

FACTORS IMPACTING PARENTAL INFLUENCE ON CHILDREN'S PA

What impacts parent's ability to influence their children's physical activity?

A Synthesis Project

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Department of Kinesiology, Sports Studies, and Physical Education

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By

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FACTORS IMPACTING PARENTAL INFLUENCE ON CHILDREN'S PA

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How do different levels of support, socioeconomic status, and education level impact parental influence on children's physical activity?



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Instructor Approval

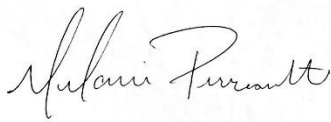
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I want to dedicate this page to thank my professors, coaches, friends, and family for their support and guidance during my time at SUNY Brockport. Without them, I wouldn't be where I am today, nor would I have achieved the goals I set. I am forever grateful to this program and SUNY Brockport for all it has taught me.

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## **Abstract**

This synthesis examines the factors that influence parental involvement in children's physical activity, focusing on role modeling, socioeconomic challenges, and education. The analysis uses peer-reviewed research from 2001 to 2024 to answer two main research questions: "What affects parents' ability to support their children's physical activity?" and "How do socioeconomic status (SES) and education shape parental involvement in children's physical activity?" The findings show that active parents who offer logistical and emotional support help children develop long-term healthy habits. However, families with lower SES face barriers like limited finances, transportation issues, and fewer resources, while higher-SES families benefit from better access to opportunities. Parental education also plays a role, with higher education levels linked to better support for physical activity. Addressing these gaps through affordable programs, parent education, and community efforts is key to creating equal opportunities for all families. This study also highlights the importance of early parental involvement and the need for support systems to promote active and healthy lifestyles for children.

## Chapter 1: Introduction

Regular physical activity is crucial for a child's physical, social and mental development. Furthermore, physical activity is known to strengthen cardiovascular and muscular health, which promotes mental toughness and a reduced risk of obesity and related chronic diseases (WHO, 2020). Unfortunately, the majority of children fail to meet the recommended amount of daily physical activity, compromising their development from the benefits of physical activity. Roughly 81% of children aged 11-17 worldwide fail to meet the World Health Organization's (WHO) recommendation of at least 60 minutes of moderate to vigorous activity daily. In the United States, only 24% of children aged 6-17 meet recommended standards, which has contributed to the rising national obesity rate, currently at 19.7% of the population (Aubert et al., 2018; CDC, 2022; Hales et al., 2020).

A key factor in creating positive physical activity habits in children is the involvement of their parents in their physical activity. Parental involvement and support in a child's physical activity is a complex issue, which includes direct engagement in the activity, logistical support, emotional support, and an ability to be a role model (Schoeppe et al., 2016; Zecevic et al., 2010; Hosokawa et al., 2023; Alderman et al., 2010). Unfortunately, factors limiting parent's ability to positively influence their children's physical activity exist and continue to be a reason for the lack of physical activity and rising rates of obesity in children (Van Leeuwen et al., 2022; Holt et al., 2011; Morin et al., 2016).

Parents who directly participate in physical activity, either with or without their child, increase the likelihood that their children will learn and adopt healthy and active lifestyle habits (Schoeppe et al., 2016; Zecevic et al., 2010). Furthermore, parents who provide consistent support to their children to meet the recommended amount of daily physical activity are five

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times more likely to have their children retain this knowledge and continue being active (CDC, 2022). Being a role model who promotes an active lifestyle is an influential way for a parent to get their children to remain physically active (Schoeppe et al., 2016). This is particularly true when considering gender dynamics, as children often mimic the parent of the same gender, illustrating the importance of being a role model (Schoeppe et al., 2016). However, as children grow older, parental influence decreases in effectiveness as the effect of peer influence increases (Alderman et al., 2010).

