and punishments from family for
participation in physical activity, v). likelihood that parents are relevant and credible role models for young children, and vi). Information and emotional support provided by parents to their children. Thus, we can see that how parent deeply affect their children on physical activities.

Another important factor shape and facilitate children physical activities are parents’ value on sport. Will they strike a balance between academic and physical activities or just reject on physical activities? It means that will parents emphasis academic result is more important than participation in physical activity? It can easily observe how parents’ view on physical activities.

**Eccles’ Expectancy-Value Model**

There are several theories being criticized for emphasizing the rational cognitive processes leading to motivation and behavior. They included Self efficacy, achievement theory, attribution theory and (Eccles & Wigfield, 2002). modern expectancy-value. In this study, modern
expectancy model is more suitable than others, because research can show the relationship between expectation, values and difference kinds of performance, choice and specifically the participation in physical activity.

According to Eccles & Wigfield (2002). Modern expectancy-value theories such as Eccles 1987, Wigfield & Eccles 1992, 2001, and Feather 1988 are modified from Atkinson’s expectancy-value model which links achievement performance, persistence, and choice most directly to individuals’ expectancy-related and task-value beliefs in 1964. Actually, there are some differences between modern theories and Atkinson’s expectancy-value theory. First at all, both expectancy and value components are more develop and are related to broader array of psychological and social/cultural determinants. Also, expectancies and values are proposed to be affirmative related to each other, rather than negatively related.

Eccles’ expectancy model stated that options which one
decides are based on his expectations of success and the value of the task. Expectation refers to individuals’ level of expectancy about attaining success in a particular domain; it is highly related to self conceptions of ability (Borders, Earleywine, Huey, 2004). Besides of this, there are four components influencing the assessment of task value, they are enjoyment or intrinsic value of the task, the usefulness or utility of the task in reaching future goals, the perceived importance of doing well at the task, and finally the perceived negative aspects or costs of the task. (Fredicks and Eccles 2005) Generally, high enjoyment, contribution to achieving goals, perceived importance, and low perceived costs facilitate continued participation on difference activities.

Task value and expectancy value was extended by Feather in 1988 and Heckhausen in 1991 respectively (Eccles & Wigfield, 2002). The former extended Atkinson’s original expectancy-value model in important ways by broadening the conceptualization of value. On the other hands, Heckhausen
integrate a number of different approaches to motivation.

According to Bandura (2005), competency belief should influence the development of task values. One may ask how? Fredicks and Eccles (2005) explained that young children’s belief of competence and task values are probably to be relatively independent of each other at the beginning, but if they are particularly in the achievement domain later, more values would be attached by them in which they did well. Therefore, that’s why competence-related beliefs and value should be positively related to one another.

According to Eccles’ expectancy model, expectancy and values are assumed to be influenced by task-specific beliefs such as perception of ability, perception difficulty of the task and individual goals and self schema. Actually, all these individuals’ perceived abilities, perceives difficulty etc., spend on one’s perceptions of other people’s attitudes and expectations.

Self concept of ability, perceived task difficulty,
interpretations of one’s performance, attributions for success and failure, gender role stereotypes all influence children’s expectations and task value, but Eccles proposed that parents are most influential contributors because they both provide and interpret experience for their children. (Fredicks & Eccles, 2005)

According to Borders, Earleywine & Huey (2004) and Fredricks & Eccles (2005), if parents convey more messages about the value of or importance of participation in physical activity and the positive outcome about their participation, children’s perception of value are related to their parents’ perception and children will subsequently incorporate their parents’ belief into their own self perception. If parents send either positive or negative message or conveyed belief of sport and interpretation of success and failure, were decisive in their children’s sport participation.

According to Xiang et al. (2003), they proposed that parents will provide various chance and encouragement to
children for participating difference activities with their parents’ belief about their children’s abilities.

Much of research supported that there are high correlation between parents’ belief and children’s competence perception, success expectancies, and participatory involvement in various activities. Xiang et al. (2003) also found that children’s perceptions of the value of their sport involvement to their parents were significantly related to children’s self-perception of physical ability. Children’s expectancy-related beliefs and subjective task values influence their decisions of participation about engaging in particular activities, the amount of effort exerted, persistence, and performance.

