

**Understanding Consumers' Experiences with Youth Sport: Opportunities from the
COVID-19 Pandemic**

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Abstract

The COVID-19 pandemic greatly altered the ways in which families could engage in youth sport and physical activity (SPA). These forced changes might have implications for families' preferences and conceptualization of value of youth SPA post-pandemic. Therefore, the purpose of this dissertation was to understand the impacts of a global pandemic (i.e., COVID-19) on youth SPA by exploring consumers' (i.e., families in the Ontario) experiences with youth SPA, and examining if and how preferences for returning to SPA might be shifting and affecting perceptions of value post-pandemic.

This dissertation was guided by Social Ecology Theory (i.e., behaviour is a function of the sociocultural and built environment) and consumer behaviour theory (e.g., disconfirmation paradigm; if expectations are met or exceeded, consumers will be satisfied). A collective case study methodology with an exploratory mixed-methods design was employed. First, focus group interviews were conducted with families in Ontario ($n=14$) followed by semi-structured interviews with youth sport providers in Ontario ($n=12$) to understand these groups' experiences with youth SPA during the pandemic and post-pandemic intentions. Finally, for generalizability, questionnaires were administered to parents in Ontario ($n=550$) to assess families' experiences with, preferences for, and conceptualization of value of youth SPA pre, during, and post-pandemic.

Overall, families experienced decreases in youth SPA in all contexts considered (i.e., organized SPA, non-organized SPA, travel for SPA, diversity of SPA). However, the way families felt about these changes (i.e., satisfaction) varied. Families' socioecological circumstances and their satisfaction with the changes to their youth SPA during the pandemic shaped their preferences and conceptualizations of value for youth SPA post-pandemic. While the forced changes to youth SPA contributed to reconceptualization of value for families with means and access to participation opportunities, families without these means were, and are likely to continue to struggle to access youth SPA opportunities.

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List of Abbreviations

Abbreviation	Explanation
CT	Critical Theory
PCA	Principle Component Analysis
SP	Sport Provider
SET	Social Ecology Theory
SPA	Sport and Physical Activity
TTM	Transtheoretical Model

Understanding Consumers' Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic

Sport participation and physical activity can provide participants with numerous physical (Eime et al., 2010), mental (Eime et al., 2010; Oosterhoff et al., 2017), and social health benefits (e.g., Eime et al., 2013; Oja et al., 2015). However, these cited benefits are not guaranteed. Sport and physical activity (SPA) is not accessible to everyone. For instance, those with low socioeconomic status, females, and racialized individuals have less access to youth SPA than wealthier Caucasian males (Casey et al., 2009; Casper et al., 2011, 2009; Casper et al., 2011; Deforche et al., 2006; Tannehill et al., 2015). Despite the inequities, it has been argued that SPA should be promoted to youth to help combat the rise of sedentary lifestyles and chronic health issues associated with inactivity (e.g., Bauman et al., 2012; Dumith et al., 2011; Lee et al., 2012). Positive youth sport experiences have been found to be correlated with participation in adulthood (Kjønniksen et al., 2009; Miller & Siegel, 2017); moreover, sedentary youth are more likely to be sedentary adults compared to active youth (Scheerder et al., 2005). Therefore, addressing youth sport participation is important for physical activity through the life course.

Though there is no one agreed upon definition of what constitutes “sport” (Heere, 2018; Henderson, 2009), some scholars use specific criteria such as the use of rules, skill, and level of competition to define sport (Berger, O'Reilly, Parent, Seguin, & Hernandez, 2008; Coakley & Donnelly, 2009; Henderson, 2009), while others view sport as a type of physical activity (Eime et al., 2013; Henderson, 2009). Recently, Piggin (2020) proposed a new definition of physical activity that highlights individuals' lived experiences. The definition, “people moving, acting and performing within culturally specific spaces and contexts, and influenced by a unique array of interests, emotions, ideas, instructions and relationships” (Piggin, 2020, p. 72) is used in this

dissertation along with a particular emphasis on sport participation; thus, sport and physical activity (SPA) will be used throughout. An important distinction, however, is between organized (formal) and non-organized (informal) sport (Jeanes et al., 2019). Organized sport encompasses experiences that are more in alignment with the traditional conceptualization of sport; activities typically offered through a formal organizing body (Heere, 2018; Jeanes et al., 2019). Non-organized sport (e.g., pick-up soccer in a local park), on the other hand, is more aligned with physical activity; more relaxed, informal activities without a formal organizing body, such as a club or a school (Jeanes et al., 2019).

In recent years, youth sport participants' preferences have been steadily shifting from organized to non-organized settings (Jeanes et al., 2019) and from traditional, main-stream sports such as basketball or hockey, to non-traditional, new or unique sports such as rock climbing or skateboarding (Turner, 2013). These changes have been associated with tensions for organized sport providers, as funding typically associated with traditional sports is tied to registration numbers (Jeanes et al., 2019; King & Church, 2017). When youth participated in a traditional sport in a non-organized fashion, clubs tended to try to intervene to encourage club participation (Jeanes et al., 2019; King & Church, 2017). However, conflicts arose as participation preferences do not fit with the traditional structured context (Turner, 2013). Alternatively, non-traditional sports are typically practiced without a formal governing body, and not in a formal club setting (King & Church, 2017). Again, in alignment with the traditional funding and club structure seen in Canada and other western countries, these non-traditional sports began to become more professionalized and formalized (Edwards & Corte, 2010; Jeanes et al., 2019; Kellett & Russell, 2009; Turner, 2013) as seen with skateboarding in Scotland (Turner, 2013) and parkour in the United Kingdom (Wheaton & O'Loughlin, 2017). Additional conflicts arose as not all

participants in non-organized settings were in support of this change, as they were taking up the sport to challenge these formal practices. Rather than adapt to consumers' changing expectations, sport providers have typically attempted to formalize these new sports and fit them into existing forms of programming provision (Edwards & Corte, 2010; Jeanes et al., 2019; Kellett & Russell, 2009; Turner, 2013).

Coincidentally, while these shifts in youths' preferences for SPA were occurring, SPA rates seemed to be declining among Canadian youth (Berger et al., 2008; Doull, Watson, Smith, Homma, & Saewye, 2018). ParticipACTION's latest Report Card on Physical Activity for Children and Youth found that only 39% of Canadian youth (aged 5-17) met daily physical activity recommendations of 60 minutes of moderate-to-vigorous physical activity per day (ParticipACTION, 2020). When assessing SPA specifically, the report found that the majority of Canadian youth did in fact participate in sport (ParticipACTION, 2020). However, the amount of SPA practiced was not enough to meet daily physical activity requirements. Parents of five to 11 year old children reported that their children participated an average of 17 minutes of organized sport per day—43 minutes shy of the daily requirements (ParticipACTION, 2020). Interestingly, youth aged 12-15 reported participating in an average of 34 minutes per day in sport in an organized or *unorganized* setting (ParticipACTION, 2020). Indeed, for reasons explained in sections below, youth tend to drop out of organized sport as they age (Casper, Bocarro, Kanters, & Floyd, 2011; Eime et al., 2015; Tannehill, MacPhail, Walsh, & Woods 2015). When youth drop out of organized sport, and in alignment with current participation trends of non-organized participation (Jeanes et al., 2019), they might continue to practice sport, but simply in a non-organized fashion. Perhaps this decline in organized sport is not a coincidence at all, but rather a

product of a lack of understanding of, and ability to satisfy, youth SPA consumers' expectations from their experiences.

Youth Sport Consumers

For youth SPA experiences, there are two consumer groups that youth sport providers must satisfy: the youth participants, and their parent(s)/guardians (referred to as “parents” throughout). Through a service-dominant logic and value co-creation perspective (detailed below), positioning youth as consumers of sport experiences places them at the centre of the experience. In doing so, both parents and sport providers are challenged to think about what youth want from their experiences, how youth might be satisfied with their experiences, and how might youth be more actively involved in the value co-creation process. In other words, acknowledging youth as an important stakeholder (i.e., consumer) can give them more autonomy over their own sport experiences.

Parents are important in shaping physical activity behaviours (ParticipACTION, 2020). When children are young, parents play more of a decision-making role in their participation choices, as parents have more control of finance, transportation, and scheduling (Felber Charbonneau & Camiré, 2020); as children age, they take over more autonomy of their SPA decisions (Biddle et al., 2011; Dollman & Lewis, 2010; Eime et al., 2015; Nielsen, Gronfeldt, Toftegaard, & Andersen, 2012), while parents transition into a supportive role (Biddle et al., 2011; Dollman & Lewis, 2010; Eime, Casey, et al., 2015; Nielsen et al., 2012). The consumer behaviour of both consumer groups will be considered in the present dissertation using consumer behaviour theory as described in detail in the following chapter.

COVID-19 Pandemic

A substantial global event that has impacted youth SPA and beyond is the COVID-19 pandemic, a novel strain of the corona virus, that has affected the nature of youth SPA since March 2020. The pandemic has affected many countries globally with several waves (Warnica, 2020), and it is projected that pandemics will start to occur more frequently (CDC, 2020b). As the COVID-19 restrictions reduced the already low rates of youth's daily physical activity requirements (ParticipACTION, 2020), youth sport providers have an opportunity to understand how youth SPA engagement has been evolving during a pandemic and evaluate pandemic SPA practices and possible shifts in SPA preferences and perceptions of value to become better prepared for future preferred post-pandemic scenarios in their offerings. Though the pandemic has been devastating for many people, countries, and industries globally, it has presented opportunities to reflect on youth SPA consumer behaviour for long-term improvements to SPA experiences.

First, in response to the pandemic, the nature of available youth SPA options quickly shifted, exposing youth to additional forms of SPA. For instance, some organizations have provided on-line skill development opportunities (Brady, 2020; Cotnam, 2020). As described above, there is evidence to suggest that youth SPA expectations may have been shifting before the pandemic. In the context of a pandemic, however, it is unknown how these expectations have changed, if at all. There was no longer the normalcy associated with youth SPA, or even the same opportunities. Perhaps some youth might have tried new forms of sport during the pandemic or have started to be physically active altogether, contributing to the evolution of youth SPA preferences. Youth and their families had to adjust their SPA experiences, and in doing so, had to re-evaluate why and how they chose to participate, re-shaping expectations with

youth SPA experiences during the pandemic. Thus, the pandemic can inform if and how youth SPA preferences and perceived value of SPA have further shifted.

Second, in response to the pandemic, youth sport providers had to dramatically reduce and adapt how they offered their programs, or shut down completely (Brady, 2020; Cotnam, 2020). When youth sport providers were able to start to deliver in-person programming, organizations had to modify their practices to adhere to public health guidelines (Brady, 2020; CDC, 2020a; Moore, 2020). This stall in service provision, and acknowledgment that programming will need to be different in the near future (Moore, 2020), acted as a forced pause for reflection on youth SPA programming, and served as an opportunity for youth sport providers to conduct a comprehensive evaluation of their consumers' satisfaction. Indeed, youth sport providers had to adapt programming in response to the pandemic, however, organizations can go further to understand their consumers' already changing expectations of programming more broadly and adapt where necessary to return from the pandemic with stronger programs that better satisfy consumers in the long-term. The COVID-19 pandemic provided organizations with the opportunity to understand what value their consumers are seeking from youth SPA experiences and adjust their programming to offer more satisfying experiences. As there are many factors that contribute to youths' SPA preferences (e.g., Best et al., 2017; Casey et al., 2009; Eime et al., 2015, 2015), as explored further in the following chapter, the use of a comprehensive theory will be useful in systematically exploring these shifts in preferences.

Scholars have begun to consider the effects of the COVID-19 pandemic on the sport industry. Conceptual pieces pondered the overall future of sport systems (Begović, 2020; Warner & Martin, 2020). However, as the cancellation of major sport events and professional sports leagues garnered much media attention in the early days of the pandemic, a dominant line of

inquiry centred around the effects of the pandemic on elite (Castagna et al., 2020; Clarkson et al., 2020; Mohr et al., 2020; Sharpe et al., 2020), professional (Davis, 2020; Ke & Wagner, 2020; King, 2020; Ruihley & Chamberlin, 2020; Whales et al., 2020; Wilson et al., 2020), and spectator sport (Goldman & Hedlund, 2020; Ludvigsen & Hayton, 2020; Parnell et al., 2020; Sheptak & Menaker, 2020). While much of these discussions remained at the conceptual and commentary level, some empirical research had been conducted around the pandemic and elite sport. Sato et al. (2020) and Shapiro and Koesters (2020) looked into potential spectators' perceptions of returning to live sport event attendance. Relatedly, Cianfrone and Kellison (2020) explored how a sport event planning committee altered its legacy plan in response to the pandemic. Bingaman (2020) investigated the uptake of Australian football viewership among Americans during the pandemic. López-Carril and Anagnostopoulos (2020) explored corporate social responsibility efforts of professional sport teams.

In terms of grassroots sport in the context of COVID-19, commentaries and conceptual pieces were often contributed in the early stages of the pandemic. For instance, Doherty et al. (2020) highlighted the importance of making evidence-based decisions for innovation in the community sport sector in response to the pandemic. Kelly et al. (2020) and Teare and Taks (2021) drew from theory (i.e., personal assets and Social Ecology Theory, respectively) to explore potential implications of the pandemic for youth sport, while Fitzgerald et al. (2020) explored the impacts of the pandemic for disability sport at the grassroots level. Hammami et al. (2020), Hayes (2020), and Leng and Phua (2020) explored the role of social media in shaping population level physical activity practices. Finally, Watson and Koontz (2021) expressed how the pandemic presented an opportunity to increase access for youth SPA.

Recently, empirical investigations into the impact of the pandemic on youth SPA have begun to emerge. From an immediate response and health and safety perspective for return-to-sport, Pierce et al. (2020) looked at parents, officials, coaches, and administrators' opinions on the health guidelines of return to play. Relatedly, Dorsch et al. (2021) and Edwards et al. (2021) assessed parents' perceptions of youth SPA and health-related return to sport concerns in the United States. Staley et al. (2021) and Hayton (2022) explored challenges that community clubs have faced with program delivery during the pandemic. Elliott et al. (2021) explored the impact of the pandemic on youth SPA from both consumer and sport organizations' perspectives in Australia. Finally, several studies have evaluated the extent of the decrease in the amount of youth SPA practiced during the pandemic compared to pre-pandemic levels (Canadian Tire Jumpstart Charities, 2021; Canadian Women & Sport and E-Alliance, 2021; Moore et al., 2021; Paterson et al., 2021).

Though these commentaries, conceptual works, and empirical investigations were insightful and provided unique perspectives, there is a need for more empirical work on the impact of the COVID-19 pandemic in the context of grassroots and youth sport participation; this dissertation addresses this need. The current dissertation project is unique in that it looks at the pandemic as an opportunity to better understand if and how youth SPA consumers' experiences have evolved from pre- to during and post-COVID-19, using the forced pause in activity to re-group and investigate how value can be better provided to consumers. Moreover, this project not only assessed the amount of youth SPA engaged with, but also considered the nature of participation from a consumer satisfaction and preferences perspective. Further, rather than examining the health and safety implications of returning to sport within the existing youth sport

structures, this investigation explores if the providers themselves do in fact support consumers' expectations, preferences and sought-after value.

Purpose and Research Questions

The COVID-19 pandemic presents an opportunity to investigate if and how consumers' expectations of youth SPA experiences are shifting, and how to better provide satisfying experiences to meet these expectations. Through understanding how to provide value for consumers, sport organizations can create plans that will not only help them recover from the pandemic, but provide stronger, more satisfying SPA offerings. Thus, the purpose of this dissertation is to understand the impacts of a global pandemic (i.e., COVID-19) on youth SPA by exploring consumers' (i.e., families in the Ontario) experiences with youth SPA, and examining if and how preferences for returning to SPA might be shifting and affecting perceptions of value post-pandemic. This purpose will be addressed through a collective case study methodology with an exploratory mixed methods design, and the following Research Questions (RQs):

RQ1. How did the COVID-19 pandemic impact family's preferences for youth SPA? Associated sub-questions include a) how, if at all, did family's expectations of youth SPA change?; b) how, if at all, did youth SPA experiences change?; c) how, if at all, did satisfaction with youth SPA change?; and, d) how, if at all, did preferences of youth SPA change?

RQ2. What value propositions (i.e., families' sought-after value) can youth sport providers offer to entice participation post-COVID-19? Associated sub-questions include: a) how did SPA experiences during the pandemic affect families' perception of value and their sought-after value propositions?; b) what will entice families to choose to participate in sport (both organized and unorganized) after the pandemic (i.e., what value is being sought)?; c) what do

youth sport providers think of the preferences and sought-after value?; and, d) how can youth sport providers deliver the sought-after value?

The following chapter elaborates on the consumer behaviour and youth SPA theories alluded to above, as well as additional literature on youth SPA experiences. Chapter three details the project's methodology including methods, samples, and approaches to analyses for the three stages of data collection. The findings, results, and discussion of each of the three stages are provided in chapters four, five, and six, respectively. These three stages are discussed in relation to the overall project and broader literature in chapter seven. Implications for practice and future research are also offered in chapter seven. Finally, concluding thoughts are offered in chapter eight.

Chapter 2: Literature Review

Consumer behaviour, or consumers' decision-making processes associated with the marketing activities of an organization (Funk, 2017; Holbrook, 1987), conceptualizes two primary purposes for consumption (Holt, 1995). The first is autotelic actions, or when the consumer engages in an activity as an end in itself (Holt, 1995). Consumers engage in these actions for the sake of the activity (Csikszentmihalyi, 2014). In the context of youth SPA, many youth consume SPA for autotelic purposes; they participate for a fun experience (Casey et al., 2009; Holt et al., 2011; Mallinson-Howard et al., 2018; Schwab et al., 2010; Tannehill et al., 2015). The other consumption actions are instrumental, meaning that the purpose of consumption is as a means to a further end (Holt, 1995). In the context of youth SPA, many parents 'consume' youth sport (i.e., encourage their children in SPA) for instrumental purposes, often seeking developmental outcomes for their children that are claimed to be associated with SPA (e.g., socialization, physical competency, strong character; Holt et al., 2011; Schwab et al., 2010). Youth sport providers must meet the autotelic expectations of youth and the instrumental expectations of parents. As such, the concept of experiences and associated consumer behaviour theories are unpacked further in the sections below to establish how youth sport providers can meet the expectations of their two primary consumer groups: youth and their parents.

Consumer Behavior Theory

The consumption experience, or mental states in response to a stimuli (Chen et al., 2012), is an important part of consumer behaviour (Carù & Cova, 2003; Holbrook & Hirschman, 1982). Regardless of purpose of consumption, consumers' experiences with youth SPA are a central element of evaluation of their engagement with the program offering (Carù & Cova, 2003). The consumption experience is much more than the interaction with the sport; it also includes the

time leading up to the activity, and time following the activity (Caru & Cova, 2003). As conceptualized by Arnould et al. (2002), the overall consumption experience can be divided into four stages: 1) the lead-up to the activity, or the pre-consumption experience involving searching for the activity and anticipating the experience; 2) choosing the activity, or the purchase experience, where the experience is purchased, and the core experience is about to happen, also including initial encounter with the environment; 3) the core activity or experience, where the experiential aspects are strongest leading to potential emotional significance, value is created, and initial perceptions of satisfaction are derived; 4) the post-experience or remembered experience, when the experiences is reflected upon, and longer term evaluations of satisfaction can be made. From a consumer behaviour perspective, experience providers, such as sport providers, should consider all four stages of consumption when designing their offerings to achieve the optimal consumer experience.

Parents play an important role in the overall SPA experience as they often facilitate the enrollment in SPA activities and the transportation to and from these activities (Felber Charbonneau & Camiré, 2020). The interactions between parents and children before and after these activities can also impact perceptions and evaluations of the activity (Felber Charbonneau & Camiré, 2020). Indeed, the consumption experience can become nuanced, however, understating how consumers evaluate their experiences can help service providers better design their offerings. Drawing from consumer behaviour theory, the disconfirmation paradigm (Arnould & Price, 1993) is a common way to understand how consumers evaluate their experiences.

Disconfirmation Paradigm

Marketers strive to create satisfying overall consumer experiences, however, what is considered satisfying is subjective, and is entirely dependent upon the perception of each individual consumer. A common way to conceptualize satisfaction is the disconfirmation paradigm: consumers have a set of expectations prior to an experience, and if the experience meets or exceeds the expectations, the consumer is satisfied; if the experience does not meet expectation, consumers are dissatisfied (Arnould & Price, 1993; Chen et al., 2012). Thus, consumer satisfaction is achieved when experience providers equal or exceed consumers' expectations (Chen et al., 2012; Kotler & Keller, 2009). Therefore, to achieve satisfying consumer experiences, experience providers must understand consumers' expectations.

Expectations are also determined by each individual (Arnould & Price, 1993), meaning that the objective service offered has little to do with customer satisfaction, rather the consumer's perceived or 'lived' experience with the service is how satisfaction is derived (Chen et al., 2012). A common expectation of consumers is that they will receive value from their experience (Vargo & Lusch, 2011). As such, the concept of value will be elaborated upon below.

Value and Value Co-creation

Experience providers offer value propositions, and consumers interpret and evaluate these value propositions during the consumption experience (Edvardsson et al., 2011; Vargo & Lusch, 2011). In other words, the value of an experience is created by the consumers' engagement with the offering and interpretation of the facets of the experience (Vargo and Lusch 2006; Vargo 2008). Experience providers can create conditions under which consumers might interpret a satisfactory experience, but it is ultimately up to the consumer to decide if value was in fact received (Vargo & Lusch, 2011) based on both internal expectations and the social context (Edvardsson et al., 2011).

According to service-dominant logic, the goal of the organization should be to build relationships with consumers, and through these relationships, value is created (Vargo & Lusch, 2004, 2011). Although value is determined by the consumer, positive interactions with the organization leads value to be embedded in the exchange (Vargo & Lusch, 2004, 2011). Therefore, the collaboration between the experience provider and the consumer indicates that value is co-created between the providers and participants; it is the interaction between the resources provided by the provider and then consumed by the consumer (Fyrberg Yngfalk, 2013). These resources can be divided into two categories: operand and operant (Edvardsson et al., 2011; Fyrberg Yngfalk, 2013; Vargo & Lusch, 2011). Operand resources are physical resources (Edvardsson et al., 2011) such as equipment and facilities for youth SPA. Operant resources, on the other hand are human, organizational, informational, and relational resources (Edvardsson et al., 2011), such as scheduling, training, and league structures found in youth sport. Youth sport providers create a value proposition (i.e., what they offer that no one else does, or what they offer better than anyone else) and the youth and the parents evaluate their experience to determine if the value proposition had led to a valuable experience (i.e., satisfactory experience).

