BARRIERS TO PHYSICAL ACTIVITY IN CHILDREN AGED 7-12, LIVING IN SELECTED LOW-INCOME URBAN NEIGHBOURHOODS

- Pilot study in Bucharest, Cluj & Timișoara –
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## CONTENT

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>4</td>
</tr>
<tr>
<td>Objectives</td>
<td>6</td>
</tr>
<tr>
<td>Methodology</td>
<td>7</td>
</tr>
<tr>
<td>Results</td>
<td>12</td>
</tr>
<tr>
<td>Conclusions and recommendations</td>
<td>61</td>
</tr>
<tr>
<td>References</td>
<td>64</td>
</tr>
<tr>
<td>Annexes</td>
<td>65</td>
</tr>
</tbody>
</table>
BACKGROUND

The World Heart Federation and The National Institute of Public Health from Romania has been conducted a pilot school-based survey of barriers to physical activity in children aged 7-12, living in selected low income urban neighborhoods from Bucharest, Cluj and Timisoara. This survey is a part of a project which aims to improve access and awareness of physical activity in young people, in selected low income urban neighborhoods through football.

The pilot study is supported by World Heart Federation and has been conducted by The National Institute of Public Health in partnership with Romanian Heart Foundation. World Heart Federation (WHF) has a long standing relationship with the Union of European Football Associations (UEFA) in support of their mutual goal of the promotion of healthy diet and physical activity through football, successful projects have included Make a Healthy Heart Your Goal and Eat for Goals, a recipe book which introduces children to healthy eating options based on their admiration of their football heroes. 2014 will also see the launch of a new project which will utilize football as a catalyst for changing physical activity access and uptake in selected urban communities. Based on the 2012 study “Urbanization and cardiovascular disease: Raising healthy children in today’s cities”, the objective is to improve awareness about the need for physical activity in young people aged 7-12 living in selected low income urban neighborhoods’ by leveraging their affinity for football.


Measures for protecting and improving children’s and adolescents’ health and development are in place across the WHO European Region, but much more can be done to promote better health and well-being and greater equality. Investment in children and adolescents will yield economic and social benefits beyond improved health outcomes.

The aims of the renewed strategy are to enable children and adolescents in the WHO European Region to realize their full potential for health, development and well-being and reduce their burden of avoidable disease and mortality. Countries will set their own objectives to meet their specific needs, in order to promote governance, partnerships and intersectorial action at all levels of society, strengthen people-centered health systems and public health capacity to improve child and adolescent health and development and address social determinants of health and the equality gap for children, adolescents, parents and caregivers.

A considerable proportion of children and adolescents in many European countries do not meet recommended levels of physical activity. Surveys have shown that, on average, one in three children aged 6–9 years is overweight or obese. The prevalence of overweight (including obesity) in 11- and 13-year-olds varies from 5% to more than 25% in some countries. Over 60% of children who are overweight before puberty have been overweight in early adulthood, which will lead to the
development of related diseases and chronic conditions such as cardiovascular disease and type-2 diabetes.

Taking into account all of these aspects, the promotion of physical activity is on the agenda of the main international organizations. In this regard, The Council Recommendation on promoting health-enhancing physical activity across sectors (26-th of November, 2013) marks, once again, the importance of physical activity for health:

1. The benefits of physical activity, including regular sporting activity and exercise, across the life course are paramount and include lowered risk of cardiovascular disease and of some types of cancers and diabetes, improvements in musculoskeletal health and body weight control, as well as positive effects on mental health development and cognitive processes. Physical activity, as recommended by the World Health Organization (WHO), is important for all age groups, and has particular relevance for children, the working population and the elderly.

2. Physical activity, being a prerequisite for a healthy lifestyle and a healthy workforce, contributes to the achievement of key objectives defined in the Europe 2020 Strategy notably with regard to growth, productivity and health.

3. While efforts to promote health-enhancing physical activity (HEPA) have been stepped up by public authorities in some Member States over the past years, rates of physical inactivity in the Union remain unacceptably high. The majority of European citizens do not engage in sufficient physical activity, with 60% never or seldom playing sport or exercising. The lack of leisure-time physical activity tends to be more common in the lower socio-economic groups.

4. Physical inactivity has been identified as a leading risk factor for premature mortality and disease in high-income countries world-wide, being responsible for about 1 million deaths per year in the WHO European Region alone.

5. Recent research indicates that sedentary behavior might be a risk factor for health outcomes, independent of the influence of physical activity. In the Union, these findings should be taken into account when considering further actions in this area.

6. As regards physical activity levels, there are vast discrepancies between Member States. While some have made considerable progress in increasing the proportion of citizens who meet the minimum level of recommended physical activity, many others have made none or even regressed. Current policies have so far not had a decisive impact in reducing the physical inactivity levels for the Union as a whole. There is considerable potential to learn from successful approaches to develop and implement HEPA policies.

7. Physical education at school has the potential to be an effective tool to increase awareness of the importance of HEPA, and schools can be easily and effectively targeted to implement activities in this regard.

8. A number of policy areas, in particular sport and health, can contribute to the promotion of physical activity and can provide new opportunities for Union citizens to become physically active. For this potential to be fully exploited, and therefore for physical activity levels to increase, a strategic cross-sectorial approach in the field of HEPA promotion, including involvement at all levels of all relevant Ministries, bodies and organizations, in particular the sport movement, and taking into account existing and on-going policy work, is indispensable.

Prevalence data of physical activity in children

Romania is:
• 10th place in descending order of frequency in a series of 38 states for 11 years old pupils, regarding TV viewing two or more hours on weekdays (65 % boys, 64 % girls).
• 4th place in descending order of frequency in a series of 38 states for 13 years old pupils, regarding TV viewing two or more hours on weekdays (77 % boys, 75 % girls).
• 10th place in descending order of frequency in a series of 38 states for 15 years old pupils, regarding TV viewing two or more hours on weekdays (69 % boys, 68 % girls).
• 14th place in a series of 38 states for 11 years old pupils, regarding performing at least one hour of physical activity per day (32 % boys, 20 % girls).
• 17th place in a series of 38 states for 13 years old pupils, regarding performing at least one hour of physical activity per day (28 % boys, 13 % girls).
• 27-th place in a series of 38 states for 15 years old pupils, regarding performing at least one hour of physical activity per day (16 % boys, 7% girls).

Based on these data, the survey aims to identify barriers to physical activity for children and their parents. The results of the survey, along with the information gathered by other stakeholders, may assist schools in developing a prevention strategy or intervention program based on a supportive environment, with the aim of promoting healthy choices.

The study is designed to be as simple as possible and should not demand a major investment of resources.

OBJECTIVES

Scope and purpose

- Understanding the vision / viewpoint of children, parents and organizers of physical activity (teachers, coaches, etc.) on barriers to physical activity experienced by young people, particularly children from socio-economic, cultural and ethnically disadvantaged neighborhoods.
- Improving the health of children and youth in communities by promoting physical activity.
- Reducing morbidity and social problems due to sedentary behaviour.

Objective

Identifying the most important barriers to physical activity experienced by school age children in Romania, in order to implement the best programs focused on increasing physical activity in children, and to identify the most suitable approach for selected populations.
METHODOLOGY

The study targets school children of both sexes aged 7-12 years from low income urban neighbourhoods. Children have been chosen using purposive sampling from schools and neighbourhoods identified by the local school Inspectorates in Bucharest, Cluj and Timisoara.

The sampling is designed to target groups that are most sensitive to peer influences, for example children from low socio-economic classes and ethnic minorities. Schools were chosen as a medium for the study because education is compulsory and thus most children have been reachable through the education system. Schools are additionally important settings for the promotion of physical activity.

The study has been conducted through a series of four data collection forms based on survey-team agreement on the core questions:

- Primary school questionnaire for children aged 7-10 years
- Gymnasium questionnaire for children aged 11-12 years
- Questionnaire for parents
- Questionnaire for schools in order to understand background characteristics of the school

Questionnaires included a mix of open answer and closed questions (mix to be determined) with pre-coded answers (if applicable) and has been kept as short as possible to improve responsiveness and sample retention. The questionnaire for the parents has been accompanied by detailed instructions.

A final effective sample size of 300 children per city is designed for the study.

Highlights:

- From each selected school we used stratified random sampling where children have been chosen by age group. In Cluj & Timisoara: 10 students from each age level have been selected by randomization in each included school. In Bucharest 8 children has been randomized for each age level in each school included in the study.
- The questionnaire requires about 30 minutes to administer
- Fieldwork to be conducted in 3 weeks
- A standard set of survey questions has been used in all locations, and staff has been trained in one training period to ensure uniformity of results.
### Table 1. Core items set out in the methodology

<table>
<thead>
<tr>
<th>Section</th>
<th>Core items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Study design</td>
<td>Pilot study</td>
</tr>
<tr>
<td>Site and setting</td>
<td>Primary and secondary schools</td>
</tr>
<tr>
<td>Study population and subjects</td>
<td>Purposive sampling of children of both sexes aged 7-12 years living in low income urban neighbourhoods from Bucharest, Cluj and Timisoara.</td>
</tr>
<tr>
<td>Sampling design</td>
<td>Cluster sampling of schools</td>
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</tbody>
</table>
| Final effective sample size      | 900 children  
300 children per city (Bucharest, Cluj, Timisoara)  
50 children per age group per city                                                                                       |
| Data collection form             | Questionnaire for children aged 7-10 years  
Questionnaire for children aged 11-12 years  
Questionnaire for parents  
Questionnaire for schools                                                                                                  |
| Variables                        | Children’s characteristics: date of birth or age, sex, school grade, physical activity/inactivity patterns, family’s socioeconomic characteristics, the availability of safe routes to school, transport to school, etc.  
School characteristics: name and address of the school, number of children sampled; school nutrition and a few school (environmental) characteristics are included, such as the frequency of physical education lessons, the availability of school playgrounds and current school initiatives organized to promote a healthy lifestyle (healthy eating, physical activity). We ensured the ability to link children and siblings surveys to the surveys of the parent. |
| Translation                      | Translation of original Romanian data collection form into English  
Translation of the final report into English                                                                                                                                     |
| Administration                   | The members of the study team administered the questionnaires and took back the completed form.                                                                                   |
| Time period                      | February – November 2014  
Fieldwork: September-October 2014                                                                                                                                                |
| Data management                  | Data quality procedures (including validation of the questionnaires by focus groups)  
Data processing at local, national and international level                                                                                                                        |
| Ethical considerations           | In accordance with international ethical guidelines.                                                                                                                               |
Schedule

Table 2. Schedule for the study

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month</th>
<th>Feb</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>Sept</th>
<th>Oct</th>
<th>Nov</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish the team</td>
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<tr>
<td>Design the methodology</td>
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<td>x</td>
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<tr>
<td>Select the sample frame</td>
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<tr>
<td>Produce and adapt the questionnaires</td>
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<tr>
<td>Agreement between NIPH and RHF</td>
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<tr>
<td>Inform The Ministry of Education and the Regional School Inspectorates about the study</td>
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<td>x</td>
<td></td>
</tr>
<tr>
<td>Select the schools (6 schools in Bucharest, 5 in Cluj and 5 schools in Timisoara) from disadvantaged neighborhoods, areas with ethnic minorities and the central areas</td>
<td>x</td>
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<tr>
<td>Testing and validation of the questionnaires using a focus group (6 students, one for each age level, and their parents)</td>
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<tr>
<td>Make agreements with the sampled schools</td>
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<td>x</td>
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<tr>
<td>Print the forms and administration instructions</td>
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<td>x</td>
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<tr>
<td>Selection of the students from the selected schools</td>
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<td></td>
<td></td>
<td>x</td>
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</tr>
<tr>
<td>Approach the parents of the selected pupils</td>
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<td>x</td>
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<tr>
<td>Meeting of the study team in Bucharest, to ensure uniformity of data collection</td>
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</tr>
<tr>
<td>Organize information events for teachers and parents of the selected children</td>
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<td>x</td>
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<tr>
<td>Schedule data collection in the schools</td>
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<td>x</td>
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<tr>
<td>Data collection</td>
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<tr>
<td>Data entry, cleaning and validation</td>
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<td>x</td>
<td>x</td>
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<tr>
<td>Data analyses</td>
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<td></td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Questionnaires translation in English for international analyses</td>
<td>x</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Produce study report</td>
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<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>Romanian report translation in English</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
<td></td>
</tr>
</tbody>
</table>

Administration of questionnaires.

Taking the local arrangements, circumstances and budget into account, the most appropriate persons to collect the core data from the children are the members of the team, playing the role of examiners/supervisors; two or three people for each city will administrate the questionnaires and will collect the data. Staff has been trained together to ensure uniformity of methodology.

Implementation of the survey in the schools took place in close collaboration with teachers and other school personnel. The basic principles of confidentiality, privacy and objectivity must be
ensured throughout the process. It is envisaged that the administration of the record form for a group of 10 pupils will last for approximately 2–3 hours, because we strongly recommend that the administration of the questionnaire to be done one by one, especially for primary school children. The parents can be invited at the school in groups of 20, in order to complete the questionnaire in the presence of the examiner/supervisor.

Attention is also paid to issues relating to confidentiality, preventing stigmatization or bullying of vulnerable children, and addressing questions from children, school staff or parents.

Time period

Data has been collected once, in September - October 2014; it is important to avoid data collection during the first/last two weeks of a school term, immediately after a major holiday, or during academic test periods.

Data management

Data quality assurance begins with the carefully filling out the forms and with the supervisor checking the returned forms for completeness and correct coding. Additional checks for inconsistencies and incompleteness are made, as well as data cleaning, validation (e.g. checking for outliers, data entry error) and back-up by the data manager. After the completion of data collection in a school, the questionnaires are forwarded to local manager center for processing. The data has been computerized according to a common data entry system and codebook. Data has been entered by clerks, concurrently with data collection. The data manager is responsible for archiving the forms as well as the data cleaning, validation and back-up.

Data has been analyzed both at the local level (city), and at the national level, at NIPH. All analyses have been carried out by a common statistical package.

Data reporting

A report has been produced of the results of the study. Other options for disseminating the outcomes of the survey may be other types of report, as well as publications in peer-reviewed scientific journals.

Translation

All original data collection forms and administration instructions are prepared in Romanian, and translated into English. The translated forms have been carefully checked for discrepancies with the original version. The translation has been carried out by a professional translator.

Organization of the survey.

Each regional center is responsible for its data collection and NIPH is responsible for data analysis.