A parent's ability to role model and engage directly are not the only factors that impact parental influence. Socioeconomic and educational factors have also been reported to have a significant impact on parental involvement. For example, families of higher socioeconomic status (SES) have better access to organized sports, recreational facilities, and safe outdoor spaces, which gives these families the ability to consistently promote physical activity with their children (Holt et al., 2011; Van Leeuwen et al., 2022). On the other hand, families of low-income often face financial limitations, time constraints, and reduced access to resources to promote active lifestyles (Holt et al., 2011; Van Leeuwen et al., 2022; Brockman et al., 2009). Furthermore, parental education level compounds this issue, as greater education increases the likelihood that parents will understand the importance of physical activity for their children (Morin et al., 2016; Muthuri et al., 2016). Parents in high-income families have higher levels of education, are more than likely to understand how important physical activity is for their children and are able to take advantage of more opportunities (Davison & Birch, 2001; Morin et al., 2016; Muthuri et al., 2016). Whereas, parents in low-income families often have lower education levels, often have a lack of knowledge of the importance of physical activity and have limited

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opportunities to support active lifestyles (Davison & Birch, 2001; Morin et al., 2016; Muthuri et al., 2016).

### **Statement of the Problem**

Despite physical activity having many health and mental health benefits, many children are not meeting the recommended daily activity levels, increasing the risk of obesity and chronic diseases in children (WHO, 2020; Aubert et al., 2018; CDC, 2022; Hales et al., 2020). Parental involvement is a key factor in children being physically active; however, limitations on support, socioeconomic issues, and educational barriers do not allow parents to be fully involved in their children's activity (Schoeppe et al., 2016; Alderman et al., 2010; Van Leeuwen et al., 2022; Holt et al., 2011). Furthermore, the factors of socioeconomic status and education level are often interrelated and may combine to create negative long-term effects on child physical activity and health (Davison & Birch, 2001; Morin et al., 2016; Muthuri et al., 2016).

### **Purpose Statement**

This study examines the factors impacting parent's ability to positively influence their children's physical activity.

### **Operational Definitions**

1. Parental Support: Includes both direct and indirect actions taken by parents to support and encourage physical activity in their children, such as participating in sports with them, providing transportation, or modeling an active lifestyle (Schoeppe et al., 2016).
2. Physical Activity: Any bodily movement that requires energy expenditure, including organized sports, recreational activities, and unstructured play (CDC, 2022).



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3. Socioeconomic Status (SES): Refers to the social and economic factors that influence a family's position within society, including income, education, and access to resources (Van Leeuwen et al., 2022).
4. Parental Education: The highest level of formal education attained by the child's parents, which may influence their knowledge and attitudes toward physical activity (Muthuri et al., 2016).

### **Research Questions**

1. What factors impact parents' ability to provide support for their children's physical activity?
2. How do socioeconomic status and parental education shape parental involvement in children's physical activity?

### **Delimitations**

This study focuses on peer-reviewed research published between 2001 and 2024 to ensure the information is up-to-date and relevant. Only qualitative and quantitative studies are included to provide a well-rounded understanding of what factors impact parental involvement on children's physical activity.

## **Chapter 2: Methods**

The purpose of this synthesis project is to review the literature on the factors that impact a parent's ability to be involved in their children's physical activity. An extensive literature search was performed using SUNY Brockport's Drake Memorial Library. To ensure current findings in the field, this synthesis used only peer-reviewed articles published between 2001 and 2024. The selection criteria chosen included peer-reviewed literature written in the English language, with a focus on parental influences and children's physical activity. Three primary

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publishers have been used to access the literature fully: EBSCOHost, Science Direct, LibKey, and Pub Med.

The initial search was conducted using terms such as “children’s physical activity” and “parental influence or parental support” with date filters set from 2004 to 2024. With peer-reviewed articles only, this search generated approximately 800 results. To refine these results, the date range was narrowed from 2006 to 2023, yielding 551 articles. After screening the abstracts of the first two pages with 50 results per page, four articles were selected based on their focus on the relationship between parental activity, role modeling and children's physical activity habits.

A second search was performed to explore how socioeconomic factors influence children’s access to physical activity. Keywords included “child physical activity,” “socioeconomic influence,” “sports participation,” and “low-income families,” with filters for peer-reviewed and full-text articles published between 2004 and 2024. This search initially generated 152,200 results. Additional terms, “sports participation” and “low-income families,” were added, narrowing the results to 8,416. Finally, the date range was refined to 2008–2024, resulting in 6,855 articles. After reviewing the first five pages of abstracts, three articles were selected for their specific insights into financial, logistical, and social barriers in low-income families.