Consumer Behaviour Theory and the COVID-19 Pandemic

As detailed in the above sections, satisfaction with past experiences shapes the nature of preferences and possibly shifts perceptions of value (e.g., if the experience was satisfactory, the participant will prefer similar experiences; whereas if the experience was not satisfactory, the participant will not want similar experiences; Arnould & Price, 1993). Drawing from consumer behaviour theory, changes in experiences can lead to changes in perceived satisfaction, and therefore, changes in post-pandemic preferences and perceptions of value for youth SPA.

Youths' past experience with SPA (e.g., intensity of participation, diversity of participation and types of sport) are strong predictors of future SPA (Biddle et al., 2011). The COVID-19 pandemic has restricted the types of activities that youth could engage with; thus, participation preferences might have been re-shaped by simply what activities were available or allowed. Moreover, the limited types of activities available might have led youth to try participating in SPA in different ways, thereby shaping new preferences and perceptions of value. Therefore, the ways in which youths' experiences have changed might affect how youth would like to participate post-pandemic. Now that the concept of consumption experiences is understood, the specific experiences of youth SPA can be discussed. As such, the following sections will further explore the recent literature that helps to understand the experiences youth and their parents have with SPA.

Youths' Consumer Behaviour of SPA

The trends present within youth SPA practices have important implications for the consumer behaviour of youth SPA discussed in the preceding sections. Reasons for participating in non-organized sport have traditionally been different than those of organized sport (i.e., looking for less rule-bound experiences; Jeanes et al., 2019; Turner, 2013), and will thus be evaluated based on different criteria and create different perceptions of value.

Youth value fun experiences and opportunities to socialize (e.g., Bergesen Dalen & Seippel, 2019; Casey et al., 2009; Holt et al., 2011; Mallinson-Howard et al., 2018; McCarthy et al., 2008; Schwab et al., 2010; Tannehill et al., 2015). For instance, when investigating factors that influence adolescent girls' SPA behaviours in Australia, Casey et al. (2009) found that fun activities and being with friends were two of the strongest reasons for participation. These findings were confirmed by Bergesen Dalen and Seippel (2019) in the Norwegian context, with

findings that indicated that girls develop stronger social networks through sport than boys. When looking at youth aged 12-18 of both genders in Ireland, Tannehill et al. (2015) also found that youth participated in sport primarily for fun and to be with friends. Interestingly, Mallinson-Howard et al. (2018) investigated youth sport and perfectionism among female adolescents, and found that non-perfectionist youth participate in sport to make friends, while perfectionist youth participate to experience success and excel in the activity. These findings indicated that not all youth engage in SPA for the same reasons, but rather different groups, or segments, of youth will have different reasons for participating, and thus will have different ways of evaluating their experiences.

In a study of youth participating in a track program in the United States, Sirard and colleagues (2006) found that girls participated in the sport for mainly social benefits, but also competition and fitness, whereas boys participated mainly for competition, but also for socializing and fitness. A study on English youth identified that competition became more important for overall program enjoyment for youth who were involved in organized sport as they age (McCarthy et al., 2008). The study also found that while being recognized by others as competent in their sport was an important source of enjoyment for boys, it was not for girls (McCarthy et al., 2008). This finding suggested that although both male and female competitive athletes might enjoy competition, the importance of specific aspects of competition (e.g., external recognition and rewards) might vary between boys and girls. Moreover, adolescent girls specifically, expect to participate in sport in a welcoming and supportive environment (Casey et al., 2017) and to receive support from their peers, their family, and their coach (Casey et al., 2009; Mallinson-Howard et al., 2018). In a study conducted on factors that influence adolescent girls' SPA behaviours in Australia, positive physical activity adult role models, such as parents

and teachers were important factors in the adolescent girls' behaviours (Casey et al., 2009); no comparisons were made with boys. Finally, Bean et al. (2020) found that youth athletes, both competitive and recreational, sought autonomy, competence, and relatedness from their sport programs; the more support they felt they were receiving, the greater their satisfaction with the program quality. These findings indicated that youth who exhibit different characteristics will hold different expectations for their SPA experiences.

Parents' Consumer Behaviour of youth SPA

Parents also expected that their children would have fun and socialize, however they also placed a stronger expectation on developmental outcomes such as building good character (Schwab et al., 2010), teamwork skills (Holt et al., 2011; Schwab et al., 2010), and personal skills (e.g., emotional control, discipline, confidence; Holt et al., 2011). Parents of youth who were at the sampling stage of sport tended to play a supportive role in the SPA experience, while parents of youth who were committed to a sport at a competitive level considered themselves to play a more active role in the experience (Hurtel & Lacassagne, 2011). In addition to the perception of their children's experiences, parents had their own unique experiences with youth SPA. Parents can feel pressure to make the right decisions on behalf of their children; inconsistent messaging around what SPA youth should be doing and how parents should act can be confusing (Watchman & Spencer, 2020). Moreover, the intense time commitment that youth SPA has for parents can have negative effects on parents' wellbeing (Misener, 2020).

Although youth and parents find value in SPA through the developmental outcomes associated with participation (Holt et al., 2011), the two broad consumer groups (i.e., youth and their parents; there are many more segments of consumers when the differences within groups of youth and parents are further examined) hold different expectations for youth SPA experiences.

When reporting perceptions of outcomes of a youth football program in the United States, youth rated perceptions of all measured outcomes higher than their parents' reported perceptions (Schwab et al., 2010). Significant differences (i.e., parents rated lower than youth) in perceived outcomes were observed in skill development, teamwork development, character development, coach respect, overall experience, and if they would join the league the next year (Schwab et al., 2010). The only outcomes that youth rated lower than their parents was league sportsmanship, though the difference was not significant (Schwab et al., 2010). When asked about their negative perceptions, youth tended to focus on individual factors such as burnout, injury, and nutrition (Bean et al., 2014). On the other hand, parents tended to be more critical of youth SPA experiences, seeking developmental outcomes for their children (Schwab et al., 2010). When asked about concerns about youth SPA, parents tended to focus on aspects that affected the family unit such as time, finances, and family dynamics (Bean et al., 2014).

In sum, before the pandemic, youth generally sought fun experiences and opportunities to socialize from their sport experiences (e.g., Bergesen Dalen & Seippel, 2019; Casey et al., 2009; Holt et al., 2011; Mallinson-Howard et al., 2018; McCarthy et al., 2008; Schwab et al., 2010; Tannehill et al., 2015). However, it is established that youth can have different reasons for participation based on various contextual factors. Parents generally sought soft skill development (Holt et al., 2011; Schwab et al., 2010) for their children from youth sport experiences, again with more specific reasons based on varying contextual factors. The next step in research is to understand what consumers want from their youth SPA experiences in response to the pandemic and determine what value propositions can be offered by organizations that have the potential to provide satisfaction beyond what is currently offered (pre-pandemic). Moreover, a more nuanced approach to understanding these consumer expectations is needed to go beyond examining the

differences between consumer groups (i.e., youth, parents) to include also examining differences within consumer groups. Through identifying the potential changes in value perceived to be important by youth SPA consumers because of the pandemic, youth sport providers will be able to offer new value propositions to attract and retain participants. The discussion below will describe in detail factors affecting youth SPA, and how the COVID-19 pandemic might have amplified or altered these relationships, thus serving as the theoretical framework of the project.

Theories underpinning Youth Sport Participation

Different theories have been used to investigate youth SPA, depending on the goal of the research. Investigations into youth SPA have typically taken one of three dominant recurring approaches: to describe; to critique; and to understand. Studies aiming to *describe* youth SPA typically had objectives associated with explaining who participates, how they participate, and how often (e.g., Annesi, Faigenbaum, & Westcott, 2010; Cardinal, Tuominen, & Rintala, 2004; Levy & Cardinal, 2006; Qiu, Lin, & Mowen, 2018). Studies aiming to *critique* youth SPA tended to have associated objectives of challenging norms and power relations and to hear from marginalized participants (e.g., Castañeda & Sherrill, 1999; Degener, 2018; Oliver & Hamzeh, 2010; Pielichaty, 2015). Finally, studies aiming to *understand* youth SPA had associated objectives to explore participants' experiences and understandings of SPA, and motivations to participate in SPA (e.g., Casey, Eime, Payne, & Harvey, 2009; Deelen, Ettema, & Kamphuis, 2018; Derom & VanWynsberghe, 2015; Holt, Kingsley, Tink, & Scherer, 2011; Langille & Rodgers, 2010; Pitanga, Matos, Almeida, Molina, & Aquino, 2016). To assess the use of theory in investigating SPA, one theory used to describe, one used to critique, and one used to understand will be explored further, respectively: the Transtheoretical Model (TTM), Critical

Theory (CT), and Social Ecology Theory (SET). Each theory's underlying assumptions, associated methodologies, and use in the context of SPA evaluation is described.

Transtheoretical Model

The Transtheoretical Model (TTM) is a psychology-driven theory that integrates aspects of behavioural psychology theories to describe the process of behaviour change (Prochaska et al., 1992). The TTM borrows from self-efficacy theory, self-determination theory, and the theory of planned behaviour to consider decisional balance for individuals' perceived pros and cons when forming intentions to change behaviours, and their perceived ability to make the change (Prochaska et al., 1992). The TTM suggests that individuals pass through five stages (stages of change) in the uptake or cessation of a particular behaviour, including: 1) precontemplation, to describe how no action is intended; 2) contemplation, to describe when action begins to be intended; 3) preparation, to describe when the intended action is temporarily set; 4) action, to describe when the action takes place; and 5) maintenance, to describe the act of the individual working on maintaining the action (Prochaska et al., 1992). The TTM also takes into account that individuals can move forward and backward through the stages (Prochaska et al., 2008).

Originally developed in the context of smoking cessation, the TTM has been widely applied to research on health promotion (Prochaska et al., 2008). The TTM has been used to assess physical activity participation, typically through quantitative methodologies, with the use of survey instruments (e.g., Annesi, Faigenbaum, & Westcott, 2010; Cardinal, Tuominen, & Rintala, 2004; Levy & Cardinal, 2006; Qiu, Lin, & Mowen, 2018). This approach allowed a large sample to be studied in a relatively short amount of time (Veal, 2011). However, quantitative data lacks the depth and richness of qualitative data (Creswell, 2014). This lack of depth has led the TTM to be critiqued for not considering barriers to behavioural change (Qiu et

al., 2018). Furthermore, Burgess et al. (2019) suggested that the use of survey research may be insufficient in fully assessing the stages of the TTM. Studies using the TTM have also been critiqued for the lack of longitudinal research designs (Levy & Cardinal, 2006). Finally, there are mixed results on the validity of the TTM for use with youth participants (Annesi et al., 2010; Lee, Nigg, Diclemente, & Courneya, 2001). Though Lee et al. (2001) had validated the TTM with an adolescent audience, Annesi et al. (2010) found only partial validation with a preadolescent audience.

A typical setting to assess SPA behaviour with the TTM has been the post-secondary context (e.g., Cardinal & Kosma, 2004; Cardinal et al., 2004; Hall, Kuga, & Jones, 2002; Levy & Cardinal, 2006). For instance, Cardinal and Kosma (2004) and Levy and Cardinal (2006) sought to identify fitness behaviours among a general sample of university students. Levy and Cardinal (2006) also found support of a sixth stage of relapse for the TTM, where participants would slip back to a lower stage. Hall et al. (2002) compared racial minority groups' physical activity, and Cardinal et al. (2004) compared American and Finnish students' SPA. There were no significant differences on physical activity found with regard to race (Hall et al., 2002), however, with regard to culture, American students appeared to have lower self-efficacy than Finnish students (Cardinal et al., 2004). The TTM can be helpful to understand change in SPA, however, it had typically been used mainly in an intrapersonal context. As the present study seeks to explore a wide range of factors, the TTM could be limiting with respect to the importance of wider societal factors. While future investigations that focus specifically on the intrapersonal level and the pandemic might consider the TTM as a guiding theory, the present exploratory study would benefit from a broader theory.

Critical Theory

CT originated to emancipate the oppressed and critique the society that had allowed inequalities to occur. In the early 1900s, critical thinkers found a wide divide between the binary of “haves” and “have-nots”, and questioned why this was (Gannon & Davies, 2012). These critical thinkers built upon the Marxist mode of production theories to create the first formal CT, which has now developed to question power structures within society (Gannon & Davies, 2012). Any theory that deals with equity, inclusion, and social justice (e.g., feminist theories, critical race theory) has its underpinnings in CT (Gannon & Davies, 2012).

Critical theorists can use many types of methodologies to critique the way that social constructs have led to an unequal society, with the emancipation of the oppressed as the focus of inquiry (Gannon & Davies, 2012). As such, critical researchers tend to take on a more involved approach, such as participatory action research. The use of participatory action research allows research participants to identify how and why inequities have come about, and the researcher helps participants to address these issues (Esterberg, 2002; Veal, 2011). This approach allows participants to have ownership over the change that they would like to bring about (Esterberg, 2002); however, this approach requires a lot of time and resources. Further, as the research is led by the participants, there is no guarantee that the outcomes sought will come to fruition (Esterberg, 2002).

CT has been used in a variety of settings to study SPA. A common use of CT has been to critique marginalized groups’ experiences with SPA and emancipate these groups (e.g., Castañeda & Sherrill, 1999; Degener, 2018; Oliver & Hamzeh, 2010; Pielichaty, 2015). For instance, Oliver and Hamzeh (2010) took a critical lens in investigating barriers to physical activity for fifth grade girls. The investigation also helped provide the girls with strategies to challenge the inequities at their school (Oliver & Hamzeh, 2010). Similarly, Pielichaty (2015)

and Degener (2018) both considered girls' SPA in a high school setting. Pielichaty (2015) used ethnographic research to investigate soccer participation among adolescent girls, and how their participation contributed to their conceptualization of their gender identity. Soccer allowed girls to develop and navigate many identities, and allowed the girls to challenge the barriers to participation established by male players (Pielichaty, 2015). Taking an alternative approach, Degener (2018) looked at high school girls' physical activity participation, rather than one specific sport. The study aimed to hear stories of racially minoritized groups of middle school girls and of their participation in school sports. The research project had allowed the voices of the girls to be heard and encouraged them to call out negative counter narratives (Degener, 2018).

CT can also be used to challenge the power held by the providers of sport (e.g., Berg, Warner, & Das, 2015; Carter-Francique & Richardson, 2016; Culpan, 2019). For instance, Berg et al. (2015) challenged the mayors, municipal staff, and politicians in three municipalities in Texas to use sport to better address a public health agenda. The authors found that physical benefits of sport are often promoted, while social benefits that participants often sought were neglected in promotions and program design (Berg et al., 2015). While CT would address the deficiency of the TTM by considering societal factors, it could be argued that a phenomenon should first be understood before it can be critiqued. As the pandemic is a new phenomenon, it would be prudent to first understand what the impacts for families are before the impacts are critiqued. However, once the phenomenon is understood, and perhaps inequities are revealed or highlighted through an exploratory investigation (such as the present investigation), future studies might consider employing CT to further challenge, unpack, and address these potential inequities.

Social Ecology Theory

Originally developed to understand human development (Bronfenbrenner, 1977), SET considers the interrelationship between individuals, the physical environment surrounding them (e.g., geography, architecture, technology), and the sociocultural context in which they live (e.g., culture, economics, politics; Stokols, 1992). The socioecological environment is comprised of various levels of interaction with the individual, including: intrapersonal factors, such as attitudes and skills; interpersonal networks, such as friends and family; institutional factors, such as school and legal systems; community factors, such as interactions among networks; and political systems and policy (Bronfenbrenner, 1977; McLeroy et al., 1988). All levels of interaction are important in shaping the individual (Stokols, 1992).

Investigations guided by SET have been traditionally quite diverse, with the most typical approach being case studies. Within these approaches, a variety of methods have been employed, such as questionnaires (e.g., Deelen, Ettema, & Kamphuis, 2018; Pitanga, Matos, Almeida, Molina, & Aquino, 2016), semi-structured interviews (e.g., Holt, Kingsley, Tink, & Scherer, 2011; Langille & Rodgers, 2010), document analyses (e.g., Derom & VanWynsberghe, 2015), and focus groups (e.g., Casey, Eime, Payne, & Harvey, 2009). Typically, more than one form of data collection had been employed, as rich data can be collected from a number of sources to look at the phenomenon under investigation from a variety of perspectives (Creswell, 2014; Veal, 2011). As the context is typically specific to a particular case, insights can be transferred; however, generalizations may not be able to be made (Creswell, 2014; Veal, 2011). SET has also been critiqued for focusing on the interactions within levels of society, and generally neglecting the relationship between levels.

Sport management scholars have drawn from SET to inform sport development (e.g., Anderson et al., 2019; Rowe, Shilbury, Ferkins, & Hinckson, 2013). Rowe et al. (2013) integrated SET and Sport Development Theory to highlight the gap within sport management research of addressing physical activity. Moreover, Anderson et al. (2019) drew on SET to understand how sport programs can be designed to benefit refugee populations. The study advocated for the consideration of all levels of society identified within SET when designing sport programs, thus moving toward a sport for health approach (Anderson et al., 2019). SET has also been used to look at barriers to SPA (e.g., Eime et al., 2015; Holt et al., 2011; Lee et al., 2016) and motivations for SPA (e.g., Basterfield et al., 2016; Deelen et al., 2018). As such, SET is the most appropriate theory to explore the impact of the pandemic in youth SPA for families.

Social Ecology Theory has been used to understand the overall practices of youth SPA in specific geographic regions (e.g., Bengoechea et al., 2013; Hobin et al., 2012; Jefferies et al., 2019) and specific populations (e.g., Holt et al., 2011; Veitch et al., 2013). Interestingly, it has also been used to investigate the effects of interventions to stimulate youth SPA (Pardo et al., 2014; Perry et al., 2012; Young et al., 2007). These studies demonstrate that the use of SET can be effective in understanding the different roles that the societal levels play in shaping youth SPA. In the present study, rather than investigating the role of a planned intervention in shaping youth SPA, the role of a global pandemic (i.e., a societal phenomenon) is considered and its implications in altering youth SPA. The socioecological levels (i.e., intrapersonal; interpersonal; institutional; community; and political; Bronfenbrenner, 1977) will be elaborated upon further in the following sections in terms of youth SPA for youth, their parents, and the family unit, and how a global pandemic might affect each level.

Intrapersonal factors. Intrapersonal factors include states that originate within the individual, such as youths' preferences and past experiences with sport (Bronfenbrenner, 1977; McLeroy, Bibeau, Steckler, & Glanz, 1988). For instance, youth have been starting to demonstrate preferences for individual over team sports (Harris et al., 2017) and non-traditional over traditional sports (King & Church, 2017; Skille, 2005) in non-organized settings (Turner, 2013). Of course, attitudes toward SPA influence participation (i.e., youth with a positive attitude toward SPA are more likely to participate than those with a less favourable attitude; Lee et al., 2001; Potwarka et al., 2020). Moreover, a lack of interest had been found to be an important factor in youth sport drop out (Sirard et al., 2006), though a perceived lack of time and perceived importance of other activities (Casper et al., 2011; Eime et al., 2015; Sirard et al., 2006) also informed how youth prioritize their time. Several studies have found that youth dropped out of sport in favour of other leisure activities, and to prioritize school and studying (Casper, Bocarro, Kanters, & Floyd, 2011; Eime et al., 2015; Tannehill, MacPhail, Walsh, & Woods 2015). Tannehill et al. (2015) also found that as youth aged and started to understand their own preferences, they switched from sports to other activities such as debate or music. As many activities were limited during the COVID-19 pandemic, youths' time use and allocation could have shifted during the pandemic. Perhaps some youth who felt too much time pressured to engage in SPA pre-pandemic might want to allocate some new free time to (non-organized) SPA during the pandemic; alternatively, perhaps this new free time was filled with sedentary behaviour. Investigations such as the present study are important to explore how youth are using their time during the pandemic. As youths' past experience (e.g., type of sport, frequency of participation, intensity of participation) with SPA had been found to be a strong predictor of future SPA (Biddle, Atkin, Cavil, & Foster, 2011). The COVID-19 pandemic has restricted the

types of activities that youth can engage with; thus, participation preferences might have been shaped by simply what activities were available or allowed. Moreover, the limited types of activities might have led youth to try different activities, thereby shaping new preferences.

Finally, males participated at higher rates than females pre-pandemic, and this gender disparity increased as youth age (Brodersen et al., 2007; Vella et al., 2014). Moreover, sexual minority youth were less likely to participate in both organized and non-organized than heterosexual youth (Doull et al., 2018). In terms of ethnicity, visible minority youth were less likely to participate in SPA than the majority group, with this disparity amplified among female youth (Brodersen et al., 2007; Strandbu et al., 2019). Also, families with a low socioeconomic status had less financial resources to enroll youth in organized sports, or may not have valued the time spent playing sports, when it could be spent on education or work (Dollman & Lewis, 2010). Perhaps the postponement of regular club activities might have eased financial and time pressures for some families. The importance of parental support has led youth with a higher socioeconomic status to tend to participate in more organized activities, while youth with a lower socioeconomic status tend to participate in a less organized fashion (Brodersen et al., 2007; Nielsen et al., 2012). Indeed, the lack of financial resources for families to enroll their children in organized sport at a young age can be limiting throughout the child's youth as many sports require participation from a young age to keep up with skill development and acquire cultural norms along with their age cohort (Kingsley & Spencer-Cavaliere, 2015). As discussed below, the ability of families to participate in their regular organized sport opportunities have been greatly restricted in response to the COVID-19 pandemic. Perhaps the shift from organized to non-organized opportunities could have led families from varying socioeconomic backgrounds to have more similar access to non-organized SPA during the pandemic. The gradual reopening of

SPA opportunities might, however, continue to contribute to socioeconomic disparities, as many of the activities that reopen (e.g., golf, access to cottages; Anderssen, 2020) privilege those with a higher socioeconomic status. Therefore, at the intrapersonal level, socioeconomic status (i.e., parent education level, household income) ethnicity, gender, and age may affect changes in youth SPA because of the pandemic.

Interpersonal factors. Interpersonal networks encompass factors related to immediate interactions with others that the individual experiences (i.e., parents, friends; Bronfenbrenner, 1977; McLeroy et al., 1988). Research supported the notion that parent's physical activity practices influenced youths' SPA at a young age, and as children aged into adolescents, their SPA was also impacted by their peers' preferences (Biddle et al., 2011; Dollman & Lewis, 2010; Eime et al., 2015; Nielsen, Gronfeldt, Toftegaard, & Andersen, 2012). During the COVID-19 pandemic, governments placed strict physical restrictions, confining youth and families to their homes (ParticipACTION, 2020). As such, youths' in-person interaction with peers was limited, perhaps shifting the importance back to parents and siblings as role models for youth SPA.

