

Parental Involvement in Youth Sports and Physical Activities

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ABSTRACT

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This study investigates the effects of parental involvement in youth sports and physical activities from the parent's point of view. The study was carried out in collaboration with O9 Helsinki Human Rights and the Quantitative research method in the form of an online survey was used in understanding the subject matter. The participants of the survey were parents of the youth who are participants of O9 Helsinki Human Rights activities. The survey was distributed to thirty-five parents and seven parents responded to the survey. The combination of the research methods, theoretical framework, and previous literature on the subject matter led to the finding that parental involvement can affect both the parents and the youth in both positive and negative ways.

Based on the findings, the research concluded that parental involvement in youth sports and physical activities is necessary but there is a need for some degree of regulation. Due to the existence of some limitations as far as the investigation is concerned, the research ends up by providing some recommendations for future research and to sporting institutions and also outlines the professional development of the student during the whole process.

Keywords: Parental Involvement, youths, parents, sports, physical activities.

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1:INTRODUCTION

Under the Finnish Act on the promotion of sports and physical activities (390/2015) an outstanding objective of sports is the growth and development of young people. The fact that this Act mentions youth development as one of its objectives indicates the importance of this subject matter in the world today. The position of sports as an instrument of development for young people has been reiterated by Robert, Treasure, and Hall (1994) in the following words “in play, game, and sports, children are brought into contact with social order and values inherent in the society and are provided a context within which desirable social behaviours are developed”.

Parents on the other hand, are considered as the first teacher of their children and have a high impact towards building the perception of the child. Through beliefs and practices, it is acknowledged that parent incorporate values to children and provide them with opportunities that influence their choice of different activities and goals (Eccles 1993; cited in Weiss, 2003). It has also been observed and confirmed that parent do have a significant influence on their children’s sporting experience (Babkes & Weiss, 1999). Parents can be seen in the light of role model, interpreter of experience and provider of experience (Weiss, 2003).

Understanding the reasons youth participate in sports is very critical as far as the subject matter is concerned. According to Holt and Knight (2014), there are three main reasons why youth participant in sports. This includes; “to developed and displayed physical competence, to gain social affiliation opportunities such as acceptance and approval from peer and adult, and to have enjoyable experience characterized by fun and excitement.”

The purpose of this study is to understand the effects of parental involvement in youth sports and physical activities. The research questions are;

- What are the perceptions of youth sports to sports parents of 09 Helsinki Human Rights and how is it related to previous literature?
- How does parental involvement in sports and physical activities impact the growth and development of young people?

Before addressing the question, it is necessary to define some key terms. The main key terms used in this study are; Sports/Physical Activities, Parents, and Youths. Sports/Physical Activities will be defined first, followed by Parents and finally Youths.

1.1: Definition of key terms

The key terms include what can be considered sporting or physical activity, who is a parent and what is youth? The term sports is complex and can change based on societal trend, norms and new directives (Richard, 2016). The complexity of the word sports is because there exist certain descriptors of sports that can be considered in the definition and at the same time can be interpreted differently (Richard, 2016). These descriptors include terms such as social sports, recreational sports, physical activity, physical education, physical literacy, and exercise. All the above can be equated to sports depending on the context in which they are applied (Richard, 2016). Even though Richard (2016) in a great deal explains how complex the definition of sports can be, he failed to provide us with a suitable definition of the word sports.

Considering the fact that this thesis is done in collaboration with a working life organization (09 Helsinki Human Rights), which focuses on free sporting activities

involving youth from diverse backgrounds, the definition of physical activities provided by the Finnish Act on sports and physical activities (390/2015) is more suitable for this study. Section three sub-sections one of the Act defines physical activities as a spontaneous and structured physical exercise excluding top-level sports. The act's clarification of what is meant by top level sports is that sporting activity which is goal oriented and toward international success. This definition of physical activity is entirely in correlation with the target of 09 Helsinki Human Rights.

On the other hand, a parent is defined according to Oxford Advanced Learner's Dictionary (2016), as a person's father or mother. It moves further to assert that there can be a natural/biological parent, adoptive parents, single parents, one-parent family, and even a step-parent.

Finally, according by UNESCO (2017), the concept of youth is more of a flexible category than a fixed age group. The definition of youth differs per different countries and this justify the reason why UNESCO uses a variety of definition of youth depending on the context. As per the United Nations, youth is define in terms of age group between 15 to 24 year of age, however, this definition is not against the standpoint of members states (United Nations, 2013). In the context of finland as per the Finnish Youth Act, youths are those category of people who fall below 29 years of age (Allianssi, 2010). This is usually regarded as the phase transition between childhood and adulthood. According 09 helsinki human rights, the targeted group age of seven to sixteen is considered to comprise of both children and youth.

Since this thesis is in collaboration with a working life organization, it is of paramount important to outline a summary of the activities carried out by 09 Helsinki Human Right. The focus will be on the purpose, objectives, targeted group and the values of 09 Helsinki Human Rights.

1.2: O9 Helsinki Human Rights

O9 Helsinki Human Right is a non-governmental organization in Finland. The work of the foundation covers the following areas; the promotion of human rights, justice and equality in the field of social services, health services, physical education, sports and arts (O9 Helsinki Human Rights, 2016). The foundation opposes all form of discrimination, racism and the abuse of human right and the targeted group are youths between the ages of seven to sixteen (O9 Helsinki Human Rights, 2016).

According to section 3 of the foundation code of conduct (O9 Helsinki Human Rights, 2016), the mode of achieving the Foundation's purpose is through; providing information and advice in areas such as social and health services, youth work, sporting activities and act activities, organizing projects, campaign and roundtable discussion with other actors, organizing sports and sports related events that are open to everyone without distinction. They also engage in research, training, information, publication activities and cooperate with both local and international actors.

The activities of the organization are realized through donations from sponsor/supporter organizations. The organization received donation in monetary form or through other means. At the moment the sponsors/supporters organization include; Ray slot machine, the city of Helsinki department of social and health care, Finnish Ministry of education and culture, the youth department of the city of Helsinki, Me. and Arla (O9 Helsinki Human Rights, 2016). The organization also cooperates with different schools.

Qualified staff carry out the activities of the organization. The organization accepts workers who either have a bachelor's in social service or a certificate in youth leadership as minimum criteria. However, the organization welcomes volunteer and students from different school to do their practical placement with them. At this point, it is important to look at the theoretical framework.

2: THEORETICAL FRAMEWORK; EXPECTANCY VALUE THEORY

As reported by Swanson and Chermack (2013), "Theories are formulated to explain, predict, and understand phenomena and, in many cases, to challenge and extend existing knowledge within the limits of critical bounding assumptions." The theoretical framework is that part of a thesis that supports the theory of a research study (University of Southern California, 2016). The theoretical framework is not limited to introducing but also describes the theory and as such clarifies the research question (University of Southern California, 2016). The theoretical framework has an enormous benefit to a research thesis in many ways. The benefits include but are not limited to linking the researcher to existing knowledge in the field of studies and help in answering the question of why and how and as such, elevate the research from simply describing (University of Southern California, 2016).

