



13th European Association for Sociology of Sport
Conference | Copenhagen | 04. - 07.05.2016
«Sport in the City – Mobility, Urbanity and Social Change»



The relevance of sport-related orientation and behaviour patterns within the family to the sport participation of youth in Switzerland



Christelle Hayoz¹

in collaboration with C. Klostermann¹, T. Schlesinger² & S. Nagel¹

¹ Institute of Sport Science, University of Bern, Switzerland

² Institute of Human Movement Science, Chemnitz University of Technology, Germany



Introduction

- **Family as social system with particular behaviour patterns and rules** effect as **primary socialisation agent** on *socialisation to sport* (cf. Schneewind, 2008; Hurrelmann, Grundmann & Walper, 2008)
- **Parents** important role in **developing and forming perception and behaviour patterns of children** (Welk, Babkes, & Schaben, 2015)
- **Increased sport and physical activity in daily family life** can **shape sport-related attitude** and **influence sport behaviour of children** (Baur, 1989)
- Different sport participation in youth explained by the **transgenerational transmission of attitudes and behaviour patterns** (Burrmann, 2005)

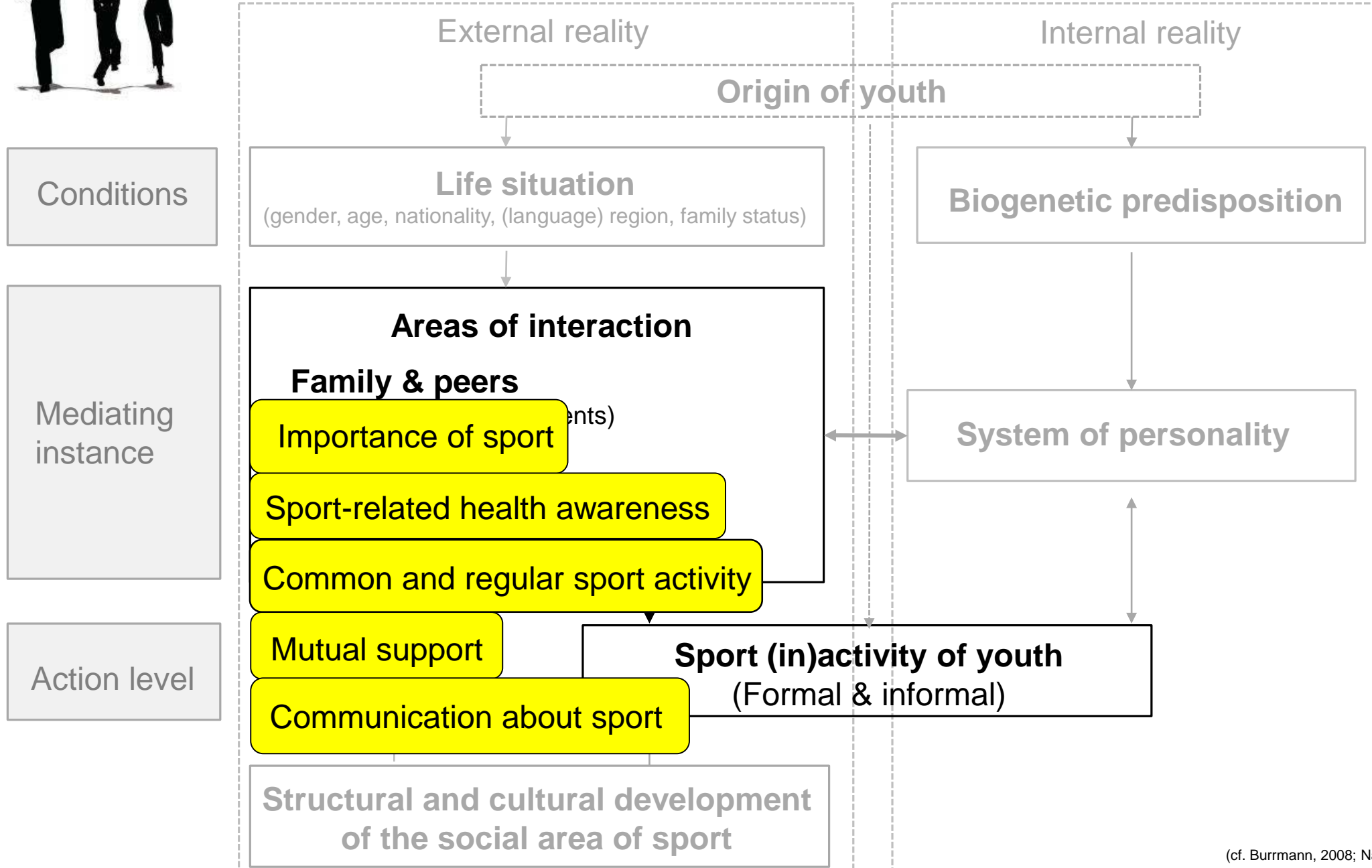


Research question

How do sport-related orientation and behaviour patterns within the family influence the sport participation of youth?



Theoretical framework





Online Survey Sample

Project «Structural and cultural factors of sport participation of youth in Switzerland»

Systematical selection of 36 communes in the German- and French-speaking part of Switzerland

category	subcategory	N	%
language	German	1'909	72.7
	French		27.3
gender	male	1'906	46.9
	female		53.1
(in)activity	active	1'909	84.2
	inactive		15.8



Online survey

15- to 20-year-old inhabitants

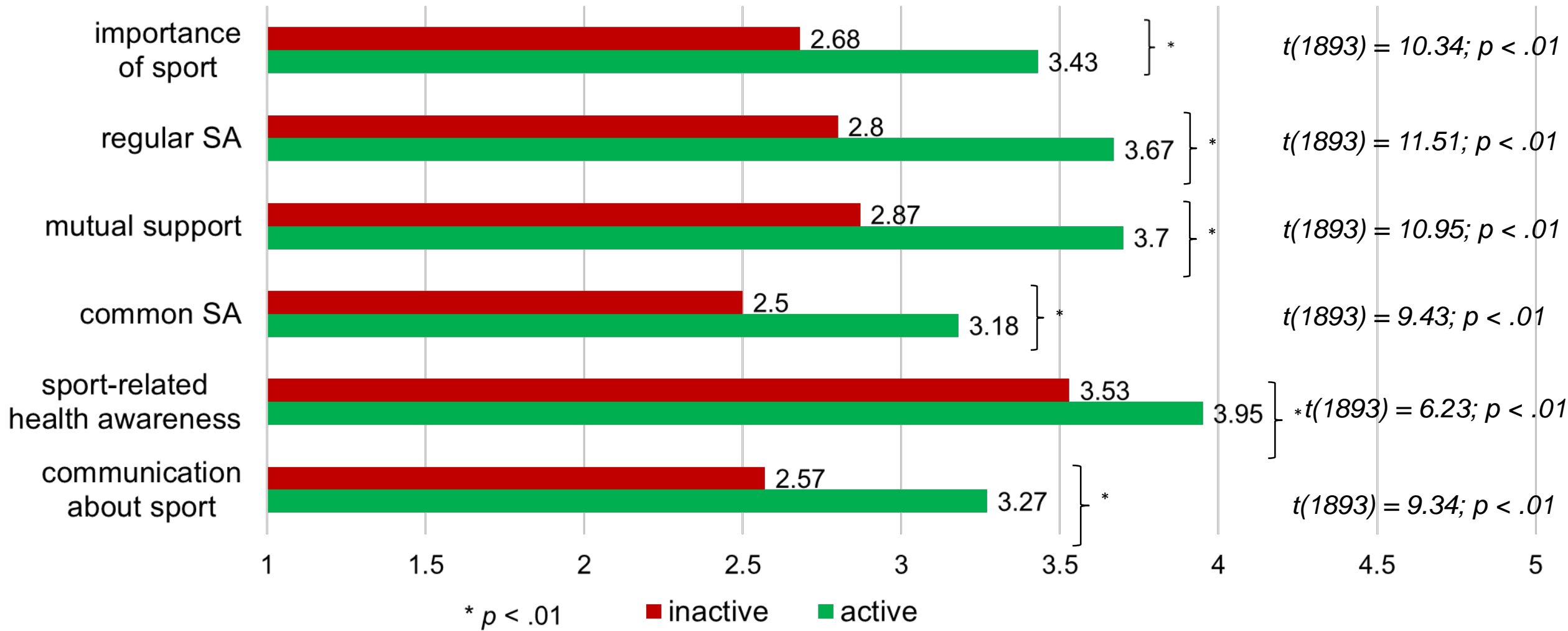
- $N = 1909$
- Five-point Likert scale (“*does not apply*” up to “*does apply*”)
- Items adapted according to the questionnaire on the Family Health Climate (Niermann, Krapf, Renner, Reiner, & Woll, 2014)