The Survey Team is composed of:

- Principal Investigator and the Implementation Team, responsible for the overall coordination;
• 2 regional coordinators – for Cluj and Timisoara
• 2-3 examiners/supervisors per city responsible for data collection in each sampled school;
• 1 data manager responsible for overall data management.
• 2-3 data clerks/city responsible for entering the data into electronic data files. Data clerks may be the same people as examiners/supervisors.
• The involvement of each member of the team depends on the local organization of the Survey and also on the budget of the study.
• The Team will meet regularly throughout the implementation of the survey to review its progress, to ensure uniformity of data collection and to discuss issues that arise.

The National Institute of Public Health from Romania is responsible for the design of the study, for the selection of the schools, for data collection, and for national analysis. WHF is responsible for developing the project protocols, for funding the study, for international coordination of the survey and facilitates meetings of investigators. The National Institute of Public Health from Romania signed a collaboration arrangement with Romanian Heart Foundation, describing the protocol of the survey.

Ethical considerations

The survey is implemented in accordance with the International Ethical Guidelines for Biomedical Research Involving Human Subjects (37). It is not necessary to ask ethical permission of the relevant ethical committees.

Parents has been fully informed about all study procedures and their informed consent for data treatment (written in local language) obtained on a voluntary basis prior to the child’s enrolment in the survey. This has been done either through a letter or through a school information meeting. The objectives of the survey and data treatment have been explained.

Confidentiality of all collected and archived data is ensured. Identification numbers has been assigned to the children and each register mentions only those numbers. No information on the subjects has been given to outside people. The children’s names are not included in the electronic data files. Forms are stored at the local coordinating center.

It is vital that examiners work in such a way that stigmatization and bullying are minimized and that they acknowledge the right of children and parents to withhold consent.
RESULTS

CHAPTER I. COHORT DESCRIPTION

Participating schools.

The study was held in 16 schools from urban areas populated by families with low income, which were socially, financially or ethnically disfavored. There were 6 schools from Bucharest – one from each district of the city – and 5 schools each from Cluj and Timișoara.

Based on criteria mentioned in the methodology, the following schools were selected (Table No.3):

Table No.3

<table>
<thead>
<tr>
<th>Bucharest</th>
<th>Elementary School No. 162, Copșa Mică St. No. 1 A, District 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Sfântul Silvestru” Elementary School No. 23, Oltărului St. No. 11, District 2</td>
</tr>
<tr>
<td></td>
<td>”Nicolae Labiş” School with grades I-VIII No. 89, Firidei St. No. 2, District 3</td>
</tr>
<tr>
<td></td>
<td>Elementary School No. 194, Alexandru Obregia Bd No. 3A, District 4</td>
</tr>
<tr>
<td></td>
<td>Elementary School No. 103, Vignonie St.No. 3-5, District 5</td>
</tr>
<tr>
<td></td>
<td>Elementary School No. 117, Fabricii St.No. 22, District 6</td>
</tr>
<tr>
<td>Cluj</td>
<td>”Ana Aslan” Technical High School, Decebal St.No.4</td>
</tr>
<tr>
<td></td>
<td>”Traian Darjan” Elementary School Traian Vuia St. No.76</td>
</tr>
<tr>
<td></td>
<td>”Romul Ladea” Visual Arts High School, Dorobanţilor St.No.56</td>
</tr>
<tr>
<td></td>
<td>”Ion Agârbiceanu” Elementary School, Grădinarilor St. No.1</td>
</tr>
<tr>
<td></td>
<td>”Eugen Pora”Academic High School, Mogoşoaia St. No.6</td>
</tr>
<tr>
<td>Timișoara</td>
<td>„Sfânta Maria” Elementary School No.7, Ion Ionescu de la Brad St., No. 2</td>
</tr>
<tr>
<td></td>
<td>„Carmen Sylva” School of Education, C.D. Loga Bd. No.45</td>
</tr>
<tr>
<td></td>
<td>Elementary School No.16, București St., No. 11</td>
</tr>
<tr>
<td></td>
<td>„Ion Vidu” National Art High School, Cluj St., No.12</td>
</tr>
<tr>
<td></td>
<td>Elementary School No. 22, Nicolae Bălcescu Sq., No. 3</td>
</tr>
</tbody>
</table>

*no. of participating schools = 16

The total number of pupils enrolled in the participating schools varied between 277 ("Romul Ladea" Visual Arts High School), and 1731 (Elementary School No. 194, District 4, Bucharest), with an average of 905 pupils/school and a median of 771.

Regarding pupils’ access to school physical activity facilities, the results are displayed in the following table (Table No.4).

Table No.4

<table>
<thead>
<tr>
<th>Pupils’ access to school facilities</th>
<th>Gym</th>
<th>Playground</th>
<th>Sports field</th>
</tr>
</thead>
<tbody>
<tr>
<td>No. of schools which allow access to pupils before/after classes to:</td>
<td>5</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>No. of schools which allow access to pupils during classes to:</td>
<td>15</td>
<td>6</td>
<td>15</td>
</tr>
<tr>
<td>No. of schools which allow access to pupils during breaks to:</td>
<td>3</td>
<td>12</td>
<td>11</td>
</tr>
<tr>
<td>No. of schools which do not allow access to pupils to:</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>No. of schools which do not have:</td>
<td>3</td>
<td>2</td>
<td>-</td>
</tr>
</tbody>
</table>

*no. of participating schools = 16
We can observe a limitation of pupils’ access to existing physical activity facilities outside Physical Education classes. In order to improve the level of physical activity, it is desirable that pupils have access to the playground, sports field or even gyms of their respective schools during breaks or free time.

Regarding the operating conditions and maintenance of the mentioned facilities of the 16 schools taken into account, we have discovered:

- Only one of the gyms is new, built in the last 5 years, 3 of the schools do not own a gym at all. 11 gyms have been refurbished in the last 5 years and also 11 schools have maintenance personnel. 5 schools declare having sufficient gym maintenance funds, 3 schools categorically deny having such funds and 8 schools did not answer this question.

- In regard to school playgrounds, 4 out of a total of 14 were built in the last 5 years and 6 of them were refurbished in the last 5 years. 8 schools have playground maintenance personnel. 5 schools declare having sufficient playground maintenance funds, 3 schools categorically deny having such funds and 8 schools did not answer this question.

- 5 sports fields were built in the last 5 years and 8 were refurbished. 10 schools have sports field maintenance personnel. 5 schools declare having sufficient playground maintenance funds, 2 schools deny having maintenance funds and 9 schools did not answer this question.

- Two schools, one from Bucharest and one from Cluj, mention having built and set up synthetic sports fields in the last 5 years. The maintenance of these fields is covered by the respective producing companies – provision of necessary funds and also provision of maintenance personnel.

The elementary school curriculum includes 2 Physical Education classes per week. During these classes, in the selected schools, the pupils are effectively active between 35 and 50 minutes per hour.

Regarding physical activity promotion programs for pupils (e.g. organizing sporting competitions), these do exist in 15 of the 16 schools participating in the study and in the majority of schools (14 institutions) these are organized without outside funding; one of the schools mentions that these activities require certain fees from the pupils. Out of the two schools
that mention receiving funds for organizing activities, only one declares that the funding is sufficient.

As examples of supplementary physical activity programs/facilities in schools, the following were mentioned:

- sports ensemble (2 h/week), supplementary training
- excursions
- eased access for authorized people organizing diverse sporting activities
- sporting competitions
- rental of space for karate and dance sport training

**Cohort**

The study was designed for a cohort of 900 children (300 from each of the 3 cities participating in the study) and their parents. The selection of subjects was made considering an estimated response rate of 70%; the response rate of children was 73% and of adults 65%, consequently the final cohort being composed of 948 children and 843 parents.

Table No.5.

<table>
<thead>
<tr>
<th>City</th>
<th>No. of parents</th>
<th>No. of children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bucharest</td>
<td>217</td>
<td>313</td>
</tr>
<tr>
<td>Cluj</td>
<td>321</td>
<td>326</td>
</tr>
<tr>
<td>Timișoara</td>
<td>305</td>
<td>309</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>843</strong></td>
<td><strong>948</strong></td>
</tr>
</tbody>
</table>

Regarding the pupils’ distribution based on sex, the cohort comprised 510 girls (53.8%) and 438 (46.2%) boys, the cohort composition based on age groups being the following:

Table No.6.

<table>
<thead>
<tr>
<th>Age</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 years</td>
<td>2</td>
<td>0.20</td>
</tr>
<tr>
<td>7 years</td>
<td>152</td>
<td>16</td>
</tr>
<tr>
<td>8 years</td>
<td>176</td>
<td>18.6</td>
</tr>
<tr>
<td>9 years</td>
<td>167</td>
<td>17.6</td>
</tr>
<tr>
<td>10 years</td>
<td>137</td>
<td>14.5</td>
</tr>
<tr>
<td>11 years</td>
<td>176</td>
<td>18.6</td>
</tr>
<tr>
<td>12 years</td>
<td>126</td>
<td>13.3</td>
</tr>
<tr>
<td>over 12 years</td>
<td>12</td>
<td>1.2</td>
</tr>
</tbody>
</table>

Fig. No.1. Cohort distribution based on age group.

Children participating in the study come from families with the following structure:

- minimum number of people living in the same household = 1
- maximum number of people living in the same household = 12
- average number of people living in the same household = 3
Barriers in Physical Activity in Children Aged 7-12, Living in Selected Low Income Urban Neighbourhoods

- standard deviation = ±1.14
- 46 children declared having other people (outside of their families) living in their household
- 1 child lives in a social care institution.
- The marital status of the participating children’s families is presented as follows: (table No.7, Fig. 2)

Table No.7

<table>
<thead>
<tr>
<th>Marital status</th>
<th>No. of parents situated in the mentioned status</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent / Person who raises the child alone</td>
<td>37</td>
<td>4.4</td>
</tr>
<tr>
<td>Parent / Person who raises the child alone, but with help from other members of the family</td>
<td>56</td>
<td>6.6</td>
</tr>
<tr>
<td>Parent / Person who raises the child alone, but with help from friends</td>
<td>3</td>
<td>0.4</td>
</tr>
<tr>
<td>Two parents / Couple who raise the child</td>
<td>491</td>
<td>58.2</td>
</tr>
<tr>
<td>Two parents / Couple who raise the child but also use help from other members of the family</td>
<td>241</td>
<td>28.6</td>
</tr>
<tr>
<td>Two parents / Couple who raise the child but also use help from friends</td>
<td>4</td>
<td>0.5</td>
</tr>
<tr>
<td>Non-response</td>
<td>11</td>
<td>1.3</td>
</tr>
</tbody>
</table>

In the studied cohort there was registered a percentage of 11.4% single-parent families, 87.3% of the children are raised by both parents and 1.3% of the parents did not declare their marital status.

Fig. No.2. Parent distribution based on marital status

Regarding living conditions, the minimum number of rooms per household reported by parents is 1, the maximum number is 12, with an average of 3 rooms/household and a standard deviation of 1.24. A number of 69 families pay rent (8.2%), 423 (50.2%) families live in an apartment building owning an apartment, 299 families (35%) own houses and 44 families (5.2%) are qualified to other condition categories (unspecified). A total of 7 parents (0.8%) did not answer this question.
The parents’ education level fits in the following categories – a high education level can be observed for the majority of respondent parents:

Table No.8

<table>
<thead>
<tr>
<th>Education level</th>
<th>No. of parents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school (4 grades)</td>
<td>20</td>
<td>2.4</td>
</tr>
<tr>
<td>Elementary school (8 grades)</td>
<td>55</td>
<td>6.5</td>
</tr>
<tr>
<td>High school (12 grades)</td>
<td>284</td>
<td>33.7</td>
</tr>
<tr>
<td>Higher education</td>
<td>298</td>
<td>35.3</td>
</tr>
<tr>
<td>Postgraduate education</td>
<td>163</td>
<td>19.3</td>
</tr>
<tr>
<td>Refuse to respond</td>
<td>18</td>
<td>2.1</td>
</tr>
<tr>
<td>Non response</td>
<td>5</td>
<td>0.6</td>
</tr>
</tbody>
</table>

Fig. No.3. Parent distribution based on education level

Concerning the parents’ professions, 31.6% (266) are state employees, 42% (354) are working in the private sector, 9.5% (80) are self-employed, 12% (101) don’t work anywhere, 1.5% (13) are retired, 0.7% (6) are unemployed, 1.8% refuse to declare and 0.9% are non-responses.

The financial situations of the participating families fit in the following income categories:

Table No.9

<table>
<thead>
<tr>
<th>Monthly income</th>
<th>No. of parents situated in the income category</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-300 lei</td>
<td>23</td>
<td>2.7%</td>
</tr>
<tr>
<td>400-800 lei</td>
<td>70</td>
<td>8.3%</td>
</tr>
<tr>
<td>900-1500 lei</td>
<td>163</td>
<td>19.3%</td>
</tr>
<tr>
<td>1600-2000 lei</td>
<td>172</td>
<td>20.4%</td>
</tr>
<tr>
<td>more than 2000 lei</td>
<td>379</td>
<td>45.0%</td>
</tr>
<tr>
<td>refuse to declare</td>
<td>20</td>
<td>2.4%</td>
</tr>
<tr>
<td>non-response</td>
<td>15</td>
<td>1.8%</td>
</tr>
</tbody>
</table>

In 2014 in Romania, the average gross salary is 2,298 lei and the minimum wage is 900 lei. Taking these values into account, half of the participating families are situated below average wage
(50.8%), and 11% are on the verge of poverty, with incomes below the minimum level. We also shouldn’t overlook the 4.2% of the parents who did not respond or categorically refused to declare their income. Moreover, the 65% parent response rate can be in most cases attributed to poverty, many of the parents asked to participate in the study answered “we’re dying of hunger and you ask us about sport?”

CHAPTER II. THE LEVEL OF PHYSICAL ACTIVITY

Physical activity duration.
The World Health Organization recommends that all children and teenagers should engage in at least one hour of physical activity per day (these activities include walking, physical education classes, sporting games, dancing, physical activities during breaks or outside school). The pupils should engage daily in moderate or intensive physical activity for 60 minutes or more, in forms which are appropriate for development, pleasant and diverse. The complete dose of physical activity should be accumulated in bouts of at least 10 minutes. There are certain types of physical activity to be approached according to age group needs: aerobics, strength exercises, weightlifting, balance, flexibility, motor development.