To better understand parental involvement in youth sports, the expectancy-value theory needs to be taken into consideration. From the onset, this theory was used in academic but has, however, moved into the field of sports in recent time. The Expectancy-Value Theory is a construct of Eccles and friends in 1983 (Wentzel et al., 2009). The assumption of this theory is that individual decision to participate in activities is based on a variety of choices and it is necessary to understand how these choices can be influenced by an adult (Weiss, 2003). This theory is important in understanding how parents shape youth self-perception in regards to their abilities in sports, gender-related Stereotype, and about the important of various activities. Eccles holds the view that children's belief system is built on different information provided to them and the feedback they get from their parents.

Definition of the key concepts is necessary to understand the theory better. Expectancy is defined by Rose and Sherman as the belief about the future while Higgins defines values as an estimated worth of a commodity, activities or person

(Rose and Sherman, 2007, Higgins 2007; cited in Wentzel et al., 2009, 2009). Another important concept that needs to be understood is parental values, in another word, how does the parent perceive the different achievement domains that the child/youth is involved into regarding importance. Partridge et al., (2013) state that achievement domains can include an area such as academics, sports, music, and performing acts. It is also evident that, within an activity such as sports, the parent can consider a sport as an achievement domain. The major issue that one need to ask is what values do parents placed on sports in general or in a particular sport as achievement domain for a child. According to Eccles, parental values are unequal because of the personal experience and belief system of parents (Partridge et al., 2013). In another word, this justifies the fact that a parent may have different achievement domain to his/her children depending on factors such as their physical characteristic, interest toward the game and the cost involved in being part of the sport. More still, Eccles postulated that the greater the parents perceived the values of a particular achievement domain, the more opportunities they will provide to the children in that particular achievement domain and vice versa (Partridge et al., 2013).

The concept of values comprises of four different components (Weiss, 2003). These elements include; intrinsic value, utility value, attainment value, and cost value. Intrinsic values refer to the amount of satisfaction and enjoyment the youth get from the activity while utility value means the usefulness of the task regarding future goals. Attainments value on the other hand means the personal importance of doing well in the task and finally cost value include the negative aspects of being part of the task e.g. time and cost (Weiss, 2003). Based on the above analyses, it is clear that if the parent perceives that the youth enjoys the sports, it has some positive future implication, it boasts the child's confidence or self-esteem and is less expensive, the parent will provide more opportunities for the youth to be part of the activity.

On the other hand, parental expectancy is when the parent belief that the child/youth will have success in a particular achievement domain. This expectancy is based on different types of information and can ground through observation. A good example is the child's ability to learn football skill easier and faster than ice hockey skills. It can also be a result of the child physical characteristic or interest in the activity (Partridge et al., 2013). The fact that youth cannot showcase similar performance in all achievement domains, parents, therefore, put more energy and resources in the domain they feel the child is performing well (Partridge et al., 2013). This would consequently led parents to invest more on one achievement domain or the other. These analyses are paramount in understanding negative parental involvement in youth sports. In some cases, the expectation of parent and the young people toward participating in an activity is quiet contrasting and as such lead to under-involvement or over-involvement in the part of the parents. A youth participation in a sport may be just to hang out with friends, considering the cost interest in the sport, the parent may feel that is a waste of time and money.

There are two prominent ways in which parent influence youth motivation in sports (Eccles 1993; cited in Weiss, 2003). These includes interpreter of experience and provider of experience. Regarding interpreting experience, parents provide feedbacks about the likelihood that the youth will attain success in an achievement domain and the importance of participating in that domain. This implies that parents with a high expectation of the child success in sports will provide positive feedback to the child which will consequently increases the child motivation in that achievement domain. Regarding providing an experience or actions through behavior, parents can greatly increase the child motivation in sports e.g. by taking the child to sports event, and buying the child sports equipments. (Weiss, 2003).

More still, the theory also explains gender-related belief regarding youth participation in sports. Gender-related stereotype plays a tremendous impact toward parent involvement/level of participation. In sports and physical activities,

researchers have found a significant similarity between parental judgment on the youth competent in sports and the youth self-judgement (Partridge et al., 2013). Mother's beliefs about their child's physical competence predict the child's physical competent one year later notwithstanding the child's perceive or actual physical competence (Bois et al. 2002; cited in Partridge et al., 2013). If a parent perception gear that boys have a more superior athletic competence than girls, they will provide a different level of encouragement/opportunities depending on the sex (Weiss 2003). Findings have also proven that parents have a greater chance of involving in physical activities with their son as a contrast to their daughters and prefer more to take their son to sporting event (Partridge et al., 2013). The parents also tend to express their son's competent in sports with more positivity than their daughter which thus makes boys believe that they are more competent than girls in regards to sports and physical activities (Partridge et al., 2013).

3: LITERATURE REVIEW

The purpose of the literature review is to understand the point of views of different authors regarding parental involvement in youth sports and physical activities and to critically analyse these viewpoints. This review will focus on the positive and the negative impact that resulting from parental involvement. Two outstanding key concepts used in the different literatures related to parental involvement will be analyzed, and the negative and the positive impact of parental involvement will be discussed after that.

3.1: The Concepts of Helicopter Parents and Parents as Role Models

After a thorough review of different academic literatures, the two outstanding concepts that need showcasing are, the helicopter parents, and parents as a role model. The concept of helicopter parent will be reviewed then followed by the concept of parents as a role model.

3.1.1: Helicopter Parents

The concept of helicopter parent is widespread on varieties of literature related to parental involvement in general and parental involvement in youth sports and physical activities in particular. In most cases, helicopter parenting is portrayed in a negative light and often related to over-involvement on the part of the parents.

The helicopter parent is defined by Vinson (2011) in an article title Hovering too close: The ramification of Helicopter parenting in higher education as; “parents that are obsessed with their children success and safety, who vigilantly hover over them, shelter them from mistake, disappointment or risk, insulating them from the world around them”.

Even though helicopter parenting seems to exist in all races, age, and region, some people hold the view that it is dependence on class, race, ethnicity, and finance (Vinson, 2011). This perspective is shared by Lavin (2012), who claim that this phenomenon of helicopter parenting is predominant in high income and high education families as compared to the working-class families. He coins it as such “Children of women with bachelor degrees spend almost five hours on organized activities per week, as opposed to children of high-school dropouts, who spend two” (Lavin, 2012). Lavin (2012), also claims that one of the factors that gave way for helicopter parenting is the change of view of parents toward their youth. There is a tradition shift of parents as a disciplinarian to now seeing their children as friends (Lavin 2012). Parent now are more involved than ever in the day to day activities of their youth and play vital roles such as chauffeurs, cheerleader, and camp directors. Even though this sound amazing, over-involvement, is preventing children from growing or developing because they are protecting the children from “opportunities to struggle, experience success and failure, and grow increasingly resourceful and responsible” (Lavin, 2012). The aftermath of helicopter parenting is more troubling because children cannot grow into dependency if parents are permitted to settle every problem and fulfill every wish (Lavin, 2012).

