

**MOTIVES AND CONSTRAINTS IN AFTER-SCHOOL SPORTS
ACTIVITIES PARTICIPATION AMONG SCHOOL YOUTH:
CONTRIBUTING FACTORS IN DEVELOPING POSITIVE YOUTH
DEVELOPMENT PROGRAMS**

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ABSTRACT

Physical activity like sports is very significant to every individual especially among youth as they traverse life's developmental stages. Youth are the most active members of the society whose enthusiasm in sports activities are without inhibition. However, participation in sports activities among these age group is either prompted by passion or impelled by circumstance. In either premise, sports activities participation contributed to the life stages of youth in many different ways. This study aimed to determine the motives and constraints which drive or affect youth's after-school sports activities participation. The study employed a descriptive method randomly involving 367 Grade 9-12 students both male (n=139) and female (n=228). The results revealed that 248 were participating and indicated five motivating factors; while 119 were not participating and indicated six constraining factors. The results suggest that more number of youth were motivated to participate in after-school sports activities and more likely valued positive impact of their participation. However, the results also reveal that a number of youth were constrained to participate which need to be assessed. Hence, this study implied that there is a need for greater understanding for both

motivating and constraining factors in addressing youth's participation in sports activities, thus, to help increase positively developed youth in the society.

Keywords: Youth sports, after-school sports participation, positive youth development.

INTRODUCTION

Sports activities participation emphasizes personal achievement and self-promotion. In many ways, it is a self-indulgent activity despite all the challenges attributed to it, such as, time, monetary and even the physical pain of the participation. However, the greater impact of participation provides individual with opportunities to experience success and failure because it involved both victory and defeat and the lesson of this experience are believe to be unique and valuable. Participation in sports, as it has been identified as one of the seven best investments for promoting physical activity is almost everyone's pursuit and is particularly relevant among youth because sports activities participation on a regular basis provide positive effects on physical health, psychological enhancement, stress reactivity, and mental well-being, such as reduce depression, anxiety, tension and stress, and increased vigor and clear-mindedness. In addition, participation in sports activities makes one feel better, makes life more worthwhile and can help become aware of limitation and capacities. Among youth, participation in sports activities is either prompted by passion or impelled by circumstance. Such contributing factors affect the participation among youth and may provide rather positive or negative impact in their social development. In either premise, sports activities participation played significant influences in the life stages of youth in many different ways. As youth positively involve in sports participation, thus, likely to benefit positive outcomes on physical, mental, psychological, social and even spiritual growth. On the other hand, less to no involvement in sports activities may limit individuals particularly among youth to discover full potentials in skills, talents and in life in general.

One's involvement or participation (in this study are the youth) in sports activities needs commitment and positive attitude to achieve positive development. Thus, there is a need to determine the underlying issues of the factors that motivates and constraints the youth in participating such activities. This study aimed to determine the factors that contributed to the motivation and constraints among youth in participating after-school sports activities. Youth, as

they traverse life's developmental stages is seen to be vulnerable of the society's influences, thus, the need to determine their motives and constraints in participation is significant so that relevant programs can be facilitated to help youth discover their full potential in life.

LITERATURE REVIEW

Physical activity participation, sports in particular are of great importance for youths. The physiological and psychological benefits of regular sports activities participation for youth are supported by a considerable literature (Palomaki, Hirvensalo, Smith et al., 2018; Janssen & LeBlanc 2010). Although, participation in physical activities such as sports, varies by where youth live, learn and play (Joens-Matre, Welk, Calabro, Russell, Nicklay & Hensley, 2008), but instituting healthy behaviors at the early stage in life do not reduce the risk of certain types of cancers and other chronic conditions which can develop over the years (Bianchini, Kaaks and Vainio, 2002) but provide life long learning experiences. For school youth, who are motivated and active in sports activities is also considered as an important determinant when it comes to school performance which positively translate into a life-long learning and life satisfaction (Greeff, Bosker, Oosterlaan, Visscher, Hartman & Hartman, 2018). The maintenance of physically active, recreationally-oriented lifestyles has become increasingly important in developed societies as it become one of the most vital facets of an individual particularly among youth toward the development of personality and social aspects. Involvement in sports activities changes the youth with regard to their health and well-being, social networks, sense of social connection, and skills (Nicholson, Hoye & Houlihan, 2010).