Regarding the duration of the daily physical exercise, in our cohort, the situation is as follows:

Table No.10. The distribution of children based on the duration of the daily physical exercise sessions:

<table>
<thead>
<tr>
<th>Physical effort duration</th>
<th>Percentage of children whose PA matches the mentioned duration, throughout the week</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mon</td>
</tr>
<tr>
<td>none</td>
<td>8%</td>
</tr>
<tr>
<td>30 minutes or less</td>
<td>22%</td>
</tr>
<tr>
<td>30-60 minutes</td>
<td>30%</td>
</tr>
<tr>
<td>60 minutes or more</td>
<td>39%</td>
</tr>
<tr>
<td>Non-response</td>
<td>1%</td>
</tr>
</tbody>
</table>

By analyzing the table above, the following can be observed:
- The percentage of children who do not engage in any physical activity varies throughout the week between 8% and 11%
- Less than half of the participating children fulfill the WHO recommendation of 60 minutes of physical activity on a daily basis – in average 41.39%. A higher percentage is registered during weekends – 53% on Saturdays and 49% on Sundays (Fig. No. 4)
Fig. No.4. The distribution of children who accumulate less than 60 minutes of physical activity per day throughout the week

![Graph showing the distribution of physical activity by day of the week.]

By averaging the level physical activity done by each pupil throughout the week, we can more clearly observe that the level of physical activity done by the children participating in the study is reduced relatively to the level recommended for their age.

Fig. No.5. The distribution based on gender of the children which accumulate less than 60 minutes of physical activity per day, throughout the week

![Table showing the distribution of physical activity by day of the week, disaggregated by gender.]

Regarding the difference between sexes, we have illustrated the different way in which boys and girls distribute physical activity throughout the week in the image above (Fig. No.5). Consequently, we can observe on one hand that boys are more active than girls and on the other hand that boys distribute their physical activity almost uniformly, whereas girls are more active during weekends.
Fig. No.6. The distribution by age group of children who accumulate at least 60 minutes of physical activity per day, throughout the week

![Bar chart showing the distribution by age group of children who accumulate at least 60 minutes of physical activity per day, throughout the week.]

Referring to the distribution based on age group of those who engage in at least 60 minutes/day of physical activity throughout the week, we can observe that the most active children are the 9-year-olds. Children of 10 and 11 engage in a similar level of physical activity, the lowest level being that of 12-year-olds. For all children, we can observe a better level of activity with a duration of at least one hour during weekends (Fig. No.6.).

By averaging the level physical activity done by each pupil throughout the week, we can more clearly observe that the level of physical activity done by the children participating in the study is reduced relatively to the level recommended for their age.

Table No.11

<table>
<thead>
<tr>
<th>Daily physical effort duration</th>
<th>No. of children whose PA matches the mentioned duration</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 minutes or more</td>
<td>168</td>
<td>17.72%</td>
</tr>
<tr>
<td>30-60 minutes</td>
<td>562</td>
<td>59.28%</td>
</tr>
<tr>
<td>60 minutes or more</td>
<td>213</td>
<td>22.47%</td>
</tr>
<tr>
<td>Non-response</td>
<td>5</td>
<td>0.53%</td>
</tr>
</tbody>
</table>
Fig. No.7. Distribution of children based on daily physical effort duration.

By analyzing the data, it can be observed that only 22.47% of the children respect the recommendation made by the WHO, of at least 60 minutes of daily physical activity. The majority of the children from the studied cohort (59.28%) engage in, averagely, between 30 and 60 minutes of physical activity each day. A relatively high percentage of children (17.72%) accumulate on average under 30 minutes of daily physical activity.

**Physical effort intensity.**

1. **Intensive physical effort.**

Based on parent declarations, the children who engage in intensive physical activity (defined as activities which cause accelerated breathing/panting – running, football, basketball, handball, swimming, gymnastics, etc.) fit in the following categories:

Table No.12

<table>
<thead>
<tr>
<th>Weekly frequency of intensive physical effort</th>
<th>No. of children who do intensive physical effort</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>171</td>
<td>20.3%</td>
</tr>
<tr>
<td>Once or twice / week</td>
<td>403</td>
<td>47.8%</td>
</tr>
<tr>
<td>More than 3 times / week</td>
<td>260</td>
<td>30.8%</td>
</tr>
<tr>
<td>Non-response</td>
<td>9</td>
<td>1.1%</td>
</tr>
</tbody>
</table>

In regards to the duration of the intensive physical effort, based on parent declarations, the results are the following (Table No.13):
Table No.13

<table>
<thead>
<tr>
<th>Duration of intensive physical effort</th>
<th>No. (%) of children who do intensive physical effort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Once / week</td>
</tr>
<tr>
<td>Less than 30 minutes</td>
<td>23 (2.7%)</td>
</tr>
<tr>
<td>30-60 minutes</td>
<td>84 (10.0%)</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>17 (2.0%)</td>
</tr>
</tbody>
</table>

2. Moderate physical effort

Based on parent declarations, the children who engage in moderate physical activity (defined as activities which cause slightly accelerated breathing – brisk or uphill walking) fit in the following categories:

Table No. 14.

<table>
<thead>
<tr>
<th>Weekly frequency of moderate physical effort</th>
<th>No. of children who do moderate physical effort</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>98</td>
<td>11.6%</td>
</tr>
<tr>
<td>Once or twice / week</td>
<td>330</td>
<td>39.1%</td>
</tr>
<tr>
<td>More than 3 times / week</td>
<td>396</td>
<td>47%</td>
</tr>
<tr>
<td>Non-response</td>
<td>19</td>
<td>2.3%</td>
</tr>
</tbody>
</table>

In regards to the duration of the moderate physical effort, based on parent declarations, the results are the following (Table No.15):

Table No.15.

<table>
<thead>
<tr>
<th>Duration of moderate physical effort</th>
<th>No. (%) of children who do moderate physical effort</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Once / week</td>
</tr>
<tr>
<td>Less than 30 minutes</td>
<td>53 (6.3%)</td>
</tr>
<tr>
<td>30-60 minutes</td>
<td>57 (6.8%)</td>
</tr>
<tr>
<td>More than 60 minutes</td>
<td>16 (1.9%)</td>
</tr>
<tr>
<td>Non-response</td>
<td>1 (0.1%)</td>
</tr>
</tbody>
</table>

Types of physical activity

Regarding the types of physical activity most commonly practiced by children, from the data analysis it can be inferred that the most common activities are also the most accessible ones, which do not require special set-up or different equipment. Consequently, the first place in terms of frequency is occupied by walking, done daily by 53.7% of the children. After walking, the activities practiced by children for 7 or more times per week in descending order are the following:

- Running
- Playing "Catch"
- Cycling
Barriers in Physical Activity in Children Aged 7-12, Living in Selected Low Income Urban Neighbourhoods

- Football
- Skipping rope
- Roller skating
- Dancing
- Volleyball
- Basketball

The other activities mentioned in the questionnaires addressed to children are either considered unusual sports in Romania (e.g. baseball, hockey), season-specific sports (e.g. ski, ice hockey, ice skating) or require special, hard to obtain equipment – for example swimming, rowing, canoeing. These sports are very rarely found amongst the children’s responses.

The number of children and the frequency of practicing the different types of physical activity are found in Table No.16.

Table No.16

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Walking</th>
<th>Running</th>
<th>&quot;Catch&quot;</th>
<th>Cycling</th>
<th>Football</th>
<th>Skipping rope</th>
<th>Roller skating</th>
<th>Dancing</th>
<th>Volleyball</th>
<th>Basketball</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>50</td>
<td>201</td>
<td>238</td>
<td>338</td>
<td>651</td>
<td>655</td>
<td>576</td>
<td>752</td>
<td>785</td>
<td>777</td>
</tr>
<tr>
<td>Once or twice/week</td>
<td>117</td>
<td>183</td>
<td>246</td>
<td>240</td>
<td>121</td>
<td>163</td>
<td>209</td>
<td>125</td>
<td>109</td>
<td>105</td>
</tr>
<tr>
<td>3-4 times/week</td>
<td>126</td>
<td>190</td>
<td>185</td>
<td>151</td>
<td>75</td>
<td>54</td>
<td>90</td>
<td>39</td>
<td>36</td>
<td>42</td>
</tr>
<tr>
<td>5-6 times/week</td>
<td>148</td>
<td>114</td>
<td>118</td>
<td>88</td>
<td>35</td>
<td>32</td>
<td>29</td>
<td>14</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>7 or more times/week</td>
<td>506</td>
<td>258</td>
<td>156</td>
<td>129</td>
<td>65</td>
<td>42</td>
<td>41</td>
<td>17</td>
<td>10</td>
<td>9</td>
</tr>
<tr>
<td>Non-response</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

The distribution of children who engage in the different types of physical activity, based on weekly practice frequency, is displayed in the figures below:

Fig. No.8. The distribution of children who practice walking, based of weekly frequency

Fig. No.9. The distribution of children who practice running, based of weekly frequency
Fig. No.10. The distribution of children who play "Catch", based on weekly frequency

Fig. No.11. The distribution of children who practice cycling, based on weekly frequency

Fig. No.12. The distribution of children who practice football, based on weekly frequency

Fig. No.13. The distribution of children who practice skipping rope, based on weekly frequency

From these results, it can be observed that football is not a very popular sport amongst the studied children, and is not consistently practiced. While it occupies the 5th place in terms of practice popularity, the percentage (68.7%) of children who did not practice football at all on the course of one week, is relatively high. (Fig. No. 14.)

Fig. No.14. The distribution of children who declared practicing football based on gender
The places where the pupils practice the different types of physical activity are the following (in descending order of frequency): in the park – as chosen by 41.2% of the children
- on the street – 28% of the children
- in the sports field – 27%.
- in the yard or garden – 26.8%
- in the sports room – 23.1%
- outside the apartment building – 16.1%
- in the playground – 14.1%
- elsewhere (unspecified) – 9.3%
- special places in shopping centers (shopping malls) – 3.1%

Note that for this section, the children gave combined responses (i.e. – in the park, outside the apartment building and in the shopping mall).

CHAPTER III. TIME AS AN OBSTACLE TO PRACTICING PHYSICAL ACTIVITY

The majority of children (67.7%) declare practicing their favorite activities for longer and more frequently during weekends because they, their parents or their friends have more time available. A percentage of 30.3% of the children declare that there is no difference between the times allotted to physical activity during weekends compared to the other days of the week (Fig. No.15).

Fig. No.15. Practicing physical activity during weekends compared with working days

<table>
<thead>
<tr>
<th></th>
<th>0%</th>
<th>20%</th>
<th>40%</th>
<th>60%</th>
<th>80%</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>no difference between WE and working days</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>7.8%</td>
<td>53.1%</td>
</tr>
<tr>
<td>I have more time in WE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>6.8%</td>
<td></td>
</tr>
<tr>
<td>parents have more time in WE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>friends have more time in WE</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.1%</td>
<td></td>
</tr>
<tr>
<td>in WE, for other reasons</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>non-response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If we comparatively analyze the subgroup of children which averagely accumulate at least 60 minutes/day of physical activity (213 children) with the subgroup of children which engage in less than 30 minutes of physical activity per day (168 children) (Fig. No.16).
Fig. No.16. The practice of physical activity at the end of the week compared with working days, in the subgroup of active children (PA ≥ 60 min/day) and in the subgroup of sedentary children (PA ≤ 30 min/day).

We can observe the differences between the answers of active and those of sedentary children regarding their and their parents’ personal time: active children engage in more physical activity during weekends because they have more free time, while for sedentary children free time does not seem to matter, but rather their parents’ free time.

In regards to parents restricting physical activity practice on the basis of not having enough time, the majority of children do not perceive any restrictions from their parents. Only 2.5% declare that they are not allowed to do more sport or play outside more because their parents expect them to spend time studying for school and only 1.16% because of having to fulfill household duties (Fig. No.17).

Fig. No.17. Parents’ opinion on time dedicated to physical activity.

Out of the total of interviewed children 30.1% affirmed that they would like to engage in more physical activity but they cannot do so because of the large amount of homework, 65% considered that homework does not prevent them from engaging in physical activity, 4.1% responded that they did not know and 0.6% did not answer (Fig. No.18). Regarding household duties, 6.6% of the children participating in the study affirmed that they would like to engage in more physical activity
but cannot do so because of the large amount of chores, 88.8% affirmed that they do not agree, a percentage of 4% responded that they did not know and 0.5% did not respond (Fig. No.19).

From the subgroup of active children (PA ≥60 minutes/day), 18.77% declare that they would like to engage in more physical activity but cannot do so because of the large amount of homework (Fig. No.20), whereas sedentary children (PA ≤30 minutes/day) make this affirmation in a proportion of 35.7%. From this information we can conclude that the large amount of homework represents a barrier to physical activity in a larger proportion to active children compared to the sedentary ones.

In regards to household duties, these do not represent a barrier to physical activity. Only 4.23% of the active children and 4.76% of the sedentary children agree with the statement "I would like to engage in more physical activity but cannot do so because of the large amount of chores" (Fig. No.21). From this information we can draw an additional conclusion: parents indirectly encourage physical activity by not overloading their children with chores.
Fig. No.21. Distribution of active / sedentary children based on their agreement/disagreement with the statement “I would like to engage in more physical activity but cannot do so because of the large amount of chores”

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Do Not Know</th>
<th>Non-Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>88.7%</td>
<td>93.0%</td>
<td>4.2%</td>
<td>4.8%</td>
</tr>
</tbody>
</table>

PA ≤ 30 min/day | AF ≥60 min/day
--- | ---

In regards to children’s participation in housework, 17.2% of the parents affirmed that their son/daughter does not participate at all, 42.1% declared that their child does up to an hour of housework, 9.1% 1-2 hours, 4.7% affirmed that their child does more than 2 hours of housework, 25% only during weekends and 14.2% did not answer (Fig. No.22).

Fig. No.22. Distribution of children who participate in housework, from the parents’ perspective

<table>
<thead>
<tr>
<th>No</th>
<th>Less than 1 hour</th>
<th>1-2 hours</th>
<th>More than 2 hours</th>
<th>Only in Weekends</th>
<th>Non-Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>17.2%</td>
<td>9.1%</td>
<td>4.7%</td>
<td>25%</td>
<td>14.2%</td>
<td></td>
</tr>
</tbody>
</table>

Regarding the statement ”I don’t have enough time to take my children to different extracurricular activities”, 22.5% of the parents agreed, 60% stated their disagreement, 10.5% refused to answer and 6.4% of the parents did not choose any response (Fig. No.23).
In terms of encouraging and stimulating the children to engage in physical activity, amongst the parents which declared that they do not encourage their child, 0.4% affirmed that it consumes too much time, 0.9% declared that it would prevent him/her from fulfilling other duties and 1.5% considered that more physical activity would prevent their child from studying for school (Fig. No.24).