Guillet et al. (2006) stated that parents’ beliefs about the possibility and value of their children’s success in mathematics were extremely link to their children’s gender. It can be explained that parents’ of boy had higher success expectation and placed more value on the mathematics success
of their son than to their girl. Overall, there is closely
relation between parents’ belief and children own relief about
their sport involvement in children’s perception.

Different role of father and mother in nurturing process
within physical activity

Many social activities are sex typed, and sport does not
make exception to this gender making. (Guillet et, al, 2006).
Research suggested that certain sports are commonly divided
into masculine or feminine in nature. Male sex typed sports
include the use of heavy objects, bodily contact, face to face
opposition, and endurance. On the other hand, sports emphasis
on anesthetics or gracefulness has been viewed as female
sex-typed sports. (Collins& Barber, 2005)

Nowadays, many mothers are working outside, so fathers’
role of caring children has become increasingly important.
According to Turman (2007), fathers have been found to
influence their children’s behaviors because mothers always
working outside the home. If a father who was highly
participated in sport, their children usually were active in participating in sports. It means that no matter which sex the children are, fathers were more likely to influence them in participating sports.

When it comes to the influence of mothers’ role on children physical activities, Lau, Lee & Ransdell, (2007) suggested that mother’s view of their children’s natural abilities in any achievement area were based on the strength of their gender-role stereotypes. Thus, mothers believe that boys are more likely in participating well in sport than girl because of difference sexual characteristic. Moreover, Snethen et al. (2008) stated that the essential of mothers’ role is to increase children’s self esteem.

Actually, both parents of children have influence on their children, father role modeling and enjoyment and mother’s encouragement are important factor facilitating children’s attraction to physical activities.(Lau, Lee, & Ransdell, 2007). Kohl also suggested that fathers and mother
socialize their child into physical activity similarly. In particular, Arredondo et al. (2006) identified that the father was most likely to serve as the role model for boys and influence their sport participation, while mothers were more likely to serve the same function for girls.

Interestingly, children of boys always receive more support and influence from their parents in participating in physical activities than girl. Women are inferior and subordinate to men by nature because of Chinese ideology. (Nishida, 2003) Also, the value of women in the society was judged by success of her husband and her children. Thus, parents tend to inspire boys to high activeness in Chinese society.

In contrast, girls are expected that they have to be gentle, kind, quiet and malleable. That’s why boys always receive Lego or computer games as a gift and girl receive cartoon or cooking toys. As a result, physical activities are deemed appropriate for boys, and household activities are suitable for girls.
Even the differences only reflect in Mainland China and Taiwan because of different nurturing practices in Hong Kong, but the point is that parent in Chinese family might be more influential to their sons when compared with their daughters.

Summary

The review of literature included the motivation of children in participating physical activity, it aims to list out some possible expectation and investigate whether it related to the motivation of children’s participation in physical activity. In later part, parental influence on children physical activities, it shows that people should pay extra attention in which parents do exert some influence on their children’s sport participation. Also, it shows which types of parental influence are the most influential to their children. Eccles’ expectancy-value model was used to point out parents’ expectation about the likelihood that their children will obtain success in particular achievement area, so it can explain that parental influence can change
children’s view on participating in physical activities. The last parts are talking about different role of father and mother in nurturing process within physical activity as well as whether children of different genders like to participate physical activity with them when they receive different nurturing process.
Chapter 3

Method

The purpose of this study was to examine parental influence on children physical activity. The procedures for this study were presented in the following sections: 1) sample of section; 2) measuring instruments; 3) collection of data; and 4) data analysis.

Sample of selection

A total of 200 self-reported questionnaires would be distributed to school children of secondary 1 to 3 of Assembly of God Hebron Secondary School which located in Tai Po. Distribution of questionnaire would be started from 16\textsuperscript{th} of March, 2008 to 20\textsuperscript{th} of March, 2008. Collection was done through voluntary return of the questionnaires by the students after their PE class.

Measuring Instrument

Part I

The first part of the questionnaire was used to obtain
subjects’ personal information. It included different gender and hours spend on physical activity, hours their parents spend on physical activity. Moreover, they were not required to give their name and age. For question two and question three, it used to know how many hours did subject and their parent spend on physical activity, it provided seven options for them to choose and interval mid-point would be used for data analysis.