How do the following statements apply to your family? In our family, ...	keyword
...sport has a great importance.	importance of sport
...it is self-evident to do sport regularly.	regular sport activity (SA)
...we support each other in our sport activities.	mutual support
...we like doing sport activities together.	common sport activities (SA)
...it is self-evident to behave so that it is good for our health.	sport-related health awareness
...we exchange information about sport topics.	communication about sport



Results

Sport-related orientation and behavior patterns within the family (t-test)





Results

Multiple linear regression

Predictors		<i>B</i>	<i>SE B</i>	β
Constant		-.60	.35	
Sport-related orientation and behaviour patterns within the family	Importance of sport within the family	.30	.12	.09*
	Regular sport activity within the family	.35	.11	.11**
	Mutual support within the family	.55	.10	.17***
	Common sport activity within the family	-.08	.09	-.03
	Sport-related health-awareness within the family	-.28	.11	-0.07**
	Communication about sport within the family	.65	.09	.21***

$R^2 = .188$; corr. $R^2 = .185$; * $p < .05$; ** $p < .01$; *** $p < .001$ ($N = 1'895$).



Qualitative Analysis

Semi-structured qualitative interviews

- Criteria based selection of **13 German- and French-speaking adolescents and young adults** (language, gender, age, sport activity, sport disciplines, nationality)
- **Structuring content analysis** (Mayring, 2002)
- **Subjective perception of the daily sport-related orientation and behaviour patterns** within the family with same criteria used in online survey



Results

Qualitative content analysis



Importance of sport

- Parents leave **choice of leisure activity to children, but** in families with...

... **high importance** of sport, **initiation** for a sport activity **done by the parents.**

«In the beginning, it was... my parents who pushed me a little.» (Sophie, 142-143)

... **low importance** of sport, for the parents **important that children have a leisure activity, but not necessarily a sport activity.**

«It was maybe important that I have something...else of staying at home. But not that it had to be sport, I don't think that it was very important for them. »» (Henry, 379-381)



Results

Qualitative content analysis



Regular sport activity

- If **no regular sport activity** within the family, **sport not seen as self-evident** by the youth.
- The **inactivity of a parent** can be an **obstacle** for the youth's sport participation.
- Parents provide a **role model**.

«What always inhibited me a little is that she [mother] has never really done anything.» (Sarah, 563)



Results

Qualitative content analysis



Mutual support

- Usually parents give their children **instrumental, practical as well as emotional support**

«They actually enabled me the training course...they always needed to drive me...practically every evening or every second evening...and they always have supported us in what we did.» (Kevin, 511-515)

- If parental guardians **push children too often against their will to do sport**, it can be seen as **pressure**.

➤ These imposed trainings can **lead to dropout**.