On the other hand, non-participation of youth in sports activities which led to obesity is a greater problems in rural communities than in urban or suburbans environments (Meit, Knudson, Gilbert, Yu, Tanenbaum, Ormson, et al, 2014; Davis, Bennett, Befort, Nollen, 2011). The lack of program opportunities from institutional organizations, lack of transportation, availability of facilities and rural lifestyle are among the many realities that inhibit opportunities of sports participation. Also, youth's sports participation behaviors are influenced by the social and physical community environments that surroundthem (Eime, Charity, Harvey & Payne, 2015). Gone the days were everyone were taking stairs and daily commute to schools and neighbourhoods, and making a face-to-face socialization. In the past, youth's sports activities participation occurred in free range settings like walking or biking to school and

playing on neighborhood streets and in parks (Dollman, Norton, Norton, 2005). Nowadays, in our modern world or known as the “Generation Z” the impact of social media and virtual reality reverberates across all youth in the world where gadgets and the internet took part huge amount of time among youth in particular (Belga, Adlawan & Aman, 2021) where it became apparent that sports participation is no longer part of the youth’s daily routine.

Furthermore, sports activities participation among youth is a complex, highly variable behavior determined by a number of factors (Woodfield, Duncan, Al- Nakeeb, Nevill, & Jenkins, 2002). These factors are referred to as constraints, defined as those that makes activity participation unattractive and impede consistent participation (Burton and Raedeke, 1997). Regardless of how constraint is defined, it has been widely presumed even in early researches that it has a negative relationship between sports activities participation. While, constraints inhibited general people’s participation in physical activity, youth in particular shared the same limitations especially during after-school participation. Researchers had identified common sports activities constraints, including perceived lack of time, lack of motivation, inconvenience, and lack of social support (Boothby, Tungatt & Townsend, 1981; Godine, Shephard & Colantino, 1986). A variety of constraint categories also exists in the literature, such as internal and external, blocking and inhibiting, intrapersonal, interpersonal, and structural (Alexandris and Carroll, 1999).

Both motives and constraints in sports activities participation contributed significant effects among youth, hence, careful attention is necessary to address so that motives in participation will be positively beneficial to the youth. While constraints will be aided and changed into positive perspectives and preferences. Subsequently, understanding these factors will help create youth sports development programs that will open greater opportunities for youth participation. Like in the past decades, through youth development programs, it positively contributed to social solution in keeping children occupied in positive activity and less likely to engage in problem behaviors (Evans, Roberts, 1987; Segrave, 1983). Consequently and in today’s generation, youth sports development programs still hold its promise of impacting positive youthdevelopment because it is believed that this setting has a greater potential in reaching a wider scope of youth population. As such, making sports participation programming closer to school settings, less cost and leisure in nature rather than competition (NCYS, 2020; Edwards, Kanters, Bocarro, 2011) and

providing more youth sports programs in the rural areas will also allow more participation where transportation will not be a barrier (Yousefian, Ziller, Swartz & Hartley, 2009).

The literature discussed above is only among the vast studies done in this area of research. For the purpose of reporting the data gathered from the study, only very relevant studies were emphasized. The literature presented similar motives and constraints and as well suggest similar effects on participation either in positive and negative manner on different age group. This study likewise look into the motives and constraints particularly on after-school sports activities among grade 9-12 school youth. To further the knowledge of the existing literature, this study provided views in considering the impact of motives and constraints as basis in designing life-long programs that will help discover the full potential of the youth and will sustain them through life.

METHODOLOGY

The study employed a descriptive method randomly selected 367 school youth of Medina National Comprehensive High School, a secondary school located in a rural municipality of Misamis Oriental, Philippines. With the 367 youth-respondents, there were 142 who are in the age group of 15-17 years old; and 225 who are between 18-20 years old. The instrument used in the study is a researcher-designed questionnaire composed of two parts. The first part measured the youth-respondents' sports participation where the youth were asked to identify their level of participation either "very active", "active", or "less active"; the participants were also asked to enumerate the top three sports activities they participated after-school; and also to specify the frequency of their participation in days per week. This participation can be done within the school premises, shared facilities in the community and personal playing spaces, provided however, that such participation is after school hours; and that such participation is not part of any school based sports programs nor an institutionalized sports involvement and should be leisure in nature. Participation for this purpose of the study is measured as to their physical participation in sports activities within the last three months. The second part of the instrument is the measure of the motives or constraints in participating. In measuring the motives and constraints, the youth-respondents were asked to identify top three reasons they have in participating or not-participating in sports activities. Those who participated identified only the factors that motivated them to participate; similarly, those who

signified to have no participation identified only the factors that constraints them to participate.