Part II

The second part of questionnaire was used to assess what were the expected outcomes through participating in physical activity. In the questionnaire question section II, The items were categorized into two subscales and there are eight items used to calculate the expected outcome in participating PA. The first six items used to examine the positive outcome while the last two items examine negative outcome after participated in PA. Items were scored on 5-point Likert-type scales. Each item was scored from 1 to 5 (Strongly agree=5, Agree= 4, Neither
agree nor disagree=3, Disagree=2, Strongly Disagree=1. No reverse scores were used.) as: i). physical health, items: 1, 2, 3; ii). Two subscale total scores could be obtained by summing items.

**Part III**

The third part of questionnaire was used to assess the parental influence on children physical activities. The six items questionnaire section III were divided into 2 dimension of parental influence based on the Eccles' expectancy model (Borders, Earleywine, Huey, 2004). One the one hand, the first four items are task-value on the other hand, the final two items are the expectation of parents about attaining success in particular domain. Items were scored on 5-point Likert-type scales.

**Part IV**

The forth part was used to investigate which were the most influential methods for parents to influence their children in participation physical activity. According to Welk (1999),
there are four ways that parents can influence their children participate on physical activities. They are parental encouragement, parental involvement, parental facilitation and parental role modeling. The questionnaire section IV can be divided into 4 group, they are 1) parental encouragement, 2) parental involvement, 3) parental facilitation and 4) parental role modeling. The first two items are parental encouragement, the third and fourth items are parental involvement, the fifth and sixth are parental facilitation and the last question is parental role modeling. The seven item was scored from 1 to 5 (Always=5, often= 4, rare=3, extremely rare=2, never= 1. No reverse scores were used.) These questions were for acquisition of the most affective ways about parental influence on their children’s physical activities. (Items 1, 2= parental encouragement, items 3, 4= parental involvement, item 5, 6= parental facilitation, and items 7= role modeling.)
Part V

The final part of questionnaire was examined the different role of father and mother in nurturing process within physical activity. A 6-Point Likert-type scale was used for all items. (Strongly agree=5, Agree=4, Neither agree nor disagree=3, Disagree=2, Strongly Disagree=1, Not suitable=0). 0 was for the use of subject from single family. The last item was asked by a close-ended multiple choice question which for acquiring the living status of subjects. The question was put into the final page due to the reason of subjects’ privacy.

Collection of data

1. The questionnaires were distributed to the school. Prior to the distribution, approval from the principal of the selected school was obtained.

2. Two hundred questionnaires were distributed to a total of twelve classes from a secondary school.

3. The school children were asked to answer the questionnaire after their PE lesson.
4. Due to the limitation of time, the data could not be fully collected personally in the school, the collection of the completed questionnaires would be done by PE teachers and by me.

Method of Analysis

All the responses of the questionnaires were coded for further data analysis and were entered into the Statistical Package for the Social Science (SPSS program). The significance (alpha) level was set at .05 for all analyses. Descriptive statistics such as mean, standard deviation were calculated.
Chapter 4
Analysis of Data

The purpose of this study was use to investigate the perception of participating in physical activity (PA) for children and the parental factors that might influence children’s participation in PA.

A total of one hundred and twenty questionnaires on 'Children’s participation in physical activity” were distributed. 7 cases were incompletely and incorrectly done and one hundred and thirteen (94.2% of total data) were returned and appeared to be comprehensively and appropriately completed. The analysis of the data that presented in this chapter was divided into background, results and finally discussion.

Background information

Gender

In table 1, it shows the frequency of the participation in terms of sex, there are totally (n=113) 113 participants
fill out the questionnaires and (n=65) 57.5% are males and
(n=48) 42.5% are females.