Parental support and involvement impacted youth SPA in terms of emotional support (e.g., encouragement), financial support (e.g., paying for club participation, necessary equipment), and time support (e.g., transportation to participation facilities; Basterfield et al., 2016; Biddle et al., 2011; Dollman & Lewis, 2010; Holt et al., 2009). Moreover, family structure has also been found to impact youth SPA levels with recent findings that youth from traditionally-structured families (i.e., two-parent) tended to participate in SPA more frequently than youth whose family structure is non-traditional (e.g., reconstituted families; McMillan et al., 2016). Moreover, siblings also influenced youth SPA (Osai et al., 2020; Vella et al., 2014). While youth with active siblings have been more likely to be active than youth with non-active

siblings (Vella et al., 2014), the age difference and gender of siblings influenced which sport youth participated in (Osai et al., 2020). Siblings who were close in age (i.e., within four years) and were the same sex or siblings with a wide age gap (i.e., more than four years) were unlikely to participate in the same sport (Osai et al., 2020), while siblings who were close in age and different sex were more likely to participate in the same sport.

Indeed, these interpersonal relationships are important for continued SPA participation. In fact, important factors in youth sport drop-out are interpersonal conflicts. These conflicts include a perceived lack of parental and coach support (Eime et al., 2015) and tensions with coaches (Sirard et al., 2006). Conversely, having engaged physical education teachers has been found to positively influence youth SPA (Gray et al., 2019). Finally, children whose parents impose a limit of daily screen time tended to be more physically active than children with no screen time limits (Badura et al., 2017; Maitland et al., 2013; Veitch et al., 2013). During the COVID-19 pandemic, as families were forced to spend more time in the home, screen time limits might have shifted. As school moved to an online learning platform, an increase in screen time might have been a necessity for some families (Rocca & Dhanraj, 2020). Moreover, some SPA opportunities have moved to online platforms during the pandemic as well (Brady, 2020; Cotnam, 2020), and some families with two parents working full-time might have felt pressure to increase screen time to entertain children during the workday.

Institutional factors. Institutional factors describe the institutions with organizational characteristics that affect the individual, such as offerings at the local community centre, or community sport clubs in a region (Bronfenbrenner, 1977; McLeroy et al., 1988). These factors consist of the presence of, or lack of, programming in appropriate facilities. Specifically, the availability of sport clubs that offer different sports as well as the programming schedule

determined the opportunities that are available to youth for organized sport (Basterfield et al., 2016; Best et al., 2017). Moreover, the financial and schedule demands of sport clubs have been found to put pressure on families (Best et al., 2017), determining the feasibility of participation. Finally, a positive and supportive club culture has been found to attract families to participate, while an overly competitive and negative club culture detracted families from participating (Casey et al., 2009). Of course, during the COVID-19 pandemic, regular club participation was limited, as in-person participation was restricted, though some clubs offered on-line sessions (Brady, 2020; Cotnam, 2020). Moreover, the postponement of regular club activity might have eased financial and time pressures for some families. An important note for organized sport is that it has been suggested that youth are active for more total time when they are part of an organized club setting, rather than participating informally (Borgers et al., 2016), thus increasing access to organized sport might be an important tool to increase youth SPA participation.

Community factors. Community factors include interactions among networks and describe broader informal networks, such as the accessibility of space and facilities for participating in youth SPA (Bronfenbrenner, 1977; McLeroy et al., 1988). Youths' access to facilities and infrastructure for SPA (e.g., community centres, parks, trails, etc.), and ability to spend time outdoors are strong correlates of SPA (Bell et al., 2020; Biddle et al., 2011; Clark et al., 2019; Graham et al., 2011; Tannehill et al., 2015). An important contributor to youth SPA is the type of community (i.e., urban, suburban, rural communities). Research has shown that urban communities had more facilities and thus sport club offerings than their rural counterparts (Bell et al., 2020; Casey et al., 2009; Clark et al., 2019; Hobin et al., 2012). Prior to the COVID-19 pandemic youth in urban communities had more opportunities for SPA, however, during the pandemic, youth in these urban communities were not allowed to use these facilities or

participate in their clubs. Though there are less facilities and clubs in rural communities, there are more open spaces, affording youth more opportunities for informal participation than their urban counterparts.

Political factors. Political factors are the laws and policies at the local, provincial, and national levels, such as sport club requirements and structures (Bronfenbrenner, 1977; McLeroy et al., 1988). Tink et al. (2020) suggested that municipal recreation in Canada is driven by and reinforces neoliberal ideologies and dominant assumptions of new public health. Moreover, the physical education curriculum in schools can expose youth to certain sports, and not others. During the COVID-19 pandemic, many institutions including schools were closed (Rocca & Dhanraj, 2020), removing traditional physical education classes from children's routines. Furthermore, the restrictions put into place to help slow the spread of the virus limited the opportunities for families to practice SPA. Finally, in the early weeks of the pandemic, political figures urged citizens to stay indoors, with the exception of going outside for the purpose of exercise. This constant reminder of the necessity of physical activity, and one of the few reasons permitting individuals to leave their homes, might have played an instrumental role in both participants being encouraged to find other means of SPA and non-participants taking up SPA during the pandemic.

Social Ecology Systems. A critique of SET is that many of its applications have focused on the interactions within levels of society, while generally neglecting the relationships between levels (Deelen, Ettema, & Kamphuis, 2018; Eime et al., 2010; Holt, Kingsley, Tink, & Scherer, 2011; Solmon, 2015). Thus, it is important to also consider the nested structure of the socioecological environment that interacts within and among various systems (Bronfenbrenner, 1994). These systems are embedded within each other, and help explain the interaction among

social levels (Bronfenbrenner, 1994). At the most individual-specific level, microsystems describe the face-to-face interactions of individuals. These systems are the immediate environments of the individual, such as family and school peers (Bronfenbrenner, 1994). Microsystems are nested within mesosystems. Mesosystems describe the links between individuals' immediate environments (Bronfenbrenner, 1994). For instance, the relationship between family and school. While mesosystems describe the relationship between microsystems that directly influence the individual, exosystems describe the relationship between microsystems that indirectly influence the individual (Bronfenbrenner, 1994). For example, for youth, the relationship between home and their parent's workplace. Mesosystems and exosystems are embedded within larger macrosystems. Macrosystems are the overarching societal values and norms that are pervasive among all levels (Bronfenbrenner, 1994). Finally, chronosystems describe changes over time, in both the development of the individual, and evolution of the environment (Bronfenbrenner, 1994).

In the context of the present study, the microsystems primarily encompass the interactions among the family unit. As restrictions are placed on social interactions outside of the household, microsystems between key reference groups outside of their household were likely limited. Though mesosystems were also limited, youth might have had virtual interactions with their school or sport club groups. Exosystems, however, encompass the relationship between parents' responsibilities and youth SPA. For instance, parents were balancing their own work, household chores, supplementing their children's education, and their own SPA practices. All of these parental experiences likely had an influence on youth SPA practices. Macrosystems embody the overall changing preferences among youth for SPA through these new experiences with regard to the nature of participation. Finally, chronosystems encompass the evolving

pandemic situation, along with the easing and tightening of restrictions as the waves of the virus come and go, and the gradual return to youth SPA.

Connecting Consumer Behaviour Theory and Social Ecology Theory

For the purpose of this dissertation, Social Ecology Theory is supplemented by consumer behaviour theories and concepts to understand the impacts of a macro-level, unplanned intervention (i.e., the COVID-19 pandemic) on youth SPA through exploring consumers' experiences with youth SPA and shifting preferences and perceptions of value for returning to SPA. The following section presents the theoretical model that was developed in this dissertation and is tested in chapter 6.

As per the above discussion, Social Ecology Theory and the associated socioecological factors and levels influence the nature of families' engagement with youth SPA (Biddle et al., 2011). The COVID-19 pandemic has altered the types of activities that are available for youth to engage with; thus, participation preferences might have been shaped simply by which activities were available and/or allowed and what spaces youth and their families were permitted to use. Moreover, the limited types of activities might have led youth to try different activities, thereby shaping new preferences and perceptions of value. Therefore, the ways in which youths' experiences have changed may affect how youth would like to participate post-pandemic. As per consumer behaviour theory, these altered ways of participating, and associated satisfaction with these new experiences, may lead to future preferences or sought value. By complimenting Social Ecology Theory with consumer behaviour theories, this project extends the applicability of Social Ecology Theory. As Social Ecology Theory has been used to-date to inform and evaluate planned interventions for specific groups, the addition of consumer behaviour theories allows for the consideration of an unplanned (i.e., no pre-determined sought outcomes to evaluate), macro-

level (i.e., affect many groups of people) intervention. Specifically, this project aims to understand the effects of the COVID-19 pandemic on youth SPA for families and how families' experiences during the pandemic shape future expectations, preferences, and sought-after value for youth SPA. A simplified model informed by Social Ecology Theory and consumer behaviour theory is presented in Figure 1.

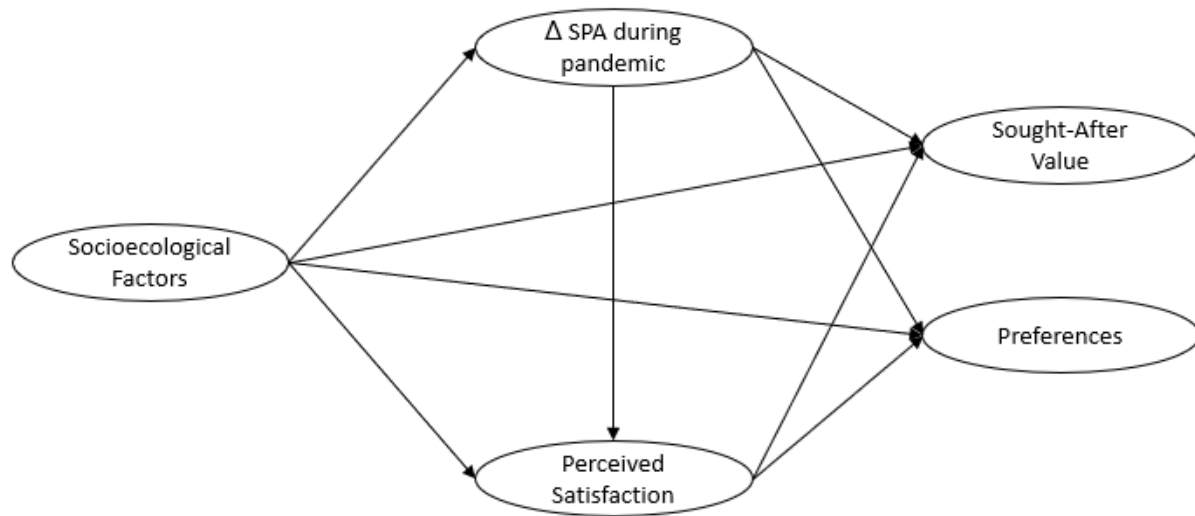


Figure 1. Simplified Model

The following chapters elaborate upon the specific data collection techniques to inform the measurement and testing of the hypothesized model. Indeed, in the present dissertation, the COVID-19 pandemic acts as an unplanned intervention for youth SPA; however, this theoretical approach can also be applied to other unplanned interventions on youth SPA such as major political changes, recessions, and as Filo et al. (2015) and Wicker et al. (2013) have briefly begun to consider, natural disasters.

Chapter 3: Methodology

This dissertation employs a collective case study methodology to explore the impact of the COVID-19 pandemic on youth SPA for families with children aged six to 18 in Ontario. A collective case study investigates multiple cases particular to a single issue (Creswell, 2014). In the present study multiple stakeholders were contacted to explore youth SPA expectations, experiences, perceived value, and satisfaction, with particular emphasis on the impact of COVID-19 on these aspects of youth SPA. Specifically, multiple cases from two different contexts were included: 1) families in Ontario; and 2) sport providers in Ontario. Each individual family represents an individual case, and each individual sport provider represents an individual case. Thus, multiple cases from two different contexts of youth SPA collectively come together to explore the single issue of youth SPA during the pandemic, thereby addressing the purpose of this project.

While bounding the case based on geography (i.e., the province of Ontario) is in alignment with the ‘commonsense’ bounding basis (Mills et al., 2010), ‘theoretically’ bounding (i.e., boundaries based on the research question and theoretical underpinnings of the project) cases is considered the most fundamental form of setting case boundaries (Mills et al., 2010). From this theoretical bounding perspective, the present case study is bound by the public health policies unique to Ontario. In other words, in alignment with Social Ecology Theory (Bronfenbrenner, 1977), this case study is bound by the political societal level most pertinent to the pandemic. As public health responses to the pandemic were made at the provincial level (e.g., Alphonso & Stone, 2021; CTV News Staff, 2021; Office of the Premier, 2020a, 2020b), the ways that Canadians would experience the pandemic would vary province-to-province. As such, this case

study is bound by the political public health context of Ontario. The following sections describe the methods employed, study sample, participants, and data analysis.

Study Design

An exploratory mixed methods design was employed, utilizing transformative procedures. An exploratory design means that initial qualitative data informs how the follow-up quantitative data is collected (Creswell & Plano Clark, 2007). Specifically, within the exploratory design umbrella, the instrument development approach is used, where the qualitative phases inform the creation of the quantitative instrument (Creswell & Plano Clark, 2007). The transformative procedures mean that the project contains both qualitative and quantitative methods of data collection, all under one theoretical lens (Creswell, 2013), namely Social Ecology Theory in the present project.

It has been argued that mixed methods research designs violate philosophical underpinnings (Neuman & Robson, 2012), resulting in some perceived tensions. Critics of mixed methods approaches advocate that there are tensions ontologically and epistemologically: qualitative and quantitative methods cannot be mixed in a single study due to typical association of these methods with separate world views on knowledge and knowing (Creswell & Tashakkori, 2007; Östlund et al., 2011). While qualitative research tends to aim to understand meanings of phenomenon and experiences, quantitative tends to aim to identify statistical links in data (Cosgrove & Jonas, 2016; Creswell, 2014; Creswell et al., 2006). Critics find the tensions between these worldviews to be too combative to philosophically fit within the same study. Proponents of mixed methods research, however, would disagree.

Although different philosophical world views might be typically associated with different approaches to data collection (i.e., qualitative vs. quantitative), these worldviews are considered

to exist along a continuum, rather than separate categories (Cosgrove & Jonas, 2016; Crotty, 1998). Therefore, a researcher's underpinning paradigm is not an 'either or', referring to a paradigm that tends to align with qualitative methods or a paradigm that tends to align with quantitative methods, but rather can exist somewhere in between. The paradigm of the researcher does not necessarily determine the specific methods of data collection used; it is advocated that the research question(s) of the project are the primary guide the methodology and associated methods (Cosgrove & Jonas, 2016; Creswell, 2014; Creswell & Tashakkori, 2007; Östlund et al., 2011). A mixed methods design therefore allows for different data collection methods that provide different and complimenting perspectives to address the questions being asked, providing more insight than if one single method was used (Creswell & Plano Clark, 2007; Neuman & Robson, 2012).

This study is being conducted under an interpretivist paradigm; reality and meaning of the social world is interpreted by individuals based on culturally and historically situated meanings (Crotty, 1998). As interpretivists believe that individuals' experiences are shaped by the cultural meanings imposed on them (Crotty, 1998), there are clear links between this interpretivist approach, Social Ecology Theory, and a mixed methods study design. As stated in the previous chapter, Social Ecology Theory places the individual at the centre of consideration whose behaviour is greatly influenced by their social and environmental contexts (Bronfenbrenner, 1977). Both my qualitative and quantitative data align with the assumptions of the interpretivist paradigm that individuals' experiences are shaped by the societal and cultural meanings imposed on them. In doing this, particularly for the quantitative methods, I assess perceptions and interpretations of experiences and personal meanings to participants, rather than seeking objective realities. This mixed methods design, particularly the exploratory design, is

supported by interpretivist researchers (Creswell et al., 2006) due to the positioning of participants' views within their sociocultural contexts.

Methods

The study was conducted in three sequential stages. The nature of the data collected in the first two stages were qualitative, starting with focus group interviews with families, followed by semi-structured interviews with sport providers which were informed by the focus group interviews. Stages one and two informed quantitative data collection in stage three (i.e., questionnaires with families). The three phases of data collection are used to develop convergent evidence and establish credibility in the case study methodology (Yin, 2012). Moreover, the different perspectives on the same phenomenon takes a crystallization approach to the research. Qualitative data collection instruments were piloted with relevant populations (i.e., a family and a youth SPA provider) identified through personal networks. The quantitative questionnaire was piloted with participants from phase one who volunteered to participate in the pilot, as well as families identified through personal networks.

As detailed in each section below the nature of restrictions and development in public health mandates during each stage of data collection could have had an influence on participants experiences and perceptions of post-pandemic youth SPA. Moreover, it is important to note for the context of this project that all data collection took place between January 2021 and October 2021, before the Omicron variant became the dominant strain of the virus in late 2021. Prior to the Omicron variant, the general public perception of the pandemic was that there would be a clear 'end' to the pandemic. The Omicron variant seemed to be the pivot point for public perception of the pandemic switching from anticipating a near and clear 'end' of the pandemic,

to the notion that there will be many more waves of more contagious, albeit less severe, variants. The following sections elaborate on each stage of data collection.

Stage one: Focus group interviews with families

Focus group interviews were conducted with families to understand their experiences with youth SPA before and during the COVID-19 pandemic, as well as the impacts those experiences may have on their SPA in the future. The ability to ask further questions and have a conversation with participants allowed for the opportunity to gain rich depth through probing for different perspectives on the phenomenon (Rubin & Rubin, 2011). The purpose of the focus group interviews was to have a conversation with families (Smith & Sparkes, 2016) so they could elaborate on their expectations, experiences, and satisfaction with youth SPA both before and during the COVID-19 pandemic, and how this may shift their preferences and perceptions of value for SPA post-pandemic. A focus was also given to youth and their parents' perceptions and conceptualizations of value with youth SPA experiences, and how they will seek out that value after the pandemic. After providing consent (see Appendix A for consent information), families were asked about their expectations, experiences, and satisfaction with youth SPA before the pandemic, and how, if at all, these expectations, experiences, and satisfaction have changed (see Appendix B for complete interview guide). Families were also asked if they plan on returning to sport, and if they choose to, how (i.e., preferences) and what value propositions (i.e., perceptions of value) organizations can offer to entice them to enroll in programming.

Sampling and participants. Families were identified through a combination of purposive and snowball sampling. Purposive sampling is when the researcher selects participants to address a specific purpose, while snowball sampling is when research participants identify potential additional participants who could be included in the study (Bouma et al., 2016; Neuman

& Robson, 2012). Families were identified through personal networks and recruited through personal email (i.e., purposive sampling; see Appendices C for email recruitment, D for letter of information, and E for email communication). After each interview was completed, participants were asked if they knew of any other families that might be interested in participating in the study (i.e., snowball sampling), and were asked to share the recruitment email with those families.

Families with children aged six to 18 who were living in Ontario were targeted for participation. The population was delimited to families living in Ontario as the regulations and restriction for response to the COVID-19 pandemic were made at the provincial level (Health Canada, 2011). Moreover, families with children aged six to 18 were included in the study as youth typically enter into sport around age 6 (Cote et al., 2007). Additionally, the type of community in which families live (i.e., large, medium, small/rural) was an important determinant of youth SPA (Casey et al., 2009; Hobin et al., 2012). As such, it was important to include families from different types of communities (i.e., large, medium, small/rural). Sport participation pre-pandemic was not a requirement for families to participate (i.e., families could have engaged in organized sport, non-organized sport, both, or no sport).

Approximately 12 families were anticipated to participate in the focus group interviews. It was initially anticipated that four families from each geographic region (i.e., large, medium, small/rural population centres) would participate, with each family from each region exhibiting different youth SPA behaviours. A total of 14 families participated in the focus group interviews, including 19 youth and 17 parents. Data collection continued until no broadly new experiences were being described, and the specific experiences described did not add much to the emergent analysis (Creswell, 2013). More families participated in the focus group interviews than

anticipated as families from small/rural communities proved to be difficult to access. Table 1 outlines further details of the participating families, including the number of parents and youth participants per family, youth ages, pre-pandemic youth sport participation, and geographic region. Interviews took place between January 2021 and March 2021 via the participants' preferred platform (e.g., Skype, Teams, Zoom, Google Meet) and lasted between 26 minutes and 132 minutes, with the average time being 68 minutes. At least one parent and youth between six and 18 years in the household who were willing to participate were expected to take part in the interview. As per the consent form, interviews were recorded and transcribed verbatim.

The focus group interviews took place with one family at a time, including all family members who wanted to participate. The focus group interviews followed the interview guide, beginning with consent/ascent, defining terms and concepts, and asking the family members if they had any questions. As seen in the interview guide, the focus group interviews followed a general structure of 'pre-pandemic' experiences, 'during pandemic' experiences, and preferences and sought-after value for 'post-pandemic' experiences. For every new topic and/or question asked, the youngest family member was always asked to share their thoughts and experiences first. While the discussions with families would involve all family members sharing their experiences concurrently, depending on the attention-span of the children, some younger youth were asked to share their pre, during, and post-pandemic thoughts together before their older siblings and/or parents were explicitly asked about their experiences. In the rare instance of a parent starting to dominate the discussion, the interviewer redirected the discussion back to the youth who was asked the question by asking prompts specifically to the youth.

Interestingly, at the time of data collection (i.e., January 2021 to March 2021), most children participating in the family focus groups had been participating in virtual learning for

almost a year, thus many youth were comfortable communicating over a virtual platform. Perhaps comfort-levels with this medium for the focus group interviews would have been different a few months prior. It is also noteworthy that most family focus group interviews (i.e., families 1 through 12) took place during a province-wide lockdown, and shortly after the province-wide vaccine campaign began. The forced isolation and knowledge of potential upcoming vaccine mandates could have also shaped how families described their experiences and effects of the pandemic on their preferences and perceptions of value.

Table 1

Family focus group interview participants

Identifiers*			Youth Age	Pre-pandemic participation	Community type
Family	Parents	Youth			
F1	P1	Y1	8	Organized, Recreational	Large
F2	P1	Y1	14	Organized, Recreational	Large
F3	P1	Y1	17	Organized, Recreational	Large
		Y2	11	Organized, Competitive	
F4	P1	Y1	7	Organized, Recreational	Large
		Y2	9	Organized, Recreational	
F5	P1	Y1	13	Organized, Recreational	Large
	P2				
F6	P1	Y1	14	Organized, Recreational	Large
		Y2	10	Organized, Competitive	
F7	P1	Y1	7	Organized, Recreational	Medium
F8	P1	Y1	13	Organized, Competitive	Large
		Y2	11	Organized, Competitive	
F9	P1	Y1	14	Organized, Competitive	Medium
		Y2	12	Organized, Competitive	
F10	P1	Y1	9	Organized, Recreational	Medium
	P2				
F11	P1	Y1	9	Organized, Competitive	Medium
F12	P1	Y1	11	Organized, Competitive	Large
	P2	Y2	9	Organized, Competitive	
F13	P1	N/A	7	Organized, Recreational	Small/Rural
F14	P1	Y1	14	Non-organized	Small/Rural

Note. *Unique identifiers for each participant used to report the findings (Family label, individual label). For example, when reporting a quote from Parent 2 from Family 10, the unique identifier is (F10, P2).