However, the concept of helicopter parenting is not as popular in Finland as it is in the case of the United States of America and United Kingdom. According by Walker (2015), an American teacher based and work in Finland wrote in an article titled “Finland: where helicopter parenting is an unknown species” state that Finnish children have more opportunities to exercise freedom as compared to their American counterpart where their parent play more active roles in their lives. The comparison between children that are free and those too attached to their parent led him to the conclusion that “children will rise to the occasion and become more self-directed when they exercise freedom.”

3.1.2: Parent as a Role Model

The second concept that is outstanding in literature on parental involvement in youth sports coins parents as role models. The term role model is a common word that we either use or hear in our day to day lives. A role model is defined as an individual who is regarded as “exemplary or worthy of imitation” and who inspired other individual or group people through personal contact or relationship (Payne et al., 2003). In the early years of a child, parents are an important role model (Payne et al., 2003). The justification of this lies in the fact that, children spend most of their time with the parents and this is because young children lack the necessary social skill to create a network out of the family and such as children rely on parental response to establishing competency (Brustad, 1996; cited in Payne et al., 2003).

According to suggestion, observational learning is the mechanism in which children incorporate attitude and behaviors of role model (Weiss, 2003). This implies that the action and behavior of parents has an enormous impact on the children. This has led to the assumption that children of parents who are more active in sports will also be active physically (Weiss, 2003). The concept of role modeling shows a different dimension of parental involvement which can be interpreted negatively or positively depending on each circumstance. Parental involvement is not limited to encouragement, support from the parent to the child but can be more assimilated when the parents act by example e.g. the parent activeness in sports can motivate the child participation while on the other hand, the inactiveness of the parent toward sports can also have an effect on the child’s motivation to participate.

Weiss (2003) also emphasizes that previous research has proven that parental participation in sports has a huge effect for the female athlete. Brown et. al (1989) found that a mother’s participation in sports has an impact in predicting young girls continues participation in both school and community sports (Brown et. Al, 1989; cited in Weiss, 2003).

All in all, Weiss (2003) asserted that even though there exist a considerable amount of empirical evidence to back the link between positive parental role modeling, the hypothesis is without critics. He listed some problems associated with parental role modeling among which include the fact that role modeling explanation focuses more on quantity rather than quality. In other words, it focuses more on the degree of parental participation while at the same time ignoring the quality regarding participation.

Looking at the two key concepts above, it now becomes clear that parental participation can have both positive/negative impacts on the sporting life of youths. The idea of helicopter parenting has been look upon in a negative light by most of the authors mentioned above. This is because in most cases it negates the very purpose of the youth involving in sports which according to Holt and Knight (2014) includes “to developed and display physical competence, to gain social affiliation opportunities such as acceptance and approval from peer and adult, and to have enjoyable experience characterized by fun and excitement”. Parents need to understand that challenges are a normal occurrence in society and it is necessary for youth to pass through these stages because it equipped them with necessary skills to face the future with confidence.

On the hand, parental role modeling came in to throw a bright light or the positive side of parental involvement. Action/inaction of the parent has a great role in the child enjoyment of the activities or attainment values. This concept also throws light to how extensive parental involvement can be. Children learn through observation, and the participation of parent in sports provides a positive message of the importance of sports to the youth. After understanding the concept of helicopter parenting and parents as a role model, it will be necessary to look at the negatives/positive impact of parental involvement in sports and physical education per the different academic literatures. The positive impacts will be discussed followed by the negative impacts.

3.2: Positive Impacts of Parental Involvement

The light in which parental involvement is usually portrayed proves that there exists certain aspect of it that may be detrimental to the youth experience and development (Cumming and Ewing, 1999). However, some sporting institutions have gone as far as providing guidelines for parent's participation outlining the youth expectation of the parents that is what they expect and do not expect from parents (Cumming and Ewing, 1999). This is a positive move by these institutions because it does not only highlight the importance of parental involvement but at the same time understands that in some cases, it may have some negative ramification if left unregulated. Different academic literatures have outlined the benefit of parental involvement in youth sports and physical activities and these advantages will be discussed below.

Since there is a crisis on what amount to under/over involvement, Cumming and Ewing, (1999) acknowledges that a moderate degree of involvement is what is necessary. A moderate level of involvement transfers a message of support and interest to the youth. According to findings, youth perception of proper parental involvement and support has been equated to "positive predictor to enjoyment, participation in physical activities and continues participation in youth sports" (Cumming and Ewing, 1999). A proper parental involvement and motivation can lead to the high possibility of success in sports and continues performance (Turman, 2007). The emergence of sporting institution creating guidelines for parent's participation is a fine line on the part of the parents because it makes it easier for the parent to understand when they are crossing the line. These guidelines should also contain the reasons why the youth is participating in sports in the first place. It is important because the moments these reasons are shift to winning, it put an unreasonable degree of pressure on the part of the youth (Cumming and Ewing, 1999).

Parental involvement in youth sports and physical activities has a mutual benefit for both the youth and parents. The concept of socialization is paramount in understanding this mutual benefit of parental involvement in youth sports and physical activities. Socialization is a continuing process whereby “An individual acquires a personal identity and learn norms, values and behavior, and social skill appropriate to the standard of their social environment” (Arnett, 1995; cited in Dorsch et al. 2009). Even though most research present socialization as flowing from parents to children, contemporary perspective holds the view that the concept of socialization is reciprocal. Children also have the capacity to draw out certain thought, feeling and actions in parents (Dorsch et al. 2009). According to research carried out by Syndey and Purdy, shows that there exist certain changes in parents whose children are involved in sports and this includes reading sports related information and watching sports on television (Syndey and Purdy 1982; cited in Dorsch et al. 2009). Parental involvement in sports helps in the enrichment of the parent sports knowledge and creates a link between the parent and youth because it opens a platform where parents understand the youth better (Dorsch et al. 2009).

Parental involvement in sports offers a platform where parents come to understand their children more. This plays a major role in strengthening parents- child interaction (Turman, 2007). Parent and the child can talk about important issues related to the child sporting experience during training session and competitions. It also creates time for a parent to the child togetherness (Turman, 2007). Since parental involvement extends far from only providing the youth with sporting needs, a sports parent also carries out roles like transporting the child to the sporting facilities, and acting as coaches. This offers a space where the child and the parents can spend more time together. Family leisure time can also be enjoyed through parental participation in youth physical activities and sports (Turman, 2007). Most sports parent’s plays the role of spectators in child’s sporting activities and its offers an opportunity through which parents can provide direct and immediate feedback to the child.

However, despite the numerous advantages that emanate from parental involvement in youth sports and physical activities there are reported cases where parental involvement has led to some negative ramifications. The negative effect of parental involvement will be analyzed below.

3.3: Negative Impact of Parental Involvement

It is widely known that anything that has advantages also has some disadvantages and so too is parental involvement in the sporting activities of their child/children. Many will argue that parental involvement is not bad but however, some manner of involvement may produce some negative connotations.

Even though it is hard to consider this as a negative impact, it however, takes a lot of resources to be a sports parent especially a parent from a large family. Parental involvement simply means a huge investment in time and money (Turman, 2007). Regarding financial investments, parents contribute on club dues, purchasing equipment, and uniforms and at times paying for the admission of their children in the sporting institution. On the other hand, it is also very time consuming for the parent especially when they have to combine the parental responsibilities such as going to work in order to provide for the family, having time for themselves and at the same time always be present at the youth sporting activities in the capacities as coaches, mentor, and chauffeur.