The final search aimed to identify literature on the impact of parental education on child physical activity, using terms such as “school resources,” “parental education,” and “physical activity access.” Peer-reviewed articles were filtered from 2001 to 2024, resulting in approximately 125 articles. Following a review of three pages of abstracts, three articles were selected, focusing on how parental education shapes physical activity outcomes.

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Altogether, the literature review includes ten primary articles. These articles focus on what impacts parental involvement in the physical activity of children between the ages of three and seventeen years old. Articles that solely concentrated on adult physical activity or studies that did not address parental influences on children's physical activity were excluded. The selected articles were all published between 2001 and 2024, are peer-reviewed, and are accessible through the SUNY Brockport library system. The journals from which these articles were sourced include *Pediatric Exercise Science*, *Journal of Physical Activity & Health*, *BMC Public Health*, *BMC Sports Science*, *International Journal of Pediatrics*, *Psychology of Sport and Exercise*, *The Journal of School Health*, *PloS One*, *Children (Basel)*, and *Obesity Reviews*. These journals are reputable sources that provide a strong foundation for examining the multifaceted impact of parental involvement on children's physical activity.

The articles selected used a wide range of participants and methods. Schoeppe et al. (2016) used 737 year-five students from six schools in Germany. Alderman et al. (2010) used 70 mothers to complete questionnaires assessing physical activity habits. Zecevic et al. (2010) used 102 preschool-aged children. Van Leeuwen et al. (2022) conducted 24 interviews with low-income families. Holt et al. (2011) conducted 35 interviews with parents and children from 17 low-income families. Brockman et al. (2009) used 17 focus groups of 113 ten, and eleven-year-old children from various schools in the United Kingdom. Morin et al. (2016) performed a cross-sectional survey of 143 primary public schools in Canada. Muthuri et al. (2016) collected data from 4,752 children from ages nine to eleven. Hosokawa et al. (2023) gathered survey information from 1,515 third grade students from Japan, only 717 were deemed valid response. Davison and Birch (2001) used a longitudinal study of 180 girls ages 5 to 9 to collect data.

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Overall, throughout the studies, data from 6,873 participants across various age groups, roles, and education were used to form conclusions.

### **Chapter 3: Literature Review**

This chapter reviews literature on factors impacting parental influence on children's physical activity by analyzing findings from studies that help answer the following research questions: What factors impact parent's ability to provide support for their children's physical activity? And, how socioeconomic status (SES) and parent's education level shape parental involvement in children's physical activity? This chapter is separated into three sections, parental support and role modeling, socioeconomic influences, and parental education.

#### **Parental Support and Role Modeling**

Parents play an important role in developing their children's physical activity habits by being physically active role models. Schoeppe et al. (2016) did a study on 737 fifth grade students in Germany to examine how parents who are physically active impacted the likelihood that their children will be physically active. Using child-reported data on their parent's physical activity participation and weekly activity logs, the researchers used linear regression to examine the relationship between mothers and father's physical activity and their children's physical activity. The results showed that parents who were active during their free time also had children who were active during their free time. Specifically, the results highlighted that mothers had more of an influence on girls' activity; while fathers had more impact on boy's activity, showing that children tend to mimic their same-gender parent. These findings highlight the importance of parents being physically active and relatable role models for their children, which promotes long-term physical activity. Future research should investigate how different family household

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dynamics impact these relationships and use objective measures to improve accuracy of physical activity levels.

Building upon parents being physically active role models, parents also need to provide logistical and emotional support to properly influence their children's physical activity. Zecevic et al. (2010) examined studied 102 parents of preschool-aged children using questionnaires to gather data on family socioeconomic status, physical activity habits, opinions on physical activity, and children's daily amount of physical activity. The parents provided information about their logistical support such as transport, encouragement, and participation for their children's physical activity. Parents were then asked to rate how much enjoyment physical activity brings them and how important they think it is for their children to be physically active. To ensure the data was reliable, the researchers cross referenced it with the preschool. Using statistical analysis, the results showed that children who had parents that enjoyed physical activity and provided logistical and emotional support were 6.3 times more likely to be highly active. These findings show the importance of parents offering logistical and emotional support to promote healthy physical activity habits in children.