From the subgroup of active children, only 8 parents declared that they do not encourage and do not actively stimulate their child to engage in physical activity, 3 of whom considering that it would prevent him/her from fulfilling other duties and 4 of them considering that it would prevent him/her from studying for school. From the subgroup of sedentary children, 11 parents declared that they do not encourage their child to engage in physical activity, 3 of whom considering it would take too much time, 2 of them considering that it would prevent him/her from fulfilling other duties and 3 considering that it would prevent him/her from studying for school.
CHAPTER IV. THE FAMILY- THE ROLE OF THE FAMILY IN FACILITATING PHYSICAL ACTIVITY

The financial statement of the family as a modifying factor of physical activities

Most children (79.6%) taking part in the study asserted that they do not agree with the statement “Lack of money hinders me from playing more with my friends”, the percentage of those who agreed was of 11.6%, 8% declared they do not know and 0.7% did not answer (Fig. no 25).

Fig. No.25. The distribution of children with respect to their agreement/disagreement with the statement “lack of money hinders me from playing more with my friends”

<table>
<thead>
<tr>
<th></th>
<th>agree</th>
<th>disagree</th>
<th>do not know</th>
<th>non-response</th>
</tr>
</thead>
<tbody>
<tr>
<td>79.6%</td>
<td>0%</td>
<td>8%</td>
<td>0.7%</td>
<td></td>
</tr>
</tbody>
</table>

Fig. No.26. The distribution of active children in comparison to sedentary ones with respect to their agreement/disagreement with the statement “lack of money hinders me from playing more with my friends”

<table>
<thead>
<tr>
<th></th>
<th>agree</th>
<th>disagree</th>
<th>do not know</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA ≤ 30 min/day</td>
<td>86.3%</td>
<td>23.0%</td>
<td>5.4%</td>
</tr>
<tr>
<td>PA ≥ 60 min/day</td>
<td>61.5%</td>
<td>6.5%</td>
<td>15.0%</td>
</tr>
</tbody>
</table>

In the cohort of children who take exercise for more than 60 min/day on the average, most of them (61.5%) asserted that they do not agree with the statement “shortage of money hinders me from playing more with my friends”, the percentage of those who agreed was of 23%, and 15.2% stated that they do not know. In the cohort of children who take exercise for less than 30 min/day on the
average, a greater percentage – 86.3% - asserted that they disagree with the statement “shortage of money hinders me from playing more with my friends”, the percentage of those who agreed was of 5.35%, and 6.54% declared that they do not know. (Fig. No.26).

In the cohort of active children, the majority (75.5%) disagreed with the statement “I would like to do extra physical activity, but it is too expensive”. Only 13.6% agree with this statement and 9.31% do not know how to answer. (Fig. No. 27).

Fig. No.27. The distribution of active children with respect to their agreement/disagreement with the statement “I would like to do extra physical activity, but it is too expensive”.

A percentage of only 2% of the parents answered that they do not motivate their children to take up physical activity because it is too expensive. In conclusion, both from the parents’ point of view and the children’s, shortage of money does not represent a barrier to physical activity.

As for the financial support of the child’s physical activity, most parents responded that both parents financially support physical education classes (48.3%), but about a quarter of them (26.1%) stated that their son/daughter does not play any sports. (Fig. No.28).

Fig. No.28. The financial support of the child’s physical activities.
Regarding the provision of children’s participation in extracurricular activities, 29.9% of the parents mentioned foreign language classes, 20.5% swimming, 17.3% other sports, 16.8% dancing and 27% asserted they do not provide any. (Fig. No.29)

It can be observed, from these results, that even though the financial statement of the families taken into account in this study is of a low level, the shortage of money doesn’t seem to be a barrier to physical activity for children.

**The stimulation of children’s physical activities by engaging them in joint activities with their parents**

Of all the children taking part in the study, concerning physical activities done with their parents, 31.2% answered that they do not take exercise together, 24.8% do it together with their father, 17.5% do it with their mother and 16.6% with their brothers or sisters. (Fig. No.30).

Fig. No.30. The distribution of children with respect to physical activity performed with members of their family.
In the cohort of children who take exercise at least one hour per day, the distribution is as it follows: 46.4% answered they do not take exercise with their family, 22.5% with their father, 10.8% with their mother and 14.5% with their brothers and sisters. In the cohort of sedentary children, the percentage of those who do not take exercise with their family is lower – 31.5% - than that of the active. (Fig. No.31).

Fig. No.31. The distribution of active children in comparison to sedentary ones with respect to the physical activity performed with members of their family.

Regarding the frequency of engaging in physical activities performed with a family member, most children 22.7% mentioned a frequency of three times a week, 17.2% twice a week, 16.3% once a week, 7.8% two or three times a month, 31.9% did not answer. (Fig. No.32).

Regarding the activities performed with the child in their spare time, most parents 78.4% mentioned going shopping, 61.4% visiting relatives, 55.7% reading, 44.3% cooking and only 41.3% stated that they exercise with their child. (Fig. No.33).
Of all the parents taking part in the study, as to the activities which they would like to do with their child, the majority (53.6%) would like to go on trips, 41.8% would like to go for a walk, 38.5% would like to ride a bike together and 25.8% would like to take up a team oriented sport. (Fig. No.34).

Most parents (60.5%) replied that they would like to perform the already mentioned activities for both their own and their children’s health, 53.3% for relaxation, 50.1% for spending more quality time with their child. (Fig. No.35).
Fig. No.35 The arguments for which parents would like to perform physical activities with their children.

![Argument Chart]

The perception of the advantages of physical activity according to the parents

Regarding the advantages of the child’s engagement in physical activity, 82.7% of parents mentioned that it keeps them healthy, 58.8% keeps them physically fit and 52.9% of children learn new things. (Fig. No. 36).

Fig. No. 36. The advantages of the child’s engagement in physical activity, from the parents’ point of view.

![Advantage Chart]

As for the disadvantages of child engagement in physical activities, 23.5% of the parents asserted that it takes up a lot of time, 17.5% that it is too expensive, 11.6% deem it as preventive from devoting themselves more to school, 4.4% it prevents them from accomplishing their tasks, and 25.4% mentioned other disadvantages. (Fig. No.37).
Fig. No.37 The disadvantages of child engagement in physical activities from the parents’ point of view

<table>
<thead>
<tr>
<th>Disadvantage</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Too expensive</td>
<td>23.5%</td>
</tr>
<tr>
<td>Takes up a lot of time</td>
<td>17.5%</td>
</tr>
<tr>
<td>Prevents them from devoting themselves</td>
<td>11.6%</td>
</tr>
<tr>
<td>Prevents them from accomplishing their tasks</td>
<td>4.4%</td>
</tr>
<tr>
<td>They are not safe</td>
<td>0.5%</td>
</tr>
<tr>
<td>Puts them in touch with people around whom I would not want them to be</td>
<td>1.1%</td>
</tr>
<tr>
<td>Other disadvantages</td>
<td>25.4%</td>
</tr>
</tbody>
</table>

94.7% of the parents mentioned that they encourage their children to take part in physical activities, 4.7% stated that they do not encourage them to perform any kind of physical activity and 0.6% did not answer. (Fig. No.38).

Fig. No.38. The parents’ encouragement levels of physical activity.

<table>
<thead>
<tr>
<th>Encouragement Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>90%</td>
</tr>
<tr>
<td>No</td>
<td>4.7%</td>
</tr>
<tr>
<td>Non-response</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

Of all the parents who stated that they encourage their children to perform physical activities, 90% explained that they do so because it is healthy for them, 12.9% to motivate them to take up professional sports, 8.4% for the pleasure of seeing them on the sports ground. (Fig. No.39).
With regard to the important factors determining physical activity, most parents (77.7%) considered child safety problems very important, then the existence of sports facilities nearby (58.1%) and at school (57.7%) and 46.1% the existence of quality local public transportation. They mentioned money being important (52.4%) and the highest percentage (10%) of non-response was in the case of the importance of the child winning sports competitions. (Fig. No.40).

Fig. No. 40. The importance of the factors determining physical activity in children from the parents’ point of view.
CHAPTER V. THE ROLE OF SCHOOL IN STIMULATING PHYSICAL ACTIVITY

The emotional impact of school opportunities and physical activities in school

Most children stated that they like the Physical Education classes (92.4%) and that they do well in these classes (89.1%), but 24% mentioned that they are very tired after them; almost all of the children (92.1%) mentioned that they like going to school and that they believe they are doing well in classes (87.7%). (Fig. No.41).

Fig. No.41. The subjective assessment of the children with respect to their own scholar performance.

In the diagram below, referring to the statement “I am very tired after the Physical Education class”, a greater percentage of active children (76%) who disagreed with this statement can be observed in comparison with 64.8% of sedentary children. Also, it is noticeable that active pupils believe that they do better in Physical Education classes in school, learn better, like learning and like Physical Education classes more than sedentary pupils. (Fig. No.42).
Fig. No.42. The subjective assessment of active and sedentary children with respect to their own scholar performance.

<table>
<thead>
<tr>
<th></th>
<th>PA ≤ 30 min/day</th>
<th>PA ≥ 60 min/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am doing well in my PE classes in school</td>
<td>5.3% 14.2%</td>
<td>29.1% 20.6%</td>
</tr>
<tr>
<td>I like the PE classes in my school</td>
<td>5.3% 8.3%</td>
<td>1.8% 2.8%</td>
</tr>
<tr>
<td>I like learning</td>
<td>7.7% 6.5%</td>
<td>1.9% 8.9%</td>
</tr>
<tr>
<td>I am doing well in class</td>
<td>4.7% 16.6%</td>
<td>4.6% 4.2%</td>
</tr>
<tr>
<td>I like going to school</td>
<td>5.3% 2.9%</td>
<td>2.8% 6.1%</td>
</tr>
<tr>
<td>I am a good pupil</td>
<td>1.1% 13%</td>
<td>5.1% 5.1%</td>
</tr>
</tbody>
</table>
In Romania, for primary and secondary education (elementary school), the syllabus stipulates two compulsory hours of Physical Education per week. The length of an activity of one class is of 45-50 minutes. With regard to the extent of participation in PE classes, the majority (92.8%) stated that they take part in them twice/week, 3.6% once/week, 1.5% thrice/week and 1.2% declared they don’t take part in any. (Fig. No.43).

Fig. No.43. The distribution of children with respect to their level of participation in PE classes

Regarding the effort made during PE classes the majority (53.6%) stated that they exercise for 20-40 minutes, 26% that they exercise for more than 40 minutes and 18.6% mentioned that they exercise between 0-20 minutes. (Fig. No.44).
Most children appreciate playing with their friends at school (96.2%), sports grounds at school (90.7%), the PE teacher from my school (88.9%), also an important percentage (87.5%) believe that they do well in PE. (Fig. No.45).
Fig. No.46 The assessment levels of the facilities, supplies, sports grounds of the school and of the PE teacher from active and sedentary children’s perspective.

<table>
<thead>
<tr>
<th>Statement</th>
<th>PA ≤ 30 min/day</th>
<th>PA ≥ 60 min/day</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm better than other classmates at PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes I’m ashamed of not being good enough at PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think I'm doing well in PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the lockers at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to play with my friends at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the PE teacher from school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the sports grounds at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the gymnasiums at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes I'm ashamed of not being good enough at PE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I'm better than other classmates at PE</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the above figure it can be observed that most children, active and idle, appreciate the facilities, supplies and also the PE teacher. There are no remarkable differences between active children’s answers and those of sedentary ones, except to the statement “I’m better than other classmates at PE” with which active children agreed in greater numbers than the sedentary ones. (Fig.46).
Fig. No.47. Children performing PA in school according to the parents

Almost all the parents (94.5%) stated that their children perform physical activities in school, 2.6% that they don’t and 1.9% answered they do not know. (Fig. No.47).

Fig. No.48. The assessment levels of facilities in school according to the parents

A percentage of 64.2% of the parents assess the facilities in their children’s school as good, 19.5% mentioned they do not know and 14.7% answered that they’re not good. (Fig. No.48).

Fig. No.49. The frequency of children usage of sports facilities in school according to the parents

A percentage of 70% of the children use sports facilities in school once or more times a week, 9% use them once a week, 6% use them twice a week, 5.9% use them three or more times a week and 4.6% do not use sports facilities in school.
As to the usage of sports facilities in school, parents mentioned a percentage of 70% of usage frequency twice a week, 5.9% once a week, 4.6% three or more times a week and 9% asserted they do not know. (Fig. No.49.).

**CHAPTER VI. STIMULATION/ PREVENTION OF PHYSICAL ACTIVITY BY ACCESIBILITY TO SPECIFIC OPPORTUNITIES**

Fig. No.50. The distribution of children’s answers regarding a series of determining factors for Physical Activity.
A series of barriers which prevent children from performing physical activities are listed in the figure above. Most children stated that they do not agree with them, but 23.8% of the children said that the distance hiders them from playing more with their friends, 23.2% asserted that the lack of sports facilities hinders them from performing physical activities and 11.6% that shortage of money hinders them from playing more with their friends.

Fig. No.51. A comparison between children who perform PA≥ 60min/day and those who perform PA≤30 min/day with respect to their answers to the statement “The distance hiders me from playing more with my friends”

By comparing the answers of the children who perform PA≥ 60min/day with those of children who perform PA≤30 min/day to the statement “The distance hiders me from playing more with my friends”, a greater percentage (29.6%) of “agree” answers can be observed in those who exercise more than in those who exercise less (15.5%). Of those who did not agree with the statement, more of the children who perform PA≤30 min/day (73.8%) gave a reply than those who perform PA≥60min/day (55.4%). (Fig. No.51).

Regarding the statement “The lack of adequate means of transport hinders me from being more physically active”, it can be seen in the diagram below that 21.6% of the children who perform PA≥ 60min/day agree with this assertion compared to 14.3% of those who exercise less, 76.8% of the children who exercise less and 61.5% of those who exercise more did not agree with it. (Fig. No.52).

Fig. No.52. A comparison between the children who perform PA≥ 60min/day and those who perform PA≤30 min/day with respect to their answers to the statement “The lack of adequate means of transport hinders me from being more physically active”
Fig. No. 53. A comparison between the children who perform PA≥60 min/day and those who perform PA≤30 min/day with respect to their answers to the statement “The lack of sports facilities hinders me from performing more physical activities”.

