



**UNIVERSITY OF PELOPONNESE
FACULTY OF HUMAN MOVEMENT AND
QUALITY OF LIFE SCIENCES
DEPARTMENT OF SPORTS ORGANIZATION
AND MANAGEMENT**

MASTER'S THESIS

"OLYMPIC STUDIES, OLYMPIC EDUCATION, ORGANIZATION AND
MANAGEMENT OF OLYMPIC EVENTS"

Title of the thesis

**"An investigation of roles parents in home environments play
in the development of active living behaviours in Kabwe –
Zambia."**

Jephas Mwape

Supervisor: Deanna, L., Binder

Adjunct Professor

Sparta, March, 2015



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Sparta, March, 2015

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UNIVERSITY OF PELOPONNESE FACULTY OF HUMAN MOVEMENT AND QUALITY OF LIFE SCIENCES
MASTER'S DEGREE PROGRAMME «Olympic Studies, Olympic Education, Organization and management of Olympic events» DEPARTMENT OF SPORTS ORGANIZATION AND MANAGEMENT
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MASTER'S THESIS**

MASTER'S THESIS TOPIC: "An investigation of the roles parents in home environments play in the development of active living behaviours in Kabwe – Zambia."

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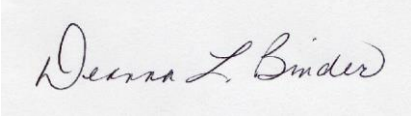
DEDICATION

This Thesis is dedicated to my lovely wife Phoeby, for being supportive, my children: Chitalu, Ng'andwe, Kasiwa and Kashiya and my niece, Saphira for understanding my being away from home for a number of months when they needed me most.

DECLARATION

I Jephias Mwape, do hereby declare that this thesis is the result of my own investigation and research, except to the extent indicated in the acknowledgements, references and by comments included in the body of the report, and that it has not been submitted in part or in full for any other degree to any other University.

Student's signature.....Date.....

Supervisor's signature  Date January 16, 2015

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ABSTRACT

The study is an investigation of the roles parents in home environments play in the development of active living behaviours in Kabwe, Zambia. The researcher wanted to explore whether active living styles were a part of daily life of children in Kabwe which is in the Central Province of Zambia as a result of the roles that parents played in the active living home environments. The population of this study was the Mukobeko residents of Kabwe.

The researcher used a questionnaire survey with structured and unstructured questions for the purpose of gathering information on the opinion of people in Mukobeko area of Kabwe concerning parental roles in active living home environments. The following subsidiary questions were included in a questionnaire survey that helped in the collection of specific data to answer the key research study question:

- What are the attitudes of parents towards physical education and sport?
- How are the parenting behaviours in the active living home environments demonstrated?
- What are the community support services that are accessed in active living home environments?
- What community support services need to be provided to support active living home environments?

Participants in the study were parents, their children and teachers. The research study has concluded that active living styles were a part of the daily life of children in Mukobeko area of Kabwe as a result of the roles that parents played in the active living home environments such as: the provision of a conducive environment for physical activities; the provision of transport whenever children went for sports; the buying of PE attire for the children; the payment of sports fund for the children; the encouraging of children to take part in physical education and sports among others.

The results seem to show that if the Zambian people were to be sensitised on the importance of active living then Zambia would be a health country in which the Zambian children would be provided with opportunities for healthy child development through active play. If the Zambian government through the Ministry of Education, Science and Vocation Training, and Early Education would play a pivotal role in supplementing the parents' roles through the teaching of physical education in line with the new curricula; then there would be enhancement of active living in the country through modern and traditional games; and physical activity.

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CHAPTER ONE: INTRODUCTION AND BACKGROUND

1.0 Introduction

The investigation in this thesis explores the roles parents in home environments play in the development of active living behaviours in Kabwe, Zambia. The place where the research is being conducted is a high density area in the township of Mukobeko in Kabwe. This is one of the townships where the majority of parents from the low socioeconomic status (SES) live. The Government of Zambia and the new physical education curricula suggest that active living is an important aspect of a healthy lifestyle. This study is interested in exploring whether active living lifestyles are a part of the daily life of children in Mukobeko, how parents are involved or could be involved in supporting an active lifestyle for their children, and how physical education in schools can support active living as a way of life. The chapter looks at the background of the study, statement of the problem, the main research question and sub questions. Attention is also focused on the research methodology to be used, significance of the study, delimitations, and limitations to the study.

1.1 Background to the study

Active living is a way of life that integrates physical activity into daily routines (Edwards & Tsouros, 2006: 3). Edwards and Tsouros explain that individuals may do this in a variety of ways, such as walking or cycling for transport; participating in organised and informal sports; playing in the park; working in the garden; taking the stairs; and using recreational facilities. In a Zambian setting, household chores would be included on the above list as energy is expended when such activities are being performed. It would be helpful if Parents and guardians put in place active living behaviours for their children because active living reduces non communicable diseases such as heart disease, diabetes, and hypertension (Muthuri et al., 2014). Once the roles parents and guardians develop for active living are adhered to by their children, then Zambia would become a health nation as the disease mentioned above would be minimised.

From the Zambian perspective, a philosophy of active living for youth and school students relates to the activities that go on in the majority of Zambian homes. These activities involve the household chores that are performed by all the family members including school- going children; the gardening done mostly by boys; the distances covered by the majority of school going children to and from school every day on foot; the different kind of games (organised and unorganised) that children play at home after school and during weekends, and going to parks and stadiums. Children engaged in higher levels of active transportation (e.g., walking and running to school), spend more time in activities of daily living (e.g., house chores, work related,

habitual activity), but spend less time engaged in organised sports or formal activities (Muthuri et al., 2014).

The parents in this setting are probably not aware of promoting active living. They focus on bringing up their children by teaching them necessary skills for life such as sweeping inside and outside the house; cooking; washing cooking utensils; doing gardening; farming; covering long distances on foot. This kind of an approach has inevitably made the children to grow into Zambian citizens with a rich cultural background and traditions by doing or knowing every kind of work that their society demands of them. Apart from cultivating the Zambian cultural lifestyle in their children, some parents also encourage their children to join clubs that offer organised sport and recreational clubs within their areas.

Realising the importance of active living, the Government of the Republic of Zambia through the Ministry of Education, Science, Vocational Training and Early Education, has produced the Zambia Education Curriculum Framework 2012 through which some changes have been made concerning the teaching of physical education in primary and secondary schools and tertiary levels. The Ministry of Education, Science, Vocational Training and Early Education (2012: 25) has stated that every institution of learning will be required to offer practical subjects as part of their curriculum. Physical education is one of them.

The Ministry of Education, Science, Vocational Training and Early Education has further explained that practical subjects constitute a form of knowledge , skills, positive attitudes and values that every person should possess to help him or her deal with the physical world. One of the noticeable changes in the new curriculum is the increase in the number of periods to be taught per week. At primary level, physical education will have 2 periods per week of 40 minutes duration as opposed to 1 period of 40 minutes in the previous curriculum while at secondary level; it will have 10 periods per week of 60 minutes duration as opposed to 1 period of 40 minutes. At tertiary level, practical subjects have been allocated more time in order to equip teachers with sufficient skills (Ministry of Education, Science, Vocational Training and Early Education, 2012: 51).

Probably, the most important change which has cheered most of the Zambians and especially the teachers and lecturers of physical education is that physical education has become compulsory and examinable which has been the cry of all physical education educators. Because physical education was non examinable in the past, some parents and even teachers discouraged pupils from taking part in the subject, it was shunned by the majority of citizens. Physical educators were treated like and often felt like second class educators. These changes will bring to the attention of parents, the importance of active living lifestyles, and therefore, it will be useful to find out what parents think and do about encouraging active living.

This study therefore, seeks to have an in-depth investigation of the roles parents play in the development of active living home environments in Kabwe, Zambia; and the findings will undoubtedly bring out the insights about how the new physical education curriculum requirements can support and be supported by parental engagement.

1.2 Research Question

1.2.1 Key Research Question

The key research question for this study is; what are the roles parents play in the development of active living home environments?

1.2.2 Subsidiary Research Questions

1.2.2.1 What are the attitudes of parents towards physical education and sport?

1.2.2.2 How are the parenting behaviours in the active living home environments demonstrated?

1.2.2.3 What are the community support services that are accessed in active living home environments?

1.2.2.4 What community support services need to be provided to support active living home environments?

1.3 Significance of the study

The study will attempt to provide valuable contributions to the society in Kabwe in particular and Zambia in general that may help the Zambian education officials and parents to understand how important they are in the physical and health education of their children by doing everything within their power to provide enabling environments at home in which active living behaviours would prevail. It may also help parents to change their parenting behaviours and attitudes at home towards enhancing their children's education by providing stimulating environments.

The research information may also provide useful information to the community service providers who may be then encouraged to provide accessible services in strategic areas. The service providers may improve on their services where need arises as they realise the importance of such services to children in particular and the general public at large.

The study will not only contribute to the scholarly pool of knowledge on the roles parents play in the development of active living home environments, but it will also, hopefully contribute significantly to policy development in the areas of family and national development. The research information may help the policy makers to

advocate for the formulation of policies that assist in the development of community sports and improve the teaching of physical education in schools.

1.4 Definitions of Key Terms

Active living: Is a way of life that integrates physical activity into daily routines.

Active community environments: These are settings where people of all ages and abilities can be physically active on a routine daily basis.

Parental involvement: means the participation of parents in regular, two way, and meaningful communication involving student academic learning.

Breadwinning: Is referred to the financial support provided by parents as they worked to earn money to buy whatever was necessary to feed and look after the children.

SES: Socio - Economic Status

1.5 Summary

The chapter has presented the background to the research study and fore grounded the problem to be addressed. The significance of the study on an investigation of the roles parents play in the development of active living home environments in Kabwe, Zambia was discussed and the key research question which identified sub problems. The next chapter will focus on the review of the relevant literature.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

This chapter presents a literature review of sources that explore the roles that parents in home environments play in the development of active living behaviours. The focus of this chapter is on parental roles, attitudes of parents towards physical education and sport, parenting behaviours in the active living home environments and community support services accessed in active living home environments.

2.1 Active Living

Before looking at parental roles, it is very important to discuss active living so, a focus that lays a clear foundation for the investigation that follows and makes an understanding of active living clear to all interested stakeholders.

Active living is defined as a way of life that integrates physical activity into daily routines (Edwards & Tsouros, 2006:3; Sport and Recreation Branch, 2012: 6). According to Edwards and Tsouros (2006) physical activity is any force exerted by skeletal muscles that results in energy expenditure above rest. Edwards and Tsouros further explain that physical activity may be done by walking or cycling for transport; participating in organised or informal sports; playing in the park; working in the garden; taking the stairs; and using recreational facilities. Physical activity also includes, dance, traditional games and pastimes, gardening and house work as well as sport or deliberate exercise. From the Zambian perspective, a philosophy of active living for youth and school students relates to the activities that go on in the majority of Zambian homes and involves the household chores that are performed in homes by all the family members including school going children; the gardening done mostly by boys; the distances covered by the school going children to and from school every day on foot; the different kind of games (organised and unorganised) that children play at home after school and during weekends, and going to parks and stadiums.

Active living as a way of life that integrates physical activity into daily routines fits very well in our Zambian cultural lifestyles as it covers most of the daily activities that are done by the Zambian people and therefore, clearly spells out parental roles to their children.

2.1.1 What is the importance of active living?

Yukon Government Sport and Recreation Branch (2012, pp.6) highlights the importance of active living by looking at the following benefits:

- Physical activity reduces the risk of obesity and chronic conditions.
- Physical activity provides opportunities for healthy childhood development through active play.
- Physical activity promotes personal health physical, mental, social and spiritual and enhances the quality of life by building self confidence, self esteem and positive self image.
- Physical activity reduces health care costs.
- Physical activity reduces workplace costs related to injury, illness and/or poor health of employees.
- Active living contributes to healthier environments through the provision of parks and trails for recreation, and through the development of liveable communities with well connected routes.
- Active living engages individuals in constructive leisure which can reduce the incidence of self destructive and anti social behaviour.
- Active living stimulates economic activity through the development of community infrastructure, good services, events, and opportunities for citizen participation.

The National Academy of Sciences (2005, p.1-3) explains that there is strong scientific evidence about the benefits of regular physical activity even at moderate levels, such as walking briskly for 30 minutes on 5 or more days per week. The benefits of physical activity are discussed below:

- Regular physical activity reduces the risk of premature mortality from all causes. Moreover, regular physical activity reduces the risk of developing several leading chronic illnesses, including cardiovascular disease (e.g. heart attacks, strokes), colon cancer, and non insulin dependent diabetes, as well as their precursors, (e.g. high blood pressure, hypertension).
- Other benefits of physical activity include reduction in the risk of developing obesity, osteoporosis, and depression, and improvements in psychological well being and quality of life.

Rodriguez (2009) says that walking and bicycling for daily transportation are important sources of physical activity that can reduce the risk for obesity and help people lead longer, healthier lives. However, he noted that for the past four decades, the obesity rate for children aged 6 to 11 and adolescents aged 12 to 19 had more than quadrupled and tripled respectively.

Lee et al. (2010) argue that parents and other family members influence and shape the physical activity habits of children and that according to studies, adolescents are more likely to be active if parents or siblings are active. Beyond the health benefits, research suggests that regular physical activity may improve learning and school

achievement. This view is supported by Keays (1993:4) cited in Alberta Education (2006), who points out that moderate to vigorous physical activity enhances performance in classroom functions such as arithmetic, reading, memorization and categorization. Tremblay, Inman and Wilms, (1998) cited in Alberta Education (2006) add their views when they explain that regular participation in physical education and physical activity is related to improved self esteem, which in turn is related to better academic achievement, especially in young girls.

Alberta Education (2006) argues that daily physical activity are that people do on a daily basis for example, walking, sports, gardening, running or jogging, household chores, active games and play, and stretching and that they reduce the risk of chronic disease.

According to Wilkinson et al. (2002) moderate daily physical activity such as bicycling or walking, has long been recognised as an essential ingredient of healthy lifestyle and has the following benefits:

- Reduces the risk of heart disease by improving blood circulation throughout the body.
- Keeps weight under control.
- Improves blood cholesterol levels
- Prevents and manages high blood pressure
- Prevents bone loss
- Boosts energy level
- Helps manage stress
- Releases tension
- Improves the ability to fall asleep quickly and sleep well
- Improves self image
- Counters anxiety and depression and increases enthusiasm and optimism
- Increases muscle strength and the ability to do other physical activities
- Establishes healthy habits in children and counters the conditions (obesity, high blood pressure, etc.) that lead to heart attack and stroke later in life
- Helps delay or prevent chronic illness and diseases associated with aging and maintains quality of life and independence longer

Syvaaja et al. (2012) have argued that the latest studies have shown a link between physical activity on one hand, and school grades and standardised test results in individual subjects, on the other. They have explained that physical activity on academic achievement have been detected in mathematical subjects in particular and that participation in training as a member of sports and exercise clubs has been linked to good performance at school.

Despite having so many benefits that accrue to active living where physical activity is integrated in our daily lives, there are equally barriers to participation in physical activity. Health Education Authority (1997:7) of Great Britain gives the following as perceived barriers:

- Lack of time
- Lack of confidence
- Lack of money
- Too much pressure
- Lack of success
- Loss of interest
- Injuries
- Participation of friends ending

Within the community, Health Education Authority (1997: 34) of Great Britain looks at the following barriers:

- Cost and accessibility of activities
- Limited awareness of available opportunities
- Inappropriate provision of activity opportunities
- Fear of taking the first step to join any club outside school

Yukon Government and Recreation Branch (2012: 13) highlights the following as barriers to participation: television watching habits; computer/video game usage; social skills parents need to involve their children in recreation opportunities; living in environments where unhealthy lifestyles choices (e.g. smoking or substance abuse) and /or social issues (e.g. drinking or family violence) are evident; no transportation to get to recreation activities; and lack of time to exercise. Wilkinson et al. (2002) also point out a daily dose of television as a barrier to participation in physical activity.

Lee et al. (2012) add their voices also by looking at the following as barriers to participation in organised youth sports and recreational activities: many public recreation programmes are short on funding and staff, and rely heavily on volunteers; beyond financing, some programmes offer only a limited selection of sports, which does not meet the needs of young people who are less skilled, less physically fit, or uninterested in team sports; no money for equipment or transportation; and insufficient parental support, encouragement, and involvement, which especially affect children from low income urban communities, rural areas, and single parent families.

Yousefian et al. (2009) pointed out safety as a major deterrent to physical activity for the children and lack of transportation to and from community and school based programmes and facilities.

The importance of active living cannot be over emphasised. This is because the benefits that go with active living are huge and cannot be ignored by anyone as it gives protection to the child against chronic conditions; reduces the risk of obesity; health care costs, just to mention but a few. It is therefore, inevitable that parents get fully involved in the daily execution of their roles.

2.2 Parental Roles

Although children and young people can find their own passions in sports for themselves, they need the support of parents so that their participation and athletic success can be possible (Nunomura & Oliveira, 2013). In support of what has been said above, the Zambian Ministry of Education (2010) points out that parents are their children's first and most powerful teachers and role models and as such, they offer learning opportunities that are based on the deep knowledge they have of their children. It is therefore, important to discuss different roles parents play in the development of active living in homes.

Nixon & Halpenny (2010) have explained that responsive parents praise and encourage their children and give them protection and security. They also provide financial support, in other words, they are breadwinners. Nixon and Halpenny further explained that parents teach their children different skills (e.g. cooking, gardening, cycling and driving), and above all, parents give their children, emotional support, which is unconditional love. Emotional support is appreciated when parents trust their children and vice versa, when there is open communication and listening to each other and when parents become companions to their children that is, for example, taking them for walks, for games, transporting them to sports events and so on.

Health Education Authority (1997: 36 – 37) of Great Britain has provided the following as some of the parental roles: promoting children's physical activity by directly helping a child to be active, for example, by participating in activities with them, organising activities, transporting children to places where they can be active and helping with finance; parental modelling may be important in influencing children's health behaviours; and parental belief in a child's competence.

Weiss (2004) highlights the following as parental roles: stimulation of early interest and participation in sports; parental encouragement; provision of a variety of opportunities and athletic experiences in and outside the home; by purchasing equipment for their children; spending time with children; helping them to develop

their skills; and by being involved actively in coaching and/or the administration of youth sports programme.

