

ENROLLING 6-8 YEAR OLD CHILDREN IN ALPINE SKIING COURSES IN SLOVENIA

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BACKGROUND: Skiing is clearly a sport activity most children enjoy practising and are thus happy to enroll in various courses organised by skiing schools, societies and clubs.

OBJECTIVE: The study aimed to analyse parents' reasons for and interests in enrolling their children in an Alpine skiing course and to establish how parents' education and monthly income levels relate to the frequency of children attending a skiing course.

METHODS: We surveyed 250 parents of 6 to 8 year old children using a questionnaire with 17 variables. Frequencies and contingency tables were calculated. The statistical significance of relationships between the variables was tested by a contingency coefficient.

RESULTS: The results showed that one half of the parents had enrolled their child in an Alpine skiing course at least once. Parents with a higher level of education and higher monthly income enroll their children more frequently in an Alpine skiing course. The person proposing to enroll a child in the course is mostly the father. In more than one half of the families both parents ski; however, three quarters of the families never or rarely go skiing together. The fathers assessed their skiing skills higher than the mothers. The reason most often stated for not having yet enrolled their child in an Alpine skiing course was financial difficulties. The parents' goals for children concerning skiing are as follows: more than one half of the parents believe their child should learn to ski well and 30% of parents attribute a high level of importance to safety on ski slopes. Only 5% of the parents would like their child to engage in competitive skiing.

CONCLUSIONS: Our findings will help organisers of ski courses to better understand parents' reasons for sending children to ski courses. If a child has the opportunity to learn this sport, they are able to develop permanent healthy habits. If some of these habits are dedicated to sports, skiing will undoubtedly figure on the list of their recreational activities.

Keywords: Parents' opinions, children skiing, clubs, schools, questionnaire, analysis.

INTRODUCTION

A child starts learning the bases of different sports already in the preschool period. It is parents who facilitate their child's first engagement in sport and are largely responsible for early learning. Sport maintains and invigorates a child's health, develops their motor and other abilities and facilitates their integration into the social and natural environment and adaptation to it. It is therefore important that parents introduce their child into a regular sport activity already in the preschool and early school period (Videmšek & Pišot, 2007). Skiing is clearly a sport activity most children enjoy practising and are thus happy to enroll in various courses organised by skiing schools, societies and clubs. Of course, parents have to allow them this possibility and encourage them (Pišot, Videmšek, & Fabretto, 2008).

The results of some research projects investigating the impact of the environment on the physical activity of young children show that parents with a higher level

of education and higher income devote more attention to their child's sport activity. In general, those children whose parents are physically active and spend active holidays with their children engage in sports more than others (Kropej & Videmšek, 2002). An example set by parents is undoubtedly very important and beneficial for children as most of them gradually take on their parents' (bad) habits (Cecić Erpič, 2005). In those families engaging in a sport activity, children tend to develop the following abilities: persistence, discipline, precision, self confidence, tolerance, patience, healthy competitiveness and the knowledge that one makes an effort to achieve a goal (Alfermann, Wurth, & Saborowski, 2002).

The results of an American study about the positive effect of physically active parents on their children are very interesting: children of physically active mothers who practice a sport are twice as active as children of inactive mothers. The fathers' influence is even stronger: children of physically active fathers are 3.5 times more active than children of inactive fathers. Those children

whose parents are both physically active are the most active of all – even six times more than children with physically inactive parents (Kalish, 2000).

Some comparative analyses (Strel, Kovač, & Jurak, 2004; Videmšek & Pišot, 2007) show that, in general, children exceed the energy and motor abilities of their parents at the age of seven. That age is one of the first milestones in a child's process of alienation from their family. Parents' poor motor abilities and sport knowledge pose a serious obstacle to their practicing sport together with their children, even in young families (Strel, Kovač, & Jurak, 2004). The results of a few recent studies show that some parents are already aware of these problems (Videmšek, Štihec, & Karpljuk, 2008).

Skiing is also one of those sports parents have insufficient command of to be able to instruct their children (Videmšek & Pišot, 2007). Therefore, they often enroll their children in different skiing schools, societies and clubs where children learn how to ski under expert guidance, while at the same time developing their motor and functional abilities and gradually perceiving a healthy lifestyle as an important personal and social value.