Analysis. Using NVivo to assist with organizing the data, both a deductive and an inductive approach were taken to thematically analyse data from the focus group interviews with families using a reflexive thematic analysis approach (Braun et al., 2019). A deductive analysis involves approaching the data with pre-existing concepts to interpret the data, while an inductive approach allows the researcher to identify themes without using pre-existing concepts (Braun & Clarke, 2006). Specifically, the data were first analysed deductively based on the socioecological levels (i.e., intrapersonal, interpersonal, institutional, organizational, political), and then inductively to identify any additional factors or potentially expand Social Ecology Theory. Unlike using a codebook or coding reliability approaches to thematic analysis where the goal is to have pre-determined themes, the reflexive approach allows the researcher to interpret the data interactively as the conceptualization of the data evolves (Braun et al., 2019).

Braun and Clarke's (2006) six-step approach was taken to execute the reflexive thematic analysis. The first step, of becoming familiar with the transcribed-verbatim data through reading and re-reading the transcriptions (Braun & Clarke, 2006) involved transcribing the focus group interviews myself, with the aide of Zoom's transcript feature, or Otter.ai transcription software when Zoom was not used as the medium of communication for the focus group interview. Although these transcription softwares can help speed up the initial transcription, editing of the transcripts by the researcher was still needed as the accuracy of transcription varied, especially with multiple participants in the interview. This step also helped the researcher to become more familiar with the data. After the transcripts were edited, the transcripts were read in full, and then re-read again once all focus group interviews were transcribed. For step two, applying systematic open coding to identify general initial codes of the entire data set (Braun & Clarke, 2006), I started deductively (per SET), coding words/phrases as intrapersonal, interpersonal, institutional,

community or political. The data was then inductively analyzed to see if there were any words/phrases that did not fit any of the five levels, however, none were identified. For step three, sorting and organize codes to generate potential initial themes (Braun & Clarke, 2006), I then went through each SET code to iteratively understand how each level was being discussed by participants. For example, under the intrapersonal theme, schedules came up frequently, thus the intrapersonal codes around scheduling were grouped together, and were temporarily labeled 'schedule' as a potential theme. Under the interpersonal theme, friends were often discussed, thus the interpersonal codes around 'friends' were grouped. Under the community codes, using community parks was discussed by many families, thus, 'parks' were grouped. For step four, review the themes in relation to the initial codes, and against the data set as a whole to develop broad themes with associated sub-themes (Braun & Clarke, 2006), I took a broader look at the initial themes in relation to the initial codes (i.e., SET levels) and each other. In alignment with the iterative process of reflexive thematic analysis, I grouped some of the initial themes together. For example, under the community level, parks, trails, sidewalks, beaches, all came together to create the theme for community spaces. I did, however, keep track of where the codes and themes were in relation to the temporal period families were taking about (i.e., pre, during, post-pandemic). For step five, refine the story that the analysis will tell through defining and naming the themes and sub themes, after iteratively reviewing the themes and sub-themes (Braun & Clarke, 2006), I had to name the themes generated in the previous stage. I decided to keep the initial code names the same and the broad theme names to maintain alignment with SET. I then named the sub-themes based on the initial potential themes included in them. Finally, I decide to add in additional sub-themes to present the data as pre-, during-, and post-pandemic so that the story could follow a logical, chronological order. The final themes and sub-themes are presented

in Table 6 of Chapter 4. Finally, for step six, identify quotes that strongly link back to the purpose of this study (Braun & Clarke, 2006), the identified quotes and detailed description of results are presented in Chapter 4.

Stage two: Semi-structured interviews with youth sport providers

Semi-structured interviews were conducted with youth sport providers in Ontario to understand the providers' perspectives on their consumers' expectations, experiences, perceived values, and satisfaction. After providing consent (see Appendix F for consent information), the youth sport providers were first asked how they offered youth sport before the pandemic, how they adapted their youth sport offerings during the pandemic, and how they plan to return to sport post-pandemic (see Appendix G for full interview guide). Youth sport providers were then presented with the findings of the focus group interviews with families via an infographic (Appendix H). The infographic reported how families have reconceptualized youth SPA experiences, and families' 'ideal' return to sport scenarios. The sport providers were then asked what they thought of the findings outlined in the infographic (i.e., if/how they will respond to family's reconceptualization of value).

Sampling and participants. Youth sport providers were identified through purposive sampling. Providers were selected based on the types of sports practiced by families in stage one of data collection. For example, some families indicated that they engaged with independent contractors for private lessons for their sport, which was new for them because of the pandemic. Therefore, independent contractors were purposefully sought for sport provider interviews. Moreover, multiple families indicated their taking up of volleyball during the pandemic was because it was one of the few organized sports that was being offered, therefore volleyball organizations were sought. Similarly, several families discussed the unique nature of dance,

therefore dance sport providers were also sought. Finally, families discussed how different types of organizations responded to the pandemic differently (e.g., charitable organizations putting memberships on hold without being asked, community organization requesting to keep registration fees, more competitive sport being offered than recreational sport), therefore a variety of types of organizations were sought for sport provider interviews. For the purpose of this study, any organization (e.g., for-profit, non-profit, government) or department (e.g., sport, recreation, parks) that facilitated youth SPA were considered to be youth sport providers and were contacted to participate (see Appendix I for e-mail recruitment letter; Appendix J for Letter of Information).

Approximately 10 sport providers were anticipated to participate in the interviews. It was initially anticipated that youth sport providers from different organization types (e.g., non-profit community sport, for-profit community sport, independent contractors, charities, municipal departments) would participate. While these types of organizations were spoken to, a total of 12 youth sport providers participated in semi-structured interviews, as it took longer than anticipated to reach a point where no broadly new experiences were being described, and the specific experiences described do not add much to the emergent analysis (Creswell, 2013). More families participated in the focus group interviews than anticipated (Creswell, 2013). Moreover, though 12 sport providers were interviewed, a total of 40 youth sport providers were contacted. In addition to the 12 sport providers who participated, three agreed to participate after initial contact but never replied to follow-up emails, three replied that they were too busy, and the remainder never replied. It is also noteworthy here that all semi-structured interviews with sport providers took place during a province-wide lockdown; a different lock-down than the one

present during phase one. The uncertainty around the nature and timing of restrictions could have made it more difficult for sport providers to have confidence in post-pandemic offerings.

Finally, to gain further confidence that theoretical saturation was reasonably reached, websites of youth sport providers of two sports were assessed (i.e., volleyball, $n=77$; dance, $n=88$). The specific sports chosen to investigate emerged from the semi-structured interviews (i.e., common sports among the families). Websites were reviewed in May 2021, during a provincial-wide lock-down (i.e., all organizations operating under the same health regulations, regardless of health unit). Using the ‘find a studio’ feature from the Dance Ontario Association (Dance Ontario Association, n.d.), the websites of all dance studios in Ontario that offered youth programming ($n=88$) were investigated. Using the ‘find a club’ feature from the Ontario Volleyball Association website (Ontario Volleyball Association, 2021), the websites of volleyball clubs in Ontario that offered youth programming ($n=77$) were investigated. The content analysis of the websites took place after the semi-structured interviews were analyzed and included all the webpages and links on the organization’s website. The information extracted from the websites was determined based on the identified themes from the semi-structured interviews. As such, the specific content extracted (e.g., refund policy, virtual options, participation modifications, stagger class times) from the websites is elaborated upon in Chapter 5¹.

Table 2 outlines further details of the participating sport providers, including type of organization, the sport provider’s role in their organization, the organization’s programming focus, and the region of Ontario the organization is located. Interviews took place between April

¹ For example, as seen in Chapter 5, a theme that was identified that sport providers were using more sanitizing equipment between sessions. The volleyball and dance organizations’ websites were reviewed for descriptions of use of sanitizing equipment. It was noted if the organization described using sanitizing equipment or if there were no descriptions of using sanitizing equipment.

2021 and May 2021 via participants' preference of platform (e.g., Skype, Teams, Zoom) and lasted between 47 and 106 minutes, with the average interviewing lasting 78 minutes. Interviews were recorded and transcribed verbatim. In exchange for participating in this study, youth sport providers received access to the findings of phase one of this study, including the consumer preferences for an 'ideal' return to sport. This can be considered valuable market research information for youth sport providers.

Table 2

Semi-structured interview sport provider participants

Sport Provider*	Type of organization	Role	Programming focus	Ontario region
SP01	Municipality	Manager	Recreational	Eastern
SP02	CSO non-profit	Head Coach	Competitive	Southern
SP03	CSO for-profit	Instructor	Mix	Northern
SP04	CSO for-profit	Owner/Instructor	Mix	Eastern
SP05	CSO for-profit	Owner/Instructor	Mix	Eastern
SP06	Municipality	Programmer	Recreational	Southern
SP07	CSO non-profit	Director/Coach	Mix	Sothern
SP08	CSO non-profit	Board member/Coach	Mix	Southwestern
SP09	CSO non-profit	Head Coach	Mix	Western
SP10	Charitable	Director	Recreational	Southwestern
SP11	CSO non-profit	Board Member	Recreational	Western
SP12	Independent	Contractor	Competitive	Southwestern

Note. * Unique identifiers for each participant used to report the findings. CSO = Community Sport Organization

Analysis. Similar to the interviews with families, NVivo was used to help organise the data from the interviews with the SPA providers. Braun and Clarke's (2006) six steps to conducting a reflexive thematic analysis were also used here. However, the data from youth sport providers were analysed inductively only as the youth sport providers fall within the institutional and/or community levels within the socioecological system for youth SPA. the same process of transcription and rereading of transcripts as phase one was used for the first step of becoming

familiar with the transcribed-verbatim data through reading and re-reading the transcriptions (Braun & Clarke, 2006). As phase two took an inductive approach only, step two, applying systematic open coding to identify general initial codes of the entire data set (Braun & Clarke, 2006), looked a bit different than phase one. Rather than the pre-determined concepts for initial coding, I coded words/phrases as I read them. This of course, was an iterative process. For example, words/phrases related to the organization's expenses, such as purchasing trophies, paying staff salaries was coded as 'expenses'. Words or phrases related to school facilities were coded as 'school facilities', such as specific names of school used, the term school, or school-related spaces (e.g., ball diamond part of a school). For step three, sorting and organizing codes to generate potential initial themes (Braun & Clarke, 2006), codes that were similar were grouped together. For example, the 'expenses code' previously described was grouped together with 'participation fees' and 'budget' codes because they all had to do with money. The potential theme was temporarily called 'money'. For phase four, review the themes in relation to the initial codes, and against the data set as a whole to develop broad themes with associated sub-themes (Braun & Clarke, 2006), I iteratively looked at the generated temporary themes, the codes, and the overall project. In doing so, became evident that many of the themes that were just grouped in the previous step were related to operand and operant resources. I then decided to group the initial themes together based on types of resources (e.g., 'financial resources'). For step five, refine the story that the analysis will tell through defining and naming the themes and sub themes (Braun & Clarke, 2006), I named the broad themes based on the types of operand and operant resources. As the specific sub-themes identified in steps three and four seemed to be very different pre/during/post, I used pre/during/post as the sub-themes within the overarching resource themes to demonstrate how the use of these resources varied based on temporal period.

The final themes and sub-themes are presented in Table 12 of Chapter 4. Finally, similar to phase one, the final step, identify quotes that strongly link back to the purpose of this study (Braun & Clarke, 2006) are presented with the detailed findings in Chapter 5.

Stage three: Questionnaires with parents

To retrieve results that are more generalizable, the findings of stages one and two were used to develop a questionnaire which was distributed to a larger sample of Ontario parents with dependent children between the ages six to 18. Using Qualtrics's panel data platform, a natural fall out was expected to capture families from diverse geographies (i.e., large, medium, small/rural). Drawing from consumer behaviour theory and Social Ecology Theory described in Chapter 2, the findings from the focus group interviews with families described in Chapter 4, and the findings from the semi-structured interviews with sport providers described in Chapter 5 provided the necessary information to test the hypothesized model of family's shifting preferences and sought-after experiences post-pandemic. Thus, the type of information collected via the questionnaire was informed based on previous research findings. The next sections describe the sample and population, the measurement items, and the approach to analysis, following the model rationale.

Sample and population. Panel data were collected via Qualtrics' platform; therefore, recruitment took place with the assistance of Qualtrics. Qualtrics is a third-party data collection organization that has a database of potential participants that are contracted to complete academic questionnaires. For a fee, the researcher employs Qualtrics to administer the questionnaire to the participants who meet sampling criteria, who are then compensated by Qualtrics. A pre-determined number of participants are agreed upon between the researcher and Qualtrics, and only participants who complete the entire questionnaire and pass a quality-control

question are included in the responses released back to the researcher. While all participants meet the sampling criteria, we recognize that there might be a sample bias, in terms of more knowledgeable and/or more technically savvy people.

According to the sample size calculations, for multiple regression analyses, a minimum sample size of 354 was needed for statistical power (Cohen et al., 2003; Soper, 2022), while for logistic regression analyses, a minimum sample size of 375 was needed for statistical power (Cohen et al., 2003; Laerd Statistics, 2017). A total of 560 respondents completed the questionnaire. After inspecting the postal codes provided by participants (see section below for additional information about postal code use), it was determined that two postal codes were not valid (i.e., could not confirm that participants lived in Ontario), two postal codes were from British Columbia, three postal codes were from Quebec, and three postal codes were from Newfoundland and Labrador. Therefore, the ten participants with postal codes from outside of Ontario or could not be confirmed to be from Ontario were removed, leaving the sample of usable responses to be 550.

On the Qualtrics landing page, participants were guided to the Letter of Information and consent form (Appendix K) through a link where they had to click ‘agree’, confirming they have read the letter of information, and that participation in the study means implied consent. Participants then completed the full questionnaire, which took about 20 minutes to complete. The questionnaire was piloted from July 21 to August 16, 2021. Ethics approval for the final questionnaire was received on August 23, 2021. The questionnaire soft launch took place on September 30th, 2021. After slight wording changes to improve clarity, the full questionnaire launch took place on October 1, 2021. Data collection was completed on October 14, 2021. Again, it is noteworthy here that questionnaires were not administered during a province-wide

lockdown, but cases were on the rise. Unlike previous phases, the presence of vaccine mandates were more clear during phase three of data collection. These mandates could have had effects on families' perceptions of restrictions they faced, or how they perceived their ability to participate post-pandemic, thus potentially affecting post-pandemic preferences and perceptions of value.

Measurement items. Families were asked about their youth SPA participation before and during the pandemic, as well as anticipated participation post-pandemic (i.e., preferences) and which return-to-sport conditions they perceived to provide value (i.e., sought-after value). Socioecological factors were also assessed (see Appendix L for questionnaire).

Screening questions. Potential participants were screened for eligibility at the outset of the questionnaire. Though these questions were not used for analysis, they were important to include to ensure the desired sample was achieved. The first question, "Please click on this link to review the questionnaire consent information" ensured institutional ethics requirements were achieved. The second and third questions, "Do you live in the province on Ontario" and "Do you have dependent children 6 to 18 years in your household?", ensured that the right target group was reached. If "yes" was selected for both questions, participants were prompted to proceed with the questionnaire. If "no" was selected for either or both questions, participants were thanked and exited from the questionnaire.

The fourth question asked participants to self-identify the area they live in, with the options of: large population centre (population of 100,000 or more); medium population centre (population between 30,000 and 99,999); and small/rural population centre (population 29,999 or less). This information was later checked with the provided postal code at the end of the survey.

Sport and Physical Activity. Taks and Scheerder's (2006) measures of youth SPA in Belgian markets were adapted to capture the type, intensity, context, and diversity of SPA. To

get an overview of the types of SPA family members were involved in, participants were asked to “Select up to three main sports and physical activities practiced by the child(ren) in your family before the pandemic (2019)” and “during the pandemic (April 2020 to April 2021)”. A list of options was generated drawing from the most practiced youth sports in Canada (i.e., hiking, riding bikes, walking, baseball, basketball, dance, gymnastics, hockey, karate or other martial arts, skating, soccer, swimming, track and field; Statistics Canada, n.d.), and participants were offered the opportunity to enter their own sports (i.e., ‘other’).

Next, SPA intensity was assessed by asking: “Thinking of your family's busiest season, indicate how many hours on average per week was spent on each activity” before the pandemic (2019) and during the pandemic (April 2020 to April 2021), with the following activity context options: 1) Organized team SPA, competitive outside of school; 2) Organized individual SPA, competitive outside of school; 3) Organized individual SPA, recreational outside of school; 4) Organized team SPA, recreational outside of school; 5) School SPA, extracurricular individual; 6) School SPA extracurricular team; 7) Non-organized SPA, on own or with peers; 8) Non-organized SPA with family; 9) Travel time in total, including any of the sports and physical activities mentioned previously (this includes travel for practices, games, tournaments, etc.).

Change in intensity items per each of the nine context options were created by subtracting pre-pandemic values from during-pandemic values: 1) Δ_{int} Organized team SPA, competitive outside of school; 2) Δ_{int} Organized individual SPA, competitive outside of school; 3) Δ_{int} Organized individual SPA, recreational outside of school; 4) Δ_{int} Organized team SPA, recreational outside of school; 5) Δ_{int} School SPA, extracurricular individual; 6) Δ_{int} School SPA extracurricular team; 7) Δ_{int} Non-organized SPA, on own or with peers; 8) Δ_{int} Non-organized SPA with family; 9) Δ_{int} Travel). Next, SPA Diversity was captured by asking participants to

“Indicate the total number of activities your family participated in” before the pandemic (2019) and during the pandemic (April 2020 to April 2021), with the options of: 1) Individual SPA (organized or unorganized), and 2) team SPA (organized or unorganized). Change in diversity items per each of the options were created by subtracting pre-pandemic values from during-pandemic values (i.e., 1) Δ_{div} Individual SPA; Δ_{div} Team SPA).

To reduce the data, a principal component analysis (PCA) was run on the Δ SPA intensity items (Appendix M). The Δ SPA diversity items were not included in the PCA as they were measured on a different scale (i.e., number of activities rather than number of hours). The suitability of PCA was assessed prior to analysis. Δ_{int} SPA Travel did not have any correlation coefficients greater than .3, therefore, the item was removed from the PCA. The subsequent PCA included the following items: Δ_{int} SPA Competitive Team, Δ_{int} SPA Competitive Individual, Δ_{int} SPA Recreational Individual, Δ_{int} SPA Recreational Team, Δ_{int} SPA School Individual, and Δ_{int} SPA School, Δ_{int} SPA Non-organized Peers, and Δ_{int} SPA Non-organized Family. Inspection of the correlation matrix showed that Δ_{int} SPA Competitive Team, Δ_{int} SPA Competitive Individual, Δ_{int} SPA Recreational Individual, Δ_{int} SPA Recreational Team, Δ_{int} SPA School Individual, and Δ_{int} SPA School Team all had at least one correlation coefficient greater than 0.3. Δ_{int} SPA Non-organized Peers, Δ_{int} SPA Non-organized Family did not have a correlation coefficient greater than 0.3, however, there were correlations of at least 2.8. The overall Kaiser-Meyer-Olkin (KMO) measure was 0.75, and Bartlett's test of sphericity was statistically significant ($p < .001$), indicating that the data was likely factorizable. The PCA revealed three components that had eigenvalues greater than one. A three -component solution met the interpretability criterion (i.e., organized-team, organized-individual, non-organized). However, for simplicity of presentation

of the analyses² and to be consistent with the fewest components (i.e., satisfaction items described below) based on the factor loadings on component one, two groups were created: group one: Δ_{int} Organized (including Δ_{int} SPA Competitive Individual, Δ_{int} Competitive Team, Δ_{int} SPA Recreational Individual, Δ_{int} SPA Recreational Team, Δ_{int} SPA School Individual, Δ_{int} SPA School Team) and group two Δ_{int} Non-Organized (including Δ_{int} Non-organized Peers, Δ_{int} SPA Non-organized Family). Δ_{int} Travel and Δ Diversity (including Δ_{Div} Individual, Δ_{div} Team) were also included in analyses. As such, the Δ SPA items were transformed using averages of the items to create the following composite items: 1) Total Δ_{int} Organized, Δ_{int} 2) Total Δ_{int} Non-Organized and, 3) Total Δ Diversity (composite item of Δ Diversity Individual + Δ Diversity Team; descriptive statistics available in Appendix N). The Δ_{int} Travel item was not transformed. Each of these four contexts (i.e., Total Δ_{int} Organized, Total Δ_{int} Non-Organized, Total Δ_{int} Travel, Total Δ Diversity) were then transformed into dummy variables with the categories of no change (ref), increase, and decrease. Finally, given the negative impact of the pandemic on SPA, the importance or level of the decreases was captured in each of the four contexts³: 1) Δ_{int} Organized Decrease, 2) Δ_{int} Non-Organized Decrease, 3) Δ_{int} Travel Decrease, 4) Δ Diversity Decrease. The items were coded such that a decrease of 1-3 hours/activities = 1, a decrease of 4-6 hours/activities = 2, a decrease of 7-9 hours/activities = 3, a decrease of 10-12 hours/activities = 4, a decrease of 13-15 hours/activities = 5, a decrease of 16 or more activities/hours = 6. Categorizing this decrease made sense to indicate the trends that families' experienced. Thus, the higher the score, the stronger the decrease. For these analyses, cases in which participants

² The analyses assessing Δ SPA Organized Team and Δ SPA Organized Individual did not have different significance levels as an analysis assessing Δ SPA Organized (team and individual combined). Therefore, for clarity of presentation of the data, Δ SPA Organized is used.

³ Similar analyses were executed for increases to each SPA context (see Appendix O).

experienced a decrease were maintained; cases with no change or an increase were excluded (i.e., each item had a different n).

To measure anticipated change in intensity post-pandemic, participants were asked “how much time you expect your family will spend on each youth sport and physical activity context after the pandemic, compared to before the pandemic” on a three-point Likert scale where: 1= less time, 2= the same amount of time, and 3= more time for: 1) Organized team SPA, competitive outside of school; 2) Organized individual SPA, competitive outside of school; 3) Organized individual SPA, recreational outside of school; 4) Organized team SPA, recreational outside of school; 5) School SPA, extracurricular individual; 6) School SPA extracurricular team; 7) Non-organized SPA, on own or with peers; 8) Non-organized SPA with family; 9) Travel.