The Saskatchewan, Canada Ministry of Tourism, Parks, Culture and Sport Evaluation Unit, (2008) has pointed out the following as some of the parental roles: playing active games with their children; taking their children (e.g., especially those aged 5 to 12) to do physical activity and sport; volunteering to supervise or help with physical activity or sport at the child's school; and purchasing equipment, buy a membership, pay a membership or fee, or pay for coaching or instruction (provide financial support) in support of their child.

Emerson et al. (2012) have also presented what they feel are roles parents play in the active living homes as follows: creating a home environment suitable for learning; taking children to events and places that foster academic achievement (e.g. museums, libraries, galleries, talks and performances); communicating their expectations and educational aspirations; having genuine interest and active engagement in children's activities; giving guidance and encouragement to their children; and participating in school activities such as sporting events.

Way et al. (2007) have outlined the following as parental roles for participation in active living: encouraging children in sport and physical activity by identifying activities and good programmes that suit the children's interests; ensuring healthy habits for the children; promoting self esteem and character of the child, this can be done by : encouraging the child to talk about his or her favourite aspect of the activity, inviting children to retell the story of a particular personal success or achievement, acknowledging the details and successes they find important to the child should be important to the parent, not using bribes or threats to push the child into participating, and discussing values which may be challenged during the child's participation in a sport or activity; making physical activity part of the daily routine because children watch their parents' habits and copy them and so the children are more likely to get involved in activity and stay involved; and talking about how physical activity and sport is important for the children. The talk can be done at the child's school, local recreation centre, and local sports association.

Fan & Williams (2010) have also highlighted parental roles as follows: encouraging and affirming children of their capabilities; conveying meaningful feedback to the child, thereby enhancing intrinsic motivation; attending conferences and parent organisation meetings; and setting television rules in a home.

Parents are the children's first and most powerful teachers and role models; they take a centre stage before any other person in society in shaping the future of their children. It is therefore, of paramount importance that parents take their rightful positions in the execution of their roles and do it exceptionally well.

2.3 Attitudes of Parents towards Physical Education and Sport

Attitudes are people's perceptions, ideas or judgements concerning a specific behaviour (Kamtsios, 2011; Allport, 1947 cited in Khan et al., 2012); Zanna & Rempel, 1988, cited in Erbas et al., 2013). Research has identified attitudes as a significant antecedent of physical activity and evidence corroborates the conclusion that attitudes determine physical activity behaviour directly (Bentler & Specjart, 1979), or indirectly via intentions (Ajzen & Fishbein, 1980). Some previous studies have revealed that parents' attitudes are one of the most effective factors in determining children attitudes towards physical activities (Lie et al., 2007 cited in Hemmatinezhad et al., 2013) and these views are echoed by the Australian Sports Commission, 2003; Freedson & Evenson, 1991; Simonen et al., 2002; Perusse et al., 1989; Godin et al., 1989; Moore & Lombardi, 1991; Gdin & Shephard, 1986, cited in Tsapakidou et al., 2013).

In relation to the above sentiments, Reverter et al. (2013) have revealed that youths' attitudes towards physical and sports activities and their perception of their competence, are formed before the age of 10/12 and are strongly influenced by their parents' attitudes, and Melcher & Sage (1978); Zakarian, et al., 1995, cited in Reverter, 2013) have confirmed that regular parent involvement in sports activities has a strong link with their children's attitudes and level of participation. Reverter et al. (2013: 871) have further disclosed that half the fathers and mothers questioned during a survey conducted "in Parental attitudes towards extracurricular physical and sports activity in school age children," do not regularly do sports and more than half of those parents said their child did not participate in any extracurricular sports activity.

With regard to parent knowledge of extracurricular physical and sporting activities, the findings of Reverter and others have revealed that many mothers and fathers, and especially those who have lower education levels ignore the physical and sporting activities on offer which shows that they have little or no interest in promoting the welfare state and their children's health (Reverter et al., 2013: 871).

Romero et al., 2009 cited in Reverter et al., 2013) suggest that parents in Spain clearly prefer their children to take part in swimming and football probably because of the tradition of these sports in their country. Brustad (1988) cited in Reverter (2013) has pointed out that young male and female basketball players thoroughly enjoyed the sporting season simply because they do not have any pressure from their parents.

Clement et al. (2009) have stated that parental lifestyle plays an important role in influencing children's attitudes towards physical activity, and Li et al. (2007) cited in Clement et al. (2009) have said that the heavier the parental body weight, the higher

the overweight prevalence in children. Klesgers et al. (1990) cited in Clement et al. (2009) concluded that parents' obesity can have a negative effect on their children's physical activity.

Gorely et al. (2011, p.19) have explained in their findings in "Understanding Psycho Social Attitudes towards Sports and Activity in Girls" that, the primary school teachers highlighted that some parents do not support their children attending extracurricular activities, and cited one primary school with a large percentage of Muslim children where parents prefer their children to follow their traditions, such as helping at home and attending mosque after school for extra education rather than participating in sport and physical activity.

Sheehy (2006), cited in Erbas et al., 2013) have investigated parents' attitudes towards physical education programmes at schools and determined that a few parents adopted a negative attitude towards physical education courses due to their negative experiences in the past, while many mothers did not have knowledge about the physical education course programmes of their children.

Since attitudes determine physical activity behaviour directly or indirectly (Bentler & Specjart, 1979; Ajzen & Fishbein, 1980), it is important that parents always have positive attitudes towards physical education and sports so that they impact positively on their children.

2.4 Parenting Behaviours in Active Living Home Environments

Hemmatinezhad et al. (2013) have pointed out that families have great and impressive effect on positive and negative behavioural habits of children, while Li et al. (2007) have discovered that parents' lifestyles have effects on healthy behaviours of their children and thus on some levels of their physical activities. Baranowski (1997) cited in Tsapakidou et al. (2013, p.137) have pointed out in "Greek parents' opinions and attitude, regarding the physical exercise of their children" that parents can influence children's behaviours by always trying to create positive attitudes as role models. For example, showing case in gardening; taking a walk with their children to some places; have time to play with their children; talking about how physical activity and sport is important for the children; should not give pressure to their children; giving guidance and encouragement to their children; giving incentives to their children whenever they carry out any physical activity.

Tsapakidou et al. (2013) have indicated that children observe attitudes, opinions, and beliefs of parents towards sports. Tsapakidou and others have therefore, concluded that parental role modelling includes behaviours and emotional reactions, which are transferred to the child, mainly through shared experience in sport and through practical behaviour of the parents themselves. Tsapakidou et al. have

further stated that the reasons that motivate parents to discourage their children from sports are child's lack of desire to be involved in sports, injuries, loss of free time and poor performance in school. Dennison et al. (2002) cited in Erbas et al. (2013, p.1) in "Effects of parental attitudes on physical education course attitudes among adolescents" found that children, who have been exposed to sedentary behaviours within the home, are much more likely to develop these behaviours. Greendorfer, (1977); Weiss & Knoppers, (1982) cited in Reverter et al. (2013, p.86) in "Parental attitudes towards extracurricular, physical and sports school activity in school age children" have explained that many adults, who have incorporated regular physical and sports activities into their daily routine, have attributed their attitudes and behaviour to their parents although they generally admit that this influence was greater during infancy (from 5 to 12 years) than during adolescence.

Parenting behaviours can impact positively or negatively on the children and that children copy or follow their parents' behaviours. It is therefore, imperative that parents exhibit positive behaviours in active living home environments in order to have children with the same behaviours as theirs because the same children will be the future parents and would therefore; also carry on with the good cycle of behaviours.

2.5 What are the Community support services accessed in active living home environments?

Fletcher et al. (2000) have stated that the learning trajectory begins well before children enter school, and once children are attending school, they continue to learn at home and in the community, and Catsambis & Beveridge (2001); Johnson (2011) & Wrigley (2011) cited in Emerson et al. (2012), have reported that a number of studies indicate that the neighbourhood in which a child or young person lives has an effect on well being and educational outcomes. Youth sports and recreation programmes (often offered through after school programmes) are key community focused strategies to increase physical activity among young people outside the school day (Lee et al., 2010). A very good example is the infrastructure constructed in Lusaka, Zambia with the help of the International Olympic Committee (IOC), called 'Olympic Youth Development Centre' (OYDC) which offers different types of sporting activities to the youths as well as the community at large. The place is a hive of activities throughout the week, including night time. The youths are attracted to sport because the place caters for all their needs and they cherish play as they meet all sorts of people from different parts of the country.

Parks and green spaces provided by local councils provide communities with a sense of place and belonging, opportunities for recreation, health and fitness events that reinforce social cohesion and inclusive society and offer an escape from the stress and strains of modern urban living which can feel compounded by the built

environment (NAO, 2006). Unfortunately, most of the spaces left as playgrounds for the youths in Zambia, have been occupied by residents who have constructed residential houses. This of course was done with the blessings from the local councils that give out plots to the people at the expense of the well being for the youths.

Apart from parental roles that enhance child development, the community in which a child lives plays a pivotal role in shaping children. It would be helpful if the municipal councils in Zambia did provide services that would help in supporting the parents' efforts in their quest to creating active living home environments.

2.6 What Community support services need to be provided to support active living home environments?

Parks and green spaces provide communities with a sense of place and belonging, opportunities for recreation, health and fitness, events that reinforce social cohesion and inclusive society and offer an escape from the stresses and strains of modern urban living which can feel compounded by the built environment (NAO, 2006:6). Following what has been highlighted above, and the fact that Zambia is part of the global village, it is undisputable that in order to cater for every child in Zambia in terms of community services so as to support active living home environments, Municipal councils in Zambia could provide parks; recreational halls; and playgrounds. These would be accessed by every child in Zambia free of charge. Once this is done, parents would therefore encourage their children to take part in all the activities that may be offered in such places.

2.7 Summary

The chapter looked at active living in general and from the Zambian perspective and highlighted its importance. It discussed parental roles; their attitudes towards physical education and sport; parental behaviours in active living environments; community support services accessed in active living home environments and the impact it has on children; and community support services that need to be provided to support active living home environments . The next chapter will look at the research study that was taken in Kabwe, which is in the central province of Zambia on the roles parents play in the development of active living behaviours.

CHAPTER THREE: RESEARCH METHODOLOGY

3.0 Introduction

This study seeks to have an in depth investigation of the roles parents play in the development of active living home environments in Kabwe, Zambia, in the hope that the findings will bring out insights about how the new physical education curriculum requirements promoting active living as a way of life can support and be supported by parental engagement. This chapter describes the research methodology employed in the study: including sampling procedures, techniques used for collecting data and the procedures used for analysing data.

An investigation of the roles parents in home environments play in the development of active living behaviours or similar research topics have been carried out in Europe, America and elsewhere in the world. Health Education Authority (1997) of Great Britain; Yukon Government Sport and Recreation Branch (2012); Weiss (2004) and Alberta Education (2006) are some of the references where literature could be found on the above research topic. However, there have been limited efforts, if any, in Zambia. Perhaps this is because of the limited number of qualified personnel in the area of physical education in the country. The researcher considered it imperative to make a beginning with a professionally executed study of this topic using a survey as the methodology.

3.1 Advantages of the survey method

Mathers and Hunn (2009: 8) explain that it is important to remember that a survey is a type of research design and that there is a wide range of methods available for collecting data covering human participants, but the three main methods of collecting survey data are: face to face interviews, telephone interviews, and questionnaires. The researcher has chosen to use face to face interviews and questionnaires as the two methods for collecting survey data.

Face to face interviews can be the best way of collecting high quality of data. It offers a greater degree of flexibility and an interviewer can clarify questions; probe responses and follow up on new ideas in a way that is just not possible with other methods. During the interview, there is direct feedback from the respondent and so the interviewer is assured that the responses are from the person intended. The interviewer can use observation as another evaluation method and record what you physically observe during the interviews and it provides additional information for overall assessment.

(Mathers et al., 1998)

Mathers & Hunn (2009: 6) highlight the following as advantages of using a survey: Surveys have internal and external validity: A survey which is based on some form of random sampling technique will produce a sample which is representative of the particular population under study and will produce findings which may be generalised to the wider population.

Surveys are efficient: Because surveys can use a random sampling technique to recruit participants, relatively small sample sizes can be used to generate findings which can be used to draw conclusions about the whole population. They are thus a very cost effective way of finding out what people do, think and want.

Surveys can cover geographically spread samples: Surveys can be undertaken using a wide range of techniques including postal questionnaires and telephone interviews. This means that participants who are widely dispersed can be accessed and included in the sample.

Surveys may have ethical advantages: Since most surveys do not expose individuals to possibly invasive techniques or withhold treatment, they may be considered more ethical, since the individuals included in the study will merely be exposed to events that occur in the real world and would have taken place anyway.

Surveys are flexible: Surveys can easily be combined with other methods to produce richer data. So for instance, you might want to consider also using diaries, focus groups, or in depth interviews.

A survey as a descriptive approach was considered to be suitable because it is used to establish the prevalence or incidence of a particular condition. Likewise, the survey approach is frequently used to collect information on attitudes and behaviours (Mathers & Hunn, 2009: 5). Thus a questionnaire using structured and unstructured questions was used to collect data from the participants in the research project. The questionnaire was titled: "An investigation of the roles in home environments parents play in the development of active living behaviours in Kabwe, Zambia." The convenience of the survey questionnaire's ability to generalise the collected data back to the population under study, was yet another reason for its use as the main research tool. The questionnaire is included in this thesis as Appendix A.

Face to face interviews were then used to explore aspects of the respondents' answers on the questionnaires. This provided triangulation for the study, offering the qualitative insights and experiences that grounded the responses to the questionnaire in real life circumstances and locations. Face to face interviews were used by the researcher in order to collect data from the sixty (60) children. The researcher completed the questionnaire survey for the children by merely ticking

their responses in the appropriate boxes as they were being interviewed. Had the children been given the questionnaire survey to complete, some of them could not have done a good job because they had some difficulties in speaking English and reading. But as the researcher interviewed them, he was able to explain certain words in vernacular and some children could only speak well in their own languages. The researcher also used the interviews to get data from the five (5) selected parents who were recorded with their permission. In both cases, it was very helpful in the sense that the respondents were honesty in answering the questions as the researcher faced them.

The following are the questions that were asked to the parents:

1. Do you play with your child at home?
2. Have you made physical activities to be daily part of family life?
3. Do you provide a conducive environment for physical activities for your children at home?
4. Do you buy sports equipment for your children to use at home?
5. Do you want your children to become good sports men and women?
6. Which sports team(s) does your child participate on?
7. Do you sometimes take your children to parks, stadiums or sports clubs?
8. Does your child like sports?
9. Do you think physical education is an important school subject?
10. Do you watch sports on TV?
11. Have you made household chores to be daily activities for your daughter?
12. Does your son do gardening at home?
13. How far is your child's school from home?
14. What type of transport does your child use to and from school?
15. What different types of games does your child play with friends at home?

Children were asked the following questions:

1. What is your age?
10 [] 11 [] 12 [] 13 [] 14 []
2. What Grade are you doing?
5 [] 6 [] 7 []
3. Who do you live with?
Father [] Mother [] other (Please specify).....
4. Do your parents play games with you?
Yes [] No []
5. Do your parents buy sports equipment for you?
Yes [] No []
6. Are you encouraged by your parents to take part in physical education and sports?
Yes [] No []

7. Do your parents take you to parks, sports clubs, or stadiums to watch games?
Yes [] No []
8. Are you encouraged by your parents to work hard in sports at school?
Yes [] No []
9. Do your parents allow you to watch sports on television?
Yes [] No []
10. Do your parents pay school sports fund for you?
Yes [] No []
11. Do your parents buy physical education attire for you?
Yes [] No []
12. Are you provided with transport whenever you are going for sports activities?
Yes [] No []
13. Do you like sports?
Yes [] No []
14. Which is your favourite sport?
.....

By asking parents the questions above, the researcher wanted to establish as to what extent the parents do play their roles in the homes in the development of active living behaviours and on the other hand, the researcher wanted a confirmation from the parents' children as to whether the information provided by their parents was indeed true.

The researcher wanted to interview sixty (60) children and tape the interviews for every child. As the children were being interviewed, the researcher recorded their responses on the questionnaire survey for every child to which no one objected as well as their interviews being taped. However, thirty one (31) girls and fifteen (15) boys permitted the researcher to tape their interviews while fourteen (14) boys refused to be taped. The researcher did not go in details in asking as to why some of the children did not want to be taped simply because they have a right to accept to be taped during interviews or refuse. The researcher was fully aware of the ethics behind conducting interviews and therefore, did not want to infringe on anyone's right despite their ages. Besides that the researcher wanted to create trust and good rapport between him and the respondents.

3.2 Target Population

The researcher used stratified sampling techniques to assure that the respondents for the questionnaire had similar characteristics in terms of geographical location, gender for children respondents, and economic status for parents. Teachers provided another group of respondents for the study as their responses offered additional and insightful information from a different perspective on the research questions.

Mack et al. (2005) argue that even if it were possible, it is not necessary to collect data from everyone in a community in order to get valid findings. In a qualitative research, only a sample (that is, a subject) of a population is selected for any given study.

Thus a target of sixty (60) families that is, sixty (60) parents, sixty (60) children, twenty nine (29) boys and thirty one (31) girls and the five(5) teachers who teach the children were selected as the sample. The different number of girls and boys was due to the fact that the five classes from which students were chosen had more girls than boys, the sample included more girls than boys.

3.3 Authorisation and informed consent

Prior to embarking upon any research, it is inevitable that ethical aspects are given the seriousness that they deserve, Mack et al. (2005) attest to the fact that agreed upon standards for research ethics help ensure that as researchers we explicitly consider the needs and concerns of the people we study, that appropriate oversight for the conduct of research takes place, and that a basis for trust is established between researchers and study participants.

Other scholars add their views concerning the importance of getting informed consent before embarking on the research. They explain that:

Much social research necessitates obtaining the consent and cooperation of subjects who are to assist in investigations. The principle of informed consent arises from the subject's right to freedom and self determination. Informed consent is a mechanism for ensuring that people understand what it means to participate in a particular research study so they can decide in a conscious, deliberate way whether they want to participate.

(Cohen et al., 2000; Mack et al., 2005)

In the light of the same therefore, the researcher wrote a letter to the participants as a way of getting informed consent. This letter is included as Appendix B.