Beyond direct support, it is important for parents to support their children's physical activity through community resources. Hosokawa et al. (2023) conducted a study with 717 third grade students and their parents in Japan. The researchers aimed to better understand how parental involvement impacts physical activity. Data was collected using self-reported questionnaire's that assessed parent's ability to logistically support their children. Ways such as enrolling children in sports or community programs. The results indicated that children who had parents that were proactive in providing access to sports or community activities showed higher

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levels of moderate-to-vigorous physical activity, further emphasizing the value of using external resources to support your children.

While early parental involvement has a big impact, its effectiveness changes as children grow older. Alderman et al., (2010) performed a longitudinal study of 70 families to better understand how parental support changes over time. Parents were given questionnaires' about their personal activity levels and their children's activity levels during their child's preschool years, and then a follow-up questionnaire one to nine years later. The questionnaire gathered data on time spent engaging in joint activity and reasons for encouraging their children to participate. The results showed that initially parents spent on average 60 minutes per week engaging in physical activities with their pre-school aged children, however this dropped significantly to about 40 minutes per week during the follow-up questionnaires'. The study concluded that parental support is most effective during early childhood but decreased as children grow older due to the increasing influence of friends, teachers, and coaches. These results indicate that as children mature, parents need to find new ways to sustain their influence and support their children's physical activity habits.

### **Socioeconomic Influences**

Socioeconomic (SES) status plays a critical role in parents' ability to influence their children's physical activity. Van Leeuwen et al. (2022) conducted 24 semi-structured interviews with parents of low-income families in the Netherlands. Parents were selected for the interviews through charitable foundations and food banks, allowing for a diverse demographic. The researchers found that the limited access to recreational facilities, time constraints, and financial troubles these low-income families faced, significantly decreased the parent's ability to encourage their children to be physically active. Even after parents tried strategies such as

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carpooling, buying second hand equipment, and choosing local cheap sports clubs, parents of lower in-come were still significantly at a disadvantage compared to families of higher SES. The findings highlight the need for systematic change to help physical activity become more accessible for low-income families.

Adding to these findings, Holt et al. (2011) investigated challenges that hinder sports participation for children of low-income families. The researchers specifically focused on logistical and financial barriers that limit access to structured activities. With the use of Interpretive Description, the researchers conducted 35 semi-structured interviews on 17 low-income families. These families were chosen due to the fact that they received funding to cover sport registration fees from local non-profits. The interviews examined benefits, obstacles, and possible solutions related to youth sports. Parents reported high cost for fees, equipment, and travel forced them to find alternative solutions to get their children involved in physical activity. Many parents also highlighted time and transportation constraints, as the parents often stated they were working multiple jobs. These findings further emphasize the need for accessible and affordable programs in low-income areas.

The difference between low- and high-income families becomes clear when investigating the opportunities that are available to children of higher SES. Brockman et al. (2009) assembled focus groups of 113 children aged 10-11 years old from schools in Bristol, UK, to investigate how socioeconomic status influences physical activity, parental encouragement, family participation, and types of activities participated in. Using semi-structured interviews in the focus groups, the researchers found that families of higher SES provided logistical and financial support allowing for more participation in a variety of physical activities; unlike families of lower SES. Specifically, the data showed that families of higher SES relied more on financial

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encouragement while lower SES families relied on verbal encouragement. These findings further showed how higher and lower income families have different access to physical activity opportunities, and a need for programs to help bridge this gap.

### **Parental Education**

Parental education level impacts a parent's ability to support their children's physical activity, both emotionally and logistically. Parents of higher education levels have a better understanding of the importance of physical activity and how to prioritize it for their children. Morin et al. (2016) conducted a cross-sectional survey of 143 public schools in Quebec. Data was collected through questionnaires given out from the school's principles and athletic directors, with on-site visits from researchers to verify responses. The questionnaire's aimed to gather information about education levels, physical education policies, school hours, sport opportunities, indoor and outdoor facilities, borrowed resources, and programs that were offered the past year. The data revealed that parents who had higher education levels had access to higher income schools that offered more sports programs and resource options. Meanwhile, parents who had lower education levels were sending their children to low-income schools that have limited opportunities. The findings show that higher income schools need to have a better partnership with low-income schools to provide better physical activity opportunities for every family.