To measure anticipated change in diversity post-pandemic, participants were asked “how many different activities you expect your family will participate in for each youth sport and physical activity context after the pandemic, compared to before the pandemic” on a three-point Likert scale where: 1= less activities, 2= the same amount of activities, and 3= more activities for 1) Individual SPA and team SPA.

To be consistent with the Δ SPA items, and per a PCA⁴ (Appendix P) four composite items were created for analysis to reflect the intentions for “on average less, the same or more post pandemic”:

⁴ The suitability of PCA was assessed prior to analysis. Inspection of the correlation matrix showed that all variables had at least one correlation coefficient greater than 0.3. The overall Kaiser-Meyer-Olkin (KMO) measure was 0.90. Bartlett's test of sphericity was statistically significant ($p < .001$), indicating that the data was likely factorizable. PCA revealed two components that had eigenvalues greater than one. In addition, a two-component solution met the interpretability criterion.

- SPA_{int} Post Organized ([Organized individual SPA, competitive outside of school + Organized team SPA, competitive outside of school + Organized individual SPA, recreational outside of school + Organized team SPA, recreational outside of school + School SPA, extracurricular individual + School SPA extracurricular team] / 6);
- SPA_{int} Post Non-Organized ([Non-organized SPA, on own or with peers + Non-organized SPA with family] / 2); SPA_{int} Post Travel (no change);
- SPA Post Diversity ([Individual SPA + team SPA] / 2).

Next, dummy items were created for each context (i.e., post organized, post non-organized, post travel, post diversity) with three categories for no change (ref), increase, and decrease compared with pre-pandemic. There were no missing data. See Table 3 for final items for all consumer behaviour constructs.

Perceived Satisfaction. Drawing from Prayag and Grivel's (2014) single-item measure of event attendance satisfaction among youth participants in Italy, participants in the present study were asked to “Indicate how satisfied your family was with the change in each activity above compared to before the pandemic (2019)” after each of the SPA contexts during the pandemic. Participants were asked to rate their satisfaction on a Likert scale from one to seven, where one is extremely dissatisfied and seven is extremely satisfied, for a total of eleven *Perceived Satisfaction* items (i.e., 1) Organized team competitive outside of school (e.g., competitive swim team); 2) Organized individual competitive outside of school (e.g., competitive soccer team); 3) Organized individual recreational outside of school (e.g., swimming lessons); 4) Organized team recreational outside of school (e.g., house league soccer); 5) School extracurricular individual (e.g., school track and field team); 6) School extracurricular team (e.g., school volleyball team);

7) Non-organized on own or with peers (e.g., riding bikes in your neighborhood); 8) Non-organized with family (e.g., hiking); 9) Travel time; 10) Team activities; 11) Individual activities).

To reduce the data, a PCA was run on the eight SPA satisfaction items (i.e., per the previous PCAs, travel time and diversity items were excluded; Appendix Q). The suitability of PCA was assessed prior to analysis. Inspection of the correlation matrix showed that all variables had at least one correlation coefficient greater than 0.3. The overall Kaiser-Meyer-Olkin (KMO) measure was 0.89. Bartlett's test of sphericity was statistically significant ($p < .001$), indicating that the data was likely factorizable. PCA revealed two components that had eigenvalues greater than one. Visual inspection of the scree plot indicated that two components should be retained (Cattell, 1966). In addition, a two-component solution met the interpretability criterion. As such, two components were retained. In addition, the item assessing travel time was used for analysis, and the two items assessing diversity of activities (i.e., team activities and individual activities) were also included in analysis as a composite measure. The final four composite items used in analyses include:

- **Satisfaction Organized** (computed by [Organized team competitive outside of school + Organized individual competitive outside of school + Organized individual recreational outside of school + Organized team recreational outside of school + School extracurricular individual + School extracurricular team] / 6)
- **Satisfaction Non-Organized** (computed by [Non-organized on own or with peers + Non-organized with family] / 2)
- **Satisfaction Travel** (no change from Travel time)

- **Satisfaction Diversity** (computed by [Diversity Individual + Diversity Team] /2)
(note that diversity items are conceptually different from the intensity items)

For analysis, to capture participants' satisfaction with changes to their SPA contexts, dummy variables (no (ref), yes) were created for the following scenarios:

- satisfied with a decrease in organized SPA
- satisfied with a decrease in non-organized SPA
- satisfied with a decrease in travel for SPA
- satisfied with a decrease in diversity of SPA

To compute these items, the satisfaction composite items and Δ SPA dummy variables were used (see Appendix R). For example, for the item that captures satisfaction with a decrease in organized SPA, the dummy variable was computed by Satisfaction Organized > 4 , and Δ_{int} Organized Decrease (dummy) = 1; else =0.

Table 3

Consumer Behaviour Items (N=550)

Construct	Item(s)	Measurement
Δ SPA ¹	1) Δ_{int} Organized, 2) Δ_{int} Non-Organized, 3) Δ_{int} Travel, 4) Δ Diversity	No change (ref) Increase Decrease
Δ SPA Decrease ¹	1) Δ_{int} Organized Decrease, 2) Δ_{int} Non-Organized Decrease, 3) Δ_{int} Travel Decrease, 4) Δ Diversity Decrease	1 = Δ -3 to -1 hours/activities; 2 = Δ -6 to -4 hours/activities; 3 = Δ -9 to -7 hours/activities; 4 = Δ -12 to -10 hours/activities; 5 = Δ -15 to -13 hours/activities; 6 = Δ -16 hours/activities or more; Exclude no Δ or increase in hours/activities
SPA Post ¹	1) SPA Post Organized 2) SPA Post Non-organized; 3) SPA Post Diversity; 4) SPA Post Travel	No change from pre-pandemic (ref) More than pre-pandemic Less than pre-pandemic
Satisfaction with change ²	1) Satisfied with a decrease in organized SPA; 2) Satisfied with a decrease in non-organized SPA; 3) Satisfied with a decrease in travel for SPA; 4) Satisfied with a decrease in diversity of SPA	No (ref) Yes

¹ (Taks & Scheerder, 2006)² (Prayag & Grivel, 2014)

Sought Value Scenarios. Drawing from the various post-pandemic SPA scenarios that families from the focus group interviews described would be of value, and the return to sport scenarios that sport providers described in the semi-structured interview, participants were asked to “Rate how much value you attribute to each of the following youth sport and physical activity scenarios for when the pandemic is over”. Participants were asked to rate their perceived value on a seven-point Likert scale, in which one is not valuable at all and seven is extremely valuable

for a total of 19 items (see Table 4 for specific items), labeled Value01 to Value19. From a visual inspection of Q-Q plots and examination of skewness and kurtosis statistics, these items were not normally distributed. To address normality, each of the nineteen items were transformed into new items where 1= very not valuable, not valuable, somewhat not valuable, 2= neither value nor not valuable, 3= somewhat valuable, 4 = valuable, 5 = very valuable.

To reduce the data, a PCA was run on the nineteen value items (Appendix S). The suitability of PCA was assessed prior to analysis. Inspection of the correlation matrix showed that all variables had at least one correlation coefficient greater than 0.3. The overall Kaiser-Meyer-Olkin (KMO) measure was 0.90. Bartlett's test of sphericity was statistically significant ($p < .001$), indicating that the data was likely factorizable. PCA revealed four components that had eigenvalues greater than one. In addition, a four-component solution met the interpretability criterion. However, as Value01 (see Table 4) is conceptually different from the other value items, it remained excluded from the components. Moreover, Value08 and Value11 did not fit well with any component, therefore, they were removed. As such, four components were retained (see table 4), two items were removed, and one item was separated to capture finding value in returning to how youth SPA was offered pre-pandemic. Composite items were created for each component in the following ways by averaging the score for each item included in the composite measure on a scale from one to five:

- Value No Change (Value01 renamed);
- Value Family⁵ $([Value02 + Value03 + Value04] / 3)$;
- Value Social $([Value05 + Value06 + Value07] / 3)$;

⁵ Although items Value02, Value03, Value04, Value05, Value06, and Value07 could be interpreted to be loading on the same component, given the unique nature of family-based participation brought on by the pandemic (see Chapter 4, family focus group interview results), two separate items (i.e., Value Family and Value Social) were created to be able to further investigate and unpack the role of family-based participation.

- Value Program $(\text{Value09} + \text{Value10} + \text{Value12} + \text{Value13} + \text{Value14} + \text{Value15}] / 6)$;
- Value Virtual $(\text{Value16} + \text{Value17} + \text{Value18} + \text{Value19}] / 4)$.

From a visual inspection of Q-Q plots and examination of skewness and kurtosis statistics, these items were found to be normally distributed. There were no missing data.

Table 4

Sought Value Scenarios (N=550)

Component	Label	Item ⁽¹⁾	M (SD)
No Change	Value01	‘Youth sport and/or physical activity returns to exactly how it was before the pandemic for my family’	3.59 (1.27)
Value Family	Value02	‘My family participates in sport and/or physical activity together’	3.59 (1.01)
	Value03	‘I am able to watch my child(ren)’s practice/lesson’	
	Value04	‘I am able to participate in sport/physical activity in the same facility as my child(ren)’s practice/lesson’	
Value Social	Value05	‘There is time for my child(ren) to socialize with their friends/other participants before and after sessions’	3.72 (.97)
	Value06	‘Social events are offered outside of games/practices’	
	Value07	‘Time for socializing is built into programming’	
Value Program	Value09	‘Sport providers in my community offer after school pick-up’	3.22 (.90)
	Value10	‘My child(ren)’s sport coaches/instructors have coaching/instructing certifications’	
	Value12	‘Drop-in programming is offered’	
	Value13	‘Multiple shorter registered sessions are offered (e.g., 4 week sessions)’	
	Value14	‘A few mid-length registered sessions are offered (e.g., 4 month sessions)’	
	Value15	‘One long registered session are offered (e.g., 10 month sessions)’	
Value Virtual	Value16	‘Virtual or at-home programming replaces some in-person sessions (i.e., same number of total sessions)’	2.61 (1.29)
	Value17	‘Virtual or at-home programming is offered in addition to in-person sessions (i.e., more total sessions)’	
	Value18	‘Virtual or at-home programming is offered to improve physical skills at home’	
	Value19	‘Virtual or at-home programming is offered to improve non-physical skills at home’	
Removed	Value08	‘My child(ren) can try the program for free for a short period of time before I pay for/commit to the session/season’	
	Value11	‘Non-restrictive health practices remain (e.g., more frequent hand sanitizing, equipment disinfecting)’	

Note. ⁽¹⁾ Items measured as 1= very not valuable, not valuable, somewhat not valuable, 2= neither value nor not valuable, 3= somewhat valuable, 4 = valuable, 5 = very valuable

Political Factors. Participants were asked to provide the first three digits of their postal code. The postal code was used to determine the health region that participants live in for a *Health Region* item (health regions that were mainly locked-down from April 2020 to April 2021; health regions that had a mix of restrictions from April 2020 to April 2021 (ref); health regions that has mainly relaxed restrictions from April 20220 to April 2021). The categories were identified by recording the state of lockdown (e.g., province-wide lockdown; regional reopen stage colours, grey, red, range, tallow, green) as identified from weekly coronavirus news updates (Appendix T). Regions that were primarily locked-down (e.g., province wide-lockdowns, red zone, grey zone) were categorized as “tight restrictions”. Regions that experienced a variety of stages of lockdown (e.g., mix of red, orange, yellow stages) outside of province-wide lockdowns were categorized as “mixed restrictions”. Regions that were mainly open (e.g., yellow, green stages) outside of province-wide lockdowns were categorized as having “loose restrictions”. The item was operationalized dummy variables (i.e., loose restrictions (ref), mixed restrictions, tight restrictions). See Table 5 for a summary of all final socioecological items.

Community factors. Using the postal code provided, *Community Type* dummy variables were created (i.e., small/rural and medium population centres of up to 99,999 (ref), large population centres of 100,000 or more) (Government of Canada, 2016).

Drawing from Best et al.'s (2017) measures of neighbourhood walkability and participation ability, participants were asked “Thinking of the neighbourhood where you live, rate your level of agreement with each of the following statements” on a Likert scale from one to seven, where one is strongly disagree and seven is strongly agree. The following items captured *Neighborhood Walkability*: “My family’s neighbourhood is well-maintained and attractive” and

“There are footpaths on most of the streets in my family’s neighbourhood”. A composite Neighborhood Walkability measure was created by averaging participants’ responses to the two statements. The following items captured *Participation Ability*: “There are parks or playgrounds within walking distance from my family’s home where my child can play”, “There are sporting facilities in my family’s neighbourhood for my child to use, for example ovals, courts, skate ramp or recreation centre”, and “There are normally sport programs in my family’s neighbourhood for my child to participate in”. A composite Participation Ability measure was created by averaging participants’ responses to the three statements.

From a visual inspection of Q-Q plots and examination of skewness and kurtosis statistics, these items were not normally distributed. As such, both items were transformed such that 1= strongly disagree, moderately disagree, slightly disagree; 2= neither agree nor disagree, N/A; 3= slightly agree; 4= moderately agree; 5= strongly agree. From a visual inspection of Q-Q plots and examination of skewness and kurtosis statistics, these items were found to be normally distributed. There were no missing data.

Institutional factors. Also drawing from Best et al.'s (2017), and included in the sections asking participants “Thinking of the neighbourhood where you live, rate your level of agreement with each of the following statements”, the following items captured *Participation Affordability*: “The cost of purchasing sports equipment limits how much equipment my family can buy for my child, for example bikes, nets, bats and balls”, “The cost of club sport limits my child’s participation in club sport, for example, costs associated with uniform and registration fees”, and “The cost of school sport limits my child’s participation in school sport”. A composite *Participation Affordability* measure was created by averaging participants’ responses to the three statements. From a visual inspection of Q-Q plots and examination of skewness and kurtosis

statistics, the items were not normally distributed. As such, it was transformed such that 1= strongly disagree, moderately disagree, slightly disagree; 2= neither agree nor disagree, N/A; 3= slightly agree; 4= moderately agree; 5= strongly agree. From a visual inspection of Q-Q plots and examination of skewness and kurtosis statistics, these items were found to be normally distributed. There were no missing data.

Also at the institutional level, participants were asked to “Select the option that best describes the pre-pandemic (2019) schooling context of the majority of the children in your household” with the options of “home school” (coded as 0 for analysis) and “non homeschool” (coded as 1 for analysis) for a *School Context* item. From a visual inspection of Q-Q plots and examination of skewness and kurtosis statistics, these items were found to be normally distributed. There were no missing data.

Interpersonal Factors. Significant others’ SPA ratings were drawn from Skille (2005). On a three-point Likert scale, where one is less active, two is about the same, and three is more active, participants were asked “Compared to before the pandemic (2019), how active were your child(ren)’s friends and key adults during the pandemic (April 2020 to April 2021)?” for Δ *Friends SPA* and Δ *parents SPA* items. From a visual inspection of Q-Q plots and examination of skewness and kurtosis statistics, these items were found to be normally distributed. There were no missing data.

Intrapersonal Factors. Participants were asked to indicate the “number of children living in your household at any one time”. For analysis, the number of children living in the household was used as a *Number of Children* item. There were no missing data.

Drawing from Casper et al. (2011) *Child Age* was determined by asking participants to “Select the ages of the children living in your household (select all that apply) ”, with the options

of Children between 6 and 12 years; Children between 13 and 18 years; Children spread between 6 and 18 years (ref). The item was operationalized with dummy variables. Also drawing from Casper et al. (2011), *Child Gender* was assessed by asking participants to “Select the option that best described the gender(s) of the child(ren) in your household”. Participants were presented with the options of Girls only; Boys only; Even number of girls and boys; More girls than boys; More boys than girls; “you don’t have an option that applies to my child”, and “prefer no to answer”. The item was operationalized with three dummy variables (Girls only; Boys only; Mix of boys and girls, no option applies, prefer not to answer (ref)). There were no missing data.

An *Ethnicity* item was also included, drawing from the Canadian census (Statistics Canada, 2015). Participants were asked to “Select the ethnicity that you think applies to your family best” from a list of Caucasian/White, South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.), Chinese, Black, Filipino, Latin American, Arab, Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, etc.), West Asian (e.g., Iranian, Afghan, etc.), Korean, Japanese, Other, and Prefer not to answer. For analysis, an *Ethnicity* dummy variable was created (1= Caucasian, 0 = all other). There were no missing data.

Finally, drawing from Statistics Canada (Statistics Canada, 2015), socioeconomic status was measured through *Parent Education Level* and *Annual Household Income*. *Parent Education Level* was measured by asking participants to “Select the highest level of education achieved in your household” from a list of Prefer not to answer; Not completed high school; High school or an equivalent certificate; Some college or university; Apprenticeship or other trades certificate or diploma; College diploma; Undergraduate degree; Graduate/master’s; Professional; Doctoral. The item was operationalized with dummy variables (i.e., not completed post-secondary (ref; prefer not to answer, not completed high school, high school or equivalent certificate, some

college or university), completed post-secondary (apprenticeship, college diploma, undergraduate degree), graduate (graduate/ master's, professional, doctoral). *Annual Household Income* was measured by asking “What is your annual household income?” from a list of Prefer not to answer; \$0-\$20,000; \$20,001-\$40,000; \$40,001-\$80,000; \$80,001-\$100,000; \$100,001-\$120,000; \$120,001 and over. The item was operationalized with dummy variables (i.e., lower income (ref; prefer not to answer, \$0-\$40,000), middle income (\$40,001-\$100,000), and high income (\$100,001 and over). There were no missing data.

Expectation items were measured by drawing from Schwab et al.'s (2010) measurement of players and parents perceptions of organized youth sport, and the reasons for engaging with youth sport identified by families in the focus group interviews. Participants were asked: “Of the following reasons for your family to engage with youth sport and physical activity, select the three that were most important to you” before the pandemic (2019) and during the pandemic (April 2020 to April 2021). Participants were asked to select three of the following reasons per temporal period: physical health benefits; mental health benefits; soft skill building (e.g., teamwork skills, self confidence, etc.); technical skill building (i.e., to get better at a sport); my child(ren) to be competitive; my child(ren) to socialize with other children; my child(ren) to have fun; and, other.

For each temporal period (i.e., pre-pandemic and during pandemic), if the reason was selected as being important, it was coded as “1”; if the reason was not selected as important, it was coded as “0”. Therefore, 14 Importance items were created; seven pre-pandemic (i.e., physical health benefits Pre, mental health benefits Pre, soft skill building Pre, technical skill building Pre, socializing Pre, fun Pre, other Pre) and seven during pandemic (i.e., physical health benefits During, mental health benefits During, soft skill building During, technical skill building

During, socializing During, fun During, other During). These items were used to create *Important Reasons* items (i.e., Importance physical health, Importance mental health , Importance soft skill building, Importance technical skill building, Importance socializing, Importance fun, Importance other), where 1 = not important pre and during (0 pre and 0 during); 2 = important pre, but not during (1 pre and 0 during); 3 = not important pre, but important during (0 pre and 1 during); and, 4= important pre an during (1 pre and 1 during). There were no missing data.

Table 5

Socioecological Items

Socioecological Factor	Item(s)	Measurement
Political	Health Region	Tight restrictions from April 2020 to April 2021; Mix restrictions from April 2020 to April 2021 Loose restrictions from April 20220 to April 2021 (ref)
Community	Community Type ¹	small/rural and medium population centres (population 99,999 or less) (ref); large population centres (population of 100,000 or more)
	Neighbourhood Walkability ²	1= strongly disagree, moderately disagree, slightly disagree; 2= neither agree nor disagree, N/A; 3= slightly agree; 4= moderately agree; 5= strongly agree
	Participation Ability ²	1= strongly disagree, moderately disagree, slightly disagree; 2= neither agree nor disagree, N/A; 3= slightly agree; 4= moderately agree; 5= strongly agree
Institutional	Participation Affordability ²	1= strongly disagree, moderately disagree, slightly disagree; 2= neither agree nor disagree, N/A; 3= slightly agree;

		4= moderately agree; 5= strongly agree
	School Context	home school (ref) non-home school
Interpersonal	Δ Friends SPA ³	Less active About the same (ref) More active
	Δ Parents SPA ³	Less active About the same (ref) More active
Intrapersonal	Number of Children	Number of Children
	Child Age ⁴	Children between 6 and 12 years; Children between 13 and 18 years; Children spread between 6 and 18 years (ref)
	Child Gender ⁴	Girls only; Boys only; Mix, no option, prefer not to answer (ref)
	Ethnicity ⁵	Caucasian/White; South Asian, Chinese, Filipino, Southeast Asian, West Asian, Korean, Japanese; Black, Latin American, Arab, Other, and Prefer not to answer (ref)
	Parent Education ⁵	No completed post-secondary (ref) Completed post-secondary Graduate
	Annual Household Income ⁵	Lower income (ref) Middle income Higher Income

¹ (Government of Canada, 2016)

² (Best et al., 2017)

³ (Skille, 2005)

⁴ (Casper et al., 2011)

⁵ (Statistics Canada, 2015)

Hypothesized Model. Figure 2 presents the ways in which the items described above contribute to the model presented in Chapter 2. Socioecological factors lead to change in participation (i.e., Social Ecology Theory), and these altered ways of participating, and associated satisfaction with these new experiences lead to future preferences, or sought value (i.e., consumer behaviour theory). The following section describes how these relationships were tested.

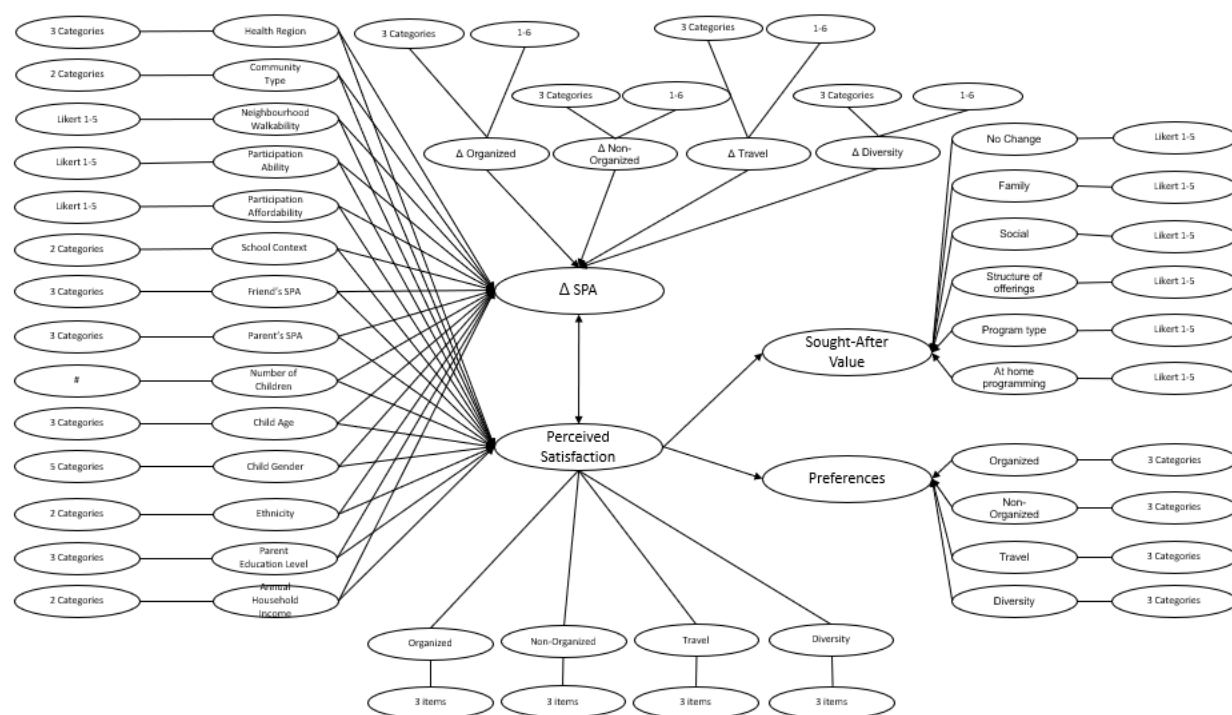


Figure 2. Hypothesized Model

Analysis. All statistical analyses were conducted using SPSS version 28.0. First, descriptive statistics were produced, and the data was assessed for missing data and normality. Next, in addition to assessing descriptive statistics, Research Questions were addressed through the following analyses.