3.4 The Questionnaire

According to Statistics Netherlands (2012), "questionnaires are measurement instruments. Reliability and validity are measures of how well this instrument works". A questionnaire is an instrument in which the researcher has a conversation of sorts with the respondent. This is important to realise, because it means that account must be taken of conversational conventions in everyday life.

The researcher opted to use a questionnaire for ease of answering and administration.

To collect data that would answer the questions related to parental involvement in the daily physical activity of their children, subsidiary questions were asked. These questions are included as Appendix C.

3.4.1 Pilot Testing

Mathers et al. (2009) point out that before you can embark on the main stage of fieldwork, it is crucial that the draft questionnaire is piloted. He warns never to use a questionnaire which has not been piloted; particularly if the questionnaire is designed for self completion and that there will be nobody around to clear up misunderstandings. There is an assurance that, during a pilot stage: all relevant issues are included; the order is correct; ambiguous or leading questions are identified; the pre codes are correct; and some issues have not been forgotten or omitted which is really important to the respondent.

The ideal situation is to test the questionnaire on a small number of respondents who are the same type as those in your sampling frame, between 5 – 50 respondents depending on the final sample size (Mathers et al., 2009).

To ensure validity and reliability of the questionnaire, a pilot test was carried out on two selected parents, one child and two teachers. From the pre – test conducted, the following observations were made that needed immediate attention and adjustments: there was need to increase the number of questions; some of the questions were to be rephrased; there was an inclusion of some questions that were left out but were very important to the study; and the order of questions was revised in some cases.

After these issues related to the validity and reliability of the questionnaire were dealt with, and the questionnaire was revised, the researcher distributed one hundred twenty (120) questionnaires. Sixty (60) were distributed to the parents and the other sixty (60) were given to the teachers. There were five (5) teachers from all the grade seven classes and each teacher had twelve (12) students. The teachers completed the questionnaires because it required the teacher to give information on the performance of the child in class as well as the activeness of the child in physical education. The teachers have been teaching the children for one year or even more in some cases and so they know their performance very well, and besides that they have documents to refer to. On the parental roles, teachers are actually able to tell as to whether the parents do play their roles. For example, a teacher will be able to tell as to whether a parent does buy PE attire for his child or not because he or she teaches the child physical education and sees how the child dresses. The teacher is able to speak with the child as well as the parent. The same goes for the payment of sports fund because he or she is in charge of collecting the money before it is handed over to the Head teacher and keeps a copy of records for payments.

As earlier discussed, the face to face interviews were used by the researcher in order to collect data from the sixty (60) children who could have faced problems had they been subjected to completing the questionnaire because of their age and grade. The researcher also used the interviews to get data from the five (5) selected parents who were taped after permission was sought from them. In both cases, it was very helpful in the sense that the respondents were honesty in answering the questions as the researcher faced them. In terms of parent selection for interviews, the researcher chose three house wives and two men from a working class.

The table below shows the total number of questionnaires that was administered by the researcher with the response rate.

	Target Group	Number of questionnaires	Response
1	60 Parents	60	47
2	5 Teachers	60 (for pupils)	60
3	60 Children(face-to-face interviews)	60	60
4	5 Parents (face -to -face interviews)	5	5

In order to make sure that the participants understood clearly what they were doing, and to assure them of confidentiality of the information they had provided and to establish trust, a letter to get informed consent was written to them. The letter is included as Appendix B while the questionnaire which comprised structured and unstructured questions is included as Appendix A.

3.5 Data Analysis Procedure

Mathers (2009) explains that it is of paramount importance to establish early on the exact data type of the main outcome measures, for example, nominal, ordinal or interval. Once the data has been assigned a numerical code, it needs to be entered into the computer software.

The researcher used the SPSS to analyse data acquired using the questionnaire as an instrument. The coded SPSS programme created descriptive statistics that were straight forward to interpret. Statistics summary in form of graphs, pie charts and tables gave rise to discussions pertaining to the study findings. The researcher employed the descriptive survey approach as it is friendly user and simplifies the interpretation of raw data.

3.6 Summary

The chapter talked about the principal research method, the descriptive survey research design. Sampling procedures, data collection techniques that is, using questionnaires as an instrument for collecting data, the procedures for analysing the raw data gathered where the SPSS programme was used, were all highlighted.

CHAPTER FOUR: PRESENTATION OF THE RESEARCH FINDINGS

4.0 Introduction

This chapter is a presentation of the research findings based on research questions and the methodology outlined in chapters one and three respectively. The findings were set out by looking at the response rate of the key stakeholders. Qualitative and quantitative data were summed up in form of narrative reports; and tables, graphs, frequencies and percentages respectively. The conclusion of this chapter lays the foundation from which the discussion of the findings for chapter five will be drawn for the study.

4.1 Demographics of Respondents

This section is a presentation of demographics of respondents based on gender and age.

Parents

The total number sampled for parents was sixty (60) and out of that number, forty seven (47) participated, of which twenty were males and twenty seven were females giving 78.3% as a completion rate.

(a) Gender

Table 4.1: Distribution of parents by gender.

Gender		
	Frequency	Percent
M	20	42.6
F	27	57.4
Total	47	100.0

(b) The frequency table below shows the distribution of parents according to age group.

Table 4.1.2: Distribution of parents by age group

Age		
	Frequency	Percent
Below 30	11	23
30 - 40	15	32
41 - 50	16	34
Above 50	5	11

Children

The total number sampled for children was sixty (60) of which twenty nine (29) were boys and thirty one (31) were girls and all of them participated, giving a completion rate of 100%.

(a) Gender

The frequency table below shows the distribution of children by gender.

Table 4.2: Distribution of children by gender

Gender		
	Frequency	Percent
M	29	48.3
F	31	51.7
Total	60	100

(b) The frequency table below shows the distribution of children by age.

Table 4.2.1: Distribution of children by age

Age		
Year	Frequency	Percent
12	12	20
13	31	51.7
14	17	28.3

The first objective of this study was to establish the roles parents play in the development of active living home environments. For the researcher to get the facts on the objective; parents, their children and teachers were asked to give their views.

4.2 Parental roles

Table 4.3 below shows the research findings on whether physical activities were a daily part of their family life.

Table 4.3: Responses by parents on whether participation in physical activities is a daily part of their family life.

	Frequency	Percentage
Strongly Disagree	1	2
Disagree	4	9
Neutral	1	2
Agree	25	53
Strongly Agree	16	34
	47	100

When 47 parents were asked whether physical activities were a daily part of their family life, 5 disagreed, representing 11% while one remained neutral, representing 2%. Forty one (41) parents were in agreement that physical activities were a daily part of their family life, representing 87% of the respondents.

One parent had this to say in reference to the physical activities that are done at her home;

Yes, physical activities are a daily part of my family life in that we do a lot of activities such as sweeping the yard and the house, washing pots and plates, washing clothes, watering the garden, farming and walking from one place to another.

Table 4.4 below shows the research findings on whether parents had always provided a conducive environment for physical activities at home for their children.

Table 4.4: Responses by parents on whether they have always provided a conducive environment for physical activities at home for their children.

	Frequency	Percentage
Strongly Disagree	1	2
Disagree	7	15
Neutral	11	23
Agree	20	43
Strongly Agree	8	17
Total	47	100

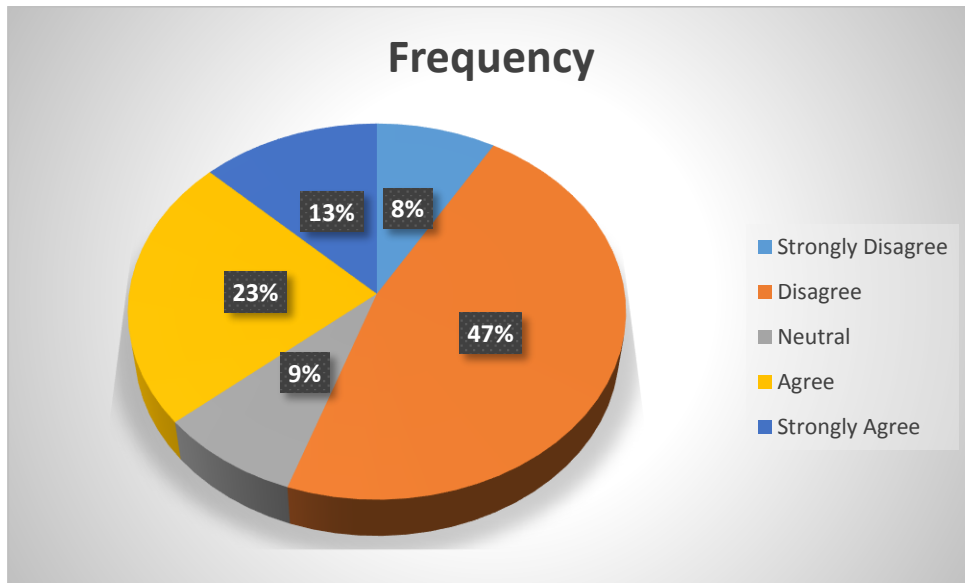
When parents were asked whether they had always provided a conducive environment for physical activities at home for their children, 8 disagreed representing 17% of the respondents, while eleven remained neutral representing 23%. Twenty eight parents representing 60% of the respondents were in agreement that they had always provided a conducive environment for physical activities at home for their children.

One parent had this to say concerning the provision of a conducive environment for the children:

The place is spacious. There is enough space for all the activities, my boy can ride a bicycle, he can play football with his friends and any other activities that they want to do. In this sense yes, the place is conducive for physical activities.

Figure 4.1 below shows the research findings on whether parents bought sports equipment for their children to use at home.

Figure 4. 1: Responses by parents on whether they buy sports equipment for their children to use at home.



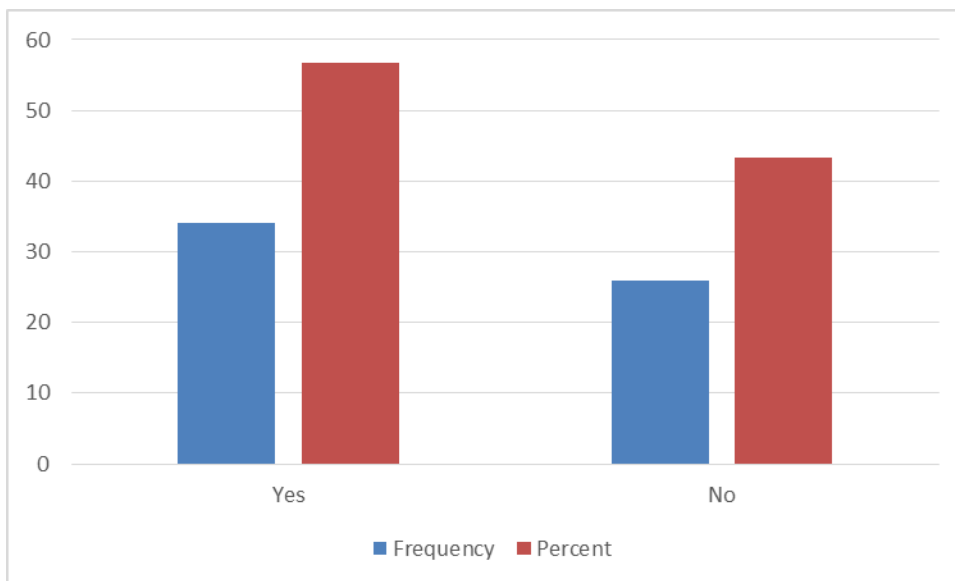
When parents were asked whether they buy sports equipment for their children to use at home, 55% were in disagreement that they bought sports equipment for their children to use at home while 9% of the parents remained neutral. Thirty six percent (36%) of the respondents were in agreement that they bought sports equipment for their children to use at home.

One parent had this to say in reference to the buying of sports equipment for the children:

I do not see it necessary to buy such things for my children.

Figure 4.1.2 below shows the research findings to the responses of the children on whether their parents bought sports equipment for them.

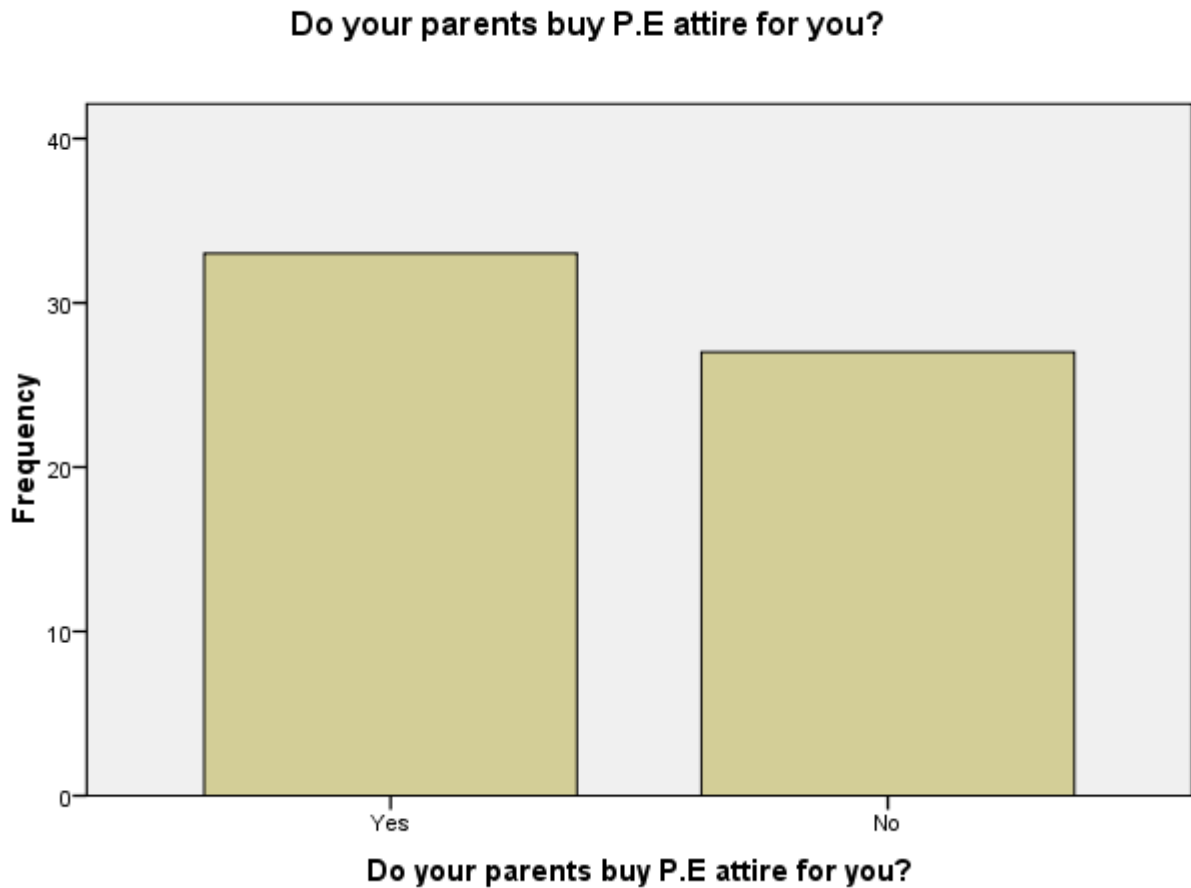
Figure 4.1.2: Children's responses to the question, 'do your parents buy sports equipment for you?'



When children were asked whether parents bought sports equipment for them, thirty four children out of sixty, representing 57% agreed that their parents buy sports equipment for them and twenty six children representing 43% said that their parents did not buy sports equipment for them.

Figure 4.2 below shows the research findings to the responses of the children on whether their parents bought PE attire for them.

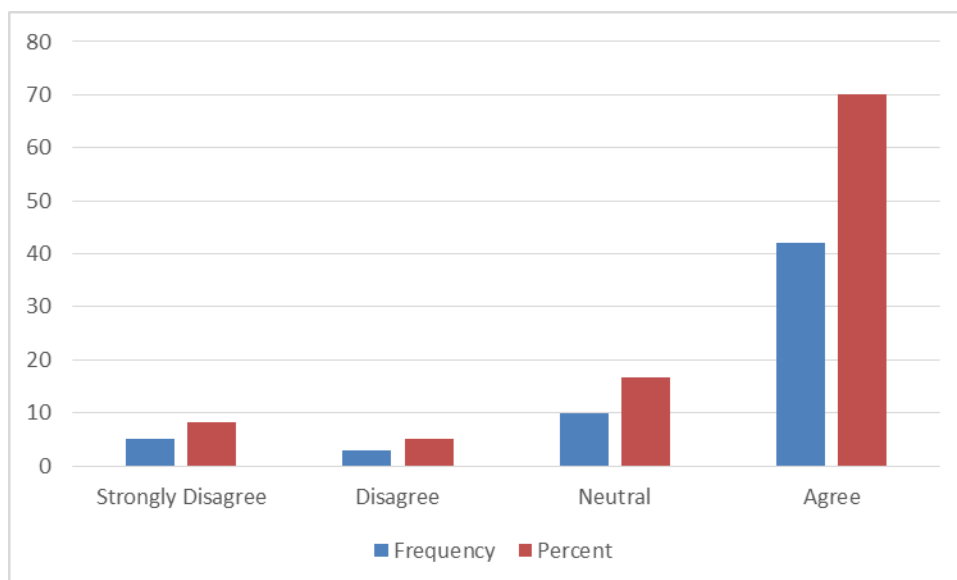
Figure 4.2: Children’s responses to the question, ‘do your parents buy PE attire for you?’



When children were asked whether their parents buy P.E. attire for them, thirty three out of sixty children representing 55% of the respondents said that their parents bought P.E. attire for them while twenty seven children representing 45% said that their parents did not buy P.E. attire for them.

Figure 4.2.1 below shows the research findings of the teachers on whether parents bought physical education attire for their children.

Figure 4.2.1: Teachers’ responses on whether parents buy physical education attire for their children.



The research findings revealed that parents did not buy physical education attire for eight out of sixty children representing 13%, the respondents were neutral on ten children representing 17%. The teachers were in agreement that parents bought physical education attire for forty two children, representing 70%.

When interviewed on whether he buys P.E. attire for his daughter, one parent had this to say:

Yes of course, you know at my daughter’s school, they are grouped into houses and the house to which she belongs, has some uniforms; top and a skirt and some pairs of shorts and shoes; and I have always provided that.

Table 4.5 below shows the research findings of the children’s responses on whether parents paid sports fund for them.

Table 4.5: Children’s responses to the question, ‘do your parents pay sports fund for you?’