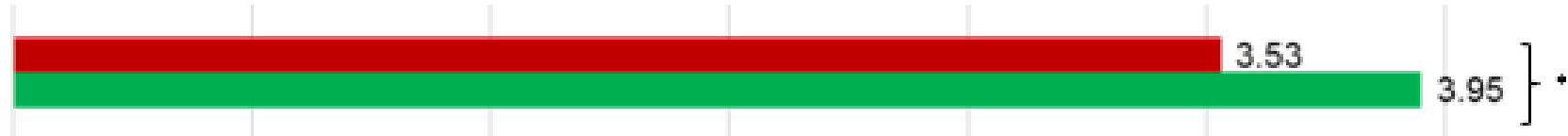
«Well, I can still remember, it was a Wednesday afternoon, and my friends were allowed to just play, and I had to go... had to go to the tennis course, it was a bit of a “must”.» (Simon, 30-32)



Results

Qualitative content analysis

sport-related
health awareness



Sport-related health awareness

- In **active families** the importance of healthy nutrition and daily activity is **not only mentioned, but also lived** in daily life.

«It was them [parents], who transmitted me the idea of a HEALTHY life; eat healthy and do sport. All of it comes from them, that's sure!» (Caroline, 752-754)

- In **less sport-oriented families** the inactivity or reduced sport activity is compensated through **eating behaviour**.

«My mum and I, we have tried several diets. So after some time you notice what is good and what not.» (Sarah, 824-826)



Results

Qualitative content analysis



Communication about sport

- **Some sport discussions** sometimes **perceived negatively**, but **no consequences on sport activity**.
- It is probable that **not communication** about sport has **an influence on sport activity**, but that the **youth's sport activity stimulates discussions** about sport topics within the family.

«In the family it's often a topic {laughs}. My brothers also like doing sports very much, my father too, my mother actually too... sometimes it's almost too much in the family because we only talk about soccer or so at the table.» (Anna, 392-395)

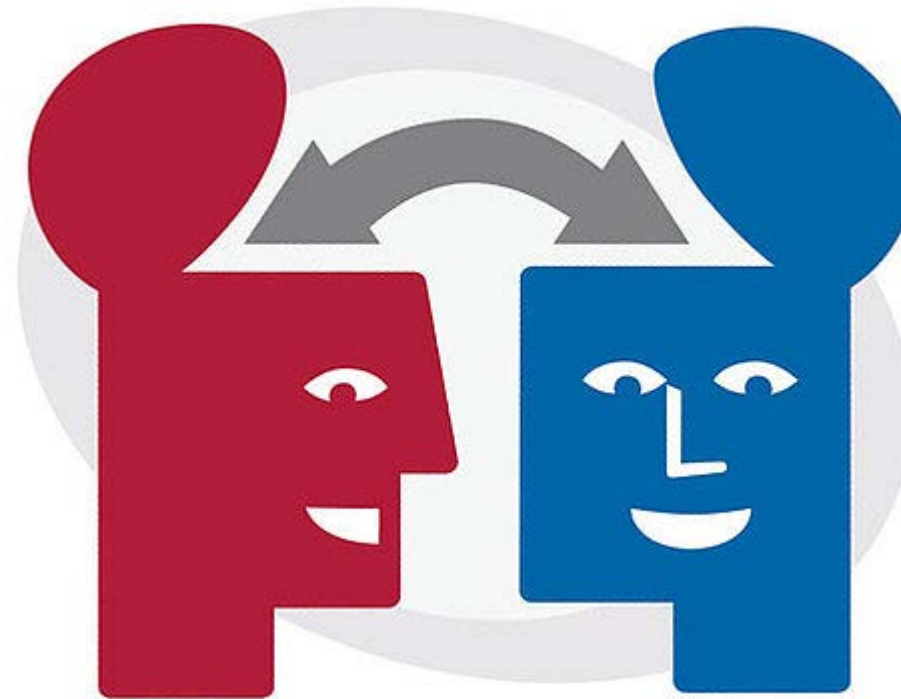


Conclusion

- **Important differences** between sport active and inactive youth regarding sport-related orientation and behaviour patterns within the family
- **Qualitative findings enhance understanding about relation** of sport-related orientation and behaviour patterns within the family and sport participation of youth (e.g. forced social support possible negative consequences for SA)
- **Promotion of sport in families** seems to be a **possible strategy** to develop long-term sport participation
- **Further analyses** on transgenerational transmission of sport-related orientation and behaviour patterns **are needed to create sport promotion programmes tailored to families.**



Questions?