As for the statement “The lack of sports facilities hinders me from performing more physical activities” of all the children who agreed, a greater percentage of those who exercise more, 33.3%, can be observed in comparison to the 17.3% of those who exercise less. By looking at it comparatively, a higher percentage of disagreement in about 74.4% of the children who exercise less is noticeable in contrast with 46.9% of those who exercise more. (Fig. No. 53).

A percentage of 47% of the children taking part in the study asserted that they travel to be able to engage in physical activity with a member of the family, 40% declared that they do not go anywhere in order to do physical activity and 13% did not answer. (Fig. No. 54).

Fig. No. 54. The proportion of children’s answers concerning travelling with a member of the family to perform physical activities

Of the children who stated that they perform physical activities with a member of their family and that they travel to be able to do so, the majority (53.5%) said that they go to the park, 11.2% to the
gymnasium, 8.7% asserted that they walk in the street or in the gym and 2.2% go outside in their garden. (Fig. No.55).

Fig. No.55. The proportion of children’s answers referring to the place where they go with a family member to perform physical activities

![Bar chart showing the distribution of places where children go with a family member to perform physical activities.](image)

Fig. No.56 The distribution of the distances at which children’s extracurricular activities take place

![Bar chart showing the distribution of distances children’s extracurricular activities take place.](image)

Concerning the distances at which children’s extracurricular activities take place 31.6% of the parents mentioned in another neighbourhood, 21.9% said that those activities take place a few blocks away, 8.1% close proximity and 32.6% did not answer. (Fig. No.56)
Fig. No.57. The distribution of the places where children do extracurricular activities according to the parents

According to the parents the status of the places where children do extracurricular activities is as it follows: 27.6% sports clubs; 19.6% swimming pools; 17.6% at school; 16% at the teacher’s home/house. (Fig. No.57).

Fig. No.58 The distribution of parents with regard to their answer to the question: “Does the child have a bicycle?”

The parents’ answers to the question: “Does the child have a bicycle?” are structured in figure no.58, the majority (88.4%) replied affirmatively and 11.4% mentioned that the child does not have a bicycle.
CHAPTER VII. THE SAFETY OF THE AREAS, DECISIVE FACTOR OF PHYSICAL ACTIVITY

Most children answered that they feel safe when they are playing with their friends.

Fig. No.59. The distribution of children’s answers regarding safety during playtime with their friends

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Do Not Know</th>
<th>Non-Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>91.2%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>4.6%</td>
<td></td>
<td>3.6%</td>
<td>0.5%</td>
</tr>
<tr>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As to their safety during playtime with their friends, most children (91.2%) taking part in this study did not agree with the statement “I am not safe when I’m playing with my friends”, 4.6% agreed and 3.6% said they do not know. (Fig. No.59).

Fig. No.60. The distribution of children’s answers with respect to the safety during playtime with their friends, a comparison between children who perform PA≥ 60min/day and those who perform PA≤30 min/day

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Do Not Know</th>
<th>Non-Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>PA≥ 60 min/day</td>
<td>91.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PA≤30 min/day</td>
<td>82.2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>40%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20%</td>
<td>2.8%</td>
<td>4.2%</td>
<td>3%</td>
<td>0.5%</td>
</tr>
<tr>
<td>0%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Regarding the statement “I am not safe when I’m playing with my friends”, by comparison we can see that 4.2% of the children who exercise less agreed with it while only 2.8% of those who
exercise more answered the same. 91.7% of the children who perform PA≤30 min/day did not agree with the assertion, while 82.2% of those who perform PA≥ 60min/day. (Fig. No. 60).

Fig. No. 61. The distribution of the reasons for which the children go to school accompanied, in their own view

![Diagram showing the reasons for which children go to school accompanied.]

Of all the children who mentioned going to school accompanied, 43.9% answered that the school is far away from home, 21.9% that they could get injured on their way to school, 3.6% mentioned that they could get beaten on their way to school and 2.9% that they could get robbed. (Fig. No.61).

Fig. No.62. A comparison between children who perform PA≥ 60min/day and those who perform PA≤30 min/day taking into account their answer to the question “Why do you go to school accompanied?”

![Diagram comparing reasons for accompanied school trips between two groups of children.]

Of all the children who replied they go to school accompanied, 4.3% of those who do exercise less explained that on their way to school they could get beaten in contrast to 3.1% of those who exercise more. The percentage of those who mentioned that they could get robbed on their way to school was similar to the one mentioned earlier for both categories of children. 26.9% of the
children who perform PA≤30 min/day answered that they could get injured on their way to school as compared to 23.6% of those who perform PA≥ 60min/day. (Fig. No.62).

Fig. No.63. The structure of the reasons for which the parents prevent them from doing certain activities

Also referring to safety, the children asserted that their parents prevent them from doing certain activities because they have to travel too far away from home (1.3%) or because it is dangerous to go or to come back home on their own (2.7%) (Fig. No.63).

Fig. No.64. The distribution of answers with respect to children’s knowledge about the places where they can safely perform physical activity.

The percentage of children who answered that they know of playgrounds where they can safely perform physical activities is of 66.5%, 6.3% mentioned they do not know and 26.4% did not know how to reply. (Fig. No.64).
Fig. No.65. The distribution of children’s replies to the statement “I would like to do more physical activity, but it is not safe enough”

- 9% agree
- 8.2% disagree
- 0.8% do not know
- 82% non-response

As for the statement “I would like to do more physical activity, but it is not safe enough”, 82% of the children did not agree to it, 9% agreed and 8.2% answered they did not know. (Fig. No.65).

Concerning safety, just two parents mentioned that they do not encourage their children to play sports because it is dangerous.

Fig. No.66. The importance of children safety problems, according to the parents

- 73.8% very important
- 15.1% important
- 5.2% unsure
- 5.9% non-response

According to the parents, children safety problems are very important for 73.8%, important for 15.1% and 5.2% of the parents replied they are not sure. (Fig. No.66).
Barriers in Physical Activity in Children Aged 7-12, Living in Selected Low Income Urban Neighbourhoods

Fig. No.67. The distribution of reasons for which playgrounds are not appropriate, from the parents’ perspective

Of all the parents who believed that playgrounds are not appropriately set up, 8.2% mentioned that they are not supervised, 5% that they are dangerous and 2.7% explained that in such places their children get in touch with other children whom they are not supposed to meet. (Fig. No.67).

CHAPTER VIII. THE SHARE OF THE EMOTIONAL SUBJECTIVE COMPONENT IN THE DETERMINISM OF PHYSICAL ACTIVITY

Fig. No.68. The structure of the children’s answers regarding the pleasure of learning and exercising in Physical Education classes

Of all the parents who believed that playgrounds are not appropriately set up, 8.2% mentioned that they are not supervised, 5% that they are dangerous and 2.7% explained that in such places their children get in touch with other children whom they are not supposed to meet. (Fig. No.67).
From the point of view of the emotional subjective component most children (89.3%) stated that they like learning, 5.2% that they do not like learning and 5.5% that they do not know. In addition, a great number of children replied that they like PE classes (91.4%), 4.1% of the children interviewed declared they do not like PE classes, and the share of those who said they do not know was of 4.4% . (Fig. No.68).

Fig. No.69. Children’s levels of assessment of their PE teacher, of playing games with friends at school and of their own performance in comparison to other pupils.

The majority of the children asserted that they like their PE teacher, a percentage of 6.6% said they do not like him/her and 4.3% could not mention what they feel about their teacher. With the exception of 1.7%, almost all the pupils (96.2%) assess that they like playing with their friends at school while 1.8% said they did not know. 87.6% of the interviewed children declared they are doing well in PE, a percentage of 7.8% did not know how to self-assess and 4.2% considered that they are not doing well in PE. In their opinion, 43% of the children believe they are better at PE than their classmates, 32.7% do not, but almost a quarter of them (23.9%) did not know how to answer (Fig. No.69).

Fig. No.70. Children’s perception of their level of physical activity and of involvement in physical activities.

The majority of the children asserted that they like their PE teacher, a percentage of 6.6% said they do not like him/her and 4.3% could not mention what they feel about their teacher. With the exception of 1.7%, almost all the pupils (96.2%) assess that they like playing with their friends at school while 1.8% said they did not know. 87.6% of the interviewed children declared they are doing well in PE, a percentage of 7.8% did not know how to self-assess and 4.2% considered that they are not doing well in PE. In their opinion, 43% of the children believe they are better at PE than their classmates, 32.7% do not, but almost a quarter of them (23.9%) did not know how to answer (Fig. No.69).
With the exception of 4.6% who do not consider themselves physically active and of 4.4% who said they do not know, most children (90.8%) mentioned they are physically active. Almost all the children (93.5%) asserted that they like performing physical activities in their spare time, 4% that they do not like doing it and 2.5% declared they do not know. More than a quarter of the children (30.1%) believe that they would exercise more if they were better at sports, 9% answered they do not know, but the majority (60.2%) disagreed with the statement “I would do more physical activity if I were better at sports”. 82.1% of the children do not believe that they are so tired after school that they won’t be in the mood for physical activity, but about 13.5% of them agreed. Most children (93.4%) did not agree with the statement “I don’t want to do any physical activity because I do not like the other children who do it”, 3.3% asserted that they do not know and 2.5% that they agree. (Fig. No.70).

As expected, almost all the children who perform PA≥ 60min/day (96.7%) believe they are physically active. It is interesting that a high percentage of children who perform PA≤30 min/day (82.7%) also consider themselves to be physically active. The necessity of better informing the children on the recommended level of physical activity can be inferred from this. Most children answered they like exercising in their spare time, the share of those who exercise more (95.3%) being greater than of those who exercise less (86.9%). (Fig. No.71.)
Fig. No.72. The distribution of the opinions of the children who perform PA≥ 60min/day in comparison to those who perform PA≤30 min/day regarding physical activity vs sedentary activities.

A graphic distribution of children’s answers with respect to their agreement/disagreement with the statement “I would do more physical activity if I were better at sports” can be seen in the diagram above. A greater percentage of those who disagreed with the assertion - 63.3% of the children who perform PA≥ 60min/day can be observed in comparison to those who perform PA≤30 min/day (52.3%). As for the statement “I find physical activity boring” a higher percentage of children who agree with it can be noticed among those who exercise less (5.9%) in contrast with those who exercise more (2.3%). The most important difference can be recognized in their opinions on the third assertion “I like reading/ watching TV/ playing on the computer better than exercising”, thus the number of the children who replied they agree among those who exercise less is greater than that of those who exercise more (12.6%). (Fig. No.72).

Fig. No.73. The distribution of children’s opinions regarding their friends’ pleasure of playing with them from their subjective emotional perspective.

My friends don’t like playing with me because I am better than them at games
My friends don’t like playing with me because I am not good enough at games
Barriers in Physical Activity in Children Aged 7-12, Living in Selected Low Income Urban Neighbourhoods

Most children (88.2%) replied they do not agree with the statement “My friends don’t like playing with me because I am better than them at games”, 5.1% said they are better and 6% mentioned they do not know. As to the statement “My friends don’t like playing with me because I am not good enough at games” 88.8% did not agree with it, 3.9% agreed and 6.8% mentioned they do not know. (Fig. No.73).

Also concerning the subjective emotional component, 23.1% of the parents mentioned that one of the advantages of physical activity is that it is fun.

CHAPTER IX. THE IMPORTANCE ATTRIBUTED TO PHYSICAL ACTIVITY REFLECTED IN ITS QUANTITATIVE LEVEL IN CHILDREN

Fig. No.74. The distribution of 11-12 year old children with respect to their knowledge of the optimal frequency of weekly physical activity.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>3.9%</td>
</tr>
<tr>
<td>5 times a week</td>
<td>0%</td>
</tr>
<tr>
<td>4 times a week</td>
<td>9.4%</td>
</tr>
<tr>
<td>3 times a week</td>
<td>6.2%</td>
</tr>
<tr>
<td>2 times a week</td>
<td>12.4%</td>
</tr>
<tr>
<td>Once a week</td>
<td>65.1%</td>
</tr>
<tr>
<td>Non-response</td>
<td>0%</td>
</tr>
</tbody>
</table>

Concerning the knowledge of 11-12 aged children about the optimal frequency of engaging in physical activity, the majority (65.1%) mentioned a frequency of once/day, 9.4% five times a week, 6.2% four times a week, 12.4% three times a week 3.9% answered that in their opinion they should exercise twice a week. (Fig. No.74.).

Fig. No.75. The distribution of parents’ answers regarding the statement “Physical activity is important in order to be healthy and feel good”

<table>
<thead>
<tr>
<th>Agreement</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>98.9%</td>
</tr>
<tr>
<td>Disagree</td>
<td>0.1%</td>
</tr>
<tr>
<td>Do not know</td>
<td>0.2%</td>
</tr>
<tr>
<td>Non-response</td>
<td>0.7%</td>
</tr>
</tbody>
</table>
Almost all of the parents agreed with this assertion (98.9%). (Fig. No.75).
A percentage of 90% of the parents mentioned they encourage their children to take part in sports activities because it is healthy for them.

Fig. No.76. Parents’ assessment of the child’s capacity of performing strenuous physical activities.

As to children’s capacity of performing strenuous physical activities, 78.8% of the parents gave a positive reply and 20% mentioned that they are not capable of performing such physical activities. (Fig. No.76).

Fig. No.77. The assessment levels of children’s capacity of performing strenuous physical activities according to the parents – a comparison between those who perform PA≥ 60min/day and those who perform PA≤30 min/day

Almost three quarters (74.1%) of the parents of the children who perform PA≥ 60min/day gave a positive reply concerning the children’s capacity of performing strenuous physical activities in contrast with 61.9% of the parents of the children who perform PA≤30 min/day. A significant difference can be observed in the case of the parents who replied negatively, thus the higher percentage of 27.3% represents the parents whose children exercise less compared to 12.2% of the parents whose children exercise more. (Fig. No.77.).
Fig. No.78. Parents’ opinions on the recommendation that young people should engage in at least an hour of physical activity daily.

Nearly all the parents (92.8%) agree with the recommendation that young people should engage in at least an hour of physical activity daily, only 5.6% of them disagreeing with it. (Fig. No.78).