	Frequency	Percentage
Yes	31	52
No	29	48
Total	60	100

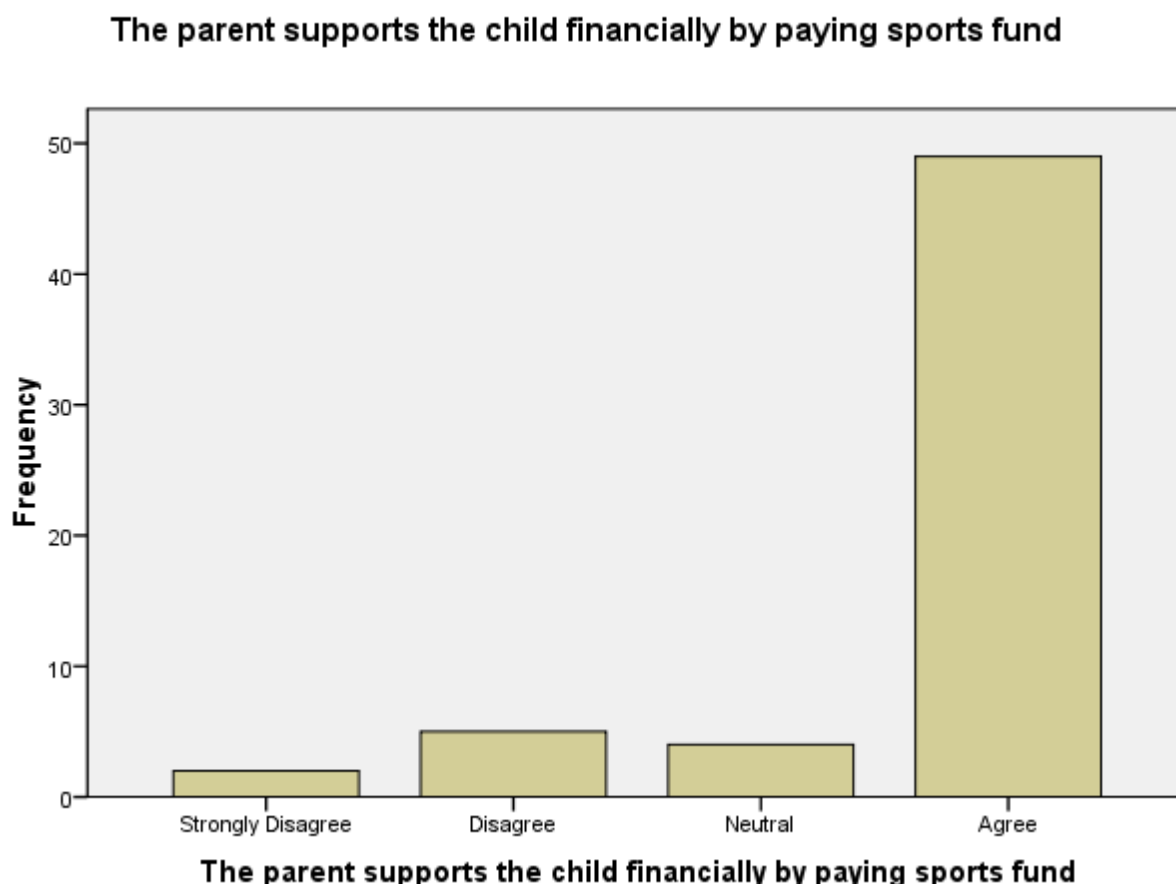
When asked whether parents pay sports fund for them, thirty one out of sixty children representing 52% said that their parents paid sports fund for them while twenty nine children representing 48% said that their parents did not pay sports fund for them. It came to the attention of the researcher that the word sports fund was not being used any more in schools and that 'school fees' in general took its place, hence the misunderstanding of the phrase 'sports fund' by some of the children.

One child had this to say over the matter:

Of course he does, when you pay school fees, you will take part in any activities that you want to.

Figure 4.3 below shows the research findings of the teachers' responses on whether parents supported their children financially by paying sports fund for them.

Figure 4.3: Teachers' responses on whether parents support their children financially by paying sports fund for them.



According to the respondents, seven children out of sixty representing 11% were not supported by their parents financially by paying sports fund for them and the teachers

were neutral on the four children representing 7%. However, the respondents were in agreement that parents supported the forty nine children representing 82% by financially paying sports fund for them.

Table 4.6 below shows the research findings of the teachers’ responses on whether parents provided their children with transport whenever there were sports activities.

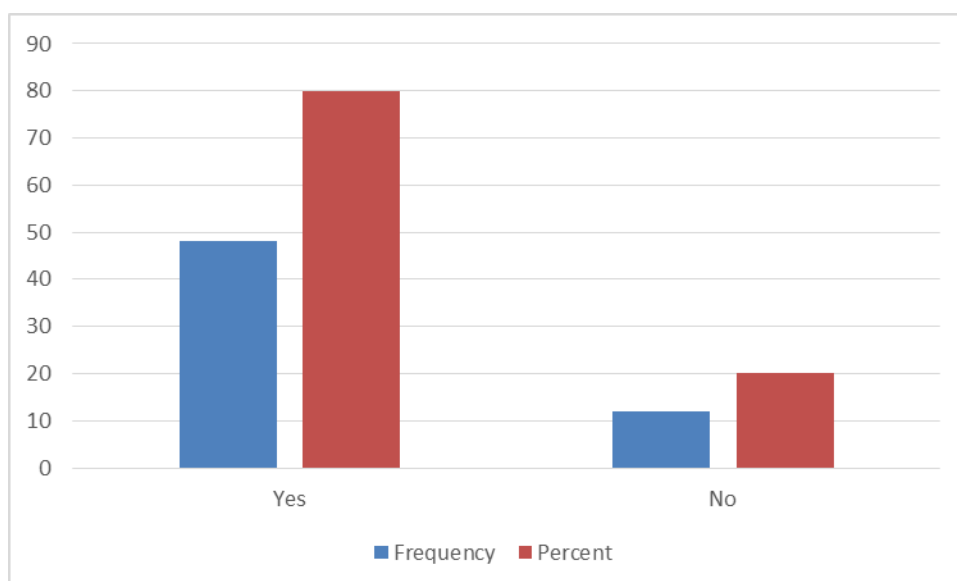
Table 4.6: Teachers’ responses on whether parents provide the children with transport whenever there are sports activities.

	Frequency	Percentage
Strongly Disagree	5	8
Disagree	15	25
Neutral	11	18
Agree	28	47
Strongly Disagree	1	2
Total	60	100

When teachers were asked whether parents provided the children with transport whenever there were sports activities, the respondents said that, twenty children representing 33% were not provided with transport by their parents whenever there were sports activities while eleven representing 18% remained neutral. However, twenty nine children representing 49% were provided with transport by their parents whenever there were sports activities.

Figure 4.4 below shows the research findings of children’s responses on whether their parents provided them with transport whenever they went for sports activities.

Figure 4.4: Children’s responses to the question, ‘are you provided with transport when going for sports activities?’



When children were asked whether they were provided with transport when going for sports activities, forty eight out of sixty children representing 80% said that they were provided with transport when going for sports activities while twelve children representing 20% said that they were not provided with transport when going for sports activities.

Table 4.7 below shows the research findings of parents’ responses on whether they encouraged their children to take part in sports and physical education.

Table 4.7: Responses by parents on whether they encourage their children to take part in sports and physical education.

	Frequency	Percentage
Strongly Disagree	1	2
Disagree	4	9
Neutral	2	4
Agree	25	53
Strongly Agree	15	32
Total	47	100

When parents were asked whether they encouraged their children to take part in sports and physical education, 5 parents disagreed representing 11% while 2 remained neutral representing 4%. Forty (40) parents were in agreement that they encourage their children to take part in physical education and sports representing 85% of the respondents.

One parent had this to say concerning the above issue:

I encourage my child to take part in physical education and sports because it makes a child grow health. You see, nowadays there is an issue of obesity, I am sure if the children took part in sports, they would be fit and grow well. They would also keep away from some of the diseases that are there in this world.

Another parent had this to say on the same issue:

It is not everyone who will have a white collar job, may be one of them (his children) will earn a living through sports, we don’t know.

Table 4.7.1 below shows the research findings of children’s responses on whether they were encouraged by their parents to take part in PE and sports.

Table 4.7.1: Children’s responses to the question, ‘are you encouraged by your parents to take part in PE and sports?’

	Frequency	Percentage
Yes	55	92
No	5	8
Total	60	100

When children were asked whether their parents encouraged them to take part in sports and physical education, fifty five (55) out of sixty (60) children representing 92% said that they were encouraged by their parents to take part in Physical education and sports while five children, representing 8% said that they were not encouraged by their parents to take part in physical education and sports.

One child had this to say in reference to the above issue:

When I tell dad that I am playing this sport, he will tell me that I will teach you how to play the sport over the weekend.

Table 4.7.2 below shows the research findings of the teachers' responses on whether parents encouraged their children to take part in physical education and sports.

Table 4.7.2: Teachers' responses on whether parents encourage their children to take part in physical education and sports.

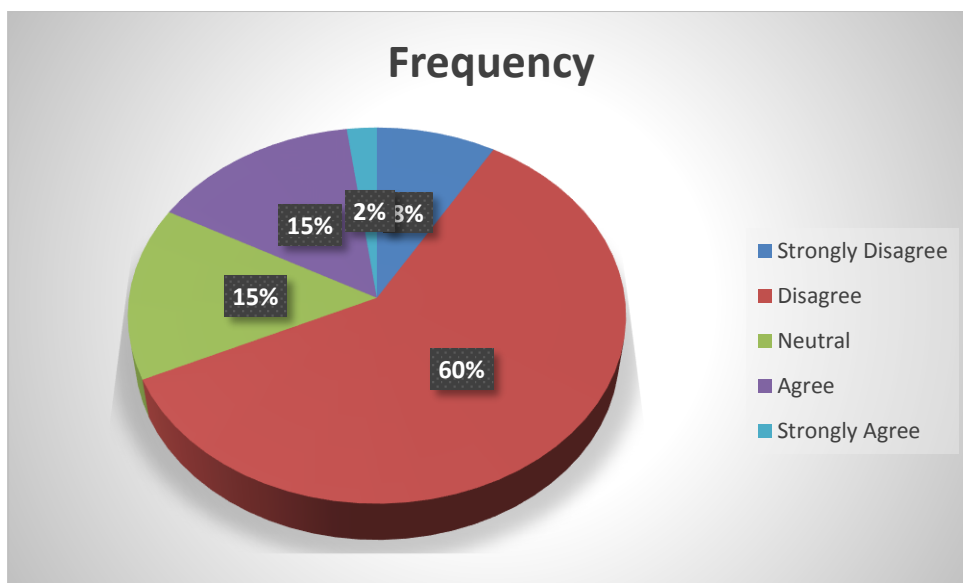
	Frequency	Percentage
Strongly Disagree	3	5
Disagree	6	10
Neutral	6	10
Agree	42	70
Strongly Agree	3	5
Total	60	100

When teachers were asked whether parents encouraged their children to take part in physical education and sports, the research findings revealed that nine children representing 15% were not encouraged by their parents to take part in physical education and sports while six respondents representing 10% were neutral. Forty five children representing 75% were in agreement that parents encouraged them to take part in physical education and sports.

4.3 Attitudes of parents towards P.E. and Sports

Figure 4.5 below shows the research findings of parents' responses on whether they played games with their children.

Figure 4.5: Responses by parents on whether they play games with their children.



When 47 parents were asked whether they played games with their children after school and during weekends, sixty - eight percent (68%) of the parents were in disagreement that they played games with their children while 15% remained neutral. Seventeen percent (17%) of the parents were in agreement that they played games with their children.

One parent had this to say over the issue:

It is not part of our culture to play with our children.

Another parent had this to say as well over the same issue:

To start with, we are not peers and we rarely find time as parents to play with our children. Like as you have come, my son is not at home, he has gone out to play with his friends and when he comes back, he is already tired.

Yet another parent had this to say;

It is on rare occasions that we have time together because of heavy schedule that I have and what my daughter has. During weekends, we go out once in a while.

Table 4.8 below shows the research findings of children’s responses on whether their parents played games with them.

Table 4.8: Children’s responses to the question, ‘Do your parents play games with you?’

	Frequency	Percentage
Yes	23	38
No	37	62
Total	60	100

Children of the parents were also asked whether they played games with their parents, thirty seven out of sixty children representing 62% said their parents did not play games with them while twenty three children representing 38% agreed that their parents played games with them.

One child said this over the issue;

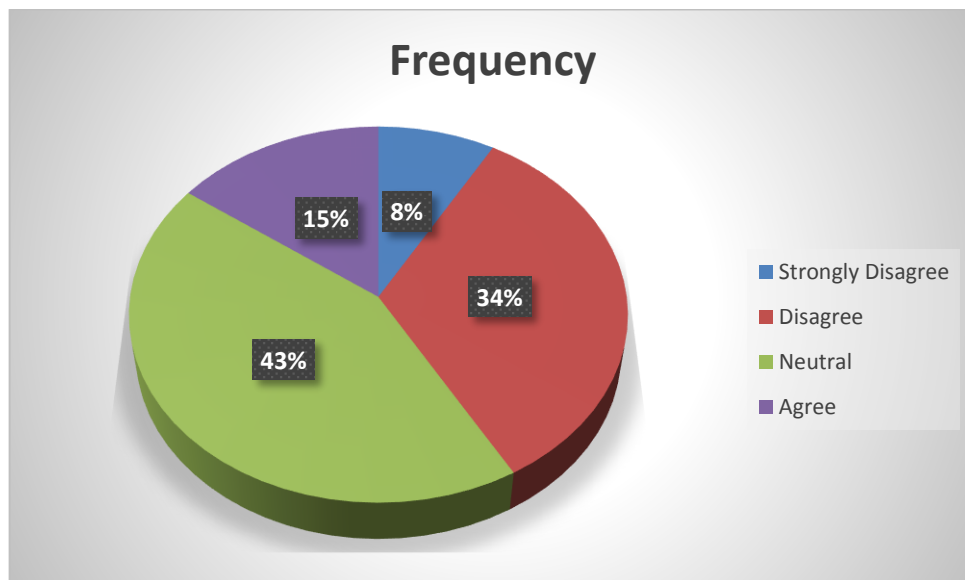
My parents do not play games with me because they do not have time.

And another child added her voice to the same issue when she said that;

My parents do not play games with me because they are old.

Figure 4.6 below shows the research findings of teachers' responses on whether parents attended sports activities whenever they were held.

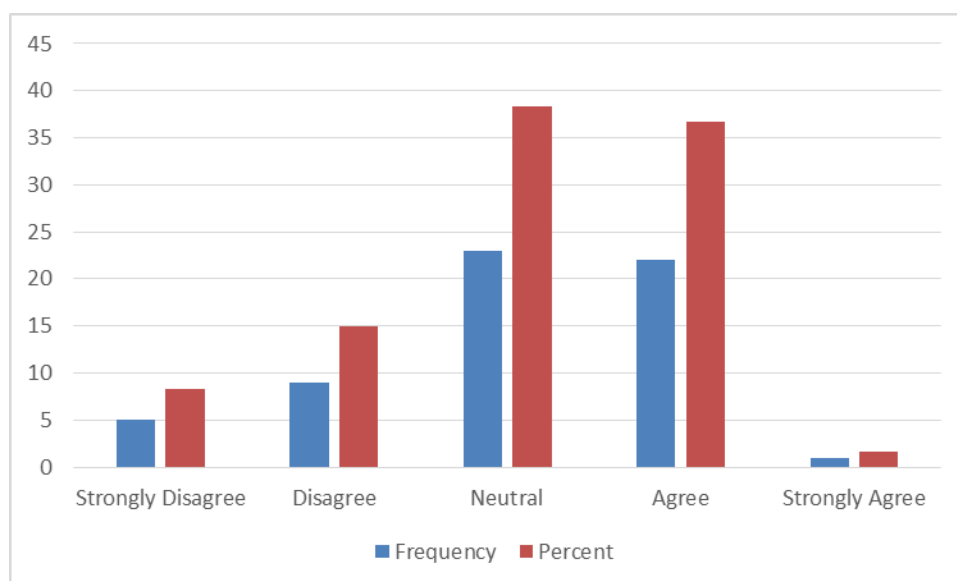
Figure 4.6: Teachers' responses on whether parents attend sports activities whenever they are held.



Asked whether parents attended sports activities whenever they were held, the respondents said that, 41% of the parents did not attend sports activities for their children whenever they were held and that 43% were neutral. Teachers however, said that only 15% of the parents attended sports activities for their children whenever they were held.

Figure 4.7 below shows the research findings of teachers' responses on whether parents were willing to help the school in terms of financial support for sports activities.

Figure 4.7: Teachers' responses on whether parents are always willing to help the school in terms of financial support for sports activities.



Asked whether parents were always willing to help the school in terms of financial support for sports activities, the respondents disclosed that fourteen parents representing 23% were not always willing to help the school in terms of financial support for sports activities and that twenty three remained neutral representing 38%. The teachers however, confirmed that twenty three parents representing 39% were always willing to help the school in terms of financial support for sports activities.

Table 4.9 below shows the research findings of the teachers' responses on whether parents always gave moral support to their children during sports activities.