RESEARCH FINDINGS

The objective of this study was to determine the motives which is identified to encourage active sports participation among youth; and constraints that inhibit them of after-school sports activities participation. The factors determined in the study are explained in the succeeding discussion with tabular representation of the data for clearer understanding.

Status of Participation

Sports activities participation status of the youth were determined either “participating” or “non-participating.” With the 367 youth-respondents, 248 (67.60%) signified to have participated after-school sports activities; while 119 (32.40%) signified non-participation in after-school sports activities. Table 1 below, showed the status of participation of the 248 youth according to their level of participation, type of sports participated and frequency of participation.

Table 1

Status of participation of the 248 youth-respondents who participated after-school sports activities

Level of Participation	Participating (n=248)			Non-participating (n=119)	
	Very Active (n=46)	Active (n=171)	Less Active (n=31)		
	Sports	Sum	Mean	SD	Rank
	Badminton	108	0.437	0.497	1
	Basketball	94	0.379	0.486	2
	Volleyball	76	0.307	0.462	3
	Athletics	22	0.089	0.285	4
Sports Participated	Soccer	19	0.077	0.267	5.5
	Table Tennis	19	0.077	0.267	5.5
	Chess	18	0.073	0.260	7
	Swimming	9	0.036	0.187	8
	Lawn Tennis	5	0.020	0.141	9
	SepakTakraw	4	0.016	0.126	10

	<i>Number of Times in a Week</i>	<i>Frequency</i>	<i>Percentage</i>
Frequency of Participation	Everyday	54	14.70
	Once a week	111	30.20
	Twice a week	45	12.30
	Thrice a week	16	4.40
	Four times a week	11	3.00
	Five times a week	11	3.00

The level of participation of the 248 youth-respondents is categorized as “very active”, “active” and “less active.” Out of the 248, 46 (12.50%) very actively participated, while 171 (46.60%) actively participated, whereas only 31 (8.40%) less actively participated. The data revealed that with a combined frequency of 217 (59.10%) were actively participating. The result showed a positive indication that the youth-respondents were likely giving importance to the value of sports activities participation and its impact to their growth as student and individual. In addition, the sports participated among the 248 youth-respondents were shown in Table 1, presented according to preference of the youth-respondents. As the shown in the table, badminton, basketball and volleyball are among the top three participated events. Aside from it is a common sports in nature, badminton is among the street games of the Filipinos. Regardless of the quality of the equipment and facilities, typical Filipino youth enjoyed the sport. Similarly, basketball’s and volleyball’s team event in nature where many could play in one game, it is also considerably played in a non-formal facility. Even without the standards of the goal and post for basketball, post and net for volleyball, it still contributed a lot of fun and socialization particularly in the rural settings of the Philippines.

Moreover, the frequency of participation showed a high frequency of “once a week” participation with 111 (30.20%). While, 54 (14.70%) were participating everyday; 45 (12.30%) were participating twice a week; 16 (4.40%) were participating thrice a week; and the same frequency of 11 (3.00%) were participating four and five times a week. The results indicated an average participation overall. Considering the situation of the youth-respondents being a student with school requirements and at the same time a typical Filipino youth who have household chore to attend to, participation in after-school sports activities can be considered as a luxury of time. One must already be fortunate to be able to spend much time to play everyday after school duties and without

toomuch household chores demands. With this, time factor is a significant determinant variable affecting youth’s decision in participation.

Although the data showed positive results of participation considering the level, type and frequency of participation, it is still relevant to determine if the impact of participation has a positive development to the youth as a student and human capital of a certain place.

Motives in Participation

The study cohere to the definition of Weiss, Amorose and Kipp (2012) in defining motivation. Such term is define as the “because” answers to “why” questions. In sports activities participation, such why questions include questions such as: why do some individuals regularly play sports or engage in physical activity; why do some individuals participate for the inherent pleasure they get out of activity; and why do some youth exert maximal effort and persevere in physical activities (Weiss, Amorose & Kipp, 2012). The answers to these questions depend on how an individual give value to his or her participation and the impact of the participation contributed to his or her well-being. In this study, the youth-respondents (n=248) indicated five “because” answers to the “why” questions, such that, these because answers were the factors that motivated them to participate in after-school sports activities.