CHAPTER X. THE RELATIONSHIP BETWEEN ATHLETES AND THE LEVEL OF PHYSICAL ACTIVITY IN CHILDREN

Regarding children aged 11-12’s perception on athletic girls/boys and who play in different sports teams, 51.1% admire them, 23.8 declared that they want to be like them, for 18.2% they are indifferent and 5.2% of the children answered that they don’t like them. (Fig. No.79).

Fig. No.79. Children’s opinion on athletic girls/boys who play in different sports teams
Fig. No.80. Children aged 11-12’s opinions on the general attitude towards young athletes.

As for the general attitude towards young athletes, children of 11-12 years of age believe that it is mainly one of appreciation (77.5%), of sympathy (13.7%), of indifference (4.9%) and of envy (3.3%). (Fig. No.80)

Fig. No.81. The distribution of children aged 11-12’s opinions on athletic girls/boys who play in different sports teams – a comparison between those who perform PA≥ 60min/day and those who perform PA≤30 min/day.

Considering the children aged 11-12’s opinions on athletic girls/boys who play in different sports teams almost all of them stated that they admire them, 51.5% of those who perform PA≥ 60min/day 47.3% of those who perform PA≤30 min/day respectively. 24.2% of the active children and 21% of
the sedentary ones want to be like them. However, the level of indifference towards them is still high - 15.1% and 19.7%, respectively. (Fig. No.81).

Fig. No.82. The distribution of the answers of children aged 11-12 who appreciate young athletes.

Regarding the reason for which children aged 11-12 appreciate young athletes, 38.4% asserted that they do not know, 19.9% stated that they look good, 11.4% said that because they are considered stars and 28% mentioned something else. (Fig. No.83).
CONCLUSIONS AND RECOMMENDATIONS

1. The study revealed a limitation of the pupils’ access to existent school facilities outside Physical Education classes. In order to promote physical activity in disadvantaged areas and not only, it is desirable for the students to have access to the playground, to the sports grounds or even to the gymnasium at their school during breaks or during their spare time.

2. Less than a quarter of the children taking part in the study comply with WHO’s recommendation of at least 60 minutes of physical activity daily. More than half of the children of the study group perform daily, on average, between 30 and 60 minutes of physical activity. A great percentage (17.72%) cumulates daily, on average, under 30 minutes of physical activity.

3. By analyzing the distribution of the children who engage in at least 60 minutes of physical activity by age taking into account the days of the week, it can be observed that the most active children are aged 9. From 7 years of age to 9 years of age the level of physical activity increases gradually and, after 9 years of age, the level drops once again. Children aged 10 and 11 have a similar level of physical activity and the lowest level is recorded in children aged 12. For all the children a better level of physical activity lasting for at least an hour can be noticed at the weekends.

4. Regarding the distribution by gender of the children who exercise more than 60 minutes with respect to the days of the week, it is noticeable on the one hand that boys are more active than girls and on the other hand that boys dose their physical effort almost evenly throughout the week while girls are more active at weekends.

5. With respect to the most practiced physical activities by children, through analyzing the data it can be shown that the most accessible of the activities that are in the lead do not need any facilities or special equipment. Therefore, walking comes first, which more than half of the children practice daily. After it, descending, come: running, tagging game, riding a bike, football/soccer, skipping rope, dance, volleyball, basketball.

6. Too much homework is perceived as a barrier to physical activity in a greater share in sedentary children.

7. Concerning the amount of chores, it does not represent a barrier to physical activity. Both active children and sedentary ones agree with the statement “I want to do more physical activity, but I have too much housework to do at home” in a percentage of less than 5%.

8. It is supposed that parents also encourage physical activity indirectly by not giving them too much housework.

9. Even though the financial statement of the families taking part in this study is not of satisfactory level, money does not represent a barrier to physical activity from children’s perspective.

10. The involvement of both parents and children in sports activities together is not common among the studied group. So, of all the children interviewed, with respect to physical activity performed
together with their parents, a third replied they do not exercise with them and four out of ten parents stated that they don’t exercise with their children.

11. Most parents (82.7%) believe that physical activity is healthy and keeps the child fit (58.8%). However, almost a quarter of them consider that sports take too much of their time (23.5%) and that it’s too expensive (17.5%).

12. The main reason for which parents encourage their children to do physical activity (90%) is its healthy effect.

13. Active pupils believe they do better in PE classes at school, learn better, like learning, appreciate PE classes more and are less tired compared to sedentary ones.

14. Most children, both active and idle, appreciate the facilities, the sports equipment of the school, but also the PE teacher. There’s not much difference between the answers of active children and those of the sedentary ones, with the exception of the statement “I am better than my classmates at sports” with which a greater share of active children agreed than sedentary ones.

15. The most important barriers to physical activity from children’s perspective are: (23.8%) the distance, the lack of sports facilities (23.2%) and shortage of money (11.6%).

16. From parents’ perspective, the situation of places where children engage in extracurricular activities is as it follows: sports clubs (27.6%), swimming pools (19.6%), at school (17.6%), at the teacher’s place (16%).

17. Concerning safety, it does not seem to represent a barrier. Almost 7 out of 10 children replied they know playgrounds where they can perform physical activities safely, 8 out of 10 children did not agree with the statement “I would like to do more physical activity, but it is not safe” and only two parents mentioned that they don’t encourage their children to do sports because it is dangerous.

18. Regarding children’s perception of their level of involvement in physical activities, most children (90.8%) stated that they believe themselves to be active. Almost all the children (93.5%) asserted that they like performing physical activities in their spare time and more than a quarter of them consider that they would exercise more if they were better at sports.

19. As expected, almost all the children who perform PA≥ 60min/day (96.7%) believe themselves to be physically active. Yet it is interesting that the children who perform PA≤30 min/day also believe themselves to be physically active also in a great percentage (82.7%). As a consequence, it is necessary that children be informed better about the recommended level of physical activity.

20. Most children stated that they like performing physical activities in their spare time.

21. Increasing the attractiveness of sports activities is recommended.

22. With respect to children aged 11-12’s knowledge about the frequency of engaging in physical activity, most mentioned (65.1%) a daily frequency.

23. Almost all parents (98.9%) agreed with the assertion “Physical activity is important for being healthy and feeling good”
24. Nearly three quarters (74.1%) of the parents of children who perform PA≥ 60min/day gave an affirmative reply regarding their children’s capacity of performing strenuous physical activities in comparison to 61.9% of those whose children perform PA≤30 min/day.

25. Most of the parents (92.8%) agree with the recommendation that mentions young people should do at least an hour of physical activity per day.

26. As for children aged 11-12’s opinion on athletic girls/boys who play in different sports teams, the majority stated that they admire them, respectively 51.5% of those who perform PA≥ 60min/day and 47.3% of those who do PA≤30 min/day.

**KEY POINTS**

1. The vast majority of children living in disadvantaged neighbourhoods perform an insufficient physical activity both quantitatively and qualitatively compared to WHO’s recommendation of at least 60 minutes/day of physical activity of medium to high intensity.
2. From these children’s physical activities, walking and playing with friends prevail.
3. The share of children who take part in organized sports activities is low.
4. The performed physical activities (walking and playing with friends) are insufficient for establishing the base of a pro-active lifestyle as adults.
5. Indirectly, performing physical activities that do not require special equipment or financial costs is a reflection of economic difficulties of the families living in disadvantaged neighbourhoods.
6. The endorsement of community measures for the sustenance of socio-economically disadvantaged neighbourhoods is justifiable in order to create opportunities that would facilitate physical activity.
7. The financial support of underprivileged families is important.
8. Educating the people about the importance of physical activity is necessary.
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   4. EU Physical Activity Guidelines - Recommended Policy Actions in Support of Health-Enhancing Physical Activity Approved by the EU Working Group "Sport & Health”at its meeting on 25 September 2008 Confirmed by EU Member State Sport Ministers at their meeting in Biarritz on 27-28 November 2008
   7. Youth Risk Behavior Surveillance — United States, 2011. Danice K. Eaton, PhD,1 Laura Kann, PhD,1 Steve Kinchen,1 Shari Shanklin, MS,1 Katherine H. Flint, MS,2 Joseph Hawkins, MA,3 William A. Harris, MM,1 Richard Lowry, MD,1 Tim McManus, MS,1 David Chyen, MS,1 Lisa Whittle, MPH,1 Connie Lim, MPA,1 Howell Wechsler, EdD1 1Division of Adolescent and School Health, National Center for HIV/AIDS, Viral Hepatitis, STD, and TB Prevention, CDC. 2ICF Macro, Calverton, Maryland. 3Westat, Rockville, Maryland
   8. Qualitative research among young people aged 5 to 15 years and parents. – Caroline Mulvihill, Kim Rivers, Peter Aggleton – Thomas Coram Research Unit, Institute of Education, University of London.
   9. Draft Council Conclusions on nutrition and physical activity - Presentation and initial examination General Secretariat of the Council, Brussels, 3 March 2014
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   13. Physical Activity Guidelines for Americans (PAG) - Office of Disease Prevention and Health Promotion, 2008
Annex 1.

QUESTIONNAIRE TO ASSESS DETERMINANTS AND BARRIERS TO PHYSICAL
ACTIVITY
STUDENTS AGED 7-10 YEARS

GENERAL INFORMATION

Your NAME…………………………………………

1. Gender
   a) male
   b) female

2. Age
   a) 6 years old
   b) 7 years old
   c) 8 years old
   d) 9 years old
   e) 10 years old
   f) more than 10

3. Where do you live? ____________

4. Who do you live with at home? Please mark all the answers that describe your situation
   a) My father
   b) My mother
   c) My grandfather
   d) My grandmother
   e) Sisters - no. ..........................................................
   f) Brothers - no. ...........................................................
   g) Pets? ......................... Specify __________________________
   h) Others (specify)________________________

5. How much time do you need to do chores around the house during the week? This could include looking after your brothers and sisters? _______________

6. Physical activity. Have you done any of the following activities in the past 7 days (last week)? If yes, how many times? (Mark only one square per row)

<table>
<thead>
<tr>
<th>Activity</th>
<th>No times</th>
<th>Yes, 1-2 times</th>
<th>Yes, 3-4 times</th>
<th>Yes, 5-6 times</th>
<th>Yes, 7 times or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skipping</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rowing/canoeing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In-line skating</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tag</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
7. Mark how often you did physical activity (like playing sports, games, doing dance, or any other physical activity) for each day last week

<table>
<thead>
<tr>
<th>Day</th>
<th>None on this day</th>
<th>30 minutes or less</th>
<th>Between 30 and 60 minutes</th>
<th>60 minutes or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wednesday</td>
<td></td>
<td></td>
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<tr>
<td>Thursday</td>
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<td>Friday</td>
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<td>Saturday</td>
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<td></td>
</tr>
<tr>
<td>Sunday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Were you sick last week or did anything else prevent you from engaging in normal activities?
   a) No
   b) Yes
      a. Please specify_____________________

9. Where do you engage in physical activity?
   a) On the street
   b) In the park
   c) On the playground
   d) In the backyard/garden
   e) On the pitch (playing field)
   f) In gyms
   g) Around my house
   h) In shopping malls
i) Other places………………specify…………………….

10. Do you perform physical activities more often during the weekend?
   a) No, it is the same
   b) Yes, because I have more time
   c) Yes, because my parents have more time
   d) Yes, because my friends are around
   e) Yes, for other reasons (specify) _____________________

THE ROLE OF SCHOOL part 1: Physical activity classes

11. Please tell me if you agree or disagree with these statements.

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a good student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy going to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do well in my academic classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy studying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy physical activity lessons at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do well at physical activity lessons at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am very tired after my physical education classes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. How many times a week do you partake in physical activity classes at school?
   a) I do not participate in PE classes
   b) 1 time a week
   c) 2 times a week
   d) 3 times a week
   e) 4 times a week
   f) 5 times a week

13. How long are you physically active during your physical activity classes?
   a) No time at all
   b) 0-20 minutes
   c) 20-40 minutes
   d) More than 40 minutes

14. In the last seven days, what did you do most of the time during breaks at school (pick one only)
   a) Sat down (talking, reading, doing schoolwork)
   b) Walked around
   c) Ran or played a little bit
   d) Did something else (specify)
15. Please tell us if you agree or disagree with the following statements

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the playgrounds at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the gyms at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the playing fields at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the sports equipment at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the sports teachers at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like playing with my friends at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like the changing rooms at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think I perform well at sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I sometimes feel embarrassed that I am not good enough at sports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am better than other students at sports</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

16. Have you ever been injured on the school playground while doing sports?
   a) no
   b) yes
      if yes, what activity were you doing?

THE ROLE OF PLAYING WITH FRIENDS

17. How many times a week do you engage in physically activity with friends?
   a) Never
   b) 1 time a week
   c) 2 times a week
   d) 3 times a week
   e) 4 times a week
   f) 5 or more times a week

18. How long are you physically active when you are playing with your friends?
   a) No time at all
   b) 0-30 minutes
   c) 30-60 minutes
   d) More than 60 minutes

19. Please tell me if you agree or disagree with the following statements:
<table>
<thead>
<tr>
<th>Barriers in Physical Activity in Children Aged 7-12, Living in Selected Low Income Urban Neighbourhoods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Agree</strong></td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Distance keeps me from playing more with my friends</td>
</tr>
<tr>
<td>Lack of transportation keeps me from being physically active</td>
</tr>
<tr>
<td>Lack of good sporting facilities keeps me from doing more physical activity</td>
</tr>
<tr>
<td>Lack of money keeps me from playing with my friends more</td>
</tr>
<tr>
<td>My friends don’t like to play with me because I am better than them</td>
</tr>
<tr>
<td>My friends don’t like to play with me because I am not good enough</td>
</tr>
<tr>
<td>My parents don’t like me to play with my friends</td>
</tr>
<tr>
<td>It is not safe for me to play with my friends</td>
</tr>
</tbody>
</table>

**THE ROLE OF PARENTS IN FACILITATING OR HINDERING PHYSICAL ACTIVITY**

20. **How do you get to school?**
   a) On foot (walk)
   b) Bicycle
   c) Public transportation
   d) Car
   e) Other __________

21. **Who do you go to school with?**
   a) Mother
   b) Father
   c) Grandparents
   d) Friends
   e) Alone
   f) Other ________

22. **If they answer alone: Why do you go alone?**
   a) There is no one to accompany me
   b) I like to do things by myself
   c) The way is short
   d) The way is safe
   e) Other (specify) ________________

23. **If they do not answer alone: Why do you go together with somebody?**
   a) It is far
b) On the way to school I could be bullied

c) On the way to school I could be robbed

d) On the way to school I could be hurt

e) Other (specify)________________

24. With whom do you do family based sport activities?
   a) I don’t do family based activities
   b) Mother
   c) Father
   d) Brothers
   e) Grandparents
   f) The whole family

25. Where do you do these activities?
   a) We go to (specify) ........................................... ...................................
   b) We stay home

26. How often do you go?
   a) Once a month
   b) 2-3 times a month
   c) Once a week
   d) Twice a week
   e) Three or more times a week

27. What physical activities do your parents not allow you to do?
   __________________________________________

28. Why do you think your parents don’t allow you to do these activities?
   a) They don’t approve of the activity itself
   b) They don’t think that I am good enough at sports
   c) They don’t approve of the people who go there
   d) They believe I am too young for that activity
   e) The activity lasts until late
   f) The activity is too far away
   g) It is dangerous to go/return home on my own
   h) These activities are too expensive
   i) They say that I need to concentrate more for schoolwork
   j) I have too much to do at home
   k) Other (specify)...................................................................................