Another significant negative impact of parental involvement in youth sports and physical activities is related to parental pressure. According to Turman (2007), parental pressure represents “behaviors that foster improper and impossible expectations or level of accomplishment of the child.” Weiss (2014) acknowledges that unrealistic expectations and too much pressure on the part of the parent can produce some negative effects. According to research findings, when youth feel that parents are pressuring them, it leads to higher drop-out rates, increases sports anxiety and reduces sports concepts (Turman, 2007). To youths, sports is more

about catching-fun unlike parental view that most often looks at it as a competition. This usually brought into play a conflict of interest between youth and parental expectation. A change in motivation by the youth can mean different things such as total loss of interest in the sports, poor performance, and over-seriousness which erase the fun part of the sports (Weiss, 2014).

More still, there are some sports parents classified as the fantastical parent, and they posed a long-term risk on the development of the youth. Fantastical parent falls under the category of parents that are controlling, confrontational, believes only in winning (Cumming and Ewing, 1999). The youths of fantastical parents are under greater pressure from their parents, argue more frequently with coaches, show less effort and enjoyment during training and are more likely to drop-out of sports (Cumming and Ewing, 1999). Fantastical parents are aligned with the concept of reverse dependency trap that is the parent that sees themselves through their children. The parents rely on the child for the feeling of self-worth (Cumming and Ewing, 1999). If the child succeeds, the parents feel good and if the child fails the parents feel bad. This however, put the child under exerted pressure and as such increases his chances of sports anxiety (Turman, 2007). Sports anxiety on the part of the youth is explained by Hirschhorn and Loughhead in the sense that the youth developed fear that their positive relationship with their parents is based on their field performance (Hirschhorn and Loughhead 2000; cited in Turman, 2007).

Lastly, the issues of spectator aggression can impact the youth in a variety of ways. Since from the ancient time to present, there has been the existence of spectator aggression (Goldstein and Iso-Ahola, 2008). According to Coakley, the term spectator aggression is defined as the “behavior intended to destroy property or injured other person, and it is grounded by the total disregard for the well-being of the others” (Coakley 1998; cited in Goldstein and Iso-Ahola, 2008). Spectator aggression is one of the outstanding qualities of a helicopter parent. Psychologically the impacts of verbal aggression can equally be harmful to the

targeted person especially when it is repeated over a given period (Goldstein and Iso-Ahola, 2008). Based on this analogy, two negative factors can be explained.

Firstly, parents need to understand that youth sports are not limited to their child alone but for the enjoyment and well-being of all the youth involved. Negative comments or action by a parent during game days can also affect the motivation of young people of the other team which may result to over anxiety or abandoning the game.

Secondly, on a moral note, the action of parents can affect the youth habits of sportsmanship (Ireland, 2005). Since youth learn by observation, it is normal that youth will find it acceptable to disrespect his/her opposing teammate, coaches and official if the parents repeatedly expresses these type of behaviors.

All in all, the literature review which is made of three parts attempt to present an in-depth understanding of parental involvement in youth sports and physical activities based on already existing academic literature on the subject matter. The first part presents two outstanding concepts that explain the impact of parental involvement on different dimension. These two key concepts that are “parents as a role model and helicopter parents,” play a major role in understanding the subject matter. The second part of the literature presents the positive impact associated with parent involvement. These positive impacts enhance the enjoyment of the game on the part of the youth in a positive way, it also affects the parent personality in a positive way as explain by the concept of socialization, and finally it strengthens the parent to child relationship. Lastly, the last part of the literature review presents the negative angles of parental involvement. These includes factors such as a huge investment of time and money, parental pressure and its associated consequences, long term negative impacts associate with negatives parental involvement e.g. the of fantastical parents, and the impact of spectator’s aggression. At this point, it is necessary to move to the research methodology.

4: RESEARCH METHODOLOGY

The purpose of the study is to understand the impact of parental involvement in youth sports and physical activities from the parent's points of view. This section will focus on the description of the setting, participant involved, the process of the formulation of the survey, and a summary of the whole process.

4.1: The Setting and Participant

The participant of the study are parents of youth who participant in 09 Helsinki Human Rights activities. The young people who involved in these activities are between the ages of seven to sixteen. The survey was an online survey, and the parents were contacted via email. The contact information's of the parents are saved in the database of the organization. With the help of the placement supervisor, we contacted the parents; thirty-five emails was sent to the parents of the youths, and their identity was kept anonymous. The survey and an email explaining the purpose of the survey was written both in English and in Finnish.

4.2: Research Design

As far as the research design is concern, quantitative research method in the form of an online survey was employed. The purpose of the online survey was to understand the effect of parent involvement in youth sports and physical activities. The questions were intended to balance the negative/positive involvement of parents in the sporting activities of their children. Most of the questions were closed-ended question with either a YES or NO answer or choosing from a scale of 1 to 5 with one being the lowest and five the highest and the last question was an open-ended question. Picciano (2015) defines a survey as a sociological investigation that uses questions in both written and oral form to collect information on how people think and act. In most cases, surveys are use "to answer questions

that have been raised, to solve problems that have been posed or observed, to assess needs and set goals, to determine whether or not specific objectives have been met, to establish baselines against which future comparison can be made, to analyse trends across time, and generally, to describe what exists, in what amount, and in what context.” (Isaac & Michael, 1997, p. 136; cited in Picciano, 2015).

However, certain steps need to be taken into consideration in order to conduct a proper survey. These steps include designing the questions, pilot test, select a sample, distribution of the instruments, follow-up, a record of data and analysing the results (Picciano, 2015). In designing the survey instruments, two important aspects need to be taken into consideration that is the topic/the problem and the targeted population. An in-depth knowledge of the subject is paramount in creating a good survey question, and this explains why some relevant academic literature on the subject matter was reviewed before creating the questions.

The second important issue that needs consideration is the targeted group, that is, participant of the survey. In creating the question, a great consideration was given to the targeted group. Firstly, they are parents, secondly they are from different backgrounds which brought into play the language barrier/culture, thirdly the academic background is also necessary to know the type of question that would be easily understood.

Based on the multicultural background of the target group, the question of the survey was made in both Finnish and English. This consideration was based on the statistic of the organization which says that all the parents whose children participate in the organization either speak English or Finnish. Making the question in both languages was a means of inclusion to encourage full participation of all the parents. In regards to the academic backgrounds of the parents, the questions were simple to understand, short and direct, complicated terms and leading questions were avoided. Finally, the fact that the questions were directed to parents of the youths involved in the research, firstly sensitive question in regards to

culture/religion was taking into consideration and avoided. The parents were also informed that their identity was hidden and they also have the right to avoid any questions they feel necessary to.

After the survey was done, the next step was the piloting stage. The survey was sent to two other members of the organization to see if the questions were easy to understand, and to estimate the amount of time that would be required in filling the survey. After the piloting process had been conducted, the result was clear that the questions were simple and as such easy to understand. Another finding was that it was possible to take an estimated time of between three to five minutes to fill the survey.

