



Appendix B

Table A1 Positive parental influence definitions and example of questionnaire items

Positive parental influence	Definitions	Example
Encouragement	Parents' language or behavior to enhance the motivation of children's physical activity participation or to keep fit [1].	"How much does your mother/guardian encourage you to be physically active?"[1]
Role modeling	Parents' high level of PA serving as an example for children and adolescents to be physically active [2].	"How often does your child see you being physically active?"[2]
General social support	Containing multiple types of support, including tangible support [3, 4], intangible support [3, 4], logistic support [2], etc.	"How often do you discuss benefits being physically active?"[4]
Appropriateness	A view or belief perceived by children and adolescents, to which extent significant others think PA support was appropriate [5].	"How do you think the following people feel about the appropriateness of competitive sport participation for adolescent females in general? "[5]
Help	The frequency of perceived direct parental help towards organizing exercises [6].	"Direct help in exercising hard was assessed by asking about frequency of help from parents in organizing exercise sessions of physical activities." [6]
Value	A belief hold by children and adolescents about how valuable or important their parents thought to be physically active or fit [6].	The value of physical activity of significant others was covered through questions regarding the importance parents and friends place on being physically fit and the importance friends place on being a good athlete." [6]
Play with	It is about co-participation and participating in physical activities together. Parents might choose to participate in sports with their children or share PA with them in	"How many days in the past week did you do a physical activity with either of your parents?"[8]

	order to raise their children's PA levels [7].	
Transportation	Picking up children when they need to go to physical education classes or sports activities or parents facilitated their children with transportation to participate in sports, especially those held outside school [9].	"How much does your mother/father provided transportation to be active for you?" [10]
Emotional support	It is referring to emotional aid, encouragement, stimulation of participation and praise [11-13].	"How often does your parent or guardian encourage you to participate in regular physical activity?" [12]
Monitoring/watch	Supervising child's exercise to ensure the quality, amount or safety of training [14].	"How much do you keep track of the amount of physical activity/active play/sport your child is getting?" [14, 15]
Reinforcement	Also known as praise, it is referred to recognition of child's performances and efforts [14].	"How often do you praise your child for being physically active?" [14]
Allow	Giving permission for children and adolescents to play outside in the neighborhood [16].	"How often do you allow child to play out anywhere in neighborhood?" [16]
Autonomy support	It is related to an atmosphere, having freedom or rights to talk or choose of being physical active based on the willingness of children [17].	"I feel that my parents provide me with choices, options, and opportunities about whether to do active sports and/ or vigorous exercise in my free time." [18, 19]
Talk / Knowledge-sharing	It is about kids being able to express or understand issues or feelings during PA session [20], and this support was also related to parents talking or comments towards the performance or sharing knowledge/ beneficial effects of PA with child [17].	"How often do your parents tell you that you are doing well in physical activity or sports?" [21]
Fees/Financial support	Paying fees of lessons related to physical activity or organized physical activity [17].	"Do you provide financial support when your child participates in physical activity/exercise?" [17]

Facilitation	Is also defined as logistic support [2].	“Do you facilitate your child in participating in sports or other activities that stimulate PA?”[2]
Accompanying	Staying with children when they exercise [17].	“Do you accompany your child when he/she attends physical activity/exercise sessions?”[17]
Plan	Detailed arrangement (e.g., time, place, frequency, contents) in advance to ensure children have adequate amount of movement or exercise [22].	“How often to engage my child in at least 3 h of physical activity every day over the next week.”[22]
Stimulation	Guiding and leading children’s PA behaviors to be active [23].	“I make sure that my child travels actively on foot or by bicycle (with or without me) as often as possible.”[23]
Collaborative social control	A tactic parents would employ to increase children PA level by being role models for children [23].	“How likely is it that you would participate in physical activity so the child could see it as a means of increasing your child’s physical activity?”[23]
Positive social control	A control strategy (e.g., encouragement, or talking about pleasure of being active) adopted by parents [23].	“How likely is it that you would encourage your child to stick with his/her physical activity?”[23]

Table A2 Punishment parental influence definitions and example of questionnaire items

Punishment parental influence	Definitions	Example of question items
Pressure	Verbally stimulate children to exercise more [24].	“Suggest that I lose weight.”[24]
Control / Negative social control	Nag or strong rules captured by parents to achieve goals of letting their kids being physically active [23].	“How likely is it that you would nag your child to be active as a means of increasing your child’s physical activity?”[23]

Table A3 Discouragement parental influence definitions and example of questionnaire items

Discouragement parental influence	Definitions	Example of question items
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Discouragement	The opposite way of encouragement. Parents may suppress children PA attempt by certain behaviors and language [25]	An observation system capture “restrains from action, redirects or moves in another direction, pushes, spans.”[25]
Restrictions / Constraints / Rules	Prevent or limit children’s outdoor activity and potential risky behaviors (e.g., playing rough games, climbing trees) due to safety concern [15, 26]	“Do not play outside without permission or Stay close to or within sight of the house/parent.”[15, 26]

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