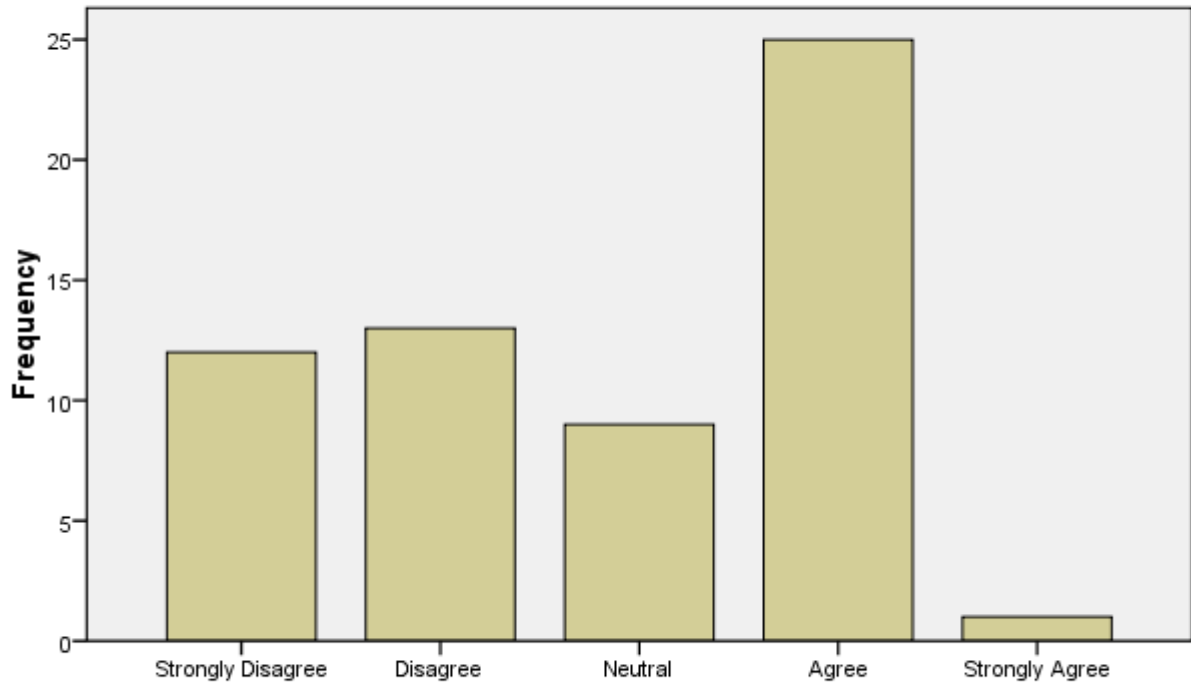
Table 4.9: Teachers' responses on whether parents always give moral support during sports activities.

	Frequency	Percentage
Strongly Disagree	5	8
Disagree	19	32
Neutral	23	39
Agree	11	18
Strongly Agree	2	3
Total	60	100

According to the teachers, twenty four parents representing 40% did not always give moral support to their children during sports activities and that twenty three had remained neutral representing 39%. The respondents had however, noted that thirteen parents representing 21% had always given moral support to their children during sports activities.

Figure 4.8 below shows the research findings of the teachers' responses on whether parents monitored their children's performance by sometimes going to school and ask the teacher how the child was fairing in physical education and sports.

The parent monitors the child's performance by sometimes coming to school and ask the teacher how the child is fairing in physical education and sports

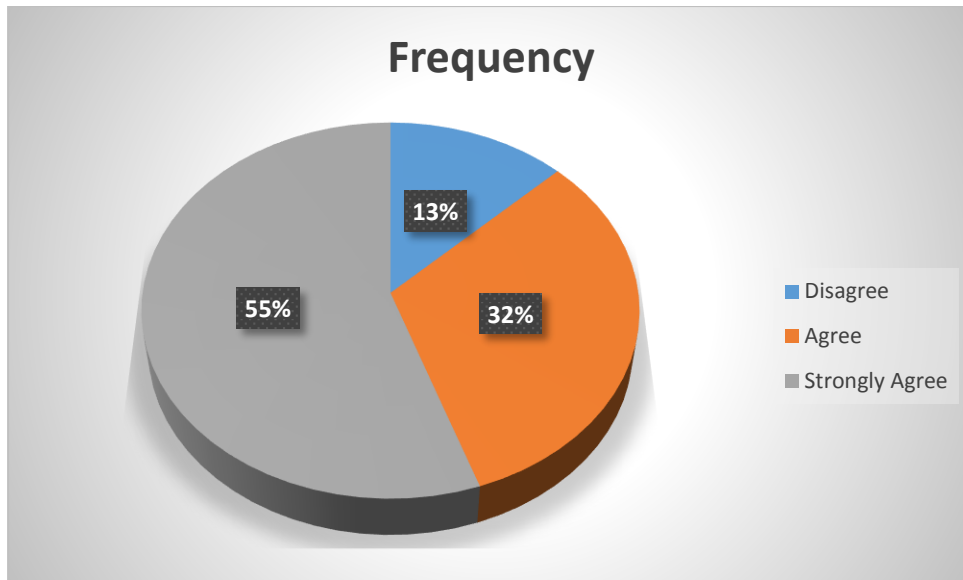


The parent monitors the child's performance by sometimes coming to school and ask the teacher how the child is fairing in physical education and sports

Asked whether parents monitored their children's performance by sometimes going to school and ask the teacher how the child was fairing in physical education and sports, the respondents said that, 25 parents representing 42% did not monitor their children's performance and that 9 had remained neutral representing 15%. The teachers had however, confirmed that 26 parents representing 43% monitored the children's performance by sometimes coming to school and ask teachers how their children were fairing in physical education and sports.

Figure 4.9 below shows the research findings of parents' responses on whether they enjoyed physical activities when they were young.

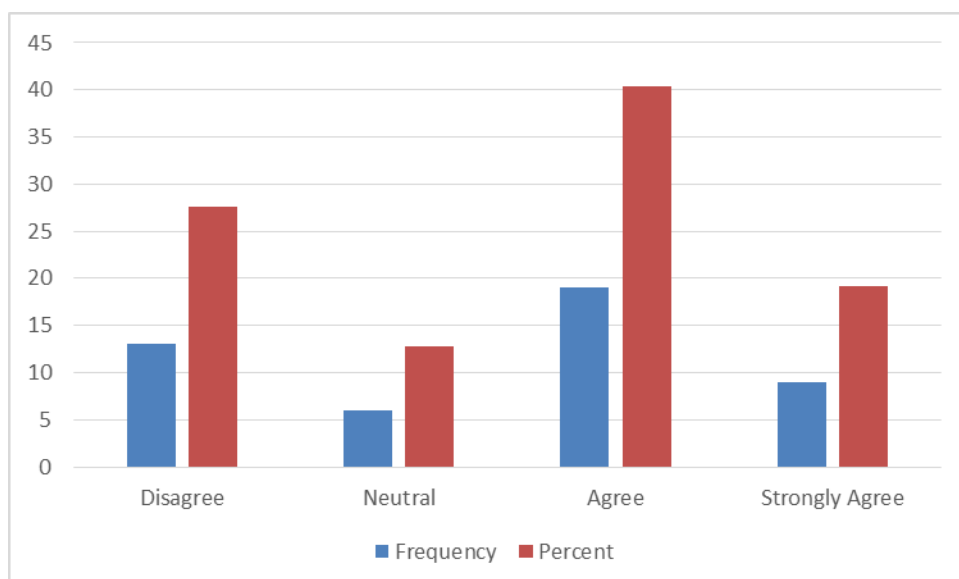
Figure 4.9: Responses by parents on whether they enjoyed physical activities when they were young.



When asked whether they enjoyed physical activities when they were young, thirteen percent (13%) of the parents were in disagreement that they enjoyed physical activities when they were young while 87% of the respondents were in agreement that they did enjoy physical activities when they were young.

Figure 4.10 below shows the research findings of parents' responses on whether they were still very physically active.

Figure 4.10: Responses by parents on whether they are still very physically active.



Asked whether they were still very physically active, thirteen out of forty seven parents were in disagreement that they were still very physically active representing 28% while six remained neutral, representing 13%. Twenty eight parents were in agreement that they were still very physically active, representing 59% of the respondents.

4.4 Parenting behaviours in the active living home environments

Table 4.10 below shows the research findings of the parents' responses on whether the household chores were daily activities that their daughter did.

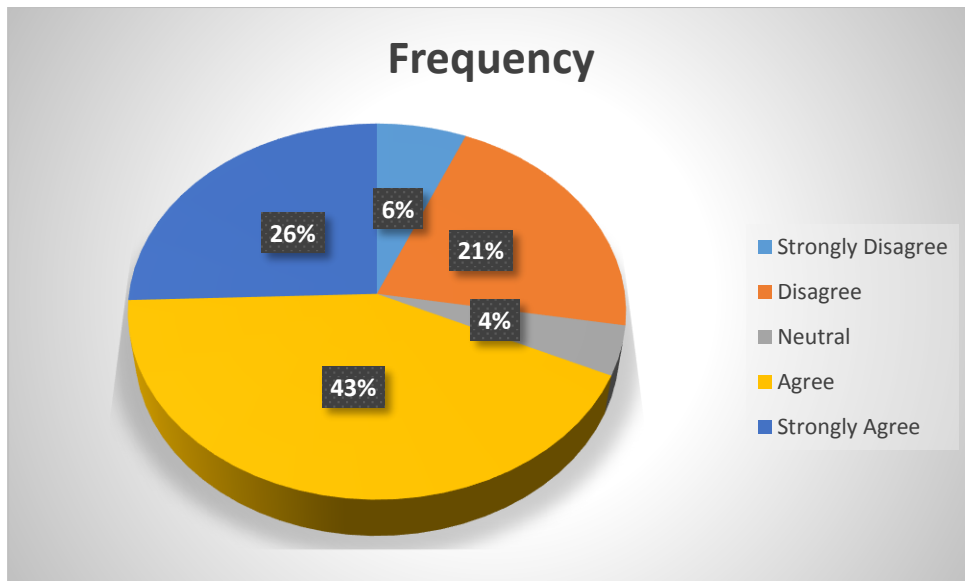
Table 4.10: Responses by parents on whether household chores are daily activities that their daughter does.

	Frequency	Percentage
Strongly Disagree	3	6
Disagree	6	13
Neutral	4	9
Agree	9	19
Strongly Agree	25	53
Total	47	100

Asked whether household chores were daily activities that their daughter did, nine parents were in disagreement, representing 19% while four remained neutral representing 9%. Thirty four parents were in agreement that household chores were daily activities that their daughter did, representing 72% of the respondents.

Figure 4.11 below shows the research findings of parents' responses on whether gardening was an activity that their son did at home.

Figure 4.11: Responses by parents on whether gardening is an activity that their son does at home.



When asked whether gardening is an activity that their son does at home, twenty seven percent (27%) of the parents were in disagreement while 4% remained neutral. Sixty nine percent (69%) of the parents were in agreement that gardening was an activity that their son did at home.

Table 4.11 below shows the research findings of parents’ responses on whether their child played different games with friends after school and during weekends.

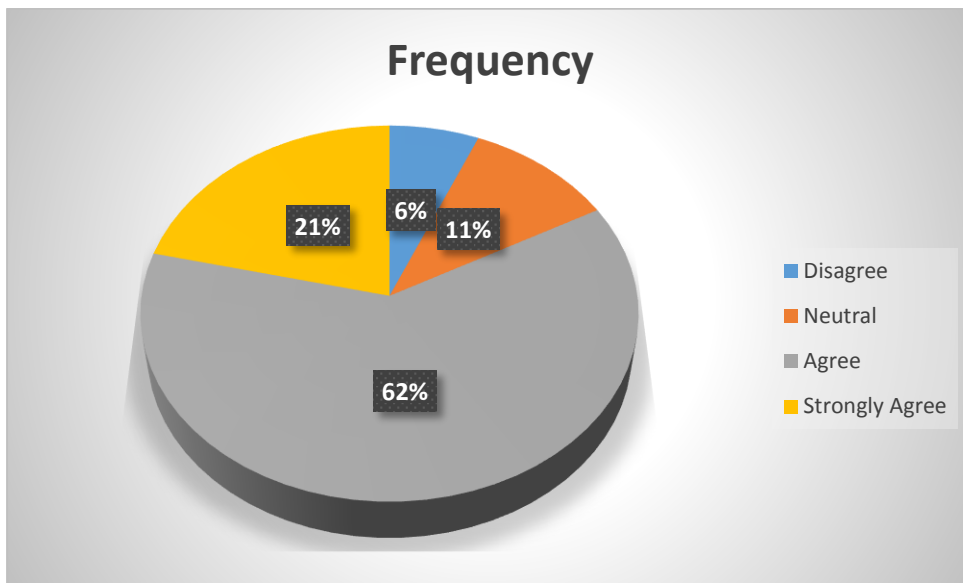
Table 4.11: Responses by parents on whether their child plays different games with friends after school and during weekends.

	Frequency	Percentage
Strongly Disagree	2	4
Disagree	3	6
Neutral	1	2
Agree	21	45
Strongly Agree	20	43
Total	47	100

When asked whether their child played different games with friends after school and during weekends, five parents out of forty seven were in disagreement, representing 10% while one parent remained neutral representing 2%. Forty one parents were in agreement that their children played different games with friends after school and during weekends, representing 88% of the respondents.

Figure 4.12 below shows the research findings of parents’ responses on whether they wanted their children to become good sports men and women.

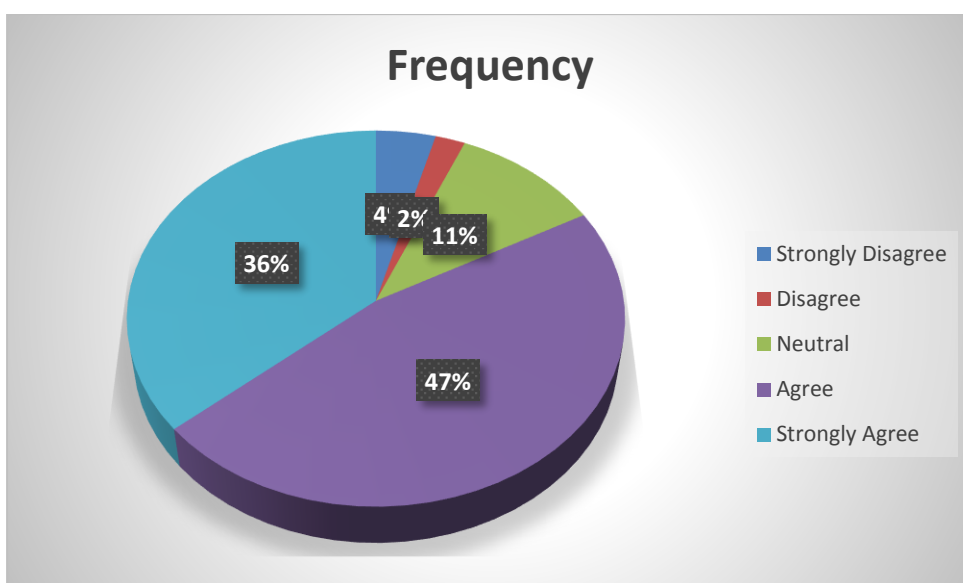
Figure 4.12: Responses by parents on whether they wanted their children to become good sports men and women.



The research findings revealed that 6% of the parents did not agree that their children wanted to become good sports men and women, while 11% remained neutral. Eighty three percent (83%) of the parents were in agreement that they wanted their children to become good sports men and women.

Figure 4.13 below shows the research findings of parents' responses on whether they thought that physical education was an important school subject.

Figure 4.13: Responses by parents on whether they think that physical education is an important school subject.



There was confirmation from the research findings that 6% of the parents disagreed that physical education was an important school subject, while 11% remained neutral. Eighty three percent (83%) of the respondents agreed that physical education was an important school subject.

One parent expressed his views over the issue by saying that;

Physical education is very important. As a teacher of physical education and sport, I have definitely seen a lot of benefits of physical activities, it is actually cost effective. For instance, if one is involved in physical activities, you find that it becomes less expensive to treat certain ailments like obesity and so on and so forth.

Table 4.12 below shows the research findings of teachers' responses on whether parents considered physical education to be of less importance in the school curriculum.

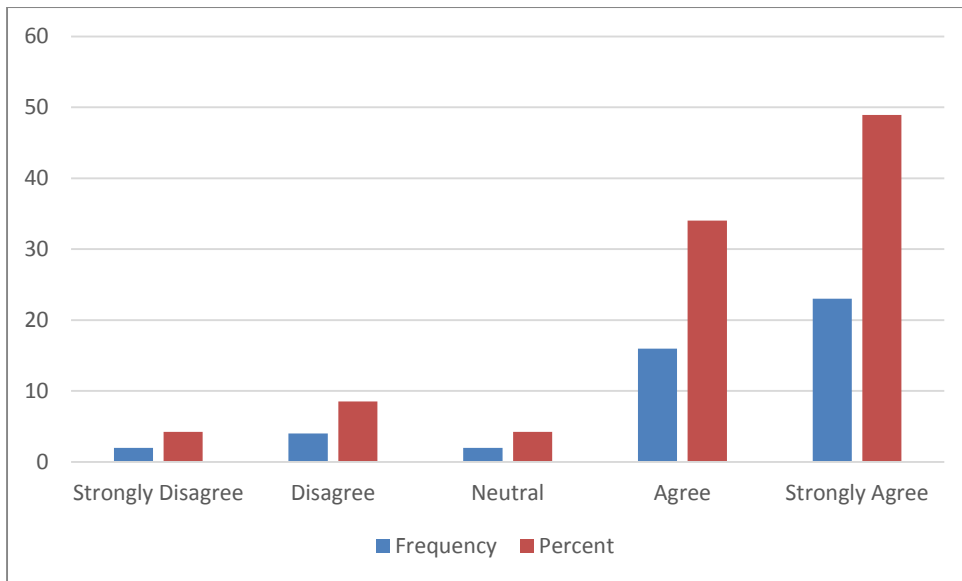
Table 4.12: Teachers' responses on whether parents consider physical education to be of less importance in the school curriculum.

	Frequency	Percentage
Strongly Disagree	9	15
Disagree	38	63
Neutral	4	7
Agree	7	12
Strongly Agree	2	3
Total	60	100

When asked whether parents considered physical education to be of less importance in the school curriculum, 78% of the respondents considered physical education to be very important in the school curriculum and that 4 parents representing 7% had remained neutral. Nine respondents representing 15% however, considered physical education to be of less importance in the school curriculum.

Figure 4. 14 below show the research findings of parents' responses on whether their children liked sports.

Figure 4.14: Responses by parents on whether their children like sports.



The research findings revealed that six parents representing 13% disagreed that their children liked sports while two were neutral representing 4%. Thirty nine parents were in agreement that their children liked sports representing 83% of the respondents.