The survey was conducted online for a couple of reasons firstly; it was a very cheaper means of carrying out a survey in term of finance. Secondly, it was a breakthrough to the barrier of bringing people together. Most of the parent of the targeted youths have busy day schedules, bringing the survey online was a convenient way for the parent to get involved in the process. Another advantage of online survey is that the results are obtained through electronic form and are ready for immediate analyses (Picciano, 2015).

When creating the survey, another important aspect that was taking into consideration was the needed responds rate. The survey was distributed to thirty-five parents and based on the calculation; an estimated feedback of ten response was required. However, the distribution of the survey to the first twenty parents, we got only four responds. Due to the limited response, a second follow-up distribution was conducted to fifteen parents of the morning club parents, and we got an additional three respond which makes it a total of seven participants. Even though the targeted responds were estimated to be at least ten, the seven responds were accepted to keep the process going. Another important aspect that would compensate for the limited feedback of the survey is the fact that the conclusion of the thesis will not solely be based on the findings of the survey but will also take into consideration pre-existing finding about the subject matter.

More still, an important aspect that justifies using a limited number of people in a quantitative research method is the importance of a small-scale survey. In quantitative research method, research-based knowledge is usually based on the weight of the evidence and such as small-scale survey are generally downgraded (Punch, 2003). However, on the contrary, a well conducted small-scale survey has a tremendous contribution to make (Punch, 2003).

In regard recording the data of the survey, the feedbacks were automatically calculated into percentages and per the amount of respondent to each question. This was possible because the survey was conducted in an online survey system with the capacity to interpret the feedbacks directly. The advantage of this scheme is that the calculation is very accurate, and is less time consuming. The automatic feedback was described and related to the existing literature. Based on the combination of the feedbacks and the existing literature, a conclusion was made regarding parental involvement in youth sports and physical activities.

To sum it all, the survey was a study carried out with 09 Helsinki Human Right, a non-governmental organization which focuses in the the promotion of human right, justice and equality in the field of social services, health services, physical education, sports and arts. The purpose is to understand the effect of parental participation in youth sports. The participants of the survey were parents whose children are involved in the organization activities. With the help of the organization, the parents were contacted via email. Seven parents respond to the survey and the survey was strictly confidential. The parent willingly participated in the process without any external pressure. The online survey program automatically analyzed the feedback in terms of participants and responds. The next part will include the findings of the survey, discussion on the findings and how the findings are related to existing literature.

5: THE RESULT AND DISCUSSION

The raison d'etre of the survey is to understand the effect of parental involvement in youth sports and physical activities from the parent standpoint. The youth under consideration are participants of free sporting activities organized by O9 Helsinki Human Rights and purpose of the activities are non-competition oriented. Even though thirty-five surveys were distributed to the parent of the youth involved, we got seven feedbacks. The goal of this chapter is to discuss the seven feedbacks. The section will focus on the result, description of the result and its links to existing literature and the expectancy value theory.

The survey commerce with basic question such as who is filling the survey with different options to choose from (Father, Mother, Both, Guidance and Others), the marital status of the participant (Married, Single, and Separated) and finally the family background of the participant (Native Finn, Multicultural, and Others). The purpose of this first part was to understand who the participants are. This is due to the fact many independent factors can influence our decision-making process.

5.1: Basic Information

The first section of the survey was to gather the basic information of the participant. It shows participants relationship to the youths, and the number participant involved. Out of the seven participants who took part in the survey, one was a father, four of the participants were the mother of the youth, and two surveys were filled by both parents. There were neither guidance participation nor participant with other forms of relationship to the youth.

As aforementioned, the survey was distributed to thirty-five parents with a participation of seven parents. Among the seven participants, five were married couples, and the remaining two have been in some form of separation. This,

therefore, implies that there was no single parent participation. On the other hand, based on family background, all the seven participants were native Finn. There was zero participation from multicultural and other families even though the organization focuses on multiculturalism.

The most significant part of this survey are part one and part two also titled the parental involvement and form of participation respectively. These sections are made up of both Yes or No question or to select between one to five with one being the lowest and five the highest. The part one which is made up of Yes or No question comprises of ten questions while the part two which is range from one to five comprises of three questions. The result of the part one will be presented then followed by the result of part two.

5.2: Parental Involvement

Question	Yes	No
Is it your initiative that your child is part of 09 Helsinki Human Rights?	5	2
Do you decide which sport is best for your child?	0	7
Have you ever change your child's sporting preference?	3	4
Have you ever wish your child to quit a sport?	4	3
Are you happy your child is involved in free sporting activities?	7	0
Have you ever had a conflict with your child's coach? If yes explain	0	7
Do you provide the child with his or her sporting need?	7	0
Do you feel upset if your child is not interested in sports?	5	2
Would you like to attend a gala party organized by 09 Helsinki Human Rights?	5	2
Do you think there are certain sports mainly for girls? If yes explain	0	7

Table: 1

All the parents who took part in the survey participated in all ten questions in table: 1 above titled parental involvement. However, as the per the result of the survey, there are certain questions where all parent does agree 100 % together while in others, there is some degree of disagreement. The first question asked if it was the initiative of the parent for the child to visit 09 Helsinki human rights

and to participate in their activities. Five out of the seven parents agreed that they instigated their children's participation to 09 Helsinki Human Rights activities while two parents said it was the decision of the youth. Based on the respond of the first question, there are a lot of question that pops up among which includes; is it a right decision for a parent to decide on behave of the youth on which organization the child need to be involved with? This question is full with a lot of interpretation. It is important for parents to guide the youth toward positive realization. However, this should not be in the form of an imposition to the youth. Both parties can discuss the benefit of the activities/organization, and it should be left on the part of the child/youth to decide which activities/organization is best for he/her. On the other hand, is it a good thing for the parent to leave the affairs to the youth solely in their own hands? This question is related to the two parents who said No to the question. It is a good thing for a parent to allow flexibility on his/her child's decision to make choices on his/her sporting life, but however, if the parent distances his/herself too much it will mean lack of participation or under participation.

The second question is quite similar to the first, but the response looks somehow difference. Even though most parents can decide on which sporting institution is best for the child, no one is willing to choose a sports on behave of the child. The difference in response between the first and the second question lies in the fact that 09 Helsinki Human Right provides varieties of sporting activities. The result of the second question is also a positive note in the sense that the youth is given the right to choose what he/she thinks is best for him/her.

The response to the third question has some element of negative parental participation. Three out of the seven parent involved in the survey accepted for having changed their child's sporting preference. Youth participate in sporting for a variety of different reasons, and the moment where the youth sporting orientation is diverted, it reduces motivation. The decision of parents over the sporting preference of their child is something that should not be encouraged. Question four asked parents if they have ever wished that their child quit a sport. Even though

none of the parents provided a responds as to why they may wish their children to quit a sport, it is obvious that such an influence would constitute a negative form of involvement in youth sports. Considering the physical, mental, and health benefit that arises from sports, wishing your child quitting sports should be the last thing on the mind of every parent.