We often ask ourselves whether Alpine skiing is still the number one national sport in Slovenia. Nowadays, in times of a tough struggle to earn a crust, many consider skiing to be an expensive sport. According to the results of a study about the engagement of the Slovenian population in individual sports (Berčič & Sila, 2007), Alpine skiing ranks fourth in terms of the percentage of people practicing it (16.8%). In 2007, walking topped the ladder with 62.7%, thus confirming that people could no longer afford expensive ski equipment and ski passes (Berčič & Sila, 2007).

Our study aimed to investigate parents' general interest in their children's skiing. We aimed to establish which parents proposed that their children be enrolled in a skiing course, whether the parents can also ski, how often they ski and what their goals are for their children in terms of skiing. We were also interested in whether parents with higher education and income levels enroll their children more often in an Alpine skiing course.

METHODS

Participants

The sample consisted of 250 parents of children from five primary schools, regardless of whether they had enrolled their children in a skiing course or not. Their children were 6 to 8 years old. The study encompassed 35% of parents of children attending the first grade of a nine year primary school, 19% of the second grade and 46% of the third grade. The surveyed subjects included 135 mothers and 125 fathers, aged between 25 and 56 years. The mothers were 37 and the fathers 39

years old on average. Our sample was too small to allow use of a generalisation.

Instruments and procedure

The parents of 6 to 8 year old children completed a questionnaire consisting of 17 questions:

- parents' gender and age;
- child's age;
- parents' level of education;
- both parents' monthly income;
- number of children in the family;
- living environment (town or village);
- number of skiing courses completed;
- reasons for not participating in a course;
- person proposing that the child be enrolled in a skiing course;
- father's and mother's skiing skills;
- child's ski skills before enrollment in a course;
- frequency of skiing of the family;
- the child's ski equipment;
- parents' goals for their child in terms of skiing.

All questions in our questionnaire were closed type questions where parents could select only one answer. The parents completed the questionnaire during a parents meeting at school. Before the survey, they were informed of the basic aim of the study and instructed as to how to complete the questionnaire. Their participation in the survey was voluntary.

Methods of processing statistical data

The data acquired with the survey questionnaire were processed with the SPSS 15.0 (Statistical Package for the Social Sciences) software package. Frequencies and Crosstabs were calculated. The probability of a relationship between the variables was tested by the contingency coefficient at a 5% risk level.

RESULTS

TABLE 1 depicts that one third of the surveyed parents had a secondary school education, whereas a slightly lower percentage was accounted for by parents with a higher (31.2%) and university education (26.4%). Only three parents had a master's degree or a Ph.D. Furthermore, TABLE 1 shows a statistically significant relation between the parents' level of education and the frequency of children's participation in a skiing course. Parents with a higher level of education enroll their children in a skiing course more frequently. Of these, 17.2% of them had a higher education, followed by a university education (16.8%) and secondary school education (12.4%). All parents with a master's degree or a Ph.D. had already enrolled their child in an Alpine

skiing course, whereas only 1.6% of the parents who had enrolled their child in a course had only completed primary school.

TABLE 1

Parents' education in relationship to children's participation in a skiing course

Parents' education	Skiing course participation				Total	
	Yes		No			
	N	%	N	%	N	%
Primary school	4	3.25	15	11.81	19	7.6
Secondary school	31	25.20	53	41.73	84	33.6
College	43	34.96	35	27.56	78	31.2
University	42	34.15	24	18.9	66	26.4
Master's or Ph.D.	3	2.44	0	0	3	1.2
Total	123	100	127	100	250	100

Legend:

N = number of answers

Contingency coefficient: 0.154

Statistical significance of relation: **0.000**

TABLE 2 depicts that parents with € 1,500 to € 2,000 in monthly income (16.4%) prevail, followed by those with € 1,000 to € 1,500 (14.4%) and above € 2,000 (6%). Only a few parents who had already enrolled their child in a skiing course (9.2%) earn € 1,000 per month or less. The opposite was established for parents who had never enrolled their child in a skiing course, namely, the majority have a low monthly income.

TABLE 2

Parents' monthly income in relationship to the number of children participating in a skiing course

Monthly income per parent	Skiing course participation				Total	
	Yes		No			
	N	%	N	%	N	%
€ 1,000 or less	23	18.70	58	45.67	81	32.4
€ 1,001 to € 1,500	36	29.27	41	32.28	77	30.8
€ 1,501 to € 2,000	41	33.33	23	18.11	64	25.6
Over € 2,000	15	12.20	4	3.15	19	7.6
Didn't want to answer	8	6.50	1	0.79	9	3.6
Total	123	100	127	100	250	100

Legend:

N = number of answers

Contingency coefficient: 0.068

Statistical significance of relation: **0.027**

Despite the fact that the contingency coefficient is small, TABLE 2 shows a statistically significant relationship between the monthly income of parents and the frequency of their enrolling their children in a skiing course. Parents with a higher income enroll their children in a skiing course more often.