When asked whether his daughter liked sports, one parent had this to say;

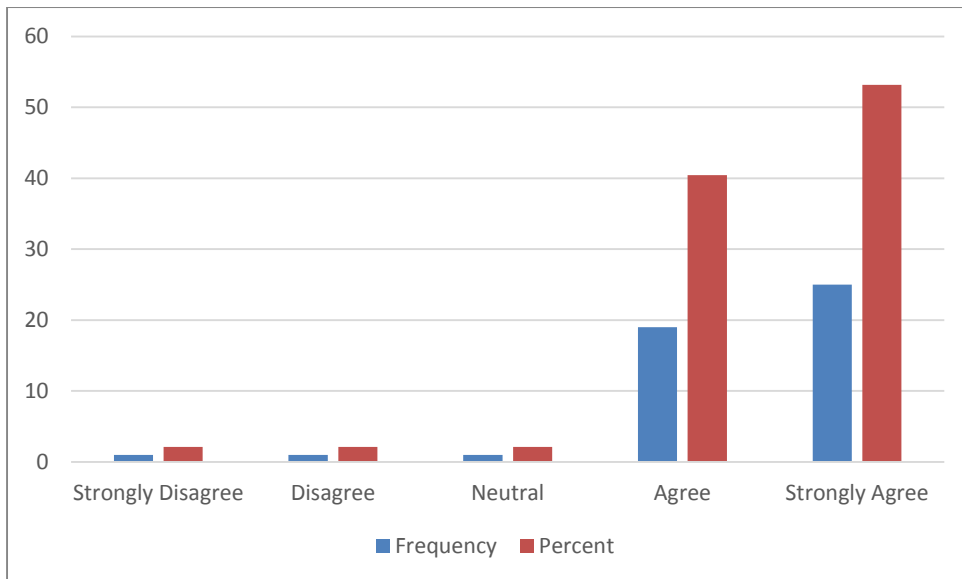
Yes, she does like sports very much, and I have always encouraged her.

One child had this to say on the liking of sport;

I love sports, they are fun to play and I enjoy them very much.

Figure 4.15 below shows the research findings of parents' responses on whether they watched sports on TV.

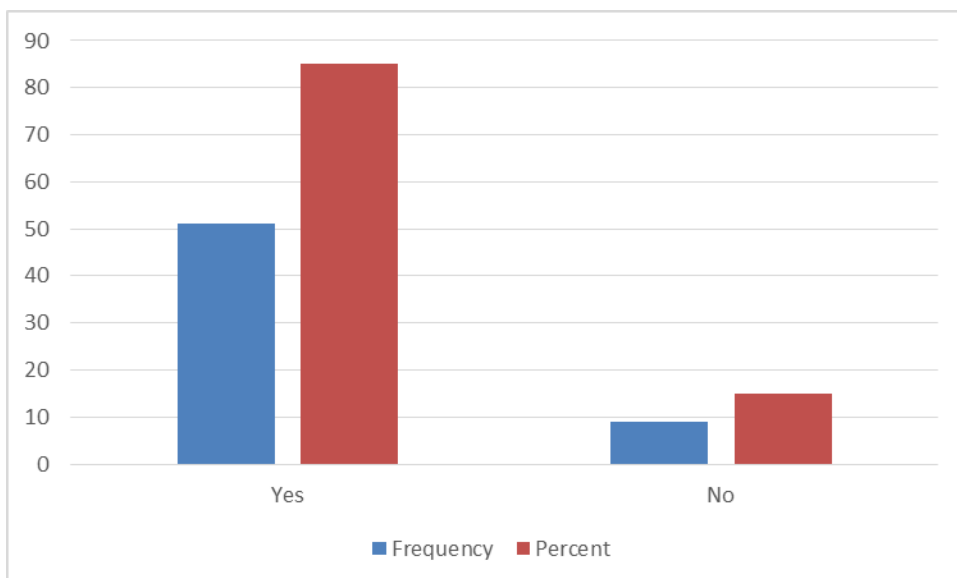
Figure 4.15: Responses by parents on whether they watch sports on TV.



When asked whether they watched sports on TV, two parents were in disagreement that they watched sports on TV, representing 4% while one parent remained neutral representing 2%. Forty four parents were in agreement that they watched sports on TV, representing 94% of the respondents.

Figure 4.16 below shows the research findings of children's responses on whether their parents allowed them to watch sports on TV.

Figure 4.16: Children's responses to the question, 'do your parents allow you to watch sports on TV?'



There was confirmation from the research findings that, fifty one out of sixty children representing 85% were allowed to watch sports on TV by their parents while nine children representing 15% were not allowed to watch sports on TV.

Table 4.13 below shows the findings of parents' responses on whether they sometimes took their children to parks, stadiums or sports clubs.

Table 4.13: Responses by parents on whether they sometimes take their children to parks, stadiums or sports clubs.

	Frequency	Percentage
Strongly Disagree	5	11
Disagree	23	49
Neutral	5	11
Agree	11	23
Strongly Agree	3	6
Total	47	100

Asked whether they sometimes take their children to parks, stadiums and sports clubs, twenty eight parents were in disagreement that they sometimes take their children to parks, stadiums and sports clubs representing 60% while five remained neutral representing 11%. Fourteen parents were in agreement that they sometimes take their children to parks, stadiums or sports clubs representing 29% of the respondents.

One parent had this to say over the above issue;

I do not see it necessary to take my children to such places.

Another parent expressed his views by saying that;

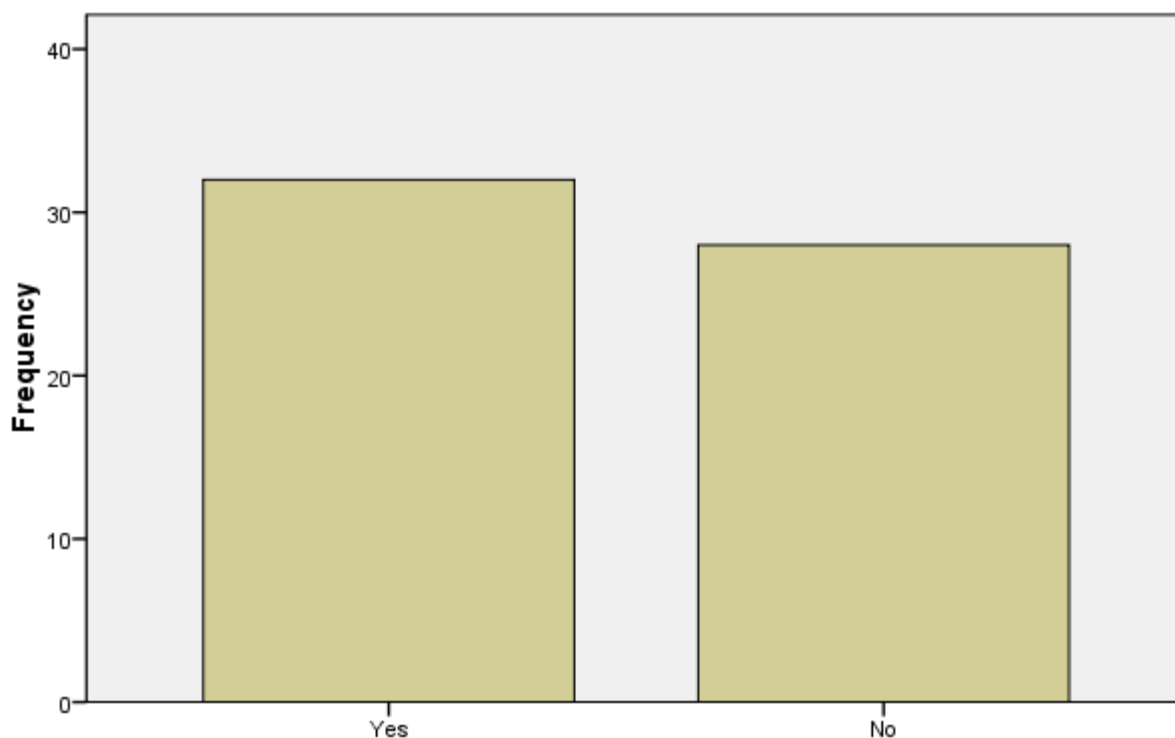
We do not take our children to such places; we are just kept busy by other things.

4.5 Community support services accessed

Figure 4.17 below shows the research findings of children's responses on whether their parents took them to parks, stadiums or sports clubs.

Figure 4.17: Children's responses to the question, 'do your parents take you to parks, stadiums or sports clubs?'

Do your parents take you to parks, sports clubs or stadium to watch games?



Do your parents take you to parks, sports clubs or stadium to watch games?

When asked whether parents took them to parks, stadiums or sports clubs, thirty two out of sixty children representing 53% said that they were taken to parks, sports clubs or stadiums to watch games by their parents while twenty eight children representing 47% of the respondents said that they were not taken to parks, sports clubs or stadiums by their parents.

Table 4.14 below shows the research findings of children’s responses on whether they were encouraged by their parents to work hard in sports at school.

Table 4.14: Children’s responses to the question, ‘are you encouraged by your parents to work hard in sports at school?’

	Frequency	Percentage
Yes	54	90
No	6	10
Total	60	100

When asked whether they were encouraged by their parents to work hard in sports at school, fifty four out of sixty children representing 90% said that they were encouraged by their parents to work hard in sports at school while six children representing 10% said that they were not encouraged by their parents to work hard in sports at school.

While the majority of children said that they were encouraged by their parents to work hard in sports at school, one child had this to say;

My parents want me to learn so that I can pass my exams properly. Where I was learning, I was in jets club while my friend was doing sports. But my friend who was doing sports did not perform properly at school. Somebody was passing number 2, she suddenly started passing number 5. That is why my parents said you cannot start sports right now.

Table 4.15 below shows the research findings of children’s responses on whether they liked sports.

Table 4.15: Children’s responses to the question, ‘do you like sports?’

	Frequency	Percentage
Yes	57	95
No	3	5
Total	60	100

The research findings had revealed that fifty seven out of sixty children representing 95% said that they liked sports while five children representing 5% said that they did not like sports.

When asked whether she liked sports, one child had this to say;

I like sports very much especially netball because I enjoy playing it.

4.6 Limitations

The main limitation was how to meet some parents, teachers and pupils in good time. The school time table was a limitation because the researcher wanted to gather data before the end of the school term. Teachers had already started preparing and giving end of term tests. That was a setback as it slowed down the pace at which the work was supposed to have been done. As for some parents, it was very difficult to find them at home as they were committed with their work of looking for something to do that could put food on their tables. Nevertheless, a solution was found to the problems encountered. The research was limited to Kabwe district which is in the central province of Zambia, and sixty families with their children and teachers of the children were targeted.

CHAPTER FIVE: DISCUSSION OF THE FINDINGS

5.0 Introduction

This chapter looks at the discussions and interpretations of the study in relation to the objectives or research questions.

5.1 Demographics

Parents

The research findings as indicated in (table 4.1, page 23) displayed a fair distribution of parents by gender. This implies that the percentages for men and that of women were almost close to each other. Forty three (43%) represented the male folk and fifty seven (57%) the female folk of which by any standards in terms of population, the figures presented could be described as fair distribution as it is generally known and accepted that women are more than men in numbers in any given society. In terms of age, 23% represented parents that were below thirty, 32% represented parents between thirty (30) and forty (40), 34% represented parents between forty one (41) and fifty (50) and 11% represented parents above fifty (50). From the above figures given, we can therefore deduce that the researcher was dealing with almost a youthful group of parents and middle aged. However, a lesser percentage (45%) of parents was in their advanced stage in terms of age. In (table 4.8, page 34), thirty seven (37) out of sixty (60) children representing 62% said that their parents did not play games with them. The age of the parents could have been one of the contributing factors as one child remarked (chapter 4, page 35) that her parents did not play games with her because they were old. These could have been parents who were above fifty (50) as indicated in (table 4.1.2, page 23). Another example of how age distribution affected the themes is that in (table 4.10, page 39) thirty four (34) parents representing 72% of the respondents agreed that household chores were daily activities that their daughters did; and in (figure 4.11, page 40) sixty nine (69%) of the parents were in agreement that gardening was an activity that their sons did at home (figure 4.11, page 40). It is very clear from the Zambian perspective that the majority of elderly people take physical activities such as household chores, gardening and farming very seriously and as such their children are taught how to do such activities for their benefit in future. It is therefore; not surprising that age distribution could be a factor as indicated in (table 4.1.2, page 23) where parents supporting such activities could be in the range of 30 to above 50 years.

Children

Like parents, the distribution by gender for children was fairly done as the percentages for boys and girls were almost balancing up. Forty eight percent (48%) represented boys and Fifty two (52%) represented girls, which was very close to

balancing up. In Zambia, the age at which children start grade one is 7 however, there are rare cases whereby girls may start grade one at 6. And so looking at the average age for grade seven pupils who were interviewed, we can say that it was the right age for them to be in grade seven. The 17 children representing 28.3% could have been either those children who might have started grade 1 late or the repeaters. We can therefore, say that the researcher dealt with the rightful children in terms of age.

5.2 Parental roles

The study looked at parental roles as one of the objectives. It wanted to establish the roles parents play in the development of active living home environments.

The research findings through parents, their children and teachers revealed a number of roles that parents play. It was established from the research findings as indicated in (table 4.3, page 24) that physical activities were a daily part of the majority (87%) of parents that were interviewed. This could have been as a result of the physical activities that the Zambian societies are engaged in such as household chores, gardening, playing games, walking to and from school which are done daily by almost everyone. On the other hand, the minority of parents whose families are not involved in physical activities could be parents who have the resources to use in order to have the work done in their homes. It was also established as indicated in (table 4.4, page 25) that parents did provide a conducive environment for physical activities for their children. However, the parents who said that they could not provide a conducive environment for their children were referring to their homes which were small and as such did not have enough playing space for their children.

As regards the buying of sports equipment for their children to use at home, the research findings as indicated in (figure 4.1, page 26) brought to light the fact that 55% of the parents did not buy sports equipment for their children. One of the reasons advanced by some of the parents was that they found it unnecessary to buy such things for their children. From the reason given, we can deduce that it was difficult for the parents to spend their money on sports equipment for their children when they could not see the immediate benefits for doing so and yet they could spend their little hard earned money on buying food and other things that were considered as of great importance to them such as school uniform. The area where the study was conducted is a high density place in the townships of Mukobeko in Kabwe; where the majority of the parents from the low socioeconomic status live. This, I believe justifies the reason as to why some parents could not manage to buy the sports equipment for their children except few parents who had some money to spare. However, the results of the study on the views given by the children that were interviewed concerning buying of sports equipment by their parents revealed that 57% of the respondents agreed that their parents actually bought sports equipment

for them. Some of the children may have looked at something else such as physical education attire to mean sports equipment as opposed to the actual equipment, hence the differences in the percentages highlighted by the findings from parents and their children.

On the other hand, the research findings confirmed by the teachers and the parents' children revealed that parents did buy physical education attire for their children. The findings that came from teachers represented 70% while that of children represented 55%. The positive response shown over the buying of physical education attire for their children could be attributed to the importance that parents attach to physical education and the making of wearing physical education attire compulsory by the school.

The results of the study concerning paying of sports fund for their children disclosed that parents did pay sports fund for their children and these findings were confirmed by the teachers with a percentage of 82 while the children's percentage stood at 52. The differences in percentages came as a result of not understanding the meaning of sports fund by the children and its use. It came to the attention of the researcher that the word sports fund was not being used any more in schools and that 'school fees' in general took its place. This simply means that when a parent pays school fees for the child, then the child is free to take part in any school activities as remarked by one of the children.

On the issue of provision of transport for their children by their parents whenever sports activities were held, the research findings as indicated in (figure 4.4, page 31) revealed that the children representing 80% of the respondents agreed that their parents did provide transport whenever they went for sports. Teachers on the other hand supported what the children had said and gave 49% in agreement. From what has been given, we can deduce that teachers came up with that percentage simply because they relied on what they could see, that is by seeing the actual cars that brought children to sporting activities. But on the other hand, the children may have looked at it from a different angle for example, being given some money for transport to sporting activities which unfortunately teachers cannot see unless they do ask the children as to whether they are given transport money.

The results of the study as indicated in (table 4.7, page 32) did reveal that parents encouraged their children to take part in sports and physical education and 85% representing the respondents was given while children representing 92% of the respondents were in support of their parents. Nixon & Halpenny (2010) have explained that responsive parents praise and encourage their children and give them protection and security. They also provide financial support; in other words, they are breadwinners. Teachers on the other hand, representing 75% of the respondents confirmed that parents indeed encouraged their children to take part in sports and

physical education. The unwavering support that parents have given to their children could be as a result of the knowledge parents have about the importance and benefits of taking part in sports and physical education, like one parent remarked during interviews that, it is not everyone who will have a white collar job, may be one of the children will earn a living through sports.

5.3 Attitudes of parents towards P.E. and sports

The second objective of the research study was to explore the attitudes of parents towards physical education and sports. This section discusses the findings of the research based on the objective.

The research findings as indicated in (figure 4.5, page 34) revealed that 68% of the parents did not play with their children after school and during the weekends. Various reasons were given by parents for not playing with their children. One parent for example, said that it was not part of her culture to play with her children and another one said that they were not peers with her children and that it was rare to find time to play with them. She continued to say that her child had gone to play with friends and that by the time he comes back he would be tired. Sixty two (62%) of the children said that their parents did not play with them. Some of the children interviewed said that their parents were too busy to play with them and two said that their parents were old. The grandparents were among the people that could not play with their grandchildren.

It was established from the research findings as indicated in (figure 4.6, page 35) that 41% of the parents did not attend sports activities and only 15% of the parents did attend. From the figures given, it can be deduced that either most of the parents were too busy with their work to attend the sports activities for their children or some of them did not have the interest to do so. The rest of the parents who attended the sports activities knew how important it is for the children to merely see their parents be part of the people watching the sports activities.

The results of the study revealed that only 39% of the parents were always willing to help the school in terms of financial support for sports activities while 23% of the parents were not willing. As stated earlier, the study was conducted in a low socioeconomic status area and because of that, it can be deduced that parents find it extremely difficult to support the school in such activities as they are only struggling in order to make ends meet. This is because most of the people found in that area do not work at all.

It was discovered from the research findings that only 21% of the parents had always given moral support to their children during sports activities and that 40% of the parents did not. As earlier stated, some parents have negative attitudes towards

physical education and sport; hence it is difficult for them to just give moral support to their children. Some previous studies have revealed that parents' attitudes are one of the most effective factors in determining children's attitudes towards physical activities (Lie et al., 2007 cited in Hemmatinezhad et al., 2013). It is therefore; of paramount importance as the results seem to show that parents always show a positive attitude towards sports so as to transfer the same virtues to their children.