Table 1

**Number of participations**

<table>
<thead>
<tr>
<th></th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>65</td>
<td>57.5</td>
</tr>
<tr>
<td>Female</td>
<td>48</td>
<td>42.5</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>100.0</td>
</tr>
</tbody>
</table>

**Hours spend**

Table 2

**Number of hours per week spends on physical activity (PA) for participants**

<table>
<thead>
<tr>
<th>Numbers of Hours</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>26</td>
<td>23%</td>
</tr>
<tr>
<td>3.5</td>
<td>15</td>
<td>13.3%</td>
</tr>
<tr>
<td>5.5</td>
<td>34</td>
<td>30.1%</td>
</tr>
<tr>
<td>7.5</td>
<td>20</td>
<td>17.7%</td>
</tr>
<tr>
<td>9.5</td>
<td>4</td>
<td>3.5%</td>
</tr>
<tr>
<td>10.5</td>
<td>4</td>
<td>3.5%</td>
</tr>
<tr>
<td>&gt;12</td>
<td>10</td>
<td>8.8%</td>
</tr>
<tr>
<td>Total</td>
<td>113</td>
<td>100%</td>
</tr>
</tbody>
</table>

In table 2, it shows the frequency of the numbers of hours spend on PA for participants. Within the participants, 26 (23%)
participants spend 1.5 hours on PA, 15 (13.3%) participants spend 3.5 hours and 34 (30.1%) participants spend 5.5 hours on PA. 20 (17.7%) participants spend 7.5 hours and 10 (8.8%) participants spend >12 hours on PA. There are the same 4 (3.5%) participants spend both 9.5 and 11.5 hours on PA.

Table 3

*Number of hours per week spends on physical activity (PA) for participants’ parents.*

<table>
<thead>
<tr>
<th>Numbers of Hours</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.5</td>
<td>51</td>
<td>45.1%</td>
</tr>
<tr>
<td>3.5</td>
<td>24</td>
<td>21.2%</td>
</tr>
<tr>
<td>5.5</td>
<td>14</td>
<td>12.4%</td>
</tr>
<tr>
<td>7.5</td>
<td>7</td>
<td>6.2%</td>
</tr>
<tr>
<td>9.5</td>
<td>12</td>
<td>10.6%</td>
</tr>
<tr>
<td>10.5</td>
<td>5</td>
<td>4.4%</td>
</tr>
<tr>
<td>&gt;12</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>113</td>
<td>100%</td>
</tr>
</tbody>
</table>

Hours spend on PA per week for participants’ parent would be shown in table 3. More than half 51 (45.1%) participants’ parents spend 1.5 hours per week on PA, 24 (21.2%) and 14 (12.4%) parents spend 3.5 and 5.5 hours on PA respectively. 7 (6.2%) spend 7.5 hours, 12 (10.6%) spend 9.5 hours and 5 (4.4%) spend 11.5 hours. No parents spend >12 hours on sport per week.
Information relating to the living status of the participants is provided by graph 1. On the one hand, 6 participants do not live with their father as well as 10 of the participants do not live with their mother. Therefore, 16 students may have single families.
Results

*Children’s expectancy on PA*

Table 4

<table>
<thead>
<tr>
<th>Sex</th>
<th>Positive outcome</th>
<th>Negative outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>4.1</td>
<td>3.25</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.412</td>
<td>.871</td>
</tr>
<tr>
<td>Mean</td>
<td>4.06</td>
<td>3.21</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.492</td>
<td>.651</td>
</tr>
<tr>
<td>Mean</td>
<td>4.98</td>
<td>3.23</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>.446</td>
<td>.782</td>
</tr>
</tbody>
</table>

Male: N=65  
Female: N=48

In the questionnaire question section II, there are eight items used to calculate the expected outcome in participating PA. The first six items used to examine the positive outcome while the last two items examine negative outcome after participated in PA.

In table 4, it is clear that students’ mean score of positive outcome (4.98) which is far more than the negative outcome (3.23) (Table 4). It indicated that children have a
higher positive expectancy than the negative expectancy on LTPA.

When separate male and female, both males group and female group expect a higher positive outcome than the negative outcome. The means score of positive outcome of male is 4.1 and female is 4.06, on the other hands, the negative outcome of male is 3.25 and female is 3.21. It also indicated that there is no relationship of male and female in expectancy of PA.

Correlation between children’s expectation in PA and their level of participation in PA.

Generally, there was no correlation between children’s expectation in PA on positive and negative outcome and their level of participation in PA in term of positive outcome (r = 0.091, p > .05) and negative outcome (r = .134, p > .05) (Table 5). It indicated that the positive outcome and negative outcome were not related to whether participating in LTPA or not.