29. How often do you ride a bike?
   a) I don’t own a bike
   b) Less than once a week
   c) Once a week
   d) Twice a week
   e) Three times a week
   f) Four or more times a week

30. When you go cycling are you supervised by someone older than you?
   a) Yes
b) No

31. Where do go cycling?
   a) In the park
   b) On the sidewalk
   c) In our courtyard
   d) On a trip
   e) Other (specify) ________________

32. Please tell me if you agree or disagree with the following statements

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>I don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am physically active</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy doing physically active things in my spare time</td>
<td></td>
<td></td>
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<tr>
<td>I know places where it is free or cheap for me to engage in physical activity</td>
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<tr>
<td>I find physical activity boring</td>
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<td>I am too tired after school to do more sports</td>
<td></td>
<td></td>
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<td>I prefer reading/watching TV/playing video games to doing sports</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I don’t like the other children who engage in sports</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

33. What children do you not want to engage in physical activity with?
   a) I will play with anyone
   b) boys
   c) girls
   d) people from different ethnic groups
   e) people who are better than me at sports
   f) people who are not very good at sports
   g) other __________

BELIEFS AND KNOWLEDGE ABOUT PHYSICAL ACTIVITY AND ITS ADVANTAGES

34. Why is physical activity important?
................................................................................................................................................................
................................................................................................................................................................
................................................................................................................................................................
35. Do you have access to sporting facilities? Please circle the facilities you have access to
   a) Playing fields
   b) Playgrounds
   c) Ice skating rinks
   d) Rollerblading facilities
   e) Gyms
   f) Other (specify) _____________________

THANK YOU FOR YOUR PARTICIPATION

Annex 2.

QUESTIONNAIRE TO ASSESS DETERMINANTS AND BARRIERS TO PHYSICAL ACTIVITY
STUDENTS AGED 11-12 YEARS

GENERAL INFORMATION

Your NAME…………………………………………

1) Gender
   c) male
   d) female

2) Age
   g) 11 years old
   h) 12 years old
   i) Over 12 years old

3. Where do you live? ____________

4. Who do you live with at home? Please mark all the answers that describe your situation
   i) My father
   j) My mother
   k) My grandfather
   l) My grandmother
   m) Sisters - no. ........................................................................................................
   n) Brothers - no. ...................................................................................................
   o) Pets? .........................Specify ________________________________
   p) Others (specify)________________________

5. During the week do you need to do chores around the house, for example looking after your brothers and sisters? If so how much time do you do this for?______________

FAVORITE ACTIVITIES

6. Physical activity. Have you done any of the following activities in the past 7 days (last week)? If yes, how many times? (Mark only one square per row)
7. Mark how often you did physical activity (like playing sports, games, doing dance, or any other physical activity) for each day last week

<table>
<thead>
<tr>
<th>Activity</th>
<th>None on this day</th>
<th>30 minutes or less</th>
<th>Between 30 and 60 minutes</th>
<th>60 minutes or more</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday</td>
<td></td>
<td></td>
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<tr>
<td>Wednesday</td>
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<td></td>
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<td></td>
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<tr>
<td>Thursday</td>
<td></td>
<td></td>
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<tr>
<td>Friday</td>
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<tr>
<td>Saturday</td>
<td></td>
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<tr>
<td>Sunday</td>
<td></td>
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</tr>
</tbody>
</table>

8. Were you sick last week or did anything else prevent you from engaging in normal activities?
   c) No
   d) Yes
      a. Please specify_____________________

9. Where do you do most of your physical activity?
   j) On the street
   k) In the park
l) On the playground
m) In the backyard/In the garden
n) On the pitch (playing field)
o) In gyms
p) Around my house
q) In shopping malls
r) Other places (please specify) _________

10. Do you perform physical activities more often during the weekend?
f) No, it is the same
g) Yes, because I have more time
h) Yes, because my parents have more time
i) Yes, because my friends are around
j) Yes, for other reasons (specify) _________________

THE ROLE OF SCHOOL Physical activity classes

11. Please tell us if you agree or disagree with these statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am a good student</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy going to school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do well in my academic classes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy studying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy physical activity lessons at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do well at physical activity lessons at school</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am very tired after my physical education classes</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Which one of the following describes you best for the last 7 days? Read all five statements before deciding on the answer that best describes you.

a) All or most of my free time was spent doing things that involve little physical effort
b) I sometimes (1 — 2 times last week) did physical things in my free time (e.g. played sports, went running, swimming, bike riding, did aerobics)
c) I often (3 — 4 times last week) did physical things in my free time
d) I quite often (5 — 6 times last week) did physical things in my free time
e) I very often (7 or more times last week) did physical things in my free time

13. In the last seven days, what did you do most of the time during breaks at school (pick one only)

c) Sat down (talking, reading, doing schoolwork)
f) Stood around or walked around

g) Ran or played
h) Other (specify)____________________________________________________
14. How many times a week do you partake in physical activity classes at school?
   g) Never
   h) 1 time a week
   i) 2 times a week
   j) 3 times a week
   k) 4 times a week
   l) 5 times a week

15. How long are you physically active during your physical activity classes?
   e) No time at all
   f) 0-20 minutes
   g) 20-40 minutes
   h) More than 40 minutes

16. Let us know if you agree or disagree with the following statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like the playgrounds at school</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I like the gyms at school</td>
<td></td>
<td></td>
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<tr>
<td>I like the playing fields at school</td>
<td></td>
<td></td>
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<tr>
<td>I like the sports equipment at school</td>
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<tr>
<td>I like the sports teachers at school</td>
<td></td>
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<tr>
<td>I like playing with my friends at school</td>
<td></td>
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<tr>
<td>I like the changing rooms at school</td>
<td></td>
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<tr>
<td>I think I perform well at sports</td>
<td></td>
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<tr>
<td>I sometimes feel embarrassed that I am not good enough at sports</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I am better than other students at sports</td>
<td></td>
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</tbody>
</table>

17. Have you ever been injured on the school playground while doing sports?
   a) no
   b) yes
      if yes, how? ____________________________________________________

18. What do you think about girls / boys who are athletic and who play in sports teams?
   a) I don’t like them
   b) I admire them
   c) I want to be like them
   d) I don’t care
   e) Other (specify) ____________________________________________

19. What is the attitude of the people in relation to young athletes?
   a) They are appreciated
   b) They are envied
c) They are popular

d) Indifference

e) Other (specify) __________________________________________

20. If you think they are appreciated, why is that?

a) Good looks

b) They are considered stars

c) They make a lot of money

d) Don’t know

e) Other (please specify) _________________

THE ROLE OF FRIENDS AND GENDER DIFFERENCES IN THE PERCEPTION AND PARTICIPATION IN PHYSICAL ACTIVITY

21. Please let us know if you agree or disagree with the following statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Distance keeps me from playing more with my friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lack of transportation keeps me from being physically active</td>
<td></td>
<td></td>
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<tr>
<td>Lack of money keeps me from playing with my friends more</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A lack of sporting facilities keeps me from doing more physical activity</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>My friends don’t like to play with me because I am better than them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My friends don’t like to play with me because I am not good enough</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My parents don’t like me to play with my friends</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It is not safe for me to play with my friends</td>
<td></td>
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</tbody>
</table>

22. For the following activities, please let us know how many times a week you engage in them, how many people you engage with and if boys and girls do them together

<table>
<thead>
<tr>
<th>Activity</th>
<th>How many times a week do you engage in these activities?</th>
<th>How many friends do you perform them with?</th>
<th>Do boys and girls perform these together?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Athletics</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Cycling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skating</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Handball</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Rollerblading</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Dancing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team Sports</td>
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</tbody>
</table>
23. Where do you do these activities?
   a) On my street
   b) In the park
   c) At the mall
   d) Others (specify) ___________________________________________

24. How do you get there?
   a) By foot
   b) By bike
   c) By public transport
   d) By car
   e) Other (specify) ___________________________________________

25. If you don’t engage in these activities enough, why not?
   a) They are expensive
   b) They require a good physical condition and training
   c) There are not suitable means of transportation
   d) My parents don’t allow me to do the activity
   e) I have a lot of homework
   f) I have to look after my brothers and sisters
   g) My parents don’t allow me to go alone and they don’t have time to take me there
   h) Other________

26. Please tell us if you agree or disagree with the following statements

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>I don’t know</th>
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<tbody>
<tr>
<td>I like to do physical activity by myself so people will not see my body</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I like to do physical activity by myself as there is no-one to do it with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do physical activity on my own because it is too expensive for my friends to get together</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I do physical activity by myself because it is too difficult to get together with my friends</td>
<td></td>
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<tr>
<td>I prefer physical activity in a group because I like being with my friends</td>
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<tr>
<td>I prefer physical activity in a group because it is safer</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I prefer physical activity in a group because we motivate each other</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
27. How do you get to school (and back)?
   a) On foot (walk)
   b) By bicycle
   c) Public transport
   d) By car
   e) Other (specify) ________________________________

28. Who do you go to school with?
   g) Mother
   h) Father
   i) Grandparents
   j) Friends
   k) Alone
   l) Other (specify) ________________________________

29. If they answer alone: Why do you go alone?
   f) There is no one to accompany me
   g) I like to do things by myself
   h) The way is short
   i) The way is safe
   j) Other (specify) ________________________________

30. If they do not answer alone: Why do you go together with somebody?
   e) It is far
   f) On the way to school I could be bullied
   g) On the way to school I could be robbed
   h) On the way to school I could be hurt
   i) Other (specify) ________________________________

31. With whom do you do family based sport activities?
   g) I don’t do family based activities
   h) Mother
   i) Father
   j) Brothers
   k) Grandparents
   l) The whole family

32. Where do you do these activities?
   c) We go to (specify) ________________________________
   d) We stay home

33. How often do you engage in family based activities?
   f) Once a month
   g) 2-3 times a month
   h) Once a week
   i) Twice a week
   j) Three or more times a week

34. What physical activities do your parents not allow you to do?
35. Why do you think your parents don’t allow you to do these activities (circle all that apply)?
   l) They don’t approve the activity itself
   m) They don’t think that I am good enough at sports
   n) They don’t approve the people who go there
   o) They believe you are too young for that activity
   p) The activity lasts until late
   q) The activity is too far away
   r) It is dangerous to return home on your own
   s) These activities are too expensive
   t) They say that you have to concentrate more for schoolwork
   u) I have too much to do at home
   v) Other (specify) .................................................................

36. How often do you ride a bike?
   g) I don’t own a bike
   h) Less than once a week
   i) Once a week
   j) Twice a week
   k) Three times a week
   l) Four or more times a week

37. When you go cycling are you supervised by someone older than you?
   c) Yes
   d) No

38. Where do go cycling?
   f) In the park
   g) On the sidewalk
   h) In our courtyard
   i) On a trip
   j) Other (specify) __________________

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<td>I would like to engage in more physical activity but I have too many chores to do at home</td>
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<td></td>
<td></td>
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<tr>
<td>I would like to engage in more physical activity but it is too expensive</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I would like to do more physical activity but it is not safe
I find physical activity boring
I am too tired after school to do more sports
I prefer reading/watching TV/play video games to doing sports
I don’t like the other children who engage in sports

40. Are there any other reasons that prevent you from doing physical activity?
   a) yes (specify) ____________________________
   b) no

41. Who do you not like to engage in physical activity with?
   a) I like engaging in physical activity with everyone
   b) Boys
   c) Girls
   d) People from different ethnic groups
   e) People who are better than me at sports
   f) People who are not very good at sports
   g) Other ________

BELIEFS AND KNOWLEDGE ABOUT PHYSICAL ACTIVITY AND ITS ADVANTAGES

42. Why is physical activity important?
___________________________________________________________________________
___________________________________________________________________________

43. To your knowledge, what duration of physical activity in a day is needed to be healthy?
   a) 10 minutes
   b) 30 minutes
   c) 40 minutes
   d) One hour
   e) Two or more hours

44. How many times a week should you perform physical activity?
   a) Daily
   b) Five times a week
   c) Four times a week
   d) Three times a week
   e) Twice a week
   f) Once a week

45. Do you think that smokers are less fit to perform physical exercise?
   a) No, they are the same
   b) Smoking affects the lungs
   c) Smokers breath more difficultly during exercise
   d) Smokers have less endurance for physical exercise
   e) Other (specify) ............................................ ......................................

PERCEIVED BARRIERS TO PHYSICAL ACTIVITY AND THEIR MOTIVATIONS
46. Do you do more physical activity now as compared to when you were younger (e.g. primary school)?
   a) Yes
   b) No

47. If less, what do you think are the reasons for doing less physical activity (please circle all that apply)?
   a) You have less time
   b) You have more homework
   c) You have more responsibilities at home
   d) It would be strange to play like small children
   e) You have other friends
   f) Your secondary school friends are not interested
   g) You lost interest
   h) You do not want to be put off
   i) You feel lazy
   j) You have a low motivation
   k) You are more aware of your body
   l) My breasts became visible and I feel embarrassed
   m) You feel fat
   n) You do not want people to see your body
   o) The boys / girls laugh at you during physical education classes
   p) Other________________

48. What do you think would help you exercise more?
   a) I don’t need to exercise more
   b) More activities available at school
   c) The possibility to choose the physical activity you enjoy the most
   d) Better access
   e) Transport provided
   f) Better public transportation
   g) Enough money for subscriptions and equipment
   h) To be allowed to go alone
   i) To be allowed to go in parks with friends
   j) To be allowed to go to sport-clubs with friends
   k) To be supported by friends
   l) To be supported by parents
   m) Other______

49. It is recommended that all young people take at least one hour of physical activity per day (this would include walking, physical education, sports, dance, and physical activity during lunch breaks and afterschool. Some of these activities must be demanding. Do you think you are up to this level of activity?
   a) Yes
   b) No

Thank you for your participation
Annex 3.