The research findings revealed as indicated in (figure 4.8, page 37) that teachers had confirmed that 43% of the parents had monitored their children's performance by sometimes going to school and ask the teacher how their child was fairing in physical education and sports while 42% of the parents did not monitor their children and 15% of the parents remained neutral. From the information availed to us, we can deduce that almost half of the respondents who monitored their children's performance had interest in knowing how their children were doing in terms of performance in physical education and sports; and these could be parents who attached great importance to what their children were doing and probably had great passion for the subject when they were young. On the other hand, the other half of the parents did not mind their children's performance and left things to chance. These could be parents who had no interest in the subject when they were young and may have carried that kind of attitude along with them. Unfortunately, this kind of attitude could affect their children as Tsapakidou et al. (2013) have indicated that children observe attitudes, opinions, and beliefs of parents towards sports.

From the results of the study as indicated in (figure 4.9, page38), it was discovered that 87% of the parents agreed that they enjoyed physical activities when they were young while 13% of the respondents disagreed with that. The above information gives a clear indication that those parents who enjoyed physical activities are likely to take initiative by encouraging and supporting their children morally and financially in physical activities. For example, parents who regularly do sports often exert a noticeable influence on their children's involvement in sports through their own favourable attitudes or lifestyle model, or by directly encouraging and supporting them to acquire sporting habits they can progressively do on their own (Melcher & Sage, 1978; Andersen & Wold, 1992; Stucky – Ropp & Dilorenzo, 1993; Zakarian et al., 1994; Garcia et al., 1995, cited in Reverter et al., 2013).Conversely, the other group of parents could transmit the negativity to their children. In support of that, Sheehy, cited in Erbas et al. 2013) have investigated parents attitudes towards physical education programmes at school and determined that a few parents adopted a negative attitude towards physical education courses due to their negative experiences in the past.

The research findings as indicated in (figure 4.10, page 38) revealed that 59% of the respondents agreed that they were still very physically active while 28% of the

parents disagreed with that and 13% of the respondents were neutral. The earlier discussions on age distribution were that 23% of the parents were below the age of 30, 32% of the parents were between 30 – 40, 34% of the parents were between 41 and 50 and 11% of the parents were above the age of 50. From the figures given, there is a correlation between the percentage of parents who agreed that they were still very physically active (59%) and the youthful parents representing 55%. We can therefore, assume that the youthful parents are the majority of those who are still very physically active and few parents whose ages range from 41 to 50, while the majority of those who are not active could be the old people and the grandparents. However, inactivity does not only go with old age, it affects the young as well. Reverter et al., (2013) have revealed “in their findings that there is a close relationship between children and parent sporting habits, in the sense that there are significantly higher rates of inactivity among those children whose parents do not exercise regularly in comparison with girls whose parents often take part in sporting activities.” In consolidating the above views, Lee et al. (2010) have argued that parents and other family members influence and shape the physical activity habits of children and according to the studies, adolescents are more likely to be active if parents or siblings are active.

5.4 Parenting behaviours in the active living home environments

The third objective was to explore parenting behaviours in the active living home environments. This section discusses the research findings based on the objective.

It was revealed from the results of the study as indicated in (table 4.10, page 39) that 72% of the parents agreed that household chores were daily activities that their daughter did while 19% disagreed and 9% were neutral. It is not surprising that 72% of the parents alluded to the fact that their daughters did household chores simply because the Zambian society looks at daily household chores to be of great importance and that is where values of our culture revolves around and prepares the girls for future engagements in terms of marriage. In order to learn how to cook, sweep, wash cooking utensils; the girl child, as the results seem to show learns from her parents’ home so that by the time she is fully grown up, there will be no major challenges that the child will encounter. As earlier stated, despite the area under study being in a low socioeconomic status, there could be few individuals who may use other people to do household chores for them, hence the presence of the 19% respondents.

In the same vein, 69% of the parents were in agreement that gardening is an activity that their son does and 27% did not agree to that while 4% remained neutral. As girls are being prepared for their future engagements, boys are not left in the cold because there is an area that takes care of them, and this is gardening. It is a bit challenging in that it calls for hard work, but then that is what the future awaits the

boys. Sooner than later, the boys would become breadwinners and they will take that responsibility without excuses, and so they would be adequately prepared for what lies ahead of them. The 27% of the respondents who do not agree that gardening is an activity that their son does are the ones that may use money to pay people for gardening.

The research findings revealed as indicated in (table 4.11, page 40) that 88% of the children played different games with friends after school and during weekends and that 10% of the respondents disagreed with that while 2% of the respondents were neutral. Arising from the above figures, we can deduce that the children found it easier to play with their peers than with their parents due to the levels of energy that they have which cannot be compared with that of their parents. Additionally, children may have discovered that their parents do not have time to play with them. The 10% of children that could not play games with their friends could be those children who are not allowed by their parents for various reasons.

From the results of the study as indicated in (figure 4.12, page 41), 83% of the parents agreed that they wanted their children to become good sportsmen and women, 6% of the parents did not agree with that while 11% were neutral. Looking at the figures available to us, we can deduce that 83% of the respondents have not only seen the immediate benefits of sport in terms of health but they have gone further to look at sport as an industry that could employ their children as long as one is skilful in a certain sporting activity. It does not require someone to have a first degree or diploma in order to play any sport; all that is required is to merely have skills, discipline and commitment; and you earn yourself employment and be able to get good money. The 6% of the parents could be the ones who would want their children to get a good education and find a good paying job. There could be those who fear that their children might be injured and have their future brought to a halt as a result, they discourage their children from playing sport.

It was established from the research findings as indicated in (figure 4.13, page 41) that 83% of the parents agreed that physical education was an important school subject, 6% of the parents did not agree to that while 11% remained neutral. From the information that has been available to us, which is the same as that of parents wanting their children to become good sportsmen and women, we can easily deduce that the parents involved in both cases could be the same and as such they hold the same views in both cases. The 83% of respondents are fully aware of what is good for their children and we are very sure that they are supportive. On the other hand, 6% of the parents may have a strong belief that physical education and sport is not good for their children and they may just stick to that. Teachers have also confirmed that most of the parents do consider physical education to be very important for the same reasons advanced earlier.

The research findings revealed as indicated in (figure 4.14, page 43) that 83% of the parents agreed that their children like sports, 13% of the respondents disagreed with that while 4% of the respondents remained neutral. From the information availed before us, we can deduce that the 83% of the parents are those that have a passion for sport and would like their children to have the passion towards sport. As a result of that, these parents are very observant of what their children are doing in terms of sport that is why they are able to tell that their children like sport. On the other hand, 13% of the parents do not have the interest of knowing what their children are doing and because of that, they have no idea as to whether their children like sport.

From the results of the study, it was established that 94% of the parents watch sports on TV, 4% of the parents disagreed doing that while 2% of the parents were neutral. The parents that watch sports on TV are trying to cultivate interest in their children because children believe that whatever their parents do is good; and what is good for the parents is good for the children as well. Parents are considered to be role models and so in support of that, the Zambian Ministry of Education (2010) has pointed out that parents are their children's first and most powerful teachers and role models and as such, they offer learning opportunities that are based on the deep knowledge they have of their children. The 4% of the parents who disagreed are the kind of parents who have no interest in sport and may not inspire their children to watch sport on TV.

The research findings have revealed as indicated in (figure 4.16, page 44) that 85% of the children have been allowed by their parents to watch sports on TV while 15% of the parents did not allow their children. The figures presented before us, can allow us to deduce that 85% of the parents are those that watch sports on TV and because of the passion that they have for sports, they have definitely passed it on to their children that is why they do encourage their children to watch sports on TV. On the other hand, 15% of the parents who did not allow their children to watch sport on TV are not fans of sport and so they cannot allow their children to watch sports.

5.5 Community support services accessed

The fourth objective of the study was to establish the community support services accessed. This section discusses the research findings based on the objective.

It has been established from the research findings that only 29% of the parents take their children to parks, stadiums or sports clubs, 60% of the parents disagreed that they take their children to such places while 11% of the respondents were neutral. From the information availed to us, we can deduce that most of the parents do not take their children to such places because of the monetary aspect involved in such activities. In support of the above deduction, Nunomura & Olivera (2013: 6) add that parents are responsible for introducing their children to practice sport and provide

the necessary means and resources so that the children remain active in it. Without parental support and assistance, both emotional and financial, it would be very difficult if not impossible, for an athlete to achieve success (Cogan & Vidmar; 2000, cited in Nunomura & Olivera, 2013). As earlier stated, the majority of parents in that area do not work; they just struggle to make ends meet and so, taking their children to such places which require money is as good as telling them to forego a meal in preference for such activities which they may consider to be luxuries. Some parents do not see it necessary to do such things as remarked by one parent as indicated in (table 4.13, page 45). Twenty nine percent (29%) of the parents who take their children to places mentioned above could be the youthful parents and the old as well with interest of physical activities at heart and a bit of money to spare.

5.6 Community support services need to be provided to support active living home environments

The fifth objective is to establish community support services that need to be provided to support active living home environments. This section discusses the research findings based on the objective.

From the previous section on community support services accessed, it was established that of all the respondents, only 29% of the parents take their children to parks, stadiums or sports clubs. The issue of money for parents to pay for their children during these activities was the inhibiting factor coupled with lack of interest for physical activities that some parents have. This has been supported by Nunomura & Olivera (2013) and Cogan & Vidmar; 2000, cited in Nunomura, 2013).It can therefore, be deduced that in order for the children to access community support services to support active living home environments as the results seem to show; parks, recreational halls, and playgrounds be made free of charge for every child in Zambia. Sport and Recreation Branch (2012:6) has revealed that “the provision of parks and trails for recreation, and through the development of liveable communities with well connected routes contribute to healthier environment.”

The Zambian government has stated its position in “Educating Our Future”, which is a National policy on Education on the provision of recreational facilities that other key government stake holders such as the Ministry of Community Development Mother and Child Health and the Ministry of Sport, Youth and Child Development shall provide functional literacy and life skills to out-of-school youth and adults; and advocacy programmes and support systems to ensure that rights and well being of the child are protected, and foster the development of sport(Ministry of Education, 1996:134). The Ministry of Community Development and Social Services is responsible for the provision of parks and playgrounds in the country while the Ministry of Sport, Youth and Child Development provides modern facilities such as playgrounds with running tracks, swimming pools, gymnasiums and other facilities. A

case in point here is the Olympic Youth Development Centre (OYCD) which is under the Ministry of Sport, Youth and Child Development situated in Lusaka, the capital city of Zambia. It has excellent modern infrastructure as already mentioned above and it is open to the public; including the youths and adults. The youths are able to use the facilities through different youth academies that they have joined and other institutions such as schools, clubs, churches and others. This of course, is done at a fee which goes in the running of the Centre.

The researcher is of the view that if the Zambian government made provisions of facilities free of charge to all the youths in Zambia then the attainment of participation in physical activities by the youths would be successfully achieved. But this requires concerted efforts by all the stake holders such as the Nongovernmental Organisations, the church, business institutions and of course, the parents in order to supplement government effort. In fact, if such institutions and organisations took an active role in providing such services, they would be ploughing back to the community, which is their obligation. A deliberate programme would help a lot in achieving such kind of activities with the help of experts in running such kind of organised activities.

CHAPTER 6: CONCLUSIONS AND RECOMMENDATIONS

6.0 Introduction

This chapter presents the conclusion of the study and highlights its findings. It also makes recommendations based on the study and suggests further areas of research.

6.1 Conclusions

From the study findings, it can be concluded that physical activities were a daily part of the majority of parents in Zambia, and therefore active living styles were a part of the daily life of children in Mukobeko area of Kabwe; this is because of the type of activities that the Zambian societies are engaged in. It was also established that parents provided a conducive environment for physical activities for their children. Much as Zambians respect physical activities from the Zambian perspective such as household chores as living lifestyles so that the children can grow into Zambian citizens with a rich cultural background and traditions, we are alive to the fact that Zambia is part of the global village and as such, it is not an island and therefore, it has to move at the same pace with the rest of the world. This implies that the school has to supplement the parents' efforts of teaching active living to their children through the teaching of physical education. The physical education departments through the new curricula, have to put in place a programme that includes a well designed modern and traditional games and physical activities, in order to consolidate the work of the parents and continue from where they left, in a more organised and systematic manner. When this is done, we can then as a country, claim to be on the same page with the rest of the world; and our children would be able to compete favourably at national and international levels in terms of modern games and athletics that involve physical activities.

The study also concluded that parents could not buy sports equipment for their children because the area where the study was conducted is a high density place in the townships of Mukobeko in Kabwe; where the majority of the parents from the low socioeconomic status live. It was therefore, difficult for them to spend their money on sports equipment for their children to use at home when they could not see the immediate benefits for doing so; they could only spend their little hard earned money on buying food and other things that were considered to be of great importance to them such as school uniform for their children.

The study also revealed that parents bought physical education attire for their children. This was attributed to the importance that the parents attached to the subject and the making of wearing physical education attire compulsory by the school. Parents also paid sports fund for their children for the same reason as advanced earlier. Some parents may have realised the benefits that physical

education and sport may have in someone's life if taken seriously. Some parents have seen children who have broken through in the world of sport and are now leading a comfortable life and helping their parents; some of these people are their neighbours. This could therefore, be another angle from which some parents may have looked at things and because of that, it is hoped that one day, their children might be a success story also in their family, hence the support for their children.

The study had also shown that parents provided transport whenever their children went for sports and this was supported by the teachers and children. It was also revealed that parents encouraged their children to take part in physical education and sport. The unwavering support that parents had given to their children could be as a result of the knowledge parents have about the importance and benefits of taking part in sports and physical education as earlier explained in the preceding paragraphs.

The study also concluded that parents did not play with their children after school and during weekends. Various reasons were given by parents for not playing with their children. For example, one parent said that it was not her culture to play with her children; and another one said that they were not peers with her children and that it was rare to find time to play with them as indicated in (figure 4.5, page 34). Some of the children interviewed said that their parents were too busy to play with them and others said that their parents or grandparents were too old to play with them as indicated in (table 4.8, pages 34 – 35). Even though the Zambian culture may not allow parents to play with their children, the world in which we live in is dynamic and as the results seem to show, parents might do well to move with the changing times. In other words, it is important for parents to find time to accommodate their children and play games with them. They are the first teachers that children will ever come in contact with; and they always give the best to their children regardless of their status and education in society; and the love for their children is unconditional. In connection with what has been said above, OECD (2012, cited in Kernan, 2012) has explained that "parents are children's primary educators, and there is a notable consensus across education policy statements and practice guidelines in many countries that parents are children's first and most enduring educators." Parents are a great source of support during childhood and, they are essential and are the primary reason for children entering this sport, since the initiation to this sport must occur at a tender age due to its specific demands (Nunomura & Oliveira, 2013), add other scholars.

It was established from the study that very few parents attended sports activities because most of them were either too busy with their work or had no interest to do so. It is always important for parents to remember that children need their presence very much during such activities. They feel loved and cared for as already referred to

once their parents are there for them. Not only that, but they are also motivated and as a result they do their best and develop interest in sports. On the other hand, the parents' continuous absence from such activities demotivate the children especially where they see other parents supporting their children; and in the end they may lose interest completely in physical education and sport. Those who attended sports activities knew how important their presence was for their children.

The study revealed that only very few parents were always willing to help the school in terms of financial support for sports activities. As stated earlier, the study was conducted in a low socioeconomic status area and because of that, parents found it extremely difficult to support the school in such activities as they were only struggling in order to make ends meet. This is because most of the people found in that area do not work at all.

The study also revealed that very few parents had always given moral support to their children during sports activities because some parents have negative attitudes towards physical education and sport and as such, they find it difficult to give moral support to their children. It is important for parents to always try their level best to support their children and give them the necessary motivation in order for them to do well as already alluded to.

The study concluded that few parents had monitored their children's performance by sometimes going to school and ask the teacher how their child was fairing in physical education and sports. It can therefore, be assumed that the parents who monitored their children's performance had interest in knowing how their children were doing in terms of performance in physical education and sports, and that was why they made such an effort. Those parents attached great importance to what their children were doing and probably had great passion for the subject when they were young.

It was established from the study that the parents had agreed that they enjoyed physical activities when they were young. The following literature supports what has been said: Parents' behaviours can influence children's sports participation in a number of ways. One way is through the pattern of reinforcement and level of encouragement parents give for engaging in athletic activities (Weiss, 2004); and Reverter et al. (2013) have said "that literature has suggested that parental attitudes towards physical activity influence their children's attitude towards physical activity," and yet Zamatkin et al., (2004, cited in Hemmatinezhad, 2013) have reported that parents' attitude toward physical activities have effects on children attitudes about their active participation in different types of physical activities." Arising from what has been said, it can therefore be assumed that those parents who enjoyed physical activities were likely to take initiative by encouraging and supporting their children morally and financially in physical activities.

The study also revealed that some parents were still physically active. The activeness of an individual does not necessarily depend on age. There could be a number of factors at play such as one's background in terms of participation in sports activities, the interest that one has in physical activity, the plans that one may have such as being a role model to the children so that they can copy or learn from what the parents are doing. In support of parents being role models, the Ministry of Education of Ontario (2010) has explained that "parents are the children's first and most powerful teachers and role models. They offer learning opportunities that are based on the deep knowledge they have of their children."

The study also concluded that the majority of the parents had agreed that household chores were daily activities that their daughters did. This was because the Zambian society looks at daily household chores to be of great importance to the society and that; it is where values of the Zambian culture revolve around; and prepares the girls for future engagements in terms of marriage. It was also concluded that gardening is an activity that their sons did. Even though it was observed that gardening was a bit challenging because it involves hard work, the boys had no choice because sooner than later, they would become breadwinners. They would take that responsibility without excuses and so they were to be prepared adequately for what lay ahead of them.

The study revealed that the majority of the children played different games with their friends after school and during weekends. It was noted that children found it easier to play with their peers than with their parents due to the levels of energy that they have which cannot be compared with that of their parents. Additionally, children may have discovered that their parents do not have time to play with them.

From the results of the study, the majority of the parents agreed that they had wanted their children to become good sportsmen and women. It was observed that parents had not only seen the immediate benefits of sport in terms of health but they had gone further to look at sport as an industry that could employ their children as long as one was skilful in a certain sporting activity.

It was established from the study that the majority of the parents had agreed that physical education was an important school subject, and they were fully aware of what is good for their children and because of that they are supportive to their children. Teachers had also confirmed that most of the parents considered physical education to be very important because of the health benefits and employment opportunities that come along with it.

The study also concluded that the majority of the parents had agreed that their children liked sport. This was because these parents supported their children by attending their sporting activities and giving them moral support that they so much

needed. They gave them transport money and some extra money for buying food during such activities. Such kind of parents always encouraged their children when they were not doing well and always comforted them when need arose. The observation came from those parents that have a passion for sport and would like their children to have the passion towards sport.