When analysis male and female separately, there is no
significance correlation between children’s expectation in PA and their level of participation in PA for both male ($r = -0.03$, $p > 0.984$) and female ($r = 0.195$, $p > 0.183$).

**Correlation between children’s expectation in PA and their level of participation in PA.**

Table 5

<table>
<thead>
<tr>
<th>Sex</th>
<th>Positive outcome</th>
<th>Negative outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>group</td>
<td>$r$</td>
<td>$r$</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>Positive outcome</td>
<td>$0.091$</td>
<td>$0.134$</td>
</tr>
<tr>
<td></td>
<td>$0.339$</td>
<td>$0.157$</td>
</tr>
<tr>
<td>Negative outcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>$0.106$</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>$0.401$</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>Positive outcome</td>
<td>Negative outcome</td>
</tr>
<tr>
<td></td>
<td>$r$</td>
<td>$r$</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>Sig. (2-tailed)</td>
</tr>
<tr>
<td>Positive outcome</td>
<td>$-0.003$</td>
<td>$0.195$</td>
</tr>
<tr>
<td></td>
<td>$0.984$</td>
<td>$0.183$</td>
</tr>
<tr>
<td>Negative outcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pearson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correlation</td>
<td>$0.106$</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>$0.401$</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>Positive outcome</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$r$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td></td>
</tr>
<tr>
<td>Positive outcome</td>
<td>$0.195$</td>
<td></td>
</tr>
<tr>
<td></td>
<td>$0.183$</td>
<td></td>
</tr>
<tr>
<td>Negative outcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>$r$</td>
<td>$0.187$</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>$0.203$</td>
<td></td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Male: $N=65$
Female: $N=48$
Correlation between parent’s expectancy and value in children’s PA participation and children’s level of participating

The six items questionnaire section III were divided into 2 dimension of parental influence based on the Eccles’ expectancy model. One the one hand, the first four items are task-value on the other hand, the final two items are the expectation of parents about attaining success in particular domain.
Table 6

<table>
<thead>
<tr>
<th>Sex</th>
<th>Task Value</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>r</td>
<td>.463**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>Expectation</td>
<td>r</td>
<td>.395**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>r</td>
<td>.481**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>Expectation</td>
<td>r</td>
<td>.409**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>r</td>
<td>.415**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
<tr>
<td>Expectation</td>
<td>r</td>
<td>.362**</td>
</tr>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>.000</td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).

Male: N=65
Female: N=48

The results of correlation between parents’ expectancy and the participation of children in PA were summarized in Table 6. There was a positive relationship on parent’s expectation (r=.395,p<.05) and their children’s level of participating in PA. It means that if parents have expectation on their children’s participation in LTPA, their children will
participate more in terms of participation hours. Also, parents’ task value \((r=463, p<.05)\) was related to children’s level of participating in PA. It means that the higher task value is the parents, the more number of hours their children will spend on participating in PA.

When analysis male and female separately, there was a positive relationship between parent’s expectancy and task value in PA and children’s level of participating in PA for both male and female. It means that if parents have higher expectation and task value on their children, children will participate more in LTPA no matter what their children’s genders are. Therefore, parent’s expectancy and task value in PA was not related to their children’s gender.

*Correlation between types of parental influences and level of participation of children’s PA*

The questionnaire section IV can be divided into 4 group, they are 1) parental encouragement, 2) parental involvement, 3) parental facilitation and 4) parental role modeling. The
first two items are parental encouragement, the third and fourth item are parental involvement, the fifth and sixth are parental facilitation and the last question is parental role modeling. In the questionnaire, 5 is “very often”; 4 is “always”; 3 is “rare”; 4 is very rare and 5 is “never”.