Of all families, 37% live in a village, 40% in a town and 23% in a suburb. Of the parents who have already enrolled their child in an Alpine skiing course those living in a town prevail (67%) as opposed to the 12% live in a village and 21% living in a suburb.

We were also interested in the number of children in the surveyed family. As many as 52% of the families have two children, 27% one child and 14% three children; 6% of the families have four children and only one parent reported having more than four children. Among parents who had already enrolled their children in a skiing course, the families with two children prevail (58%) and the share of families with one child is also high (32%). Only 7% of families with three children and 3% of families with four children had already enrolled their child in a skiing course.

About one half of the parents had never enrolled their children in a skiing course. Most often the parents enrolled their children in a skiing course once (35%), although 10% of the parents enrolled them twice and 5% three times and more. The majority of children who had not yet participated in a skiing course attend the first grade of primary school (76%), 70% the second and 56% the third grade.

There are two main reasons stated by the parents for not having yet enrolled their child in a skiing course. As expected, financial difficulties (30%) are the predominant reason, followed by inappropriate timing of the course (25%). A high percentage of parents (10%) stated they were not interested in skiing which is why they had not enrolled their child in a skiing course, whereas 10% stated their child was not interested in such a course. Furthermore, 10% of the parents believed their child was too young to take a course lasting several days, whereas 8% provided their own skiing instruction to their children. Some parents (4%) also mentioned a disease of their child, whereas 3% of them gave motion sickness and expensive ski equipment as reasons.

The results showed who in the family proposed that the child be enrolled in a skiing course. In 45% of the families that person was the father, in 31.2% the mother and in 21.3% both of them. Only rarely (3.4%) did such a proposal come from another person (friends or relatives).

In most families both parents ski (56%). In 20% of the families only the father skis, in 17% nobody skis, whereas only in 7% does the mother alone ski.

Based on the results of the study we estimated the level of the parents' skiing skills. The answers were di-

vided by gender. Excellent skiing skills were reported by 25.1% of the fathers and 8.8% of the mothers. The majority of the parents (47.5% of the fathers and 35.1% of the mothers) thought they could ski well, whereas 11.9% of the fathers and 31.6% of the mothers assessed their skiing skills as being below average. It is also interesting that 15.5% of the fathers and 24.5% of the mothers replied they could not ski.

We were interested in how often a family goes skiing together. The bulk of answers were "rarely" (41%). It is somewhat surprising that even 35% of the families never go skiing together, although 24% of the families frequently go skiing together.

No less than one half of the parents had never enrolled their children in a skiing course. Those who had enrolled their child in a skiing course stated that the child skied poorly before the course (20%), 13% said that their child had previously had good skiing skills and 17% that their child could not ski before attending the course.

We also investigated parents' goals for their child in terms of skiing. Of all surveyed parents, only 10% stated they were not interested in skiing and therefore had no goals related to this sport. More than one half of the parents (55%) thought their child should learn how to ski well. For 30% of the parents it was important that the child could safely ski down the slope and only 5% of the parents wanted their child to engage in competitive skiing.

In our study we also asked parents about their child's ski equipment. As many as 43.1% of the children had second hand ski equipment and 35.4% had new equipment, whereas a large share (14.4%) did not own any ski equipment. It is surprising that only 7.1% of the children rented ski equipment.

DISCUSSION

The study involved parents of children aged between six and eight. This age is appropriate for the systematic engagement of a child in individual sports as the child is then relatively independent, follows the learning process more easily, their attention is focused on the instructor's information and less on environmental disturbances. At this stage of development, children are capable of learning more complex motor patterns relatively quickly and without any major strains.

One half of the parents had never enrolled their child in any skiing course. Nearly one third stated financial difficulties as the main reason for not enrolling their children in a skiing course and one quarter the inappropriate timing of a course.

A child should be encouraged and enabled to have various movement activities on a daily basis, particularly

outdoors where he/she would develop his/her motor and functional skills, as well as movement conceptual framework (Taylor, 2002a).

