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Impact of parents physical activity on the physical activity of family members

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Abstract

Involvement in physical activity depends on various factors. Great importance is given to the influence of the family and other environments surrounding the man. Family creates an appropriate educational atmosphere directing human on specific actions. In undertaking research on the running events participants, it was decided to see how physically active parents affect the activity of other members of the family. In this work the method of diagnostic survey using a questionnaire was used. The participants of the Senior National Hockey Championship 2017-18 (India) were analyzed, however, results only from those who have a family with children were used. Research has shown that the participation of one of the family members in the playing events motivate other family members to take an interest in physical activity. Family welcomes the interest in playing one of its members. This is reflected in the fact that they are trying to support, admire, and enjoy the runner's success. What is more, playing is a frequent topic of conversations at home or meeting with friends. Respondents also have a photographic documentation of their participations in running events. This is also an element that encourages to physical activity not only family, but also friends and acquaintances.

Keywords: Physical activity, parents, family

Introduction

In recent years a lot of negative phenomena related to participation of children and young people in physical activity are observed. Particularly disturbing is the fact that non-participation in physical education classes is increasing. In recent years, condition of sport and recreation facilities is improving as well as the level of knowledge of teachers educated at universities. There is an increase in the possibilities of attracting young people to physical activity by increasing diversity, and knowledge about the health and educational benefits of getting involved in sport is growing. Nevertheless, we cannot take advantage of all these achievements and greater draw children and young people's attention to this phenomenon and practical involvement. A large role in changing young people's attitudes to exercise can play in family and school, and especially the physical education teacher cooperation with parents. The role of the teacher is to present the student the unlimited possibilities and use of various forms of physical activity that can be used throughout life. Moving on the ground his family free time positive behaviors learned at school is the responsibility of the parents' former students. The role of the family cannot be here replaced by other institutions. The research undertaken in the field of physical activity in family generally concerns the impact of parents' physical activity on children's physical activity. It is emphasized that the more active parents are their children have a better chance of a similar lifestyle in the future Drabik (1995) ^[4], Bois & Sarrazin (2006) ^[2], Pawlak (1998), Dempsey, Kimiecik & Horn (1993). It is also stressed that the family is the basic educational environment that cannot be replaced by any institutions (Wolańska, 1994). Although parents with older children can lose their parental authority to a teacher or a peer group, patterns of spending free time learned from the family home are permanent. Another problem that occurs much less frequently in the study of the family is the problem of the impact of children's physical activity on physical activity in family. This applies mainly to families with young children. This phenomenon is described in the work of Staniszewski (2007), Iannotti (2005), Piech (2004, 2011), Inta Bula-Biteniece (2011) ^[3], and Birontiene (2012) ^[1].

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In these studies, it is clear that the child especially in preschool can be a great animator of physical activity in the family. However, it is still a little studied phenomenon. In times of crisis there is a need for family studies of physical activity in the family, because as mentioned by the American Association for Leisure and Recreation, "the family that plays together is permanent.

Outline of Research

The object of this interest is participation in Senior National Hockey Championship. It was decided to examine whether it is a correct offer that meets the expectations of the participants and that motivates the rest of the family to undertake physical activity. The overall objective of the work prompts to put forward the following research questions:

1. What were the motives of practicing Hockey and taking part in Hockey competitions?
2. How other family members refer to the interest of the Player?
3. Do participation in Hockey events and practicing playing motivates other family members to engage in physical activity?
4. What brings to life of the respondents practicing Hockey and participating in Hockey competitions?

Methodology

In this work the method of diagnostic survey using a questionnaire was used. The participants of Senior National Hockey Championship 2018-19 were analyzed, however, only those who have a family with children. The questionnaire that was used in the study contains 50 questions, including 11 additional questions. The questionnaire was distributed at the time of entry to the list of participants starting in the game. Time for a peaceful and anonymous questionnaire completion at home was provided. Collection of the questionnaires occurred during the next Championship. Studies included a total of 68 people, representing approximately 50% of all adult participants.

Results

Among those who have encouraged respondents to run were the parents and teachers of physical education. But the greatest impact had colleagues and friends Respondents in large part began to practice this form of physical activity after school so the high position of colleagues and friends is not surprising. During childhood the greatest impact on forming leisure activities results from family, followed by school and in the subsequent years family and school losing its influence and authority to the individual's peer group.

Discussion

Although there are voices that undermine the role of family in the education for instance Harris (1998) ^[5], who say that everything that parents provide for the formation of a child's personality are genes, and the peer group completes the rest, but most scientists assigns family a leading role in this field. It was observed that children whose parents are active are more likely to an active lifestyle. They were six times more active than children of inactive parents. If mothers were only active then their children were twice more active than in families where the mothers were inactive. In the case of fathers activity relationship was even greater children were three and a half times more active in the families of active fathers (Moore, *et al.*, 1991). The results show how important the issue is to provide leisure patterns from parents to children.

This creates proper educational situations, builds parents authority in the eyes of children and integrates family. This should be taken into account when creating a concept for promotion of physical activity at different levels. The family should be regarded as an essential part of this system. This is an important issue because as Sas-Nowosielski (2009) research shows parents are not perceived by the surveyed young people as individuals leading an active lifestyle, do not take with them the exercise and give it a marginal place in family activities. Family education in this regard may stop this negative process. According to Sallis and Pate (2001), the stronger relationship between physical activity of parents and children can be expected when parents will not only encourage children to movement but will regularly take part in it together with the child.

Conclusions

1. The participation of one of the family members in the Hockey Championship motivates other family members to take an interest in physical activity. This is reflected both in the joint running trips to events as spectators as well as the active participation in the events. This fact should be used for creating systems encouraging people to exercise.
2. Family welcomes the interest in playing Hockey of one its members. This is reflected in the fact that they are trying to support, admire, and enjoy their successes. Playing is a frequent topic of conversations at home or meeting with friends. It is also an element that encourages physical activity not only family, but also friends and acquaintances. Respondents also have a photographic documentation of their participations in playing.
3. Respondents point out that their interest in playing arouses a positive public perception. Acquaintances and friends admire them, and are keenly interested in their achievements. This is also important to promote an active lifestyle.
4. An interesting and important is the fact that the participants of events do not focus only on playing, but they do appreciate that through playing they can visit an interesting region and they can make new friends. Cognitive element provides the additional value which physical activity gives the respondents. Such values should be encouraged at different stages of education. It is also important for family recreation and may encourage other family members to be active.
5. The element of competition which the participants emphasized is worth noting, although health was the most important, but the competition, improving the results and the desire to win prizes also has many supporters. It seems that it is necessary to create more similar situation when the participation is more important than excessive desire to sport. This may encourage more people to participate, those who, because of lower abilities are not participating in the events for fear of losing.

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