From the study, it was established that the majority of the parents watched sports on TV. These parents were trying to cultivate interest in their children; because children believe that whatever their parents do is good; and what is good for the parents is good for the children as well.

The study also revealed that the majority of the children had been allowed by their parents to watch sports on TV. It was established that the parents that allowed their children to watch sports on TV had the passion for sports and that they had definitely passed it on to them; that was why they encouraged their children to watch sports on TV. This might have been a deliberate move made by parents, and a very good one for that matter of initiating their children into sport. The initiation we are sure always brought excitement to the child especially in a situation where they both (parent and child) watched sport together and shared the enjoyment and frustrations; and found a way of dealing with any kind of situation during that moment.

It was established from the study that very few parents took their children to parks, stadiums or sports clubs. This was due to the monetary aspect involved in such activities which might have made it very difficult for the majority of parents in that area as they do not work. Additionally, some parents did not see it necessary to do such things as remarked by one parent, and this has already been discussed in the preceding paragraphs.

The study also concluded that since the issue of money for parents to pay for their children during these activities might have been the inhibiting factor, and in order for the children to access community support services to support active living home environments as the results seem to show; parks, recreational halls, and playgrounds could be made free of charge for every child in Zambia, this issue has been adequately discussed and supported by other literature.

The most difficult or challenge faced in my research study was the collection of data especially from the parents. They took long to complete the questionnaire survey and only 47 out of 60 parents brought back the questionnaires that were given to them as shown in (chapter 3, page 21). However, the most surprising was the cooperation the researcher received from the teachers in terms of completing the questionnaires as they recorded 100% response rate. From experience, teachers tend to shun such kind of activities. The response is also indicated in (chapter 3, page

21). Despite the response rate from the parents, the overall response rate on data collection was satisfying as evidenced in (chapter 3, page 21). The researcher would recommend that physical education departments adapt the curricula for teaching physical education students by ensuring that organised games (modern and traditional) and physical activities are incorporated in the syllabus as well as Olympic values such as fair play; pursuit for excellence; respect for others; joy of effort; and balance between body, will and mind; and Zambian values such as honesty, unity, patriotism, obedience and hard work. This is because physical activities provide opportunities for healthy childhood development through active play. Physical activity also reduces the risk of obesity and chronic conditions and health care costs (Sport and Recreation Branch, 2012). This in turn, would make Zambia a health nation. As the results seem to show, the majority of the parents encourage their children to take part in sports and physical education as can be evidenced by responses from parents as indicated in (table 4.7, page 32) and this is confirmed by their children and teachers in (tables 4.7.1 and 4.7.2., pages 32 & 33), this therefore, could be taken advantage of.

According to Health Education Authority (1997) of Great Britain, "the health of the nation highlights the fact that 'gains in health will increasingly depend on effective preventive interventions', and physical activity have an important role to play in this respect." Arising from what has been said and the data collected for this research study, the researcher is of the view that all physical education educators as the results seem to show, are supposed to have a good understanding of what their work require them to do so that they are able to put in their best and acquire the best results possible by teaching modern and traditional games and physical activities. Once this is achieved, young people's quality of life is also likely to be improved through the elevated levels of physical fitness associated with high levels of physical activity (Health Education Authority, 1997) of Great Britain. Alberta Education (2006) also adds that "strong evidence exists that physical activity contributes to the overall well being of all individuals and that people of all ages can substantially improve their health and quality of life". If therefore, the Ministry of Education would encourage children to take part in PE and sport, parents might be more inclined to take their children to participate in recreational activities, thus contributing to a healthier population. The evidence of support by parents is indicated in (table 4.7, page 32) where 85% of the parents encouraged their children to take part in PE and sports.

In this research study, parents did make positive initiatives as highlighted below. Eighty seven (87%) of the parents said that they had made participation in physical activities as a daily part of family life, and this is indicated in (table 4.3, page 24); sixty (60%) of the parents said that they had provided a conducive environment for physical activities for their children, and this is indicated in (table 4.4, page 25);

seventy (70%) of the parents said they had bought PE attire for their children and this is indicated in (figure 4.2.1, page 29); eighty two (82%) of the parents said they had paid sports fund for their children as indicated in (figure 4.3, page 30); eighty (80%) of the parents agreed that they had provided transport for their children whenever they went for sports as indicated in (figure 4.4, page 31); eighty five (85%) of the parents encouraged their children to take part in sports and PE as indicated in (table 4.7, page 32); forty three (43%) of the parents said that they monitored their children's performance by sometimes going to school and ask the teachers how their children were fairing in PE and sports as indicted in (figure 4.8, page 36); eighty five (85%) of the children were allowed by their parents to watch sports on TV as indicated in (table 4.16, page 44); and ninety (90%) of the children were encouraged by their parents to work hard in sports at school. These positive initiatives by parents would cultivate children's interest in sport and physical education and give them the desire to work hard in order to succeed in life. Parents' attitudes, views and performances towards physical activities can have strong effects on their children attitudes, views and performances (Ramezani – Nezhad et al., 2009; cited in Hemmazani – nejad et al., 2013). Weiss (2004) also explains that “ parents' behaviours can influence children sports participation in a number of ways. One way is through the pattern of reinforcement and level of encouragement parents give forengaging in athletic activities.” The following initiatives would help parents in achieving their parental roles as their children would easily cooperate with them if: they bought sports equipment for their children as opposed to the situation revealed by the findings where thirty six (36%) only of the parents agreed to buying sports equipment as indicated in (figure 4.1, page 26); they played games with their children as opposed to a situation whereby only seventeen (17%) of the parents were able to do so as indicated in (figure 4.5, page 34); they attended sports activities whenever they were held as opposed to a situation whereby only fifteen (15%) of the parents did so as indicated in (figure 4.6, page 35); they gave moral support to their children during sports as opposed to a situation whereby only twenty one (21%) of the parents did so as indicated in (table 4.9, page 36); and if they took their children to places like parks, stadiums or sports clubs as opposed to a situation whereby only twenty nine (29%) of the parents did so as indicated in (table 4.13, page 45). In a study of elite athletes, Bloom reported that parents introduced children to the activity, provided resources and equipment to encourage their children's interest (Weiss, 2004). Nunomura & Oliveira (2013) have also explained that “although children and young people can find their own passions in sports for themselves, they need the support of parents so that their participation and athletic success be possible.

6.2 RECOMMENDATIONS

The following are some of the recommendations to be considered based on the research findings:

1. To sensitise the Zambian people on the importance of embracing physical activities from the Zambian perspective, there could be a deliberate programme to carry along every Zambian on board in terms of transmitting cultural values. This is because regular physical activity reduces the risk of premature mortality from all causes. Moreover, regular physical activity reduces the risk of developing several leading chronic illnesses, including cardio vascular disease (e.g. heart attacks, strokes), colon cancer, and non insulin dependent diabetes as well as their precursors (e.g. high blood pressure, hypertension), and reduces the risk of obesity. Once this is done, Zambia will become a health country and the Zambian children will be provided with opportunities for healthy child development through active play.
2. To educate the parents on the huge health benefits that are derived from the involvement of doing physical activities by their children, parents could be equipped with that kind of knowledge that would help them getting fully involved in teaching their children the necessary skills involved in active living and that would minimise reluctance of carrying out such kind of responsibility by the parents.
3. To provide conducive environments for their children and to do away with negative attitudes parents might have towards physical education and sport; parents' knowledge on how beneficial this could be for their children is very important. The provision of such environments would cultivate interest in children and be encouraged to actively take part in physical activity without going far away from home. Children may strive to do their best in sports because of the interest that their parents will have shown as they are regarded as role models.
4. For the children to feel loved and cared for, parents could find time to play with their children and put aside the cultural aspect which might be a barrier; buy or improvise sports equipment for their children to use at home and try to find time to attend sports activities and give them moral support. This might bring children and parents closer together and develop a bond where it never existed or strengthen it where there was that existence. Trust between the two parties will be developed or enhanced.
5. To run the sports activities with fewer difficulties, parents could help the school in terms of financial support for sports activities. This is because the school would be in a better position to operate effectively and efficiently, this in the long run, might improve students' performance in sports.
6. To address the lack of interest by parents in knowing how their children were performing in physical education and sport at school, school open days could be used to discuss such issues with the teachers in order to find a lasting solution to the problem.
7. To address the inaccessibility of recreational facilities, municipal councils in Zambia could provide community support services which can be accessed free of charge by all the children. This is because there are some parents who might not afford to pay

for their children, and once this is done, then the benefits of active living would be achieved by the majority of the children in Zambia as long as there is sensitisation over the importance of active living; and the benefits that accrue to it at individual as well as national levels.

8. The Zambian government through the Ministry of Education could play a pivotal role in supplementing the parents' roles through the teaching of physical education in line with the new curricula in order to enhance active living in the country through modern and traditional games and physical activity.

Suggested areas for further research

1. To explore whether there is correlation between physical activities and academic performance by learners in a Zambian setting.
2. To ascertain roles parents may play from a low socioeconomic status and a high socioeconomic status.

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APPENDICES

Appendix A

QUESTIONNAIRE (to be filled in by the Parents/Guardians)

Dear Respondent,

Please (tick), circle or fill the spaces provided where appropriate.

MATTERS TO NOTE:

- (i) The information given on the questionnaire will be held in strict confidence and will be used only for the purpose of the study.
- (ii) If any of the questions may not be appropriate to your circumstance, you are under no obligation to answer.
- (iii) The word guardian can be substituted for parent.

SECTION 1: PERSONAL PROFILE

Instructions: Please (tick) the appropriate answer in the bracket provided.

1. What is your gender?
Male [] Female []
2. What is your age?
Below 30 [] 30 – 40 [] 41 – 50 [] Above 50 []
3. What is your responsibility?
Mother [] Father [] others (Please specify).....
4. What kind of school does your child go to?
Girls school [] Boys school [] Mixed school []

SECTION 2: ACADEMIC PERFORMANCE OF THE CHILD

NOTE: For question 5, take: 75 – 100% as Above Average, 50 – 74% as Average and Below 50% as Below Average

5. How would you rate the performance of your child at school based on the school report form?
Above Average [] Average [] Below Average []
6. How would you rate your child's trend in performance?
Improving [] Stagnant [] Declining []

SECTION 3: PARENTS' ROLES, ATTITUDES AND BEHAVIOURS, AND COMMUNITY SUPPORT SERVICES TOWARDS THE CHILD

Instructions: (i) For each of the following statements, **circle** the number of the 5 – point scale (1 = *strongly disagree*, 5 = *strongly agree*) that best describes how that statement applies to you as a parent. **Please do not omit any items.**

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

(ii) Fill in the spaces provided.

7.	My child is too busy to play outside every day. Comment:	1 2 3 4 5
8.	Participation in physical activities is a daily part of our family life. Comment:	1 2 3 4 5
9.	I have always provided a conducive environment for physical activities at home for my children. Comment:	1 2 3 4 5
10.	I buy sports equipment for my children to use at home. Comment:	1 2 3 4 5
11.	I encourage my children to take part in sports and physical education. Comment:	1 2 3 4 5
12.	I play games with my children.	1 2 3 4 5

	Comment:	
13.	I enjoyed physical activities when I was young. Comment:	1 2 3 4 5
14.	I am still very physically active. Comment:	1 2 3 4 5
15.	I want my children to become good sports men and women. Comment:	1 2 3 4 5
16.	My child participates on a sports team. Comment:	1 2 3 4 5
17.	I sometimes take my children to parks, stadiums, and sports clubs. Comment:	1 2 3 4 5
18.	My child likes sports. Comment:	1 2 3 4 5
19.	I think that physical education is an important school subject. Comment:	1 2 3 4 5
20.	We watch sports on TV. Comment:	1 2 3 4 5

21.	Household chores are daily activities that my daughter does. Comment:	1 2 3 4 5
22.	Gardening is an activity that my son does at home. Comment:	1 2 3 4 5
23.	My child plays different games with friends after school and during week – ends. Comment:	1 2 3 4 5
24.	My child covers a daily distance of not less than 4 kilometres to and from school. Comment:	1 2 3 4 5
25.	A bicycle is the only means of transport my child uses to and from school. Comment:	1 2 3 4 5

Thank you for your time and cooperation

QUESTIONNAIRE (to be filled in by the Teachers)

Dear Respondent,

Please (tick) or fill in the space provided where appropriate.

MATTERS TO NOTE:

- (i) The information given on this questionnaire will be in strict confidence and will be used only for the purpose of the study.
- (ii) If any of the questions will not be appropriate to your circumstance, you are under no obligation to answer.
- (iii) The word guardian can be substituted for parent.

SECTION 1: PERSONAL PROFILE

1. What is your gender?
Male [] Female []
2. What is your age?
Below 30 [] 30 – 40 [] 41 – 50 [] Above 50 []
3. What kind of school does the child go to?
Girls school [] Boys school [] Mixed school []

SECTION 2: ACADEMIC PERFORMANCE OF THE CHILD

NOTE: For question 4, take 75 – 100% as Above Average, 50 – 74% as Average and Below 50% as Below Average.

4. How would you rate the performance of the child in class?
Above Average [] Average [] Below Average []
5. How would you describe the activeness of the child in physical education and sport?
Very Active [] Active [] Not Active []

SECTION 3: PARENTS'/GUARDIAN'S ROLES, ATTITUDES AND BEHAVIOURS TOWARDS THE CHILD

Instructions: (i) For each of the following statements, **circle** the number 5 – point scale (1 = *strongly disagree*, 5 = *strongly agree*) that best describes how that statement applies to the child's parent. Please do not omit any items.

1 = Strongly Disagree

2 = Disagree

3 = Neutral

4 = Agree

5 = Strongly Agree

(ii) Fill in the spaces provided.

6.	The parent buys physical education attire for the child. Comment:	1 2 3 4 5
7.	The parent encourages the child to take part in physical education and sports. Comment:	1 2 3 4 5
8.	The parent supports the child financially by paying sports fund. Comment:	1 2 3 4 5
9.	The parent attends sports activities whenever they are held. Comments:	1 2 3 4 5
10.	The parent provides the child with transport whenever there are sports activities. Comment:	1 2 3 4 5
11.	The parent is always willing to help the school in terms of financial support for sports activities. Comment:	1 2 3 4 5
12.	The parent always gives moral support during sports activities. Comment:	1 2 3 4 5

	
13.	<p>The parent monitors the child’s performance by sometimes coming to school and ask the teacher how the child is fairing in physical education and sports.</p> <p>Comment:</p> <p>.....</p>	1 2 3 4 5
14.	<p>The child is not active in physical education and sports for fear of being punished by the parents.</p> <p>Comment:</p> <p>.....</p>	1 2 3 4 5
15.	<p>The parent considers physical education to be of less importance in the curriculum.</p> <p>Comment:</p> <p>.....</p>	1 2 3 4 5

Thank you for your time and cooperation

QUESTIONNAIRE (Interview – face to face with the child)

SECTION 1 = PERSONAL PROFILE

1. Gender
Male [] Female []
2. What is your age?
10 [] 11 [] 12 [] 13 []
3. What Grade are you doing?
5 [] 6 [] 7 []
4. Who do you live with?
Father [] Mother [] other (Please specify).....
5. Do your parents play games with you?
Yes [] No []
6. Do your parents buy sports equipment for you?
Yes [] No []
7. Are you encouraged by your parents to take part in physical education and sports?
Yes [] No []
8. Do your parents take you to parks, sports clubs, or stadium to watch games?
Yes [] No []
9. Are you encouraged by your parents to work hard in sports at school?
Yes [] No []
10. Do your parents allow you to watch sports on television?
Yes [] No []
11. Do your parents pay school sport fund for you?
Yes [] No []
12. Do your parents buy physical education attire for you?
Yes [] No []
13. Are you punished by your parents when you take part in sports at school?
Yes [] No []
14. Are you provided with transport whenever you are going for sports activities?
Yes [] No []
15. Do you like sports?
Yes [] No []
16. Which is your favourite sport?
.....

Thank you for your time and cooperation

Appendix B

P.O. Box 81206

Kabwe

Dear Sir/Madam

Re: An investigation of the roles parents in home environments play in the development of active living behaviours in Kabwe – Zambia.

I am a student at the University of Peloponnese – International Olympic Academy (IOA) based in Greece. I am pursuing a masters' degree in Olympic Studies, Olympic Education, Organisation and Management of Olympic Events. I am doing a research on the topic "An investigation of the roles parents in home environments play in the development of active living behaviours in Kabwe – Zambia." This study is of great importance to our country because active living behaviours reduce and prevent obesity and chronic conditions during childhood. Children involved in physical activity help to reduce health care costs of our nation, and contribute to healthy, happy communities.

Attached to this letter, is a questionnaire on the research project I am carrying out based on the same topic. Your views and experiences on this issue will very much help us to understand the roles parents in home environments play in the development of active living behaviours in Kabwe and Zambia in general.

The information that will be received from you will be regarded as highly confidential and will not be revealed to anyone outside this project. This is voluntary.

Your kindness and participation in this project will undoubtedly be highly appreciated.

I am looking forward for your assistance.

Jephas Mwape.

Appendix C

THE INTERVIEW QUESTIONNAIRE FOR PARENTS (face to face)

1. Do you play with your child at home?
2. Have you made physical activities to be daily part of family life?
3. Do you provide a conducive environment for physical activities for your children at home?
4. Do you buy sports equipment for children to use at home?
5. Do you want your children to become good sports men and women?
6. Which sports team(s) does your child participate on?
7. Do you sometimes take your children to parks, stadium and sports clubs?
8. Does your child like sports?
9. Do you think physical education is an important school subject?
10. Do you watch sports on TV?
11. Have you made household chores to be daily activities for your daughter?
12. Does your son do garden at home?
13. How far is your child's school from home?
14. What type of transport does your child use to and from school?
15. What different types of games does your child play with friends at home?



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Official Statement

With knowledge of my personal responsibility taking legal consequences into account according to the provisions of the article 11 paragraph 2 (Process of deleting from students' records) of the Regulation of Postgraduate Study Programme I hereby declare that during completion of the thesis under the title "An investigation of roles parents in home environments play in the development of active living behaviours in Kabwe – Zambia." I did not use all or part of another author's work or his/her ideas and beliefs without reference to the relevant source (book, newspaper or magazine article, website e.t.c.).

Date: 27/01/2015

The Declarer


(Signature)