Muthuri et al.(2016) supported the disparity in parental education level in a global study analyzing data from 4,752 children aged nine to eleven from 12 different countries. The researchers used accelerometers to measure the children's physical activity levels and questionnaires completed by the children's parents to gather information on living environment, education level, and other demographic information. The results indicated that parents of higher



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education levels were associated with children who have high physical activity levels, due to better access and a better understanding of the health and mental health benefits of physical activity. The data also highlighted that in low- and middle-income countries, parents who had high education levels were linked to reduced physical activity amongst children due to a high reliance on motorized transportation and few opportunities for structured activities. Overall, the findings from this study reveal a need for programs to consider cultural differences along with educational differences so children from all over the world can have equal chances to stay active.

Davison and Birch (2001) further shows the importance of education level in a four-year longitudinal study of 180 girls to better understand the long-term impact of parent education levels and socioeconomic status (SES) on the ability to support physical activity. The researchers had the girls and parents' complete surveys and activity logs to assess the relationship between parental attitudes, SES, and what sport opportunities are available. The results indicated that parents who have higher education were better at ensuring access to structured sports programs, while parents who have lower education levels were not able to ensure consistent access and participation. The results highlight the need for educational interventions for parents to help better understand ways to get over these barriers in an effective and affordable way.

### **Chapter 4: Results and Discussion**

This chapter presents the results of the synthesis by focusing on factors that influence a parents' ability to be involved in their children's physical activity. The factors focused on are parental role modeling, emotional and logistical support, socioeconomic status, and education. The results show how these factors impact children's ability to develop healthy activity habits. The chapter then discusses the implications of these results and presents recommendations for future research.

### **Interpretations**

The findings from this synthesis were used to address the first research question: “What factors impact parents’ ability to provide support for their children’s physical activity?” Several factors impact parents' ability to support their children’s physical activity. Parental role modeling is critical when it comes to influencing children’s physical activity habits. Children often mimic the physical activity of their same-gender parent, which shows the importance of parents visibly being involved in physical activity so that they can inspire similar habits (Schoeppe et al., 2016; Zecevic et al., 2010). Another factor revealed to have a significant impact is emotional and logistical support, such as providing transportation to and from activities and offering encouragement, which significantly increases the likelihood of children being physically active (Zecevic et al., 2010; Hosokawa et al., 2023). In addition, parents who provide a proactive effort, like facilitating access to sports programs and community resources, are much more likely to increase the amount of moderate to vigorous physical activity levels (Hosokawa et al., 2023; Alderman et al., 2010). However, parental influence changes as children grow older. External factors such as children’s peers, teachers and organized sports become much more influential, thus decreasing the effectiveness of parental support and encouragement over time (Alderman et al., 2010). These findings show that while role modeling is a critical factor for promoting physical activity during early childhood, direct participation and creating supportive environments are also important, and parents must adapt their strategies as children mature to promote independent engagement.

For the second research question, “How do socioeconomic status (SES) and parental education shape parental involvement in children’s physical activity?”, the synthesis study revealed significant inequalities. First revealing that families with higher SES tend to benefit

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from greater access to organized and structured sporting programs, recreational facilities, and safer outdoor spaces, making it easier to support children's physical activity (Brockman et al., 2009; Hosokawa et al., 2023; Morin et al., 2016). Differently, families of lower SES face challenges such as financial limitations, transportation issues, and time constraints, which causes parents to find creative solutions such as carpooling and using second-hand equipment to support physical activity for their children. Despite these efforts, they are often not effective enough to be long-term solutions, addressing the inequalities between high and low SES families is a necessity (Van Leeuwen et al., 2022; Holt et al., 2011). Affordable and organized community programs can significantly help reduce these inequalities. Families who have access to these resources are much better equipped to support their children's physical activity, showing the importance of community-based solutions (Hosokawa et al., 2023; Brockman et al., 2009). Parents education level further impacts involvement, with higher education levels correlating with better prioritization and support for physical activity due to the greater awareness of physical activities benefits and how to access resources that support (Mortin et al., 2016; Davison & Birch, 2001). However, in low- and middle-income countries, structural barriers like limited organized activities and reliance on motorized transportation to get to and from safe areas to be active, reduce opportunities for children, even with parents who are highly educated (Muthuri et al., 2016; Van Leeuwen et al., 2022). Overall, the findings show that SES and parental education strongly affect parents' ability to support their children's physical activity, with systemic and structural barriers making it even harder for low-income families.