All seven parents who took part in the survey are happy that their children are participating in free sporting activities per question five. This implies that free sporting activities should be encouraged so that all children should have equal opportunities to participant in sports. Parental income can be a hindrance to youth participation, but with the availability of free sporting activities, it opens room for inclusion especially for youth from low income earning families. The sixth-question has a positive respond from the parents. None of the parents accepted of ever having a conflict with their child's coach. This implies that the parents recognize professionalism and accepted that the coaches are best in what they are doing. The response of the seven questions also has a positive note because all the parents accepted of providing their children with their sporting needs.

Per question eight, five out of the seven parents feel upset if their child is not interested in sports. Youth involvement in sports is a good thing but should be left at the complete discretion of the youth. A parent should encourage their child's participation in a positive note such as discussing the benefit that comes along with sports but should not feel upset if the youth thinks that sports is not his/her thing. Question nine also proofs some degree of lack of participation or low participation on the part of the parent. Two out of the seven parents are not willing to participant in the gala night of their child organize by 09 Helsinki Human Right. The parent should be ready to be there whenever their child needs them. Moreover, it even feels worse on the part of the youth if other parents attend the gala but their parents do not. Another big question is whether the youths wish their parents should be part of their gala night, if the answer yes, then the parents

need to be there for them. Finally, the last question of part one of parental participation can be considered a positive respond from the parents since all the parents believe sports has no gender.

5.3: Form of Participation

Questions	1	2	3	4	5	
How often do you discuss the importance of sports with your child?	0	0	0	6	1	Parental Rating
Would you attend activities organized by 09 HHR?	0	1	1	2	3	Parental Rating
How do you support your child's enjoyment of sports?	0	0	2	3	2	Parental Rating

Table: 2

The second part also known as the form of participation as can be seen in table 2 is makeup of three questions. The participants were expected to choose between the range from one to five with one being the lowest and five the highest. As far as the results are concern, all participants who took part in the survey responded to the three questions. The first question of table 2 asked how often parents discuss the importance of sports with their children. The respond was very positive since six choose four which is quite a good rating and one choose five. This comes to show how the parent perceives sports in a positive light. Question 2 asked if the parents will attend activities organized by 09 Helsinki Human Rights. The respond to this question covers a broad range of space from those who thinks that is not relevant to those who feel is extremely important. However,

as aforementioned, it is very important for the parent to support the youth in different ways especially when the youth is in accord with the invitation. Finally, the last question in Table 2 asked how the parents support the child's enjoyment of sports. The respond was also positive in the sense that all the parental rating was from three upward.

The final and last part of the survey was an open-ended question asking the participant what their opinion were regarding the job done by 09 Helsinki Human Rights. The respond from the participant shows a positive light regarding the organization and this was analysed based on the content of the feedback. The participants highlight the importance of diversity (people from different backgrounds) which the organization promotes and the fact that there is varieties of different sports the organization provides. It was also mentioned that it is a safe place for youth to spend their time and that the organization's importance to immigrants is enormous. The key words used are diversity, variety of sports, safe place, immigrants.

In conclusion, the above information consists of the process and the result of an investigation on parental involvement in youth sports and physical activities from a parent standpoint. The limited participation of the parents (seven parents) is a restriction to use the works as a fact, but however, to greater extend throws a positive light on how parents do perceive sports and the limit of their participation. Some questions prove how important parent's participation toward their child's enjoyment of a game, while others show that in certain cases there is a degree of either lack of participation or over participation. The combination of the research findings with previous studies will filter any existing loopholes.

5.4: Analysis: The Triangular Relationship between the Theoretical Framework, Research Findings, and the Existing Literature.

The purpose of this section is to interconnect the relationship between the research findings, theoretical framework and previous literatures on the subject matter. The focal point of this interconnection is to ascertain if the research finding is in correlation with previous literature or if it negates the standpoints of previous finding. The general rule is that identical research with similar method should produce the same outcome. However, it is important to understand that certain factors may influence two similar research to have different outcome and these may include changes in people's attitudes, behavior and belief system over time. If the latter be the case, these factors will be examined. Four random findings will be use in the tripartite analysis.

One of the outstanding concepts of the literature review was the helicopter parents. These are parents who hover over the youth and try to protect them from mistake. Even though helicopter parenting is regarded as foreign in Finland as compare to other countries such as the United States and the United Kingdom, Question three of the survey explain the fact that some specimen helicopter parenting is a reality in Finland. Per question three, three of the parent in one point has change the sporting preferences of the youth undermining the very existence why youth involved in sports in the first place. This point is also backed by the expectancy value theory in the sense that parent will most likely invest their time, energy and money only in an achievement domain where the youth is good at and is beneficial in terms of future goal. The reason why parent may change a youth sporting preference can be summaries in one sentence, that is, the believes he/she is protecting the youth from making a poor decision and this is one of the main attribute of a helicopter parenting.

The second example that can be explained using the tripartite analysis is question seven. Five out of the seven parents feel upset if their child is not interested in sports. This can be explaining using the concept of reverse dependency trap as

explain in the literature review. These are parents who see themselves through their child and feel good when they think their child is making a good decision and vice versa. One common characteristic of this parent is that they exert enormous pressure on the child to make sure the child is doing what they feel is right. In light with the expectancy theory, parents do influence youth behavior through interpreting their experiences and providing them with feedback. When a parent believes that a youth is good in an achievement domain and there exist enormous future opportunities in that field, the parent won't be happy if the youth is not willing to be involved in that activity.

More still, looking at question four, four out of the seven parents in one point have wished the youth quit sports. This feedback is best explained in the expectancy values theory in the sense that if the parental expectation in an achievement domain is negative or most of the four component values is absent, the parents may not be interested in the youth participation in that achievement domain. This finding is also related to the literature review in that a parent may wish a youth quit an achievement if it is expensive and time consuming for the parents.

Finally, the literature review and the theoretical framework pointed out the existence of gender related bias regarding parental involvement in youth sports and physical activities. However, the finding proves to be the contrary since all the seven participants believe that sports have no gender. The gap that exists between the research findings, theoretical framework and previous literatures can be explained by the emergence of new ideologies such as gender equality. Presently these ideologies are hugely promoted by the government through laws and acts, by non-governmental organizations through their activities and works and by the media. These have greatly changed the perception of parents regarding the role of gender in sports.

All in all, it is clear from the above analysis that there is a common ground between the research findings, theoretical framework and previous literature. However, it is also understandable that there exist some minor differences which can

be explain in the sense that people's beliefs system is bond to change over time. A good example is how parent's beliefs towards gender related stereotypes has shifted over time and this shift can be attribute to the role placed by the government, non-governmental organization and the media in promotion human right, justice, and equality.

6: RECOMMENDATION, CONCLUSION AND PROFESSIONAL DEVELOPMENT

The purpose of this study is to investigate the effects of parental involvements in youth sports from parent's point of view. The study was carried out in collaboration with O9 Helsinki Human right a non-governmental organization located in Finland. The research was conducted online, and the main participants were parents of youth that are participant in the activities organized by O9 Helsinki Human Rights. The survey questions were seventeen in number, and seven participants were involved in the process. The final framework of the study includes an introduction, theoretical framework, literature review, research methodology, result and discussion and finally the conclusion. The implication, conclusion, and professional development section will include three major parts that is, the implications of the study, recommendations, and professional development.