QUESTIONNAIRE FOR PARENTS

Your child’s name………………………………………………………………………..
Your child’s date of birth…………………………………………………………………
Are you the child’s mother/father/guardian/other ……………………………

GENERAL BACKGROUND INFORMATION

1. How old are you? ………………………………………

2. List the birth dates of your children

___________________________________________________________
___________________________________________________________
___________________________________________________________
___________________________________________________________

3. What best describes your household?

<table>
<thead>
<tr>
<th>Single parent/carer</th>
<th>Two parent/carers household</th>
</tr>
</thead>
<tbody>
<tr>
<td>Single parent/carer with support from other family members</td>
<td>Two parent/carers household with support from other family members</td>
</tr>
<tr>
<td>Single parent/carer with support from friends</td>
<td>Two parents/carers household with support from friends</td>
</tr>
</tbody>
</table>

4. What is the highest level of education you have completed?
   a) No formal education
   b) Elementary school
   c) Secondary school
   d) High-school
   e) College / University
   f) Post graduate studies
   g) Refuse to answer

5. Which of the following best describes your *main* work status over the past 12 months?
   a) Government employee
   b) Non-government employee
   c) Self employed
   d) Housewife
   e) Retired
   f) Unemployed
   g) Refuse to answer

6. What is the average income of your family?
   a) 100 – 300 RON
   b) 400 – 800 RON
c) 900 – 1500 RON  

d) 1600 – 2000 RON  

e) over 2500 RON

7. How many of the adults in your household work? _____

8. Where do you live? __________________________________________________

9. Where were you born?_______________________________________________

10. Which of these most closely matches where you live? 

   a) Rented room  
   b) Flat  
   c) House  
   d) Other (specify)___________________________________________________

11. How many bedrooms are there in the place you live? 

   ______

12. Which of these most closely describes your access to a garden/courtyard/park? 

   a) No garden/courtyard/park access  
   b) There is a garden / courtyard/ park near by  
   c) I have access to a garden/courtyard/park that is attached to the place that I live

13. How many times a week does your child engage in vigorous activity (defined as activities that make you very short of breath, running, playing football, basketball, handball, swimming, gymnastics, running on the playground, etc.)

   a) Never  
   b) Once a week  
   c) Twice a week  
   d) Three times a week  
   e) Four or more times a week

14. When they engage in these activities, how long do they participate for?

   a) Less than a half hour  
   b) Half hour to an hour  
   c) More than an hour

15. How many times a week does your child engage in moderate activities (defined as activities that make you a little bit short of breath, such as walking fast or uphill)

   a) Never  
   b) Once a week  
   c) Twice a week  
   d) Three times a week  
   e) Four or more times a week

16. When they engage in these activities, how long do they participate for?

   a) Less than a half hour  
   b) Half hour to an hour  
   c) More than an hour
17. Please let us know, how many times on the weekends and after school does your child partake in the following activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Number of times on the weekend</th>
<th>Number of times during the week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gymnastics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cycling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Going to the park and playing with friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other physical activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

18. How many hours a day is your child expected to do chores around the house (cleaning, taking care of the other children, etc)
   a) 0 hours
   b) Up to one hour
   c) One to two hours
   d) More than two hours
   e) Only on weekends

PARENTS ROLE IN ENABLING CHILD TO DO PHYSICAL ACTIVITY

19. What type of activities do you do together with your child during your spare time or during the weekends?
   a) Sports
   b) Gardening
   c) Creating/making objects
   d) Cooking
   e) Reading
   f) Shopping
   g) Visiting relatives
   h) Go to the cinema
   i) Walk the dog
   j) Other (please specify__________________________)

20. Is your child a member of a club or sports association?
   a) Yes
      Which one? _____________________________
   b) No

21. Do you ensure the participation of your child in extracurricular classes, activities or lessons? Circle any that apply (If the answer is no, go to question 28)
   a) None
   b) Dance
   c) Gymnastics
   d) Swimming
   e) Football
   f) Other sport
   g) Music
   h) Foreign language
i) Other (please specify) __________________________________________________________

22. How many hours a week does your child do these extracurricular activities?
   a) Less than an hour
   b) One hour
   c) Two hours
   d) Three or more hours
   a)

23. What is the cost for one hour of these activities?
   ______________________________________

24. How far does your child have to go for these activities?
   a) In our neighborhood
   b) A few blocks away
   c) In another neighborhood
   d) In another town
   e) Other (please specify) ______________________________________________________

25. Is it difficult for you to get your child to go there?
   a) Yes
      if yes, how so? ______
   b) No

26. Do you feel that your child is safe when your child is engaging in these activities?
   a) Yes
   b) No
      if not, why not? __________________________

27. Where does she/he go for these activities?
   a) At school
   b) On the playing field
   c) Swimming pools
   d) Rinks
   e) Sport - clubs
   f) Parks
   g) Teachers house
   h) Other (specify) ____________________________________________________________

28. For how long has she/he been doing these activities?
   a) Less than 6 months
   b) Six months
   c) One year
   d) Two years
   e) More time (specify) _________________________________________________________

29. What are the benefits of physical activity for your child /your children?
   a) It maintains their health
   b) It keeps them in a good physical shape
c) It tires them out (consumes their excessive energy)
d) It helps them make new friends
e) It helps them learn new things
f) It is fun them
g) Other (please specify) _____________________________________________________

30. What kind of benefits do you and your husband/wife get from the involvement of your child in physical activity?
   a) It keeps the kid busy
   b) It gives you more spare time on your own
   c) It gives you the opportunity to meet other parents and make new friends
   d) You enjoy watching them perform these activities
   e) It makes you feel proud of their performance
   f) Other (please specify) _____________________________________________________

31. What detriments do you and your husband/wife get from the involvement of your child in physical activity?
   a) It costs too much
   b) It takes too much of our time
   c) It keeps him/her from school work
   d) It keeps him/her from their chores
   e) It is not safe
   f) It puts him/her in contact with people I would rather he/she didn’t spend time with
   g) Other (specify) ________________________________________________________

32. Does your child have a bike?
   a) Yes
   b) No

33. How often does he/she ride the bike?
   a) Daily
   b) Weekly
   c) Never

34. Where does he/she ride the bike?
   a) In the park
   b) On the street
   c) In some trips
   d) In our courtyard
   e) Other (please specify) _____________________________________________________

35. With whom does he/she walk /ride a bike?
   a) Friends
   b) Older brothers
   c) Parents
   d) An adult
   e) Alone

36. Who do you think is more appropriate to stimulate and help the child to engage in physical activities?
37. What type of activities do you think is most useful?
   a) Sports
   b) Walking
   c) Gardening
   d) Hiking and cycling
   e) Other (specify)

38. Please select your level of agreement for each of the following statements:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>Disagree</th>
<th>No answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical activity is important for health and wellbeing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are a number of safe play facilities nearby my house.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not feel safe letting my children walk by themselves to the local leisure facilities.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My children are unable to attend activities because we need a car to get to them.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My children are able to take public transport to activity sessions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do not have enough time to take my children to activity sessions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My children are able to get to activity sessions by themselves.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

39. Do you actively encourage and support your child taking part in physical activities?
   a) Yes
   b) No

40. If yes, why?
   a) To motivate him to do sports performance
   b) For the pleasure of watching him on the sports field
   c) Gives you something else to do
d) Because it is healthy for the child

e) Other (specify) __________________________________________________________

41. If no, why do you not encourage your child to do physical activity?

a) It costs too much
b) They are not good enough at sports
c) It takes too much of my time
d) It keeps them from their chores
e) I don’t like the people who are there
f) It is dangerous
g) It keeps them from their school work
h) Other reason __________________________________________________________

42. Who, in your family, encourages them more?

a) Father, because _________________________________________________________
b) Mother, because ____________________________________________________
c) Both, because ________________________________________________________

43. Who takes the child to sports training classes?

a) Father
b) Mother
c) Grandparents
d) Other (please specify) ___________________________________________________
e) My child doesn’t do any sport

44. Who provides financial supports for the child’s physical activity / sport (circle all that apply)?

a) Father
b) Mother
c) Both parents
d) Grandparents
e) Other (specify) _________________________________________________________
f) My child doesn’t do any sport

45. Who attends the sporting events that your child is involved in?

a) Mother
b) Father
c) Brothers
d) Grandparents
e) Others (specify) _______________________________________________________
f) My child doesn’t do any sport

46. Which of these most accurately describes your feelings?

a) I wish my child would do more physical activity
b) I wish my child was better at sports
c) I wish my child did less physical activity
d) I would like my child to engage in more physical activity, but it costs too much

47. Do you think that boys and girls have the same levels of interest in physical activity?

a) Yes
b) No
48. How important do you think the following factors are in determining the level of physical activity of your child?

a) Money
   1. Very important
   2. Important
   3. Not sure

b) School sports facilities
   1. Very important
   2. Important
   3. Not sure

c) Nearby sports facilities (swimming pools, leisure centers, playgrounds, open spaces, parks, shopping centers, playgrounds)
   1. Very important
   2. Important
   3. Not sure

d) Access to local youth clubs or associations (dance classes, karate, etc.).
   1. Very important
   2. Important
   3. Not sure

e) Driving license / access to a car
   1. Very important
   2. Important
   3. Not sure

f) Local public transportation
   1. Very important
   2. Important
   3. Not sure

g) Safety issues (heavy traffic, busy roads, danger from strangers, kids that travel unaccompanied)
   1. Very important
   2. Important
   3. Not sure

h) Access to yard / garden
   1. Very important
   2. Important
   3. Not sure

i) To be a single parent
   1. Very important
   2. Important
   3. Not sure

j) That your child wins at sports?
   1. Very important
   2. Important
   3. Not important

49. It is recommended that all young people take at least one hour of physical activity per day (this would include walking, physical education, sports, dance, and physical activity during lunch breaks and afterschool. Some of these activities must be demanding ex. weight bearing activities, aerobics, basketball, etc.). Do you think your child is up to this level of activity?
50. Do you think this recommendation is realistic?
   a) Yes
   b) No

PARENTS’ ENCOURAGEMENT OF THEIR CHILD THROUGH ENGAGING IN PHYSICAL ACTIVITY WITH HIM / HER.

51. What type of physical activity would you like to do more with your child?
   a) None, we do enough
   b) Team sports
   c) Gardening
   d) Running
   e) Cycling
   f) Walking
   g) Field trips
   h) Other (please specify) ___________________________________________________

52. Why would you want to do more often these activities?
   a) For socializing
   b) For fun
   c) To spend more quality time with my children
   d) For the good health of parents and children
   e) For relaxation
   f) Other (specify)_________________________________________________________

53. Why don’t you do them now?
   a) Due to lack of money
   b) Due to lack of facilities
   c) Transportation is inappropriate
   d) Other (please specify) _____________________________________________________

SCHOOL RELATED QUESTIONS:

54. How does your child travel to and back from school?
   a) By foot (walks)
   b) By bike
   c) By public transport
   d) By car (a member of the family picks them up)

55. Does your child engage in physical activity at school?
   a) Yes
   b) No
   c) I don’t know

56. Do you think there are good sports facilities at your child’s school?
a) Yes  
b) No  
c) I don’t know  
*If the answer is Yes or Don’t know, go to 58.*

57. **If the answer is no, why not?:**  
   a) They don’t exist  
   b) They are too dangerous  
   c) They are too expensive  
   d) They are not chaperoned  
   e) They have to be around children I would rather that they weren’t.

58. **How often does your child use these facilities?**  
   a) Never  
   b) Once a week  
   c) Twice a week  
   d) Three or more times a week  
   e) Don’t know

59. **Does your child engage in physical activity after school?**  
   a) Yes  
   b) No  
   c) I don’t know

60. **Do you think there are good facilities available for your child at playgrounds?**  
   a) Yes  
   b) No  
   c) I don’t know

61. **If the answer is no, why not?**  
   a) They don’t exist  
   b) They are too dangerous  
   c) They are too expensive  
   d) They are not chaperoned  
   e) They have to be around children I would rather that they weren’t.  
   f) I don’t have time to take them there  
   g) Other (specify) ________________________________________________________

**THANK YOU FOR PARTICIPATING IN THE SURVEY**
Annex 4.

QUESTIONNAIRE FOR SCHOOLS

NAME / NUMBER OF THE SCHOOL .................................................................

ADDRESS.
..............................................................................................................

CONTACT – e-mail, phone
..............................................................................................................

TOTAL NUMBER OF CHILDREN ENROLLED ...........

1. Thinking about the facilities present at your school, please indicate when children have access to the following (please tick all that apply):

<table>
<thead>
<tr>
<th>Facility</th>
<th>Before school</th>
<th>During lessons</th>
<th>During break times</th>
<th>After school</th>
<th>Facility not available for use by children</th>
<th>We do not have this facility at our school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gym</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Playground</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sports Fields</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (please list)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Thinking about the care and upkeep of your play facilities, please tick all facilities for which the statement is TRUE).

<table>
<thead>
<tr>
<th>Facility</th>
<th>Gym</th>
<th>Playground</th>
<th>Sports Fields</th>
<th>Other (please list)</th>
</tr>
</thead>
<tbody>
<tr>
<td>This facility was built in the last 5 years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This facility was renovated in the last 5 years.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>There are sufficient funds for ensuring this facility is kept</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. Does the school provide programs for promoting physical activity (eg. School competitions)?
   a) Yes
   b) No

4. Is money given to the school to run these programs?
   a) Yes
      a. Is this money sufficient?
         i. Yes
         ii. no
   b) no

5. Do these programs cost the students money?
   a) Yes
   b) no

6. Please list all the other facilities for physical activity in your school
   ………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………

7. How many physical education classes per week are there for?
   a) 1st grade……………………………………………………………………………………………………………………
   b) 2nd grade………………………………………………………………………………………………………………
   c) 3rd grade………………………………………………………………………………………………………………
   d) 4th grade………………………………………………………………………………………………………………
   e) 5th grade………………………………………………………………………………………………………………
   f) 6th grade………………………………………………………………………………………………………………

8. How long are the students physically active during the classes?
   ………………………………………………………………………………………………………………………………………………………………………
   ………………………………………………………………………………………………………………………………………………………………………