To address Research Question 1a (i.e., how, if at all, did family's expectations of youth SPA change?) a frequency analysis of Importance items was conducted. To address Research

Question 1b (i.e., how, if at all, did youth SPA experiences change?), in addition to assessing descriptive statistics in the changes in SPA (i.e., if experienced changed), factors affecting families' change in SPA were assessed using a log normal hurdle approach (i.e., what influenced these changes). Though there are a number of variations of hurdle models for consumption (Cragg, 1971), the bivariate generalization of a double hurdle model was appropriate for this study (Cragg, 1971; Thibaut et al., 2018). Specifically, the log normal hurdle approach was applied (Thibaut et al., 2018). In this approach, the first hurdle involved a logistic regression analysis to determine the probability of participation (Cragg, 1971). In the second hurdle, of the cases where participation was observed, a multiple regression was run to determine factors that affect levels of consumption (Cragg, 1971).

Logistic regression involves predicting the probability of being in a particular category of one dichotomous independent variable (Laerd Statistics, 2017). Logistic regression analyses involve seven assumptions that must be met for the analysis to be appropriate. First, there must be one dichotomous independent variable, and second, there must be one or more independent variables. Independent variables can be continuous or nominal (Laerd Statistics, 2017), similar to the variables presented in Figure 2. Third and fourth, there must be a minimum of 15 observations per independent variable and the categories of the independent variable should be mutually exclusive (Cohen et al., 2003; Laerd Statistics, 2017). Fifth, there should be a linear relationship between independent variables and logit transformations of the dependent variable, which was assessed using the Box-Tidwell approach (Laerd Statistics, 2017). Sixth, there should be no multicollinearity as indicated by Tolerance value of less than one or a VFI value of greater than 10 (Crowson, 2021), and seventh, there should be no significant outliers which was assessed by inspecting cases with standardized residual values greater than ± 2.5 (Laerd Statistics, 2017).

Logistic regressions were also used to address Research Question 1c (i.e., how, if at all, did satisfaction with you SPA change?).

Multiple regression involves predicting one continuous variable based on multiple dependant variables, in no particular order (Laerd Statistics, 2015a). Multiple regression analyses involve eight assumptions that must be met for the analysis to be appropriate. First, as stated above, there must be one dependent variable measured at the continuous level (Laerd Statistics, 2015b). Second, there must be two or more dependent variables measures at either the continuous or nominal levels (Laerd Statistics, 2015b). As described above and seen in Figure 2, the independent variables took on a mix of continuous and nominal measurements, while the variables that took the role of dependent variable in any of the models were all measured at the continuous level. The third assumption states that there should be independence of errors, as indicated by the Durbin-Watson test (Laerd Statistics, 2015b). Within a possible range of zero to four, a value of approximately two on the Durbin-Watson test indicates an independence of observations (Laerd Statistics, 2015b). The fourth assumption, a linear relationship between the independent and dependent variables, was determined through visual inspection of the partial plots showing a linear relationship (Laerd Statistics, 2015b). Also using partial plots, the fifth assumption of homoscedasticity is visually inspected through the plots, examining an approximately consistent spread (Laerd Statistics, 2015b). Sixth, there should be no multicollinearity, which is indicated by all correlations being less than 0.7 and a Tolerance value of less than one or a VFI value of greater than 10 (Laerd Statistics, 2015b). In the results chapter, correlations greater than 0.7, and/or Tolerance values greater than one, or a VFI values less than 10, were be noted. There should also be no significant outliers or leverage points per assumption seven as indicated by inspection of Casewise Diagnostics for standardized residuals greater than

± 3 standard deviations and associated studentized deleted residuals, leverage values, and Cook's Distance values for each case with standardized residuals greater than ± 3 standard deviations (Laerd Statistics, 2015b). Finally, the data should be normally distributed (Laerd Statistics, 2015b), which as indicated above with Q-Q Plots, all items were transformed to fall within normal distribution.

The goodness of fit of the regression model is indicated by the multiple correlation coefficient (R), which is the strength of the linear association between the variables within a range from zero (weak association) to one (strong association) (Laerd Statistics, 2015b). Moreover, the coefficient of determination (R^2) indicates the proportion of variance in the dependent variable explained by the independent variables, and the adjusted R^2 corrects positive bias of the R^2 (Laerd Statistics, 2015b). The adjusted R^2 is often the preferred statistic to report as it adjusts for the number of variables in the model. The statistical significance of the overall model is indicated by the ANOVA table, with significance values of 0.05 or less indicating a statistically significant model (Laerd Statistics, 2015b). Specific to hierarchical regression, the R^2 Change value and its significance level indicated the change between models (Laerd Statistics, 2015a).

To address Research Question 1d (i.e., how, if at all, did preferences of youth SPA change?), hierarchical logistic regression analyses were conducted. Finally, to assess Research Question 2 (i.e., What value propositions (i.e., families' sought-after value) can youth sport providers offer to entice participation post-COVID-19?), hierarchical multiple regression analyses were conducted. The procedure and assumptions for the hierarchical logistic and multiple regression analyses follow the same steps and assumptions outlined above, however, the researcher can enter independent variables in an order of their choosing in hierarchical regression

(Laerd Statistics, 2015a). This is done to account for any possible causal effects of independent variables when predicting the dependant variable (Laerd Statistics, 2015a).

Chapter 4: Focus Group Interviews with Families

This chapter presents the results of the analysis of the focus group interviews with families and discusses the meaning of these results. The results will be further discussed in relation to the overall project in the global discussion section in chapter seven. After the analyses were complete, no new themes were identified in addition to the socioecological levels; thus, Social Ecology Theory was an appropriate guide to understand youth SPA for families in Ontario. Though the family focus group interviews were informed by Social Ecology Theory, the interview guide was not explicitly structured to follow the socioecological levels; some probing questions were related to the socioecological levels to remain related to the theoretical framework. As depicted in Table 6, there were associated sub-themes for each socioecological level.

Table 6

Focus Group Interview Themes

Main theme (Socioecological level)	Sub-themes	Table with supporting participant quotes
Political	Criticism and sympathy	7
Community	Community type Community spaces	8
Institutional	Programming perceptions Organizational structure perception	9
Interpersonal	Family influence Socializing Programming Interactions	10
Intrapersonal	Outcomes sought Personal preferences Time and schedule	11

These themes evolved in nature from pre-pandemic to during pandemic to post-pandemic. Moreover, many themes were pertinent to both parents and youth, though manifested differences in various ways. These themes and sub-themes are elaborated upon and evidenced by participant quotations in the sections below.

Political Level

The political level was characterized by laws and policies such as the Canadian Sport Policy (Bronfenbrenner, 1977; McLeroy et al., 1988; Tink et al., 2020). Political factors can be at the municipal, provincial, or national level. The youth who participated in the family focus groups did not speak specifically about political factors, however, parents spoke both critically and sympathetically about factors at the political level, depending on the SPA context being referred to. The sub-theme of ‘criticism and sympathy’ is described below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 7.

Criticism and sympathy

The parents who participated in the family focus groups tended to be critical of the provincial government’s response to the pandemic. A particular source of criticism was the communication from the provincial government. Some parents found the timeliness and inconsistency of communication from the provincial government hindered their ability to find organized activities for their children [1⁶]. For example, one parent found that:

“Before Ontario had its framework, [they’d] have to be reading the news and guessing what was going to be to prepare ahead of time. And then you get the details, and it would

⁶ Numbers between brackets refer to the additional quotes presented in the accompanying table at the end of each section.

be different, from either the provincial government or the local government, from what you thought it was going to be. That shift at the last moment, again, it's just, stuff is tricky” (F5, P1).

Parents were also critical of the rules put in place by the government that restricted non-organized SPA in public spaces, such as bans on ice skating and tobogganing [2]. In general, parents grew frustrated with the constantly changing rules and were concerned about the effects of the inconsistency on their children, as described by one parent:

[Youth sport organizations] were open. They had to shut down when we had the second lockdown here, another one in September, October. Then [the youth sport organizations] reopened again... and now they're shut again. And so, you know it's very hard for youth because every time it's like they have to work through that disappointment again (F3, P1).

Ideally, there will be no more major health crises in the future; realistically, future pandemics are likely to occur (CDC, 2020b). Parents’ discussion of government decision making during the pandemic indicated that they seemed more agitated with the delays or inconsistencies in decision-making, rather than the decisions themselves. Governments can draw from these findings for any future unforeseen macro-level events (e.g., pandemic, recessions, natural disasters) and err on the side of caution and plan for strict measures for perhaps longer than necessary, rather than remain indecisive.

Parents also tended to equate municipal youth sport programming with the government. Thus, parents were critical of municipal recreation departments for enforcing provincial activity restrictions, closures, and modifications [3]. For instance, one parent thought that “practically, given the sort of the state of the infection rates and that [soccer] was an outdoor activity and stuff... Common sense could have said that [municipally run] soccer could have been

conducted” (F10, P2). On the other hand, parents viewed non-municipal organizations (e.g., non-profit and for-profit) as ‘victims’ of provincial health regulations [4]. Parents were quite sympathetic to these organizations because they “understood why there [were] no activities because you can't just sit around and not... and organize it for it not to happen when you're not knowing” (F13, P1). This finding added to the understanding of the political level of Social Ecology Theory: although municipal recreation departments fall under the institutional level along with other sport organizations, parents more closely associated these departments with their elected local government and viewed the departments as active participants in creating public health rules. As such, these departments were held to a different standard when parents were evaluating their youth SPA experiences with their municipal programs. In alignment with the interpretivist paradigm (Crotty, 1998), perhaps social ecological investigations into youth sport experiences should also consider where participants position each organization in their own view to better understand the complex sport landscape. In doing so, the expectations that parents hold of each specific organization could be more clearly defined, thus helping different types of organizations meet consumer expectations.

Table 7

Political Level Participant Quotes

Criticism and sympathy	[1] “I felt as if like, the government just kept delaying and they weren't really telling people what was happening. And then, all of a sudden, like, ‘oh we’re extended another two weeks... oh we’re extended another month... six weeks. And it was just, it was getting to the point where like, you know, you stopped looking for organized sports because you're like, wow, they're never gonna make up their mind when we’re allowed to do anything again, so, we’ll just quit” (F13, P1). [2] “You should not be fining kids \$100 to play in an outdoor rink. There had to be a better way to manage and schedule these things and put people to work to monitor them. We have city budgets for this. I don't know if I agree with shutting down to toboggan hills. It could have been managed better, you could add a sign-in system” (F12, P1). [3] “I would always kind of scratch my head about one parent only being allowed to be there because the way they set up the rink [...] they would have markers around a designated part of the rink [...] And there would be a tape, tape mark where people could stand, each of them six feet apart. So, there were moments where is like well, two of us that live together and are together all the time could be standing there, right?” (F5, P1). [4] “But then, for whatever reason, I think we may have dropped down into, there were further restrictions put on. And so, it was really like day by day, trying to figure out whether they could host it. So, it was out of their control. It wasn’t their fault” (F12, P2).
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Community Level

The community level is characterized by informal networks such as access to, and availability of SPA infrastructure (Bell et al., 2020; Biddle et al., 2011; Bronfenbrenner, 1977; Clark et al., 2019; Graham et al., 2011; McLeroy et al., 1988; Tannehill et al., 2015). Two sub-themes were identified from the focus groups with families: ‘community type’ and ‘community spaces.’ Within the ‘community type’ theme, the geographic location of the families was closely linked to youth SPA before and during the pandemic. ‘Community spaces’ refers to the nature of the use of community spaces for SPA before, during, and intentions for post-pandemic. These

two themes are elaborated upon below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 8.

Community type

Pre-pandemic, families in larger communities had access to youth SPA infrastructure such as facilities, parks, and other amenities for SPA participation close to their homes [1]. In contrast, families in smaller and rural communities often had to go out-of-town for many activities [2]. This is consistent with previous literature that has found that larger population centres had access to more sport facilities and sport organizations compared to smaller communities (Bell et al., 2020; Casey et al., 2009; Clark et al., 2019; Hobin et al., 2012).

During the pandemic, the opportunities to engage in youth SPA were still tied to geography, however, families in smaller and rural communities now seemed to have more opportunities than families in larger communities. These rural families were able to continue or try new forms of SPA because of the ample space available to them at home and in surrounding areas [3, 4]. For example, one parent from a rural community described her family's experiences tied to their home's location: "I just think where we live in general, because we're on the farm [...] And it's that kind of thing that I think has kind of got us through kind of unscathed" (F14, P1). Although families in larger communities engaged in creative play at home, they often reported feeling limited by the space available at their homes for participation [5], as described by one youth: "[virtual sports] got boring after a while [...] Because you couldn't do as much because you don't have space" (F12, Y1). Moreover, many families in these larger communities also relied on public spaces in their communities for SPA during the pandemic; when communities were in stages of lock-down that limited access to public spaces such as parks, families felt particularly strained [6]; one parent confessed that "it was horrible when the parks

were closed” (F7, P1). These findings added nuance to our understanding of the community factors related to youth SPA; previously, rural communities were understood to have limited SPA opportunities (e.g., Casey et al., 2009), and families from larger communities had greater access to SPA opportunities (e.g., Bell et al., 2020; Clark et al., 2019). However, a potential amplified shift from organized to unorganized SPA could prove to add opportunities for families in smaller communities. The pandemic has revealed that although families from larger communities might have more access to organized SPA and indoor facilities, their ability to engage in non-organized SPA sport and outdoor activities were limited.

Community spaces

Before the pandemic, community spaces (e.g., parks, trails, beaches, sidewalks) were sporadically used by families for informal sport participation [7, 8, 9]. This use of community space was not an important or regular way for families to engage in youth SPA pre-pandemic. During the pandemic, the closure of many indoor facilities and associated lack of available organized activities led families to use outdoor community spaces for informal participation on a regular basis [10, 11]. For example, Family 12’s routine became reliant on informal participation, as they “were playing [basketball] every day at 11am, [they] had a game. [They’d] break from home school to play at least one in the afternoon, so that was two basketball games. And then most days of the week there was an opportunity to go for a run or a bike with all of [the family]” (F12, P1). Outdoor community spaces became an important aspect of the socioecological community level during the pandemic.

When asked about their intentions for post-pandemic youth SPA, both parents and youth described wanting to continue to use the outdoor community spaces to participate in informal SPA on a regular basis [12]. Indeed, previous research has supported that community amenities

for SPA were correlated with higher rates of youth SPA (e.g., Bell et al., 2020). The current findings add to this notion by indicating that families intended to be more purposeful and regular with the community space use, post-pandemic.

Table 8

Community Level Participant Quotes

Community type	
Pre-pandemic	[1] “When, when you live in a big city like [large municipality], you have more choice for certain services like that” (F3, P1). [2] “the only baseball league that our two kids can play in is in [small community], we live in a small community outside” (F13, P1).
During Pandemic	[3] “we have a steep driveway, we throw their skis on them now, and go down there without any issue” (F13, P1). [4] “I would just send them in the backyard with their golf clubs, and they would just hit the balls all over the back yard. They can’t hit the ball very far, so it wasn’t gonna break anything” (F13, P1). [5] “Yeah, it was very difficult because lots of people don’t have enough space, or the right floor...” (F8, Y1). [6] “We found that really, really tough when they shut down the parks. [...] Because we go to the park every day, and then they shut down the parks, and we thought ‘Okay, what are we going to do?’” (F12, P2).
Community spaces	
Pre-pandemic	[7] “A little bit of road hockey... frisbee. A little bit of that” (F12, Y2). [8] “We would go like, mostly on hikes in like the fall to enjoy the pretty colors” (F6, Y2). [9] “Went on a couple runs” (F2, Y1).
During pandemic	[10] “When the day is over [...] [my wife] and [F11Y1] generally try and get out for a walk with the dog, or some just some fresh air” (F11, P1) [11] “We play like in the summer, soccer every night like in the park” (F6, Y2).
Post-pandemic	[12] “Because it just, it became so crucial for us to go outside and just blow off steam. Everybody was quite anxious. And so, I think it helps all of us [...] almost nearly every day that we’d go. Which before the pandemic, I don’t know if we went quite as often? Yeah, so I think we’ll keep that up actually too, you know, just to keep going with the parks. There’s such a wonderful free resource in the community, that, yeah, we’ve really benefited from them” (F7, P1).

Institutional Level

The institutional level is characterized by institutions that take on organizational characteristics, such as schools and community sport clubs (Basterfield et al., 2016; Best et al., 2017; Bronfenbrenner, 1977; McLeroy et al., 1988). For the families who participated in the focus group interviews, organizations that offered youth SPA were discussed in two ways: 1) the programming provided (i.e., organized activities that youth engage with); and 2) the structures of the organizations (i.e., how organizations were designed and run). The perceptions of programming and organizational structure shifted for parents and youth from pre- to during pandemic, and these shifts have implications for post-pandemic intentions. The sub-themes of ‘programming perceptions’ and ‘organizational structure perceptions’ are described below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 9.

Programming perceptions

Parents and youth described their pre-pandemic programming experiences as positive [1, 2, 3, 4]. Both youth and their parents were happy overall with the programming offered, providing little criticism. During the pandemic, several families described how their regular youth SPA activities had been cancelled, and organized activities were difficult to find [5], often resulting in enrollment in a new organization or new activity [6]. For example, one parent described how they came to the decision to sign their child up for flag football during the pandemic: “the fact that it was outside was a factor in that. That we weren't inside. Um, it was a big enough club that they were playing games with people, again, from the region and in their own club. So, there wasn't a lot of people coming and going” (F9, P1). As such, youth were stimulated to try new activities, and seemed to take up these opportunities.

When activities were running, they were either offered online or in-person in modified ways that met health regulations. Youth did not enjoy online programming because they found it to be repetitive and/or difficult to perform the activities that were being asked due to a lack of equipment, inappropriate space, and internet issues [7, 8, 9], as described by one youth: “sometimes if your internet was not working... it would be really hard to understand moves. Also like... It was just like, if you don't have the space in your house, it's really hard to do it” (F6, Y2). Just as in person programming takes place in appropriate settings with appropriate equipment (e.g., basketball in a gym, with a basketball net, access to basketballs, etc.), if virtual programming offerings were to remain, youth consumers seem to require enhanced program supports in equipment, space, and technology. While parents appreciated the effort of sport organizations to provide virtual options [10], they also acknowledged the challenges their children were having [11]. For instance, one family described that “if [their son] hadn't already been doing it before the pandemic, [they] would not have signed him up for virtual karate” (F10, P2).

Importantly, many of the activities that were running during the pandemic were for competitive programming, while opportunities for recreational programming and youth who were not interested in competitive sport were limited. For example, in one league, “house league didn't end up running, but select and rep did” (F8, P1). Thus, some families made the choice to increase competitiveness levels for their children during the pandemic, as described by one parent:

We knew that rep hockey was going to get ice time before house league. So, it was also as much an effort for us to get her additional ice time... um, and allow her to gain that socialization that was very missing throughout the middle part of 2020 [...] we made the

choice to at least register for the rep hockey experience, so that we could get her that extra ice time (F11, P1).

Some children, however, were not invited to back to practices because there was no space. One parent elaborated on how their family was affected by this trend:

Under normal circumstances, they will train about, I think 300, 350 competitive swimmers and they have about 100 swimmers that are in the precompetitive team and the junior team. [...] Unfortunately, because of the pandemic and all the restrictions taken on, they could only allow 80 to 100 swimmers to continue their swimming [...] when they started again in September. So, it was really impossible for [F3Y2] to join. It was by invitation only. So, it was impossible for him to join (F3, P1).

These findings highlight the inequitable side of sport pervasive in Canada that privileges high performance sport over sport for all (e.g., Jurbala & Stevens, 2020). The institutional socioecological level became further exclusionary during the pandemic for some families.

When asked about how these changes in programming during the pandemic might affect how they will look to participate post-pandemic, youth described wanting to return to in-person participation, as it was before the pandemic [12, 13]. Although parents would also like to see a return to in-person activities, they would also like to see some online at-home practices continued mainly to alleviate travel and time pressures (as elaborated upon in themes below) [14], for example “if they'd send something home... and on top of [clubs could have] been like, ‘watch this volleyball game, or look at, watch this video’ or something” (F2, P1). Clearly, youth and parents are different consumer groups with vastly different perceptions of online programming. At the institutional socioecological level, knowing how each consumer group

feels about different program offerings will be important for organizations to know how to meet consumer expectations.

Organizational structure perceptions

Pre-pandemic, parents appreciated organizational structures that allowed for efficient participation in terms of minimizing commuting time and/or time at the sport facility [15, 16]. As such, parents sought programming where their children can participate at the same place at the same time as described by one parent:

I find it so much easier for me, the scheduling, and like resources wise, if I can put them into the same class. Um, sometimes like there are age groups. Like one goes into the eight to 12 group, and the other one is like in the five to seven group. And you know, you can't even talk to them and put them into the same class, which is quite difficult for us, then we had to go on two days. Or like, we had to stay at the same place for like two hours (F4, P1).

These findings are in alignment with previous literature that has found that youth SPA can be a source of stress for parents (Watchman & Spencer, 2020) and can contribute negatively to wellbeing (Misener, 2020).