Table 7

<table>
<thead>
<tr>
<th></th>
<th>Hours</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parental encouragement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>-.063</td>
<td>-.249</td>
<td>-.112</td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.618</td>
<td>.088</td>
<td>.239</td>
<td></td>
</tr>
<tr>
<td>Parental involvement</td>
<td></td>
<td></td>
<td></td>
<td>-.49</td>
</tr>
<tr>
<td>r</td>
<td>.55</td>
<td>-.188</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.661</td>
<td>.201</td>
<td></td>
<td>.606</td>
</tr>
<tr>
<td>Parental facilitation</td>
<td></td>
<td></td>
<td></td>
<td>.009</td>
</tr>
<tr>
<td>r</td>
<td>.01</td>
<td>-.027</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.938</td>
<td>.857</td>
<td>.927</td>
<td></td>
</tr>
<tr>
<td>Parental role modeling</td>
<td></td>
<td></td>
<td></td>
<td>.525**</td>
</tr>
<tr>
<td>r</td>
<td>.499**</td>
<td>.791**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
<td>.000</td>
<td></td>
</tr>
</tbody>
</table>

** Correlation is significant at the 0.01 level (2-tailed).
* Correlation is significant at the 0.05 level (2-tailed).
Male: N=65
Female: N=48

According to table 7, there is a positive relation between parental role modeling and children’s level of participating in PA (r= .525, p<0.05). It means that if parents are active in PA, their children will spend more time on PA. On the other
hands, there is no relationship among parental encouragement (p=-.112, p>0.05), parental involvement (p=-.49, p>0.05) and parental facilitation (p=.009, p>0.05) with the participation level in PA on children.

When analysis male and female separately, it was clear that parental role modeling had a high relationship with female (r=.791, p>0.05) when it compared to male (r=.499, p>0.05) and the whole student group (r=.525, p>0.05). It means that female will participate more when their parents influent them by role modeling.
Correlation between parents’ encouragement and whether children like to participate with them

Table 8

<table>
<thead>
<tr>
<th></th>
<th>Father encouragement</th>
<th>Mother encouragement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like to participate with father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>-.143</td>
<td>-.255</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>-.255</td>
<td>-.255</td>
</tr>
<tr>
<td>Like to participate with mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td></td>
<td>.186</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.138</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Like to participate with father</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td>-.298*</td>
<td>.040</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.040</td>
<td>.040</td>
</tr>
<tr>
<td>Like to participate with mother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>r</td>
<td></td>
<td>-.177</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td></td>
<td>.228</td>
</tr>
</tbody>
</table>

In Table 8, it shows that there are no relationships between parents’ encouragement and whether children like to participate with them. It means that no matter children’s father or mother encourage their children to participate in LTPA, children of male were not willing to participate with their father or their mother, and children of female so on.

Discussion

The discussion is divided into three parts, 1). the level

**Level of children’s participation in PA**

It is aware that the level of children’s participation in PA is insufficient. In this research, there are 33.5% (n=38) of subjects spending more than 7 hours a week on participating PA, worse still, the level of participation in PA of children’s parents are far lower than the recommended one. More than half 78.7% of subjects’ parents (n=89) spent less than 4 hours a week on PA. According to World Health Organization (2009), young children (8-18 years old) are recommended that they should spend 60 minutes of moderate- to vigorous-intensity physical activity each day that is developmentally appropriate and involves a variety of activities. On the other hands, adult are recommended that they should exercise at least 30 minutes of moderate-intensity physical activity 5
days per week.

Physical activity has also been associated with psychological benefits in young people by improving their control over anxiety and depression. Similarly, participation in physical activity can assist in the social development of young people by providing opportunities for self-expression, building self-confidence, social interaction and integration. It has also been suggested that physically active young people more readily adopt other healthy behaviors. 

In fact, this decline may be largely due to increasingly common sedentary ways of life. For example fewer children walk or cycle to school and excessive time is devoted to watching television, playing computer games and other sedentary activities - often at the expense of time and opportunities for physical activity and sports. Physical education and other school-based physical activities have also been decreasing.

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**Children’s expectancy in PA**

According to the results, children expect that they can
obtain more positive outcome than negative outcome through PA. It also indicated that no matter which gender children are, both of them have a higher positive expectancy than the negative expectancy. Therefore, it shows that children understand the benefit of doing PA, such as health improvement, friendship improvement etc., and these benefits may reflect that children are well educated on the advantage of participating in LTPA through different socialization institution especially their parents. There are so many researches proved that parents are one of the major socialization agents in children’s development and learning. (Fredricks & Eccles, 2005, Arnon, Shamai & Ilatov, 2008)

On the contrary, even children have the basic knowledge of benefit in PA; there are no relations between the expectation in PA and their level of participation in PA. Actually, there are many factors hindering the participation of young people in physical activity. For example, lack of time due to heavy
workload, inadequate support and guidance or feelings of embarrassment or incompetence. Research supported by Williams et al. (2008), they indicated that children probably drop out of their sport team or leisure activities and place emphasis on their future placement or academic success because of the two major public examinations HKCEE or HKALE under the education milieu.