Table 2

Motivating factors in participating after school sports activities

Motives	n	Sum	Mean	SD	Rank
I want to improve in my skills	248	128	0.516	0.501	1
I want to learn new skills	248	121	0.488	0.501	2
I feel good and happy	248	113	0.456	0.499	3
I want to make new friends	248	66	0.266	0.443	4
I want to get fit	248	30	0.121	0.327	5

Table 2 above showed that the youth-respondents who were motivated to participate in after-school sports activities indicated five motivation factors behind their participation. As shown, the youth-respondents emphasized that they participated in after-school sports activities because they want “to improve their skills”, “to learned new skills”, “they feel good and happy”, “they want to make

new friends” and “they want to get fit.” The first two motives indicated by the youth-respondents is associated with skills development. It is apparent among youth, that physical activities such as sports is the avenue where they can discover and eventually develop their potential which contributed significantly to their personal development. It is not only dependent to associate that when youth’s motives to improve and develop their skills in sports is a concluding factor to the desire of becoming an athlete. However, improving and learning new skills through sports help youth gain many life skills that are beneficial in helping them succeed in life (Thibodeau, 2021). As life skills is equally important as personal development, it is therefore significant to assess youth’s potential to address the needs particularly in facilitating life skill development and promoting life skill transfer (Newman, 2020).

Another motives the youth-respondents indicated in participating is because of emotional reason such as feeling good and happy. Being happy and feeling good in one’s physical endeavor is equally feeling satisfied in which contributed to a more positive outlook in life. Through emotional stability, an individual are likely to be more confident, project better dealings with others and likely to avoid negativity in life.

In addition, significant motives the youth-respondents indicated is because of social reason, such motives as wanting to make new friends. In the study of Weiss and Williams (2004), they found out that youth are motivated to participate in physical activity for social reasons, that is, to be with and make friends; attain acceptance and approval from peers, and feel part of a group or team. While, participating in sports involves group experience and shared sense of achievement, this consequently develop self-efficacy and increase motivation to continue and develop (Butlera & Strand 2021).

An additional reason why youth participate in sports activities is because they want to get fit. Getting fit or aiming for good physical look is likely an ultimate goal of every individual participating sports activities. In the same way, among the youth-respondents of this study, physical fitness is among others that motivated them in participating. In the study of Mutz, Reimers and Demetriou (2020) they found that people who participated in Leisure Time Sports Activities (LTSA) were more satisfied with their appearance and likely to rate their life better. Feeling better in life is a great contributing factor in life’s satisfaction. Thus, sports activities participation is one of the key physical activity

opportunities for youth and contributes a significant proportion of their total physical activity. The above mentioned motivating factors are all evident, potentially contribute to positive life development among youth. However, the study also consider to look into the reasons why youth were inhibited in participating sports activities. Hence, in the succeeding discussion, constraint factors were also discussed.

Constraints in Participation

Constraints have been defined by many researchers as factors impeding an individual to consistently participate in activities and other related endeavor which in the process contributed to negative outcome to individual’s life-being (Burton & Raedeke, 1997) and these constraints may occur when expectations are not met (Belga, Adlawan & Aman, 2021). The current study, discuss six constraints the youth-respondents indicated.

Table 3

Constraint factors in participating after school sports activities

Constraints	n	Sum	Mean	SD	Rank
My parents won’t allow me	119	43	0.355	0.481	1
Because of academic requirements	119	39	0.322	0.469	2
Too many extra-curricular activities	119	29	0.240	0.448	3
Because of my health conditions	119	28	0.231	0.423	4
Waste of money	119	26	0.215	0.412	5
I have no friends to go with	119	24	0.198	0.400	6

On the table above, it is presented that the youth-respondents’ constraints include: “my parents won’t allow me”, “because of academic requirements”, “too many extra-curricular activities”, “because of health conditions”, “waste of money” and “no friends to go with.”