Parents also described preferring organizations that appeared more professional, such as having a clear curriculum and paid staff, rather than the seemingly disorganized nature of volunteer coaches [17, 18], as described by one parent: "Parent coaching, casual thing. That's probably the lesser degree of organization" (F10, P2). These findings are also in alignment with previous literature that has found that parents tend to be more critical of youth SPA organization than the youth participants themselves (e.g., Schwab et al., 2010).

For youth, school was an important way to sample multiple sports [19]. For example, youth 1 from family 8 and youth 1 from family 12 were both highly competitive athletes outside of school but were able to try new sports through school clubs. Of course, no school sport was offered during the pandemic—with possible negative implications on access to a variety of organized sports for youth.

During the pandemic, the ways that organizations communicated with parents impacted their relationship with the organization. Parents appreciated when organizations provided information about decision making processes, options for refunds or credits, or simply let them know that the organization was working on an action plan [20]. For example, when an organization informed parents of their decision-making process, one parent described how they “feel bad for them too, trying to operate during this, right? There's a lot of money invested in it, right? So that's fine, [a partial refund]” (F14, P1). On the other hand, parents did not like when there was no communication at all and/or a lack of transparency about decision making [21], as described by one parent:

But, like baseball for house league, they basically said, ‘[...] we’ll work with you, we’ll help you, but you have to understand, we've incurred costs. And so that tastes better... Better than ‘[...] You're not getting anything.’ So, part of it is delivery and options [...] Versus, you know, for-profit dance market (F8, P1).

Parents described how their relationships with these organizations post-pandemic were affected by how the organization handled pandemic communication. Parents felt they would not trust the organizations that were not forthcoming with information during the pandemic. For example, one parent “put it right in [her] signature on their application this year. [She’s] not giving [the dance studio] a dime until [she] knows what [their] termination clause looks like, and

that it goes to the dancer, not to the studio” (F8, P1). Indeed, these findings contribute to the institutional socioecological level for youth SPA through revealing the importance of maintaining transparency and communication with parents.

Parents also intended to seek organizations that they perceived to be professional and would like to see more efficient/integrated participation options put in place post-pandemic [22]. For example, one parent would like to see “afterschool care [...] any sports provider that like picked up kids at the school, and [run] them through, you know, we're doing Tuesday's that we pick up like x kids from the school and take them, and we go to the park and we do soccer.” (F1, P1). Some parents made suggestions for sport systems more broadly to provide more equitable opportunities for recreational sport as they perceive there are for competitive sport, especially for older youth [23], or a revision of the school sport system [24]. Indeed, as youth depend on their parents to be able to engage in SPA at the intuitional level (e.g., financially, time, transportation support, etc.; Best et al., 2017), these findings highlight the importance of the relationship between parents and the organization in understanding youth SPA participation.

Table 9

Institutional Level Participant Quotes

Program perceptions	
Pre-pandemic	[1] “A good experience” (F6, P1). [2] “Well run and organized” (F7, P1). [3] “Actually excellent” (F1, P1). [4] “A really friendly environment” (F9, Y1).
During pandemic	[5] “There’s only so many that are running, right? Like, it's not like we could get access to other things” (F2, P1). [6] “This basketball thing was one thing that they said that they were going to open, so then we asked Y1, as he said yes. That’s kind of how it came about” (F5, P1). [7] “A bit weird. Because you can’t see everybody” (F7, Y1). [8] “And it’s hard to see. And especially on zoom, there was a lot of like Wi Fi problems and cutting out and choppiness” (F8, Y1). [9] “I feel like it’s just really hard to do it online. When you're in studio, you’re getting a little bit one out of it, even though we have to

- like, social distance and everything. And the ballet teacher can actually adjust your position if it's incorrect. I'm still getting a lot more out of it. Because if, like, you can feel more connected with like, everything around you" (F6, Y1).
- [10] "All things considered, they did pretty good. Um, [F9Y2]'s soccer team tried to do stuff online and virtual just to kind of keep them engaged, which was really hard to get boys to do soccer skill and drills in the basement on a screen for an hour" (F9, P1).
- [11] "Not for lack of them trying, the organizers and the coaches trying, but completely fizzled with respect to [F12Y2]. Just completely lost interest because they set us up with, I think it's called my personal football coach, and it's something that they, they would send you drills and you would go, you would have to go to the park and do the drills film yourself and upload your video" (F12, P2).
- Post-pandemic [12] "Back to the original rules" (F5, Y1).
- [13] "Look the exact same" (F12, Y1).
- [14] "It's not the worst if it can be done and there in the studio for everything that needs a studio. Like, push ups and jumping jacks: You can do that in our basement" (F8, P1).
- Organizational structure perceptions
- Pre-pandemic [15] "With three little kids, it's a lot trying to drive, you know, people around to different things. And we have the one vehicle" (F7, P1).
- [16] "So it's a constantly, we can't go in two different directions at the same time, right? So, um, with work, we are always trying to carpool, or we're trying to be able to drop, drop, pick, pick, one person" (F8, P1).
- [17] "[the volunteer-run soccer league is] a shit show" (F13, P1).
- [18] "I found hockey was ok at the start. But I found they practice twice a week with minimal games. And every practice was exactly the same. And he was so bored by about halfway through the winter, he didn't want to go anymore. It was the exact same thing all the time" (F13, P1).
- [19] "It was a good way for him to sort of try it [*volleyball*] low risk probably [by participating in school]. Because I would never have thought to sign him up for volleyball" (F2, P1).
- During pandemic [20] "[the YMCA] just put our memberships on hold without even like making us request it. Once they asked if we would give, let them use the one month as a donation. So, we did. But then after that, they just put them all on hold" (F10, P1).
- [21] "Eventually we got a refund in July, when we had paid for it in February" (F10, P1), from their soccer club, so they were "Kind of annoyed with them" (F10, P2).
- Post-Pandemic [22] "If they had more classes like eight 8:30, 9 o'clock... We could go to them, you know, and then put them in their pajamas and put them in bed when we come home, right? So, um, more time slots would have helped for sure" (F4, P1).

[23] “If you don’t make select or above, you’re just kind of left. [...] There’s so many hockey players in [Municipality] that we need another couple of tiers [...] He wants to play for fun, but he really wants to get better and he’s willing to work at it and there’s not a real, like positive nurturing pathway for that” (F2, P2).

[24] “The people that have the time, the money, the parents that are willing to drive everybody, run around and drive themselves crazy, sign their kids up for clubs. And that takes away from the experience of a lot of kids in school, because you just don’t have the rigor of, that’s there. And so, the school system is just a real failure. Um, yeah. I agree 100% with my wife that, you know, somebody has to either get rid of all the school sports, get rid, just call it what it is, it’s a joke. Get rid of it all. Or invest in it, and create space for it. Because this whole structure of waiting for kids to leave school and then drive around an urban Center like [large municipality] to two different sports and this, doesn’t work (F12, P1).

Interpersonal Level

The interpersonal level is characterized by factors that relate to immediate interactions with others, such as the interactions between youth and their parents, siblings, or friends (Biddle et al., 2011; Bronfenbrenner, 1977; Dollman & Lewis, 2010; Eime, Casey, et al., 2015; McLeroy et al., 1988; Nielsen et al., 2012). The families who participated in the focus group interviews described how much their interactions with each other and those around them had changed because of the pandemic, and how these changes influenced the anticipated nature of their youth SPA, post-pandemic. The specific contexts of these interpersonal changes that make up the sub-themes for this level include ‘family influence’, ‘socializing’, and ‘program interactions’, and are described in detail below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 10.

Family influence

Pre-pandemic, in line with the literature, parents played an important role in youth SPA (Basterfield et al., 2016; Biddle et al., 2011; Dollman & Lewis, 2010; Holt, 2016). Parents would

find participation opportunities and facilitate the participation in terms of signing their children up for programs, paying for the programs, and taking their children to practice and games [1, 2, 3]. Similarly, when youth were asked how they got into their sports and activities, many described their parents and family members playing an important role [4]. For example, one youth said he played hockey before the pandemic, “because [his] dad did” (F12, Y2). During the pandemic, of course parents still signed up and facilitated participation for their children in organized sports, if they were running, and found new activities if pre-pandemic activities were cancelled (as described above). However, during the pandemic, families participated in sport together on a regular basis—something that was new for most families that participated in the focus group interviews [5, 6]. For example, one parent described how “all of the time that [F12, Y1] was at dance, or [F12, Y2] was at hockey... they would be the sole participant in those sports. Now, [the family has] kind of filled that void with a family sport, or a sport that everyone can do, or an activity that everyone can do [referring to skiing, biking, and running]” (F12, P2). Moreover, for many families, this regular participation took creative forms and engaged imaginations of family members of all ages [7]. Similar to findings from an Australian study (Elliott et al., 2021), families in this Canadian context described that family participation was either new or much more frequent and was a direct result of the pandemic.

Both parents and youth wanted to continue regular family participation post-pandemic [8, 9, 10] because “it's reinforced the importance of yes, having those activities, but having much more of a balance, so that [they] have special time set aside for [them] that [they] can do as a family. Because [they] really all enjoyed that and benefited from that” (F6, P1). Past literature has found that the influence of families and parents on youth SPA gradually shifted to peer groups as youth age (Biddle et al., 2011; Dollman & Lewis, 2010; Eime, Casey, et al., 2015;

Nielsen et al., 2012). The current findings, however, indicated that because of the pandemic, not only has influence shifted back to parents for youth, but participants acknowledge that this influence is intended to continue to remain prevalent for youth as they age, post pandemic.

Socializing

Most youth who participated in the focus group interviews described how SPA was a way for them to see their friends, pre-pandemic [11, 12]. For some youth, organized sport was a way to make new friends [13, 14]. This was not surprising, as one of the most prevalent reasons for youth to participate in SPA was to be with their friends (e.g., Bergesen Dalen & Seippel, 2019; Casey et al., 2009; Holt et al., 2011; Mallinson-Howard et al., 2018; McCarthy et al., 2008; Schwab et al., 2010; Tannehill et al., 2015). Interestingly, one youth described that it was not only important for her to participate with friends, but not being friends with her co-participants was a reason for switching dance studios: “I kind of like, didn’t make many friends at the studio. But like, when you don’t have many friends because like, you’re too shy to like put yourself out there, it’s less enjoyable. I wish I had put myself out there more.” (F6Y1).

For parents of youth who were part of a competitive team, the community of the families of teammates was important for parents because it “just felt like a really nice community” (F9, P1). Parents often enrolled their children in programming that was referred to them by friends [15]. An emerging line of inquiry is how youth SPA shapes parents’ behaviours (e.g., Hyatt et al., 2018).

During the pandemic, most youth described missing their friends and teammates when programming was cancelled or online [16]. Although the pandemic was a barrier to socializing the same amount as pre-pandemic, from a non-organized participation standpoint, SPA was used as a means of socializing during the pandemic. Older youth in particular described how they

would often use outdoor non-organized SPA as a means of seeing their friends during the pandemic because they were allowed to leave their house for exercise, and could maintain social distancing rules [17, 18, 19]. For example, one youth “started playing tennis with [her] best friend. So, [they’re] playing at the park where [they] have a tennis court” (F6, Y1). Older youth would like to continue to use SPA to socialize with friends post-pandemic, rather than returning to pre-pandemic sedentary means of socializing such as ‘hanging out’ at someone’s house [20]. To date, the role of socializing through sport has primarily been considered in the organized context (e.g., Bergesen Dalen & Seippel, 2019; Casey et al., 2009; Holt et al., 2011; Mallinson-Howard et al., 2018; McCarthy et al., 2008; Schwab et al., 2010; Tannehill et al., 2015), with little attention given to the non-organized context. These findings contributed to the understanding of the interpersonal socioecological factor by revealing that youth might also now participate informally to socialize—a novel finding in the youth SPA space.

Parents described looking forward to when their children can go back to socializing through organized SPA post pandemic because “being able to do sports with their friends is quite valuable” (F10, P1). Many parents found that they took organized sport for granted, and only realized it’s value when it was no longer available [21]. These findings were consistent with the literature, that parents value youth SPA because of the social skills that can be developed through participation (Holt et al., 2011; Schwab et al., 2010); now with the addition of building these skills through non-organized contexts as well.

Programming interactions

Pre-pandemic, attentive coaching was important for both youth and their parents. Some youth were motivated to try or continue with a sport because of their instructors [22, 23]. Parents were dissatisfied with coaches who seemed disorganized or did not give enough individual

attention to their child [24, 25]. These findings were in line with previous literature that coaches and instructors affected the youth SPA experiences (Eime, Casey, et al., 2015; Gray et al., 2019; Sirard et al., 2006).

When youth spoke about programming pre-pandemic at the interpersonal level, the importance of social time before and after the practice or game in the facility or change rooms was often mentioned [26, 27] because “in the dressing rooms, you can talk to people. And you can stay there like just way longer [...] Just you can like watch other people's games” (F5, Y1). These findings support the notion of Arnould et al.'s (2002) four stages of the consumption experience being important to the youth SPA experience (i.e., lead-up to the activity; choosing the activity, or the purchase experience; core activity or experience; post experience or remembered experience).

During the pandemic, parents missed spectating and being able to watch their children participate in their sport. In line with previous literature, parents with children in competitive sport tended to be more engaged in the sport experience [28]. For example, one parent described wanting to “watch progress. It's a little bit hard that way to keep encouraging or just have those conversations off the mat, kind of thing, um, that we used to have” (F9, P1). However, parents of less competitive youth were more passively supportive (Hurtel & Lacassagne, 2011) of the experience because “some of the joy as a parent is just being able to watch your kid enjoy their sport” (F6, P1). From the youths' perspective, engaging instructors and coaches were important, or else practice would feel boring, or they would feel like they were not improving, and thus, more likely to switch sports [29]. For example, one parent described their child's choice to switch programs because “the leader, like Isaac was more... Had more energy than Sophia” (F5,

P1). It had been found in previous literature that conflicts with coaches were a common reason for youth SPA dropout (Eime, Casey, et al., 2015).

Parents and youth discussed how they would find value in coaching that was more individual and supportive post-pandemic [30, 31]. For example, one youth shared their experience with inattentive coaching and how it “was very hard to keep getting better when no one was kind of helping [her] do better. [She was] kind of just figuring out on [her] own. Which is harder than when you have someone there to kind of guide you” (F9, Y1). Although youth want more coaching time, they also would like to have more peers participating with them post-pandemic [32] because “[it would be more fun] if more people joined in” (F7, Y1). Indeed, the aspects of coaching that parents and youth would find valuable seemed to be more in line with organizations that pay their coaches and instructors. Organizations that are purely volunteer-run might have difficulties recruiting and retaining new participants post-pandemic if families were to continue to seek higher-quality coaching.

Table 10

Interpersonal Level Participant Quotes

Family influence	
Pre-pandemic	[1] “I signed him up, got him new equipment. I would take him every weekend, get him dressed” (F13, P1). [2] “sometimes you need to push them a little bit as well to get into a sport because, I mean, they won't know until they try it” (F4, P1). [3] “You <i>must</i> know how to swim, and then after that it's whatever, if you want to swim, swim, or not. But it's not optional to learn to swim” (F14, P1). [4] “I asked my mom, ‘can you bring a soccer ball and a water to the playground?’ Basically, I started playing soccer” (F 7, Y1).
During pandemic	[5] “During the summer we, as a family, played a lot of soccer [...] We would be like two teams against, because we're a family of four, so we would be two teams against each other” (F6, Y2). [6] “Because we were a family, we could still not spar, but we could still work with each other. You know, in our own bubble. Like, it would have been different if it was not family, because then you'd have

- to like just shadow box and not be able to have anyone there to work with” (F9, P1).
- [7] “It did, um, push us to be creative and to find new things that we could do as a family. And so, the advantage of that is that we, um, you know, we have spent a lot more time together as a family” (F6, P1).
- Post-pandemic [8] “I would like to play with my family again, um when the pandemic ends” (F7, Y2).
- [9] “I think I’ll do [archery and axe throwing] more [after the pandemic] because my grandparents were the ones who got me the bow with my mom. And they liked it” (F14, Y1).
- [10] “Before, I was just kind of going and going through the motion [...] But now that I’ve been like, at home, on our pond, like skating with the kids, um, I’ve really trying to get [...] more technical than ‘oh, let’s just skate around and fall’, no, ‘let’s try to stand up and not fall and work on our muscles’. That kind of stuff” (F13, P1).
- Socializing
- Pre-pandemic [11] “It was really fun learning a new sport, especially with my friends” (F6, Y1).
- [12] “[I joined] because all my friends are going highland dancing” (F7, Y1).
- [13] “I used to love tennis and I used to make friends there” (F4, Y1).
- [14] “Well, I really didn’t know anybody in Ontario when we moved so yeah, I made some friends [through soccer]” (F3, Y2).
- [15] “[neighbours] we knew, we trust, have similar values to us. We were looking for a supportive environment where she could learn to be challenged, but that was first and foremost focused on um, on girls learning to be good teammates and to um, um, you know, to have fun and to develop a healthy outlook of the sport” (F6, P1).
- During pandemic [16] “I didn’t as much really realize how much the social aspect was important to me before the pandemic. I always kind of thought about the other parts. And I feel like, as soon as it was all broken down, and you’d have like, no really social contact, only on zoom, I really realized how important being able to like, socialize and connect with people was” (F6, Y1).
- [17] “[I had] been going on a lot of walks with my friends around the neighborhood” (F6, Y1).
- [18] “Our houses are a little bit further away. So biking was the fastest way. And it gave us just something to do. Like, finding ourselves, our way home again (F9, Y1).
- [19] “Every now and then we would play hockey [...] sometimes our other friend would come over and then we play all together” (F9, Y2).
- Post-pandemic [20] “I feel like, um, this is like, how we’ve been connecting over having to do, uh having to go to different schools, since we don’t really, I don’t really have many activities with them” (F6, Y1).
- [21] “Having to be distant from people, you um, maybe take for granted the, how easy it was to see people before, and do things, but

then when that changes and gets taken away, um, you maybe think maybe a little bit differently about it. So, I think the social connections for sure. That part has become huge for us” (F7, P1).

Programming interactions

- | | |
|-----------------|--|
| Pre-pandemic | <p>[22] “My teacher really got, like, got us into it. Because, um, he helped out with one of the football, um touch football teams. He was like, really into the football [...] So I feel like that really changed it” (F6, Y1).</p> <p>[23] “the coaches are much higher level, and they have like a lot more connections, if you want to find a horse. And they like know more” (F3, Y1).</p> <p>[24] “there’s like eight coaches on the ice, and they’re all just kind of standing there. And there was one guy kind of skating around, setting drills up, but nobody was explaining it. I don’t know... I was annoyed by it” (F13, P1).</p> <p>[25] “She didn’t feel like the teacher was really engaging her, or supporting her... Um, I didn’t feel like I was getting much communication from the teacher” (F6, P1).</p> <p>[26] “It was fun when we were together because at the start, you could just play around and do some cartwheels, or while you wait for the other people to come” (F4, Y1).</p> <p>[27] “We’d go against other schools. Um, seeing people. Um, playing games, that was fun” (F9, Y1).</p> |
| During pandemic | <p>[28] “As a parent, as a spectator, that’s been difficult. We either haven’t been able to go in or watch. Particularly in the clinics. So [F8Y2]’s baseball clinic. It was dropped off at the door” (F8, P1).</p> <p>[29] “Because you wouldn’t get as much time to talk with the coaches because they were like standing on their own X. Um, once or twice, but that was about it. You couldn’t get too close” (F9, Y1).</p> |
| Post-pandemic | <p>[30] “Get some real coaching and development” (F8, P1).</p> <p>[31] “It wasn’t explained to them, ‘Okay, this is why we’re skating around the circle with a puck’. And ‘we’re working on our stickhandling and our crossovers. And this is what we’re going to be trying to do’. I just felt like that was never really communicated well to the kids” (F13, P1).</p> <p>[32] “I’m not doing something right, they just tell me to like, do it again and again, but I actually need help doing it” (F11, Y1).</p> |
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Intrapersonal Level

The intrapersonal level is characterized by factors that originate within the individual, such as youths’ preferences for SPA and perceived time constraints (Bronfenbrenner, 1977; Casper et al., 2011; Eime, Casey, et al., 2015; McLeroy et al., 1988; Sirard et al., 2006). Similar

to previous themes, the pandemic had led families to experience youth SPA in different ways. None of the families who participated in the focus group interviews participated in youth SPA in the same ways that they had pre-pandemic. These new experiences led to a reconceptualization of youth SPA in terms of ‘outcomes sought’, ‘personal preferences’, and ‘time and schedule’. These sub-themes are elaborated upon in the following section, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 11.

Outcomes sought

Parents sought the same developmental outcomes pre-, during, and post-pandemic for their children. In line with the literature, these included mental health, physical health, social skills, discipline, commitment, confidence, and learning how to win/lose [1, 2]. The reasons for parents to engage with youth SPA were consistently for instrumental purposes, and confirmed by previous literature (e.g., Holt et al., 2011; Schwab et al., 2010).

Similarly, in line with the literature, youth participated in SPA pre-pandemic because it was fun and they could be with friends (Casey et al., 2009; Holt et al., 2011; Mallinson-Howard et al., 2018; Schwab et al., 2010). It was also important for youth to feel like they were getting better when they participated [3]. Youth of all levels of competitiveness liked to demonstrate the skills they learned in sport [4]. For example, one youth described her excitement when in karate, “when it’s the test, [she got] to chop, like, actually [got] to chop real wood” (F4, Y1). During the pandemic, technical skill development also became an outcome many parents were looking for in their youth SPA (specifically organized sport) [5]. One parent saw an opportunity to “focus on drills and technique [...] it was really helpful for her [daughter] to catch up with the other girls” (F6, P1). Similarly, many youth were disappointed that their sport was not offered in the same ways as it had been in the past, but took it as an opportunity to improve for when sport returned

[6]. Some youth even learned new sports and skills [7]. Overall, youth recognized the health benefits of remaining active during the pandemic [8, 9]. For some youth, particularly females, SPA was driven by body-image [10]. Finally, while some youth used SPA as a way to kill time [11], some parents cited a lack of competition as motivation for dropping a sport during the pandemic, as described by one family:

I actually sat down with [F12Y2], I said, do you want to play soccer this is what's going to look like. You're going to play against your own teammates you're going to have your own practice square. And, to his credit, he listened to me, and we talked about it, he said “no, I don't want to do that. If I can't play games. If I can't compete, I don't want to do it”. (F12, P1).

Parents described that this technical skill development and skill building will also be sought post-pandemic [12, 13]. Youth described that the need for feelings of improvement will remain important to them post-pandemic [14, 15]. For example, one youth described how they “have to know that [they’ll] progress. Because if [they] just stay the same, and [they’ll] get like frustrated. So, when [they] know that [they] can accomplish more, [they’ll] keep going and try and accomplish the best, the most [they] can do” (F9, Y1). Youth also described how they will seek opportunities to be competitive post-pandemic [16, 17] and opportunities to demonstrate their skills. For example, one youth described wanting “almost every two weeks if there can be like a little [dance] show [...] And especially because [they] did like [their] competitive routines over and over, and [they] already had them down by like December. And it would have been nice to do like a little show.” (F12Y1). These findings add nuance to the intrapersonal socioecological level for youth SPA in terms of the specific outcomes parents and youth find valuable and inform sport providers to incorporate into their program designs.