### **Implications**

The findings from this synthesis highlight many key implications for promoting children's physical activity and addressing the barriers identified. Early intervention that focuses

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on parental role-modeling and logistical support is critical. Children are much more likely to develop long-term physical activity habits when their parents are active role models who promote healthy behaviors and provide consistent support. Programs need to promote the importance of role modeling and offer practical tools and solutions for implementing physical activity into daily routines. These efforts are specifically crucial during early childhood when parents have the most influence on their children. Influence diminishes as children grow older and external factors such as peers, teachers and organized sports or groups take priority in their lives. Providing parents with different strategies to transition their support can help sustain these positive habits over time.

Addressing socioeconomic restrictions plays a key role for reducing the inequalities faced by low-income families. Low-income families often have financial limitations, transportation issues and limited access to safe and affordable activity spaces. New approaches such as free or low-cost sports leagues, equipment lending programs, and transportation assistance can help reduce these issues. Access to well-organized community programs has also been shown to significantly improve children's physical activity levels, even in families who have limited resources (Hosokawa et al., 2023). It is important that schools, non-profits, and local government officials have a partnership so together they can make these programs accessible and affordable for all.

Finally, parental education is a key factor in shaping physical activity outcomes. It is important that schools and community organizations implement educational programs that help parents better understand the benefits of physical activity and how to create strategies to overcome these obstacles. The programs should also address differences in culture, specifically in low- and middle-income countries, where structural challenges often make these inequalities

worse. Creating interventions that are culturally sensitive to education and socioeconomic factors are important for promoting equal access to physical activity opportunities (Muthurt et al., 2016).

### **Recommendations for Future Research**

Future research should examine how parental involvement influences children's physical activity at different stages of development. Long-term studies tracking children from early childhood through adolescence and adulthood are crucial for understanding how parental influence evolves over time and interacts with external factors like peers, teachers, and school environments. It's also important to explore the role of non-traditional family structures, such as single-parent households, blended families, and families with non-biological caregivers. This research can provide insights into how different family dynamics shape support for physical activity and guide the creation of more inclusive interventions. Expanding research to various cultural and geographical contexts is also important. Studies in low- and middle-income countries can show how community programs address barriers to physical activity, offering strategies that could help global programs. Finally, using tools like wearable fitness trackers can improve the accuracy of physical activity data, helping researchers better evaluate how parental involvement impacts outcomes. These efforts can deepen our understanding and lead to more effective interventions for families worldwide.

### **Summary**

This synthesis examines the factors that affect parental involvement in children's physical activity, focusing on role modeling, socioeconomic challenges, and education. Research from 2001 to 2024 shows that parents who model active lifestyles, provide logistical support like transportation, and offer consistent encouragement play a key role in helping their children develop long-term healthy habits. However, these efforts are often influenced by socioeconomic

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status (SES) and education levels. Families with higher SES have better access to resources such as organized activities, safe spaces, and transportation, making it easier to support their children's physical activity. In contrast, families with lower SES face financial struggles, transportation issues, and fewer opportunities. Parental education also matters because parents with higher education levels tend to prioritize physical activity because they are more aware of its benefits and better equipped to access resources, while those with lower education levels face greater challenges. Addressing these gaps requires early parental involvement, especially during childhood when parents have the greatest influence. Systemic issues related to SES and education must also be addressed through affordable community programs, parent education initiatives, and improved access to resources. These efforts are essential to ensure all families can support their children's physical activity and promote healthier, more active lifestyles for future generations.