The results suggest that the first reason among the constraints is associated with parental reasons. Parents and family played a significant role in

youth's life. Such that, parents' authority and family rules may prevail in the household. Though, these family upbringing (particularly among Filipino families) contributed in many ways to positive values among youth, however, it became a constraint factor in other aspect of life's pursuit, such as social interactions. In the present study of Rullestad, Meland and Mildestvedt (2021), revealed that parents' support was a significant factor in youth's physical activity participation. There is a need however, to look into how parents perceive the value and benefits of social interaction through sports activities participation to alleviate this constraint.

The next two constraint factors are related to time constraints, such as because of academic requirements and too many extra-curricular activities. It should be noted that youth-respondents were students and it is apparent that school requirements are their priority and extra-curricular activities are also related to school activities. Like other researches in physical activity participation (Wee, 2010; Belga, Adlawan & Aman, 2021) found out that time is a usual constraints across different life stages and status. When time becomes a factor that inhibited an individual's involvement, it also translate in mis-managing other life's priorities. Thus, time management should also need to be addressed particularly among youth.

Another factor that inhibited youth-respondents' sports activities participation is because of health condition or considered as physical impediments. It is apparent that when physical attributes is limiting an individual to participate, it as well restrict other opportunities in life. Among youth, it is likely frustrating to feel separated from the peers because of health condition. To help youth not to experience this kind of constraints, intervention in early life should be given attention to cease further implications later in life.

In addition, financial reason such as a waste of money is also indicated. Socio-economic status, like other research (Rullestad, Meland & Mildestvedt, 2021) also found significant association in physical activities participation like sports. Though financial cost in participation do not necessarily require high expenditure, but considering the economic status of the family of the youth-respondents of the study living in a rural area, is a fact to hold true for this constraint. Being limited by financial aspect is one thing, and not able to participate is an additional thing. Summing up the situation would give more constraints to youth and to some extent would develop insecurities in life. In the

study of Kellstedt, Schenkelberg, Essay, Von Seggern, Rosenkranz, Welk, High and Dzewaltowski (2021), emphasized that physical activities participation like sports has great difference in rural communities because of family income (along with age and sex) factors and the lack of opportunity of participation is attributed to these factors. Because youth sport is a popular after-school setting for physical activities participation in the rural areas in particular, more accessible youth sport programming could make a significant impact on positive youth development.

.Lastly, constraint as “no friends to be with” is also emphasized. This, in particular is related to socialization factor. While, other youth-respondents in this study were motivated to participate because of their friends, but, others were constrained. Perhaps, somewhere along the lives of these youth they may have experienced difficulty in reaching out to their peers or likely inhibited by self-limiting factors. This constraint implied low social interaction among youth which likely later in life contribute to low self-esteem and low self-concept. Since the need to have company or being with friends were consistently reported as a reason given by youth (e.g. Weiss & Smith, 2001; Belga, Adlawan & Aman, 2021) for participating in sports, thus, it is important to involve creating friendship network in youth sports program in order to increase and sustain participation. However, it also necessary to take more endeavor and careful supervision to ensure that it should contribute to a positive experience that encourages prosocial behaviors.

In summary, all the constraints discussed above are all contributing factors for youth in developing their full potential. These and among other constraints warrant for an attention to be addressed in order to provide better opportunities and avenues for more youth to come forward and allow themselves to explore more possibilities in life.

CONCLUSION, IMPLICATION, SUGGESTION

Sports activities and sports participation should be part of the elemental part of youth's lives because sports impart a means for physical activity, developing friendships, and learning developmental skills across all ages, youth in particular. The results of the study suggests that there is a strong need to consider the data found in developing sports programs. Whereby, both motives and constraints shall be addressed in such a way that the level of motivation will increase and more motivating factors will be identified. In like manner, constraints, shall be

given more attention of concerns. As such, action plans and sustainable programs shall be planned and implemented in a life-long term. Sports activities participation is only among other avenues that can positively contribute to youth development.

However, it is evident that sports played a great role among youth. The advancement of technologies, the kind of modern society we are living today and the absence of more human interaction greatly influenced the socialization aspect among youth and consequently placed a greater challenge to every Positive Youth Development (PYD) advocates. Organized youth sports programs, when properly supervised and focused on core values of programming will facilitate positive youth development while providing enjoyment and fostering a positive youth sports experience. This study has a strong conviction, that creation and implementation of programs that will include sports related activities and opening more opportunities for participation will provide positive contribution to youth development.

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