6.1: Implications of the Study

Firstly, this study will help in contributing toward the research development of the topic. The study has proven that some level of parental involvement can be detrimental to the youth enjoyment of sports and can even have some future effect on the youth problem management skills. Due to the negative implication that may occur because of negative parental involvement, this study has heightened the importance of taking this subject matter seriously. It can be used as a gateway for further research on the topic because it put forth new concept that needs investigation e.g. the role gender plays as far as parental involvement in sports is concern.

The presence of theoretical framework as part of the build-up of the study is paramount in the sense that it goes beyond from just explaining the effects of parental involvement in youth sports and physical activities. The expectancy

value theory explains the reason that motivated parental behaviors regarding the level of participation (Weiss, 2003). This is a very positive light on the part of the study because it creates a framework on which problem-solving methods can be built.

The research will also be beneficial to O9 Helsinki Human Rights, and other similar organizations that deal with youth sports to improve their services e.g. create a guideline for parental involvement. It is also beneficial to sports parent to understand the reason behind youth participation in sports, and the short and long term negative effects that may result due to poor parental involvement.

6.2: Recommendations for future research

The recommendation for future research on the subject matter will solely be based on the limitation of this study. The first limitation is the limited amount of participant who took part in the research study. A positive recommendation is that further research should be carried out with broader participants to have a broader interpretation of the parental viewpoint. Secondly, the seven participants who were involved in this research were all from Finnish background. It is now unclear if the result will remain the same if there are participants with multicultural backgrounds. So, it is important for future research on the subject matter to cover participation of multicultural origins. Thirdly, it is also difficult to ascertain if there will be the same result in both free and paid sporting activities. It is important to note that O9 Helsinki Human Rights offer its services to the public free of charge and as such, all the participants involved do not pay any money to the organization. It will be a research progress if the investigation is carried out in paid sporting institutions. Regarding thesis topic, a good topic for research will be the place of gender in parental involvement in youth sports. That is finding out if gender can affect parental participation.

6.3: Recommendations to Sporting Institutions

The first recommendation to sporting institutions is to try to understand parents and where they are coming from. Parents usually take decisions based on their experiences. Understanding the parent-child relationship is a way forward towards making the game more fun. Organisation/sporting institutions need to carry out meeting with the parent of the service user to explain to them some fundamental concept that maybe somehow be difficult for them understand without explanation and emphasis. Issues such as why youth involves in sports, effect of bad sports parenting, need to be explained during these meetings. The sporting institution should also educate the parents on the do and don't as far parent involvement is concerned.

The next recommendation is to create a guideline for parental participation. Even though some sporting institution has begun adopting this position, there is still much need to be done. The first step is to broaden the scope of this action by encouraging more sporting institution to create guideline for parental participation. Secondly the guideline for parents needs to be clear and concise on the important issues, and finally, parents need to pledge to obey these guidelines before registering their children into these institutions.

All in all, the topic parental involvement is of significant values as far as youth sports is a concern. The above mention literature reviews plus the research methodology comes in harmony on one important issue that is parental involvement has both positive and negative effects depending on the circumstances. The factors that resulted in the negative impact of parental involvement are very crucial in making the sports more fun and beneficial to the youth. One important lesson to learn is that youth sports is all about the interest of the youth and is far from winning which is usually the narratives of some parents.

The thesis put forth some recommendations in two different dimensions that is regarding further research on the topic and regarding obligation/responsibilities of the sporting institution. Regarding further research, there is a need to consider broader participant, people from different background and conduct the same research in paid sporting institutions. On the other hand, in terms of sporting institution, there is a need for these institutions to work more with parents so as to understand where they are coming from, to create a guideline that parents should follow and also to ask parent to pledge to follow this guideline by signing a piece of paper why registering their children in this sporting institutions.

6.4: Professional Development

Working with O9 Helsinki Human Right has a significant impact in my professional development. The data collection was solely done in collaboration with the organisation. This was not my first time working with the organisation. In fact, I did the Building Society and Diversity practical placement with the organisation and due to the positive working environment and the respect individuals' point of view and initiatives were the sole factor that motivated me to carry out this project with the organisation.

In terms of professional development, O9 Helsinki Human Rights create a platform to practice and witness most of the theoretical concept studied in school. These concepts which lives books and lectures became more real to me because I witness and practice them. These concepts include emotional intelligence, group work, motivational interview, nonverbal communication, time management and people skill. These concepts were a common place in the day to day running of the activities of the organisation.

Secondly, doing this project with O9 Helsinki Human Rights offers me the opportunity to understanding the Finnish working life. I now have a better understanding of the dos and don'ts in the Finnish working life. Punctuality and non-gender bias,

children's right, personal space, respect of privacy, non-discrimination are concept taken very seriously in the Finnish working life and when disrespected could result in both civil and criminal charges.

Furthermore, I have better understanding of project work from the planning to the implementation since I had the opportunity to carry out a project with the organisation. I ask practical question relating to project work, participated in project, understand how to draft a good project plan, and see first handed document related past successful project. All in all, working with 09 Helsinki Human Right impacted my personal and professional development in a positive way and couple with the positive experience I had with the organisation, I would gladly recommend it to people interested in practical placement, voluntary work, and as a job career.