**Parental influence**

These results provide fully support for Eccles’ expectancy-value model of motivation. Eccles and Fredicks (2005) have suggested that parental belief systems are influential to the socialization process. Eccles model maintains that parents provide greater support for their children in their choice and academic areas in which they believe their children has the greatest potential value to the children.

In this result, there are a positive relation between parent’s expectation and task value in PA and children’s level
of participating in PA. It shows that parents’ expectation and task-value beliefs are likely to be related to the children’s level of participating in PA. It means that parents can offer a supportive, nurturing environment, interaction or modeling to their children. (Eccles and Fredicks (2005) Pang & Ha (2008) and Jimmy (2002) stated that parental encouragement, support and beliefs may be more powerful influences than role modeling. Also, (Lau, Lee & Ransdell, 2007) stated that parental pressure to adopt physical activity comes mainly from father. Then, a research conducted by Ha ed al (2006), they stated that there is no correlation between parents’ exercise modeling and children’s participation in PA. However, there are some differences when compared to the previous findings. In this case, Parental role modeling plays a dominant role on influential children’s participation in PA. This finding is supported by Welk (1999), he stated that the most common factors that influence a child’s interest and involvement in physical activity are parental role modeling.
Besides of this, no matter of either father or mother is physically active, their children will participate more in LTPA, it means that children with active parents want to emulate their parents on participating in LTPA. One findings of interest was that there were no differences between male and female regarding of different types of parental influence they received.

It can be explained by a traditional Chinese society, which emphasizes family control, called Confucian philosophy. It plays an important role in the socialization of Hong Kong children and family. In this philosophy, children are under control and monitor so they obey to their parents and easily be affected by their behavior (Pang & Ha (2008). Fathers are usually regarded as leader in the family and to be obedient and respectful, children are subordinated to their parents' monitoring and supervision. Therefore, the participation level of children in LTPA is significantly decreased under this philosophy and the educational milieu.
It is clear that parents have a significance impact on the development of active lifestyles in children. One’s activity pattern can be changed through the whole life span; it is important for us to enhance and promote physical activity at a young age so that we can lower the social burden and have a major public health benefit.

This study indicated that parental role modeling can affirmative influence a children’s participation in physical activity, but it doesn’t exclude the reciprocal effect. For example, Not only parents socialize their children into physical activity, but also children play a role to motivate them to participate in physical activity. Then, it may be that parents, who seldom participate in sport, but collect a lot of information about sport for specific purpose, i.e. sport gambling. Perhaps, they may only practice with their children in order to achieve a desirable effect on their children’s growth and development.

It can be explained that why parental role modeling play
a significant role on influencing their children in participating LTPA. On the one hand, Confucian principle attribute authority to parents, so children prone to lacking opportunity in participating in LTPA; on the other hands, it is no doubt that some parents are open-mind with keeping eyes on the eastern trend, they encourage their children to participate in LTPA and be a role model to them. It can also explain that why female have significantly correlation with their parents by role modeling, girl are believed to be least chance to participate in LTPA under traditional stereotype (Ha, 2006), but female can participate more in LTPA if their parents are actively in LTPA and play as a model on them.

Separation of children of male and children of female.

First at all, we would take a look on the expectation outcome for both children in male and children in female. Both males group and female group expect a higher positive outcome than the negative outcome. It means that both of them experience sport in affirmative ways rather than negative ways, and they
think participation in PA is beneficial to them.

Then, there is no significance correlation between children’s expectation in PA and their level of participation in PA for both male and female. It can be explained that children emphasis on their academic and future career rather than their participation in LTPA. In terms of female, they prone to economical independent by themselves, so no matter which gender they are, they are willing to pay attention on their academic rather than LTPA. Therefore, even both male and female expect that they can get advantage on participation in LTPA, they will not spend too much hours on it.