<http://mediportal.univie.ac.at/uniview/veranstaltungen/detailansicht/artikel/wirtschaftswissenschaften-treffen-von-wissenschaft-und-praxis/>



Thank you for your attention!

christelle.hayoz@ispw.unibe.ch



<http://fr.dreamstime.com/photo-stock-merci-fleur-image17963540>



References

- Adler, K. (2012). *Bewegung, Spiel und Sport im Vorschulalter: Bedingungen und Barrieren körperlich-sportlicher Aktivität junger Kinder*. Chemnitz: Universitätsverlag Chemnitz.
- Baur, J. (1989). *Körper- und Bewegungskarrieren*. Schorndorf: Hofmann.
- Baur, J., Burrmann, U. & Krysmanski, K. (2002). *Sportpartizipation von Mädchen und jungen Frauen in ländlichen Regionen*. Korn: Sport und Buch Strauss.
- Brinkhoff, K. P. & Sack, H. G. (1999). *Sport und Gesundheit im Kindesalter*. Weinheim: Juventa.
- Burrmann, U. (2005). Zur Vermittlung und intergenerationalen "Vererbung" von Sport(vereins)engagements in der Herkunftsfamilie. *Sport und Gesellschaft*, 2, 125-154.
- Burrmann, U. (2008). Sozialisationsforschung in der Sportwissenschaft - Bilanzierung und Perspektiven. In S. Nagel, T. Schlesinger, Y. Weigelt-Schlesinger, & R. Roschmann (Eds.), *Sozialisation und Sport im Lebensverlauf* (pp. 23–30). Hamburg: Czwalina.
- Hurrelmann, K. (1983). Das Modell des produktiv realitätsverarbeitenden Subjekts in der Sozialisationsforschung. *Zeitschrift für Sozialisationsforschung und Erziehungssoziologie*, 91–103.
- Hurrelmann, K. (2005). *Lebensphase Jugend*. Weinheim: Juventa Verlag.



References

- Hurrelmann, K. (2006). *Einführung in die Sozialisationstheorie* (9., unveränd. Aufl.). *Studium Paedagogik*. Weinheim: Beltz.
- Hurrelmann, K., Grundmann, M., & Walper, S. (2008). *Handbuch Sozialisationsforschung*. Weinheim: Beltz Verlag.
- Lamprecht, M., Fischer, A., Wiegand, D., & Stamm, H. P. (2015). *Sport Schweiz 2014. Kinder und Jugendbericht*. Magglingen: Bundesamt für Sport.
- Nagel, M. (2003). *Soziale Ungleichheiten im Sport*. Aachen: Meyer & Meyer.
- Nagel, S. & Ehnold, P. (2007). Soziale Ungleichheit und Beteiligung am Kindersport. *Sportunterricht*, 56 (2), 36-39.
- Niermann, C., Krapf, F., Renner, B., Reiner, & M., Woll, A. (2014). Family health climate scale (FHC-scale): development and validation. *The International journal of behavioral nutrition and physical activity*, 11
- Schneewind, K. A. (2008). Sozialisation in der Familie. In K. Hurrelmann, M. Grundmann, & S. Walper (Hrsg.). *Handbuch Sozialisationsforschung* (S. 256-273). Weinheim: Beltz Verlag.
- Thiel, A., Seiberth, K., & Mayer, J. (2013). *Sportsoziologie. Ein Lehrbuch in 13 Lektionen*. Aachen: Meyer & Meyer.
- Welk, G. J., Babkes, M. L., & Schaben, J. A. (2015). Parental influences on youth sport participation. In M. J. Coelho e Silva, A. J. Figueiredo, M. T. Elferink-Gemser, R. M. Malina (Eds.), *Youth Sports. Participation, Trainability and Readiness* (pp. 75-102). Coimbra: Imprensa da Universidade de Coimbra.