Vrtovec (2008) analysed the reasons for children's non participation in afternoon sport activities. One of the primary reasons found in her study was "financial difficulties" (22%), and the same share was accounted for by "distance of the sports hall from home". A high percentage of the parents also stated that their child had refused to participate in an afternoon exercise session. Miklič (2008) obtained much more encouraging results. Only 3% of the parents stated that their child would not be enrolled in an afternoon exercise course in the first triad of the primary school for financial reasons. Yet it must be noted that the author surveyed parents who had already enrolled their child in an organised sport exercise activity in a kindergarten and most probably had no financial difficulties.

Our study showed a statistically significant relationship between parents' levels of education and monthly income and the frequency of enrolling children in a skiing course. Parents with a higher monthly income and a higher level of education enroll their children in an Alpine skiing course more frequently. Similar results were obtained by Videmšek, Gregorčič, Štihec and Karpljuk (2004) in a survey of parents of children aged between four and fifteen who were attending different skiing schools. The authors established that those parents who enrolled their children in an Alpine skiing school generally had a higher economic status. Kropelj and Videmšek (2003) established that parents' level of education and income also influence whether they enroll their child in an organised sport exercise activity in the preschool period. The education of adults influences their children's and their own engagement in sport. The study by Sila (2007) of the sport and recreational activity of Slovenians showed that those who regularly engaged in a sport activity had a higher level of education. Videmšek, Posega, Štihec and Karpljuk (2007) believe that the relationship between parents' education and monthly income and their children's sport activity is mostly statistically significant in competitive sports, where parents spend a lot of money on their children. In their study where the parents of 10 to 14 year old Austrian Alpine skiing competitors were surveyed, Kornexl, Spanner and Hotter (2007) established that the parents spent on average € 3,156 per year on their children's skiing. The authors also stated that the parents invested up to 15 hours of their time per week to facilitate their child's engagement in competitive Alpine skiing.

Dobida and Videmšek (2005) believe that financial standing often influences the intensity of engaging in a sport. There are more and more families who can hardly make both ends meet each month and do not think about any leisure activity because they are on the

edge of subsistence. Skiing is one of those sports requiring a lot of money and therefore one should expect that families from lower social strata will not engage in it.

Parents are one of the key factors influencing a child's decision to practice a sport. They often lack knowledge and have limited opportunities to learn different sports, which is why an expertly organised and guided sport activity for children is very important (Čebokli, Videmšek, & Karpljuk, 2009).

A child in early or mid-childhood is strongly attached to their family which – by setting examples, making proposals and taking decisions – guides the child in choosing a sport activity (Tušak, Marinšek, & Tušak, 2003). The results of our study showed that the person most often proposing to enrol a child in a skiing course is the father. Videmšek, Gregorčič, Štihec and Karpljuk (2004) surveyed parents who had already enrolled their children in an Alpine skiing course and established that the parents mostly decided on a course jointly, i.e. both parents together (69%). Likewise, Videmšek, Posega, Štihec and Karpljuk (2007), Lisovskiy (2007) established that parents in most cases decided jointly about enrolling their child in a skiing school whereas, as individuals, the fathers predominate. Videmšek (2007), Ene-Voiculescu and Ene-Voiculescu (2007) believe that in the early preschool period it is the mother who engages more in sports activities with her child, while later on this role is taken on by the father. In the first year of schooling the father has a strong influence on the child's engagement in sport. Sport courses are activities intended for gaining and deepening the knowledge and skills of a certain sport, and their continuous character positively affects the acquisition of motor abilities. While at a ski course, children are in groups and they copy one another, gain new experiences about themselves and others, acquire self esteem and develop an emotional relationship towards the group and their own actions. Children cooperate, adapt their interests to the goals of the group, follow the rules of the group and above all they are highly motivated, far more than when being on their own (Taylor, 2002b).

A strong influence on child's skiing is undoubtedly exerted by parents' skiing skills and the frequency of their skiing. In our study sample, those families where both parents ski (56%) prevailed. Only 15.5% of the fathers and 24.5% of the mothers could not ski. Fathers' and mothers' assessments of their skiing skills are subjective, so some may underestimate themselves while others may tend to exaggerate. The majority of parents think their skiing skills are good, more men than women think their skiing skills are excellent, and more women than men think their skiing skills are poor. The above results show that fathers are better skiers or that they overestimate themselves. Videmšek, Gregorčič, Štihec and Karpljuk (2004) obtained similar results; in their

study, most fathers assessed their skiing skills as being excellent or very good. However, Videmšek, Posega, Štihec and Karpljuk (2007) established that all parents of those children who competed in ski clubs could ski and that one half of the fathers had trained in skiing in the past.