In this study, there are no relation between parents’ encouragement and whether children like to participate in LTPA. It means that no matter father or mother encourage children to participate in PA, children in both male and female are not willing to do PA with them.

It is easy to explain the reason why children do not participate with their father even they encourage them to do
so. Under Confucian philosophy, Chinese father should be strictly obeyed and honored (Lau, Lee & Ransdell, 2007), so the relationship between children and their father is destructive rather than constructive; children may fear their father. Therefore, that's the reason why children do not participate with their father.

Moreover, previous research showed that fathers are more dominant than mothers and plays a more significant role in Chinese children's physical activity. However, nowadays in Hong Kong, many mothers are working outside, so it is quite difficult for children to communicate with their mothers. Thus, even mother can communicate with their children, they will focus on their academic rather than physical activity.
Chapter 5

SUMMARY AND CONCLUSION

The present study attempted to investigate the parental influence on children's participation in physical activity in Hong Kong, as well as the most influential type of parental influence.

Summary of results

1. There was no relationship between children's expectation on the positive outcome or negative outcome and their participation in physical activity.

2. The results indicated that role modeling was the most influential type of parental influence.

3. There was a relationship between parent's belief and children's participation in physical activity.

4. There was a relationship between parent's expectation and children's participation in physical activity.

5. There was no relationship between father encouragement and whether their children of male like to participate with
there was no relationship between father encouragement and whether their children of female like to participate with them. 

7. There was no relationship between mother encouragement and whether their children of male like to participate with them. 

8. There was no relationship between mother encouragement and whether their children of female like to participate with them.

**Conclusion**

There was no relationship between children’s expectation on the positive outcome or negative outcome and their participation in physical activity. Even they expect that they can obtain positive outcome through participating in physical activity, they won’t spend time on it. We found that role modeling was the most influential factor that parent affects their children in participating physical activity.
Research showed that both parent’s belief and expectation have a relationship with the children’s participation in physical activity.

Finally, no matter children’s father or mother encourage them to participate in physical activity; both children of male and children of female would not like to play with them.

Recommendation of further study

There is a phenomenon that concerns the investigator of the present study. Participation in physical activity is still not regarded as prominent in daily lives even there are so many evidences proving the concept of exercise for the healthy. Such situation could be attributed to the two major reasons. On the one hand, over-work load and concerning their job stability due to the economic downturn, which especially for the adult, on the other hands, students are over concerning their academic due to the unforeseeable future. Therefore, a concrete assessment and analysis about how to promote active life style is necessary for promotion of physical activity.
Children are our future, and parents should play a healthy role on their life with energy and active so that we can change their exercise habit from now on. Also, government should act as a pioneer to improve and eliminate the unnecessary worry and concern by improving the economic and stabilizing the fluctuated financial situation.

More research should be done on the parental influence on children’s physical activity because a positive attitude of parents could significantly influence the children’s choice, no matter are they leisure, academic or culture. However, the present study is limited to only one selected group of subjects from one school, the results are not specific enough to provide support on how parents influence their children in terms of participation in physical activity. Therefore, I sincerely hope that in the future the research could approach the parents directly or by using qualitative research methods for in-depth study on parents’ belief and actual practice about the role and how important are they.
Furthermore, I only investigate how parent influent their children in participating physical activity, I think that there should be a reciprocal relationship between children and their parent. Therefore, I suggest that researchers can approach how children influent their parents on participation in physical activity.
Reference


Appendix A

Principal
Assembly of God Hebron Secondary School
Po Nga Yuen
Tai Po
N.T.

15 January, 2009

Dear Sir/Madam,

Request for Permission of Distribution of Questionnaires to Parents and Children

My name is Lee Cheuk Man, a year three student from Hong Kong Baptist University, majoring in Physical Education and Recreational Management. I am now conducting an investigation on parental influence to children physical activities for my honor project.

I would like to invite your school to participate in this survey. Children in form one to form three are being selected, the survey will be conducted after their PE lesson and questionnaire will be distributed to students from 16th March, 2008 to 20th March, 2008.

Enclosed please find a set of questionnaire for the study. I appreciate that if you are interested in it.

Please do not hesitate to contact me on 9812 1592 if you have any problems.

Yours sincerely,

Lee Cheuk Man
Student ID: 06008844