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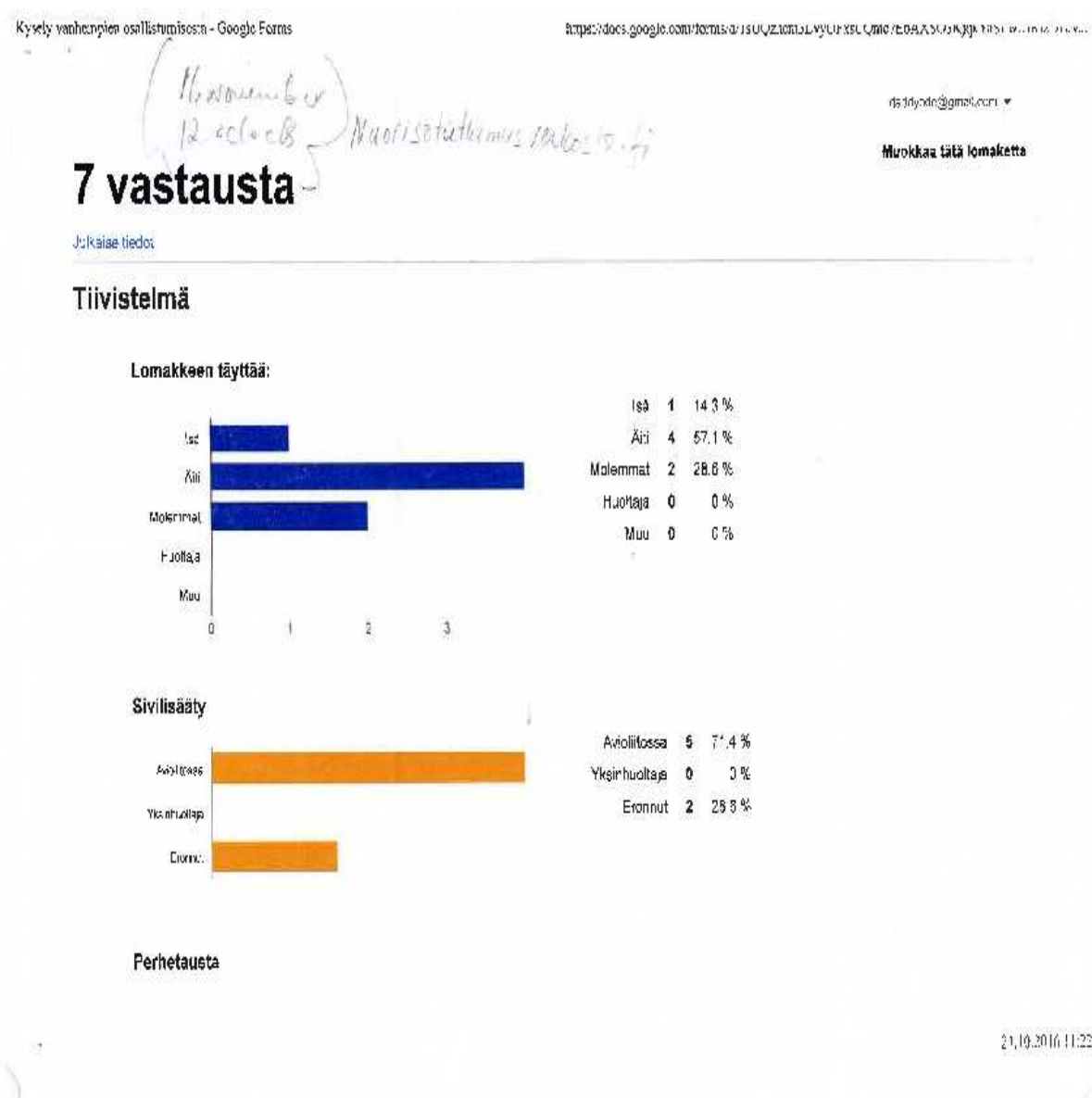
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8: APPENDICES

Survey Result:

NB: Summary of the result in english is tabuated within the text above.



Suomalainen	7	100 %
Monikulttuurinen	0	0 %
Muu	0	0 %

Vanhempien osallistuminen: osa 1

Vaikutatko lapsesi päätökseen osallistua 09 Helsinki Human Rights säätiön toimintaan?



Päätätkö lapsesi puolesta minkä lajin tai harrastuksen hän valitsee?



Oletko koskaan vaihtanut lapsesi lajia tai harrastusta?



Kysely vanhempien osallistumisesta - Google Forms

<https://docs.google.com/forms/d/1al2Qx1cnuJfVyOfxxCQmc7JhAXS03KjgkYv9Ew25R1EDUv...>

Kyllä  En 7 100 %
0 0 %

Osallistutko taloudellisesti lapsesi harrastustarpeisiin (esim. varustekuluihin)?

Kyllä  Kyllä 7 100 %
En 0 0 %

Oletko tyytymätön, jos lapsesi ei ole kiinnostunut liikunnasta?

Kyllä  Kyllä 5 71.4 %
En 2 28.6 %
Ei 

Osallistuisitko lapsesi gaalajuhlaan 09 Helsinki Human Rights säätiöllä?

Kyllä  Kyllä 5 71.4 %
En 2 28.6 %
Ei 

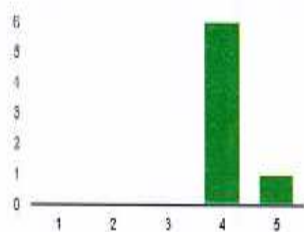
Onko mielestäsi olemassa lajeja, jotka ovat pääosin ainoastaan tytöille suunnattuja? Jos kyllä, niin mitkä?



Ei 7 100 %
Kyllä 0 0 %

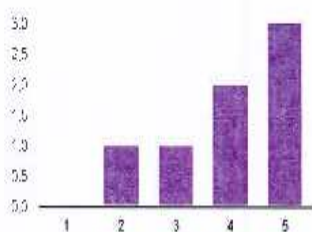
Vanhempien osallistuminen: osa 2

Keskustelit lapseni kanssa liikunnan tärkeydestä?



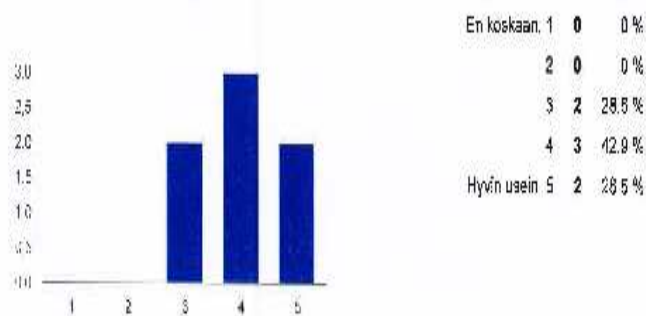
En koskaan: 1	0	0%
2	0	0%
3	0	0%
4	6	85.7%
Hyvin usein: 5	1	14.3%

Osallistuitko 09 Helsinki Human Rights säätiön järjestämiin tapahtumiin?



En osallistunut: 1	0	0%
2	1	14.3%
3	1	14.3%
4	2	28.6%
Osallistuin mielelläni: 5	3	42.9%

Kuinka usein olet mukana lapsesi harrastuksissa tai keskustellette yhdessä hänen harrastuksistaan?



Kerro mielipiteesi meistä!

Mitä mieltä olet O9 Helsinki Human Rights säätiön toiminnasta?

Parasta mitä olemme löytäneet koskaan. Avoimuus, tehokkuus ja monimuotoisuus on O9:n parasta antia. Jokainen saa olla oma itänsä ja mikään ei tunnu "pakolliselta". Monipuolinen. Upea jengi! Jaan tämän mielipiteen myös lasteni kanssa. "Hiljppo hengittää." Lisäksi O9 tekee todella arvokasta työtä. Se us jutu on kunnioitettava. Olen ylpeä O9:stä!

Mahtavaa toimintaa, kiitos! Lapsemme saa mahdollisuuden tutustua eri liikuntalajeihin ja kanssakäydä en taustaisten henkilöiden kanssa.

Aivan mahtava, uttu ja halunnostot! Henoa että meidän alueella tällaista vaikuttua toimintaa. Ollaan oltu bytyväisiä.

En tiedä kuin koululla toimivan samppäiväkerhon ja mielestäni olut hyvä.

Matalan kynnyksen kerho- ja harrastustoiminta on tärkeää varsinkin ne, maahanmuuttajalähtöisissä. Pöiää muuta harrastustoimintaa on vähemmän. Lapseni mahdollisuus samukseen on hyvä, koska lapsi ei joutuu ottamaan ulkona koulun alkua.

Kysely vanhempien osallistumisesta - Google Forms

<https://docs.google.com/forms/d/1sUQzhen3UVyOFxsCQms?EbaXSO3KjpkYa6Fw258t2D1Uv...>**Päivittäisten vastausten määrä**