Family skiing or a skiing holiday can be a great financial burden for many families these days. Therefore, the results of our study were as expected. As many as 35% of the families never have decided on a family skiing trip or holiday, and 41% have done so only rarely. Families can still afford a one day skiing trip, whereas skiing holidays lasting several days each year exceed their financial abilities. The results of Videmšek, Gregorčič, Štihec and Karpljuk (2004) are slightly different. No less than 27% of families took five to ten day skiing holidays, whereas 17% of families decided on a one day skiing trip and only 3% never went skiing. The share of those families whose skiing holidays last for up to five days is also high. Of course, it should be noted that this study involved only those parents who had enrolled their child in a skiing school, whereas our study involved all parents, including those not interested in skiing at all.

The financial burden for families not only consists of expensive ski passes, courses, transport and hotels but also purchases of ski equipment. Many families cannot afford to buy ski equipment for their children, which is more expensive every year. Kornexl, Spanner and Hotter (2007) surveyed the parents of 10 to 14 year old Austrian Alpine skiing competitors and established that the parents spent up to € 5,000 per year on their children's skiing, of which 56% was for ski equipment. Nevertheless, our study established that 35% of children have new equipment which is slightly cheaper than that designed for competitive skiers. The above result is surprising considering the fact that children need new equipment every season because they grow quickly and that well maintained second hand children's ski equipment can be found at many ski fairs. It was expected that more parents would buy second hand equipment. Such parents accounted for a slightly higher percentage (43%) but still below the expected level. Only 14.4% of children do not have any skiing equipment which is not much compared to the percentage of children not participating in a course (66%). Consequently, the majority of those who had not participated in a skiing course do have ski equipment but do not use it or are not interested in a course. Only 7% of the children had rented equipment.

The results of the study by Videmšek, Gregorčič, Štihec and Karpljuk (2004) are similar. The majority of parents (69%) bought new equipment for their children, 28% of children had second-hand equipment and 8% rented it. The authors ascribed these results to the changes in skiing techniques and the occurrence of new,

different equipment on the market. Parents are somewhat “forced” into buying skis with a more pronounced side curve arc or renting them as they enable a beginner to progress faster. Dobida, Rausavljević and Videmšek (2008) were of the opinion that having a broader and high quality range of equipment in ski rental shops could contribute substantively to allow better access to skiing to those who cannot afford expensive new ski equipment.

Our study also investigated parents' goals for their child in terms of skiing. Only one quarter of the parents enrolled children who were good skiers in a skiing course, whereas most children could not ski or were poor skiers. More than one half of the parents stated that the most important thing for them was that their child would learn to ski well, whereas the rest claimed it was important for them that their child could safely move down the ski slope. Only 5% of the parents wanted their child to engage in competitive skiing. The study by Videmšek, Gregorčič, Štihec and Karpljuk (2004) yielded similar results. As much as 91% of parents participating in the study wished their child could ski well, whereas 9% of the parents considered it most important that their child could ski safely. None of the parents stated they wanted their child to engage in competitive skiing. In terms of this variable, parallels can be drawn between the two studies. The results of a study involving a population of children skiing in ski clubs (Videmšek, Posega, Štihec, & Karpljuk, 2007) showed that particularly those fathers who had trained in skiing in the past had high goals (Taylor, 2002c) for their children – most wished their children to become elite competitors.

Parents often expect that, during a skiing course, their child will learn in the optimum way in the shortest time possible. They are insufficiently aware of the fact that certain elements of skiing require time, like in other sports. For younger children Alpine skiing, the same as other sports, should contain elements of play as the latter is the basis of human creativity. When instructing children how to ski, one has to consider that the learning process should be part of a stress free childhood and not according to the classical education system. To teach a child how to ski is a goal set by parents and instructors, certainly not by a child. The child has other reasons which are far more important for it to join the activity if it is organised appropriately. The child is interested in the path to the goal, the diversity and quality of the process and the experience thus gained, not in the goal as the final product (Pišot & Videmšek, 2004).