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Appendix

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Recommendations
Alderman et al. (2010)	Change in Parental Influence on Children's Physical Activity Over Time	Journal of Physical Activity & Health	To examine changes in parental influence on children's physical activity across development.	Questionnaire completed by 70 parents at two points (baseline and 1-9 years later).	Longitudinal analysis of parental activity habits, shared time, and motivations.	Parental influence on physical activity decreases as children age.	Promote interventions focusing on early childhood and sustaining influence through adolescence.
Brockman et al. (2009)	"Get off the sofa and go and play": Family and socioeconomic influences	BMC Public Health	To explore family and socioeconomic factors affecting children's physical activity.	Conducted 17 focus groups with 113 children aged 10-11 years in the UK.	Thematic analysis of focus group discussions.	Families from different SES backgrounds provide varying levels of support for activity.	Develop tailored programs addressing logistical and financial barriers in low SES families.
Davison & Birch (2001)	Childhood Overweight: A Contextual Model and Recommendations	Obesity Reviews	To review predictors of childhood overweight using ecological systems theory.	Literature review and theoretical framework development.	Contextual analysis using ecological systems model.	Overweight risk influenced by child, family, school, and community factors.	Implement multi-level interventions targeting family and community environments.
Holt et al. (2011)	Benefits and Challenges of Sport	Psychology of Sport and Exercise	To examine perceptions of benefits and	Conducted 35 interviews with parents	Qualitative interpretive	Financial and logistical barriers	Increase accessible and affordable sport

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	Participation by Low-Income Families		challenges of sport participation for low-income families.	and children in 17 families.	analysis of interview data.	significantly limit participation benefits.	programs for low-income families.
Hosokawa et al. (2023)	Parental Support for Physical Activity and Children's Activities	BMC Sports Science, Medicine, and Rehabilitation	To assess the impact of parental support on children's physical activity levels.	Surveyed 1,515 third graders and parents; analyzed 717 valid responses.	Regression analysis linking parental support types to activity levels.	Logistic support (e.g., sports enrollment) significantly boosts moderate-to-vigorous activity.	Strengthen community resources to encourage parental logistical support.
Morin et al. (2016)	Socioeconomic Factors Influence Physical Activity and Sport in Schools	Journal of School Health	To examine the relationship between socioeconomic factors and physical activity opportunities in schools.	Surveyed 143 schools in Quebec regarding facilities and activity offerings.	Statistical analysis of socioeconomic factors and school activity opportunities.	High-income schools offer more diverse and frequent activity options.	Improve partnerships between low- and high-income schools to reduce disparities.
Muthuri et al. (2016)	Parental Education and Overweight: 12-Country Study	PLOS ONE	To explore parental education's relationship with child overweight and activity across countries.	Data from 4,752 children aged 9-11; accelerometer measurements and parental surveys.	Multi-country comparative analysis using mixed methods.	Higher parental education linked to less activity in low-income countries	Tailor interventions to cultural and economic contexts; focus on education's role in activity.

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Schoeppe et al. (2016)	Parental Physical Activity Modeling and Children's Leisure-Time Activity	Pediatric Exercise Science	To investigate associations between parental activity and children's leisure activity.	Surveyed 737 fifth-grade children about parental activity levels and their own activity.	Regression analysis of parental activity as a predictor of child activity.	Maternal activity influences girls, paternal activity influences boys more strongly.	Encourage gender-specific strategies to increase physical activity within families.
Van Leeuwen et al. (2022)	Facilitating Sports Participation in Low-Income Families	Children (Basel)	To identify barriers low-income families face in facilitating children's sports participation.	Conducted 24 interviews with low-income parents	Thematic analysis of barriers and strategies.	Financial and informational barriers limit participation despite parental efforts.	Design multilevel interventions to reduce financial and logistical barriers in sports access.
Zecevic et al. (2010)	Parental Influence on Young Children's Physical Activity	International Journal of Pediatrics	To examine how parental support affects preschoolers' physical activity.	Surveyed 102 parents; assessed children's activity levels and parental support types.	Regression analysis linking parental support to child activity levels.	High parental support linked to 6.3x greater likelihood of high activity in children.	Educate parents on the importance of their role in early physical activity habits.