If learning how to ski is adapted to a child's abilities, characteristics and traits, then a child certainly skis with contentment. A content little skier often makes their parents enthusiastic about skiing, too, so even if they had not skied (much) in the past they now engage more

often in this sport or some other similar sport activity (Pust, Lešnik, & Pori, 2004).

If a child has the opportunity to learn this sport, they are able to develop permanently habits associated with it. If some of these habits are dedicated to sports, skiing will undoubtedly figure on the list of their recreational activities. Last but not least, by learning to ski, a child also learns about an indispensable element of our Slovenian tradition. Let us hope that, in spite of the many problems described above, skiing will remain one of the most important sport and recreational activities for children, adolescents and adults.

CONCLUSIONS

Despite the fact that our sample was too small to allow us to make a generalisation, we can conclude that:

- One half of the parents had enrolled their child in an Alpine skiing course at least once.
- Parents with a higher level of education and higher monthly income enroll their children more frequently in an Alpine skiing course.
- The person proposing to enroll a child in the course is mostly the father.
- The fathers assessed their own skiing skills higher than the mothers.
- The reason most often stated for not having yet enrolled their child in an Alpine skiing course was financial difficulties.
- The parents' goals for children concerning skiing are as follows: more than one half of the parents believe their child should learn to ski well and 30% of parents attribute a high level of importance to safety on ski slopes. Only 5% of the parents would like their child to engage in competitive skiing.

Skiing nowadays is unquestionably one of the more important sport and recreation activities in winter time. Our findings will help organisers of ski courses to better understand parent's reasons for including children in their courses. We hope this research has been enlightening regarding some questions about actively introducing children to skiing. It would be better if a bigger sample would be chosen next time so we could generalize our findings for the whole country of Slovenia.

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ZÁPIS ŠESTI AŽ OSMILETÝCH DĚTÍ DO KURZŮ SJEZDOVÉHO LYŽOVÁNÍ VE SLOVINSKU (Souhrn anglického textu)

VÝCHODISKA: Lyžování je sportovní aktivitou, kterou většina dětí ráda praktikuje, a proto se rády zapisují do různých kurzů organizovaných lyžařskými školami, společnostmi a kluby.

CÍL: Studie měla za cíl analyzovat důvody rodičů a zájmy spojené se zápisem jejich dětí do kurzů sjezdového lyžování a stanovit, jak vzdělání rodičů a jejich měsíční příjem ovlivňují četnost, s jakou jejich děti navštěvují lyžařské kurzy.

METODY: Provedli jsme průzkum mezi 250 rodiči dětí ve věku 6–8 let, a to za použití dotazníku se 17 proměnnými. Byly vypočítány frekvenční a kontingentační tabulky. Statistická váha vztahů mezi proměnnými byla ověřena kontingentačním koeficientem.

VÝSLEDKY: Výsledky ukázaly, že polovina rodičů alespoň jednou zapsala své dítě do kurzu sjezdového lyžování. Rodiče s vyšším vzděláním a vyšším měsíčním příjmem zapisují své děti do kurzů sjezdového lyžování častěji. Osoba, která v rámci rodiny navrhuje, aby se dítě zapsalo do takového kurzu, je většinou otec. Ve více než polovině rodin oba rodiče lyžují; ovšem tři čtvrtiny rodin spolu nikdy nechodí lyžovat nebo toto praktiku-

jí jen zřídka. Otcové hodnotí své lyžařské dovednosti lépe než matky. Důvod nejčastěji uváděný v souvislosti s tím, proč dané dítě nebylo zapsáno do kurzu sjezdového lyžování, byly finanční obtíže. Důvody rodičů pro to, aby se jejich děti naučily lyžovat, byly tyto: více než polovina rodičů si myslí, že by se jejich děti měly naučit dobře lyžovat, a 30 % rodičů přisuzuje velkou důležitost bezpečnosti na lyžařských svazích. Pouze 5 % rodičů by chtělo, aby se jejich dítě účastnilo lyžařských závodů.

ZÁVĚRY: Naše zjištění pomohou organizátorům lyžařských kurzů lépe pochopit, jaké důvody vedou rodiče, aby zapisovali své děti do lyžařských kurzů. Když má dítě možnost učit se tomuto sportu, pak lépe rozvíjí své zdravé návyky. Pokud jsou některé z těchto návyků zaměřeny na sport, bude lyžování bezpochyby figurovat na seznamu rekreačních aktivit tohoto dítěte.

Klíčová slova: názory rodičů, lyžování dětí, kluby, školy, dotazník, analýza.

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