Personal preferences

Youth were content with their SPA opportunities pre-pandemic [18, 19, 20]. In terms of personal preferences for parents, consistent from pre-pandemic to post-pandemic, it was important for parents that their children wanted to participate in SPA. In other words, parents did not want to have to force their children to participate, and would enroll their children in sports they expressed interest in [21, 22]. During the pandemic, sport was a tool for parents to support their children's mental health [23] because "just having that outlet... the physical activity, the movement [...] that's very valuable." (F11, P1). Other investigations into Canadian youths' SPA experiences during the pandemic also found that mental health has been negatively affected (Canadian Tire Jumpstart Charities, 2021; Canadian Women & Sport and E-Alliance, 2021), and sport has the potential to contribute positively to mental health (Durand-Bush & Van Slingerland, 2021).

Youth missed their pre-pandemic opportunities during the pandemic. Many mentioned that they would like to go back to pre-pandemic ways of participation (i.e., in person, no social distancing, game play) post-pandemic in whichever sports they played during the pandemic (i.e., if they switched sports during the pandemic, they want to continue their new sport) [24, 25].

Post-pandemic, parents described intending to continue to seek the developmental benefits previously stated from organized sport [26] as well as non-organized SPA. For example, one parent thought "that's really great that they've started doing stuff that isn't so much organized, but are still just really great healthy things to continue to do as you're an adult" (F9, P1). There will be important implications for sport providers from this finding post-pandemic because clubs who saw a decline in participation numbers, or even did not offer any programming during the pandemic, might have a difficult time regaining their pre-pandemic

participants. As much as parents would like to see developmental outcomes from youth SPA, an important aspect of the intrapersonal level of youth SPA is that youths' preferences seem to carry more weight than parents' preferences, for families.

Time and schedule

Both parents and youth recognized that youth SPA kept them busy pre-pandemic. For youth, it was not an issue [27, 28], but for many parents, it could be a burden [29]. One parent described how “it started getting a little overwhelming, having the weeknights so full. Because [they] must be out of office at 5 o'clock, take a kid here, and something. There [were] two or three days a week where [each parent would] be each taking a kid in different directions” (F10, P2). Indeed, there was a clear disparity in pre-pandemic perceptions of time and time constraints between parents and youth.

Both parents and youth recognized that there was less pressure on scheduling for youth SPA during the pandemic. Youth recognized that there could be some benefits to less time pressure, but ultimately preferred their busy schedules [30]. On the other hand, for parents, it was a relief [31]. For example, one parent described how they enjoy their more relaxed youth SPA schedule:

My least favorite part of the day was from 4:30 to 6, because you'd be rushing home from work, picking them up after care, shoveling dinner down their throat, and then getting them out to some activity. And now it's [...] my most enjoyable part of the day, because that's when we [...] break from work and we go do a sport together as a family (F12, P2).

As the pressures of youth sport contributed negatively to parents' wellbeing pre-pandemic (Misener, 2020), this finding is important as it can help shed light on how the parent experience with youth SPA can be improved post-pandemic.

Post-pandemic, youth described how they would like to go back to the busy schedule [32, 33]. Parents, however, described intending to re-evaluate how much organized sport is done in the family because they recognize that their children were overscheduled pre-pandemic [34] and “maybe scale back one day a week” (F12, P2). It is important to note that parents do not want to see less youth SPA being done, rather they want SPA to look different (e.g., more informal participation, some online, as discussed in themes above). This finding adds further support for the notion that different consumer groups engage with youth SPA for different reasons and have different expectations (Holt, 1995). At the intrapersonal level of youth SPA, we see many conflicts arising. Though youth and parents would like to see youth SPA practiced in different ways, sport providers will have to determine which consumer group to try to satisfy more.

Table 11

Intrapersonal Level Participant Quotes

Outcomes sought	
Pre-pandemic	[1] “A healthy mind needs a healthy body and so sport is important, I think. And I think when you start young, you develop certain habits which will create a good hygiene for future life” (F3, P1). [2] “It just kind of develops self-confidence. It develops different skill sets, so they can kind of translate to not just sports, but like other things down the road sort of idea” (F13, P1). [3] “I like to learn new skills and get new tricks” (F8, Y1). [4] “I remember when she was going just from a rec, you know, Saturday class to the, the more competitive style. Um, there was, the, the sort of, ‘why do you want to do this?’ and she loved competing. She loves to get up on the stage and getting a mark. She didn’t want to just go dance for the sake of dancing, and have fun” (F8, P1).
During pandemic	[5] “They missed a year of training, which is too bad because they’re like, really skilled. And they’re just not getting the appropriate coaching they need at age 11 to be a really, really good skier” (F12, P1). [6] “I [took up working out to] keep my strength up for trampoline and boxing. I didn’t want to go back and lose everything because that would have been very bad. Um, not doing anything for six months can give you the belly [laughter]. And so, staying fit and keeping... also, It’s like, it’s good way to distract yourself” (F9, Y1). [7] “[I learned] how to ride a bike, two-wheel bike” (F11, Y1).

- [8] “It’s good to be active” (F1, Y1).
- [9] “It makes you stronger” (F4, Y2).
- [10] “I started eating a lot during the pandemic, and then, I was like, always someone who is active... And I was pretty skinny... and then the pandemic came along, and I gained weight. But like, I'm not fat, but I just don't like how my body looks. I started karate to like, get tone and then I'm going to start [...] beach body” (F3, Y1).
- [11] “[Getting outside and actually doing something. So that it isn’t just sitting around all day” (F9, Y2).
- Post-pandemic [12] “Focus on like, their skill development, keep them interested a little bit more” (F13, P1).
- [13] “There's a difference between participating sport and doing competitive sport, and we're not doing competitive sport right now. [...] So, you know, that's a real issue, the idea that you're building towards something that you're going to take all your hard work and put it into... That’s missing. That's missing big time” (F12, P1).
- [14] “I have to feel like I'm improving” (F8, Y1).
- [15] “I feel like I'm getting something out of it. If I feel like if I'm not really learning anything or it's just like, not interested in me, I’m just, I usually won’t stick with it” (F6, Y1).
- [16] “Just want more competitive” (F5, Y1).
- [17] “[sport would be more fun] if I got to compete” (F12, Y1).
- Personal preferences
- Pre-pandemic [18] “I absolutely love it” (F3, Y2).
- [19] “I would do anything for tennis” (F4, Y2).
- [20] “I [participated] pretty much anytime I had a chance” (F10, Y1).
- [21] “When he started to show interest, I was pretty excited about that and I... He made the team. Because as he said he's not always been that, you know, there's like those sporty kids in school. He wasn’t those kids” (F2, P1).
- During pandemic [22] “They can experience something new” (F4, P1).
- [23] “You know, sport is so important, just for your mental health. And um, I see, I see the mental health, all... the youngest one, he’s struggling” (F3, P1).
- Post-pandemic [24] “I’ve never joined the basketball team, so that's what I would do” (F12, Y2).
- [25] “I might want to try lyrical dance” (F6, Y1), and “I want to change my dance to maybe like, contemporary or something” (F6, Y2).
- [26] “They can pick and choose whatever they sport they want to play at whatever level they're capable of playing, and just keeping busy” (F8, P1).
- Time and schedule
- Pre-pandemic [27] “It was fun, we would, you’d go in the morning and then you’d also go after school. So, it's kind of just a good way to use up time” (F9, Y1).

	[28] “I would go four nights a week and then I usually have multiple classes. Um, I’d go usually straight from school. And then, my latest, I finished late, sometimes at 7:30 [...] I liked it. It wasn’t too much. It wasn’t like, not enough. I liked it” (F12, Y1).
	[29] “Happy to, to do that sacrifice. I mean, for both kids it’s, it’s not a sacrifice, it’s just a little effort that you do. Um, but it’s a choice you make as a parent, you want to give your child the opportunities and um, so you would take them to the pool, you would take them to the barn... um, we would be driving a lot” (F3, P1).
During pandemic	[30] “Well, we have like kind of our own schedule, so we can go whenever, and we could ski as long as we want. So that’s, that’s kind of nice. But at the same time, it’s nice to like all ski with your normal group and have like a schedule, too, but... I like being able to go like, right after school so then we have the whole evening, but before on Wednesdays, we’d like only get back for like 8:30. And by that time you have to go to bed. So now we get back for like dinner time” (F12, Y1).
	[31] “I don’t miss it” (F12, P1).
Post Pandemic	[32] “[school sport] made school more fun when we actually could go. It was fun, we would, you’d go in the morning and then you’d also go after school. So, it’s kind of just a good way to use up time” (F9, Y1).
	[33] “I liked it. It wasn’t too much. It wasn’t like, not enough. I liked it” (F12, Y1).
	[34] “I’d like their sports to be able to go back to normal, however, we would probably rethink how many things they did. How many activities they did. Because, before they were, I would say over programmed. And they were, you know, not every single night of the week, but many most nights of the week, they were, they were booked” (F6, P1).

Summary and next steps

This project has added depth to our understanding of youth SPA for families because of the pandemic from a socioecological perspective. At the political level, parents expected that policies and government-mandates be communicated clearly and in a timely manner. At the community level, the pandemic seemed to flip the accessibility of youth SPA based on geography: families from smaller communities had more space, particularly on their property to engage in SPA, while families from larger communities were hindered due to a lack of space not only at their home, but also because of their inability to access public spaces, or in their

communities. At the institutional level, the findings revealed the importance of appropriate space and equipment for participation, especially for virtual participation. Pre-pandemic, the socioecological institutional level emphasised the importance of accessibility of the presence of clubs, while the pandemic has highlighted the accessibility in terms of how clubs offer programming for youth. Moreover, the values of the clubs have also been highlighted by the findings that many families felt as though they had to increase their competitiveness level to be able to participate during the pandemic. Finally, at the institutional socioecological level, parents valued transparent communication from clubs, similar to their expectations of the government. At the interpersonal level, the findings showed that family participation had increased over the pandemic, and families, youth, and parents alike, would value continued participation together. This adds to the interpersonal socioecological level because previously, peer groups were more important reference groups for older youth. As the social aspect of youth SPA also remained important for families, post-pandemic, key reference groups will be competing between family and peers for youth participants at all ages. Finally, perhaps not new because of the pandemic, but certainly highlighted during the pandemic is the importance of engaging, supportive, communicative coaches. At the intrapersonal level, the pandemic exposed families to routines in which sport can be less structured and less of a time-burden for parents. While parents would like to maintain a reduced youth SPA schedule to some extent, youth were eager to get back to their pre-pandemic organized schedules.

The findings indicated that youth and their families were exposed to new and different forms of youth SPA because of the pandemic. These new ways of participating reinforced valuable aspects of youth SPA for both youth and their parents. Some of these valuable aspects were the same for youth and their parents, such as socializing, skill building, quality coaching,

and competition. However, some aspects held different value for youth and parents. Though youth would like to maintain some informal and family participation, they largely would like their organized sport to return to how it was pre-pandemic. Parents, however, felt as though their children were over-scheduled pre-pandemic and their preferences have shifted to include less organized participation, and more informal participation as a family. Pre-pandemic, though the reasons for engaging in youth SPA were different for youth and parents, the reasons remain complementary. However, as established by the pandemic, these new value expectations regarding amount of time spent participating in organized sport and the amount of virtual participation for youth and parents seems to be conflicting. More research is needed to further study the specific scenarios that sport providers are willing and able to offer, and how a broader sample of families might value these scenarios. These items are addressed in the subsequent stages of this project. As explored in the sections above, youth and their families access sport primarily at the institutional level through community organizations and at the community level through community spaces. Across the political, community, and institutional levels, parents seem to have differing expectations for different types of organizations. As such, the next stage in this project explored how the pandemic has affected youth sport and physical activity from sport providers' perspectives. To aid in this exploration of sport providers' perspectives on families' SPA, an infographic (Appendix H) was created which summarizes the findings of this chapter. The infographic presented key themes in terms of both parents' and youths' experiences with youth SPA pre and during the pandemic, as well as preferences and perceptions of value for SPA post-pandemic. This visualization was presented to sport providers (i.e., supply) to better understand their willingness and ability to meet the families' expectations (i.e., demand).

Chapter 5: Semi-structured interviews with sport providers

This chapter presents the analysis results of the semi-structured interviews with sport providers and discusses the meaning of these results. The results will then be further situated in relation to the overall project in the global discussion section, in chapter seven. As depicted in Table 12, though the analysis took an inductive approach, the themes that were identified from the data were in alignment with different resources that organizations can have per the concept of value co-creation: operand (i.e., physical resources such as equipment or facilities; Edvardsson et al., 2011; Fyrberg Yngfalk, 2013; Vargo & Lusch, 2011) or operant resources (i.e., less-tangible resources such as league structure or relationships; Edvardsson et al., 2011; Fyrberg Yngfalk, 2013; Vargo & Lusch, 2011). While common themes regarding community sport organization resources from the capacity literature include physical, financial, and human resources (e.g., Millar & Doherty, 2016), in alignment with the consumer behaviour and value co-creation (Vargo & Lusch, 2011) approach taken throughout this project, the broad categories of operand and operant resources will be used. In doing so, some classic organizational capacity themes remain, while some are expanded upon, and some additional themes are offered. An additional theme of sport providers' response to the infographic was developed. The nature of each resource varied depending on the temporal context (i.e., pre-pandemic, during pandemic, post-pandemic). These themes are elaborated upon and evidenced by participant quotations in the sections below. Table 12 also presents the specific information extracted from volleyball and dance websites included in this analysis (supplemental). As discussed below, the scenarios described by the volleyball and dance sport providers seemed to be reasonably in line with other volleyball and dance organizations in Ontario.

Table 12

Semi-structured Interview Themes

Resource category	Theme (Resource)	Table with supporting participant quotes	Information extracted from volleyball and dance websites
Operand	Physical	13	• Program modifications (e.g., sport-specific equipment, sanitation equipment)
	Facilities	14	• Location(s) of programming • Schedule of programming and/or updated schedules
	Online and Virtual Infrastructure	15	• Evidence of virtual programming or options for virtual participation
	Financial	16	• Annual report • Refund policies or updated refund policies
Operant	Human	17	• Program modifications (e.g., sport-specific equipment, sanitation equipment) • Staff profiles and job descriptions • Annual report
	Programming	18	• Program modifications (e.g., sport-specific equipment, sanitation equipment) • Rules for participation • Programs offered and/or programs suspended
	Relational	19	• Return to play protocol • Rules for participation
Response to infographic	Response to Infographic	20	• N/A

Physical Resources

Operand resources are tangible resources (Edvardsson et al., 2011), which can include the equipment used by organizations to offer programming (i.e., physical resources). As described below, the pandemic has affected how organizations were able to use their physical resources (i.e., how equipment resources are mobilized). The sub-themes of ‘pre-pandemic’, ‘during pandemic’ and ‘post-pandemic’ are described, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 13.

Pre-pandemic

The specific physical resources that the organizations used pre-pandemic were unique to each sport and were used to facilitate the core consumption experience for youth SPA (Arnould et al., 2002). For example, a volleyball community sport organization held equipment resources such as volleyball nets and volleyballs (SP07), while the independent contractor for softball pitching held equipment resources such as bases and softballs, as well as tape to mark off areas for drills (SP12). The equipment used by the sport providers pre-pandemic was typically communal and provided by the organization. The equipment resources were used to perform the sport (e.g., balls, nets, bases), or to enhance the participant experience (e.g., tape to organize drills). There were no apparent differences between organization types for mobilizing physical resources pre-pandemic.

During pandemic

During the pandemic, the use of the sport-specific equipment was modified to help facilitate a safe experience. For instance, a health regulation mandated by the provincial government was that equipment had to be sanitized between each use. As such, some sport

providers required participants to bring their own equipment [1]⁷ or they reduced the use of equipment [2]. Many volleyball and dance websites described such protocols as using less equipment and increasing sanitization between sessions. For one sport provider, their competitive team was unable to access their professional trainer during the pandemic whom the team had hired to lead dryland training pre-pandemic. In response, the team switched their dryland training to be “in the parking lot with whatever equipment you could basically bring in a car. So, some medicine balls, some resistant bands, a whole lot of cones for obstacle courses” (SP02). The sport provider went on to describe how their creative use of equipment received positive feedback from youth participants and their parents. In line with service-dominant logic (Vargo & Lusch, 2011), the ways in which sport providers altered the mobilization of equipment resources could have impacted the perceived value and satisfaction for consumers.

Additionally, organizations were “forced to invest even more of [their] very depleted funds in[to] cleaning supplies, signage and more just to be open” (SP04). Some examples of safety supplies cited by the sport providers include disinfectant sprays, temperature guns, and tape to mark off where participants could move through a building. Prior to the pandemic, these types of supplies were not part of the sport providers’ pools of equipment, however, during the pandemic, they were a necessity to be able to offer in-person programming. Similar to pre-pandemic, there were no apparent differences between the types of organization that mobilized physical resources during the pandemic. Participants and sport providers would work together to follow safety guidelines around equipment use and sanitization to co-create value around safety.

⁷ Numbers between brackets refer to the additional quotes presented in the accompanying table at the end of each section.

Post-pandemic

Post-pandemic, some sport providers described expecting an increased use of sanitizing equipment in anticipation of consumer preferences. For example, one sport provider reflected that: “things like the hand washing, I think that's going to be something that's going to continue, no matter what. And I think it's a best practice, right? Like, let's ensure that everyone can stay healthy” (SP08). Drawing from the disconfirmation paradigm (Arnould & Price, 1993), understanding and anticipating how consumers expect these physical resources to be mobilized for safety will be important for sport providers in order to meet and/or exceed these expectations. The findings from the ‘physical resources’ theme indicated that sanitization resources might become a staple resource for youth sport organizations post-pandemic.

Table 13

Physical Resources: Sport Providers’ Quotes

During pandemic	[1] “The problem is then; they can't touch the equipment that other people are touching. So, everyone needs their own equipment. So, it was a lot of sanitization” (SP06). [2] “If you use the mats, then you had to spray them down. Same thing as the barres [...] We definitely tried to use it less, just to avoid too many people touching the same things all the time” (SP03).
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Facilities Resources

Operand (physical) resources (Edvardsson et al., 2011) can also include the physical locations where programming takes places (i.e., facilities). As described below, the pandemic greatly affected the access that some organizations had to facilities, thus affecting how facility resources were mobilized. The sub-themes of ‘pre-pandemic’, ‘during pandemic’ and ‘post-pandemic’ are described below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 14.

Pre-pandemic

Pre-pandemic, organizations would use facilities as space to offer their programs and to conduct operational activities such as board meetings and annual general meetings. Many organizations were at or approaching participation capacity before the pandemic due to existing facility limitations, meaning that the main limiting factor to growing the organization was a lack of facility space to accommodate new members or programs [1, 2]. Many sport providers described becoming concerned by this space limitation because “once you’re facing those capacity issues, you really can just service the number of people that you can service” (SP10). In line with institutional socioecological factors, when organizations reach capacity, the SPA programming options for new participants are limited (Basterfield et al., 2016; Best et al., 2017).

The non-profit community sport providers all rented their facilities, while the municipal recreation departments, for-profit community organizations, and the charitable organization owned their facilities. For the organizations who rented their facilities, facility resources were central to how the organization operated [3]. For instance, Sport Provider 07 described how practice scheduling for the club was “based strictly on what [gym] permits [they] have. And then how nice the gym is, as well. So, [they] have gyms that a 17U, high performance boys’ team could not play in because the ceiling is too low, not a lot of spacing around the courts” (SP07). Indeed, the mobilization of facility resources varied depending on the nature of the organization.

During pandemic

During the pandemic, the size and nature of the space used for programming continued to determine how many participants organizations could accommodate at any given time, in-person; however, with new capacity restrictions, every sport provider described how this meant less participants could be accommodated during the pandemic [4, 5]. For example, Sport Provider

06's pool normally has a 220-person capacity, but during the Pandemic was limited to 50 swimmers at any time. Reduced capacity allowances meant tough decisions for many community sports clubs because they "want to guarantee that everybody's getting the best experience they can, and they're also getting their money's worth on what they paid for. That unfortunately means accepting a lower number of participants than normal" (SP11). For all organizations, regardless of owning or renting their facilities, this reduced number of participants meant less value co-creators per participation experience. Depending on the activity, less co-creators could have negative impacts on the experience for participants.

For organizations who owned their facilities, this limit of participation capacity was the main obstacle caused by the pandemic regarding facility resources. For the organizations that rented their facilities, however, an additional obstacle that arose because of the pandemic was the lack of facility availability [6]. Many community sport organizations rented space from local elementary and high schools, however, during the pandemic, school boards were not renting space to community groups "because they've been effectively shut down through orders" (SP08). Some community facilities were also permanently closed during the pandemic [7]. This lack of facility space increased demand for the few facilities that were open and renting space, leading to increased competition among community sport organizations [8] and therefore reduced programming availability [9]. As such, the community sport organizations that rented their facility space had to find creative solutions to access space for programming during the pandemic. For example, one sport provider found an advertisement "posted on Facebook marketplace. And [they] think, by the end, by the time [they] had [provincial lockdown], [they] think [they] had nine, half of [their] rep teams were using [the facility found through Facebook marketplace] as a space for training" (SP09). Interestingly, many volleyball organizations'

websites indicated that new facilities were being used during the pandemic that were not related to school boards (e.g., churches, private facilities), whereas many dance organizations owned their own studios, and therefore did not have to switch facilities. The dance studios did, however, offer different schedules to allow for sanitization between classes (discussed further in themes below). As consumers may have become used to participating in a familiar environment, these new locations could change the overall experience for participants. Therefore, according to the disconfirmation paradigm (i.e., Arnould & Price, 1993), sport providers should consider how changing locations may change expectations and evaluations of experiences.

Post-pandemic

Some of the community sport organizations who rented their facilities and came up with creative solutions to address facility resource shortages described foreseeing themselves continuing relationships with these new facilities post-pandemic. For example, the organization that found a practice facility via Facebook marketplace would like to “continue to look at how [they] book [their] offseason training” (SP08). For this sport provider, the ability to offer more programming in the offseason with the addition of a new facility may allow more participants to engage in the sport (i.e., affect the institutional socioecological level; Best et al., 2017). The findings from the ‘facilities resources’ theme indicated that facility resources greatly impacted youth sport providers pre-pandemic, and this impact was amplified because of the pandemic, especially for sport providers who rented their facilities.

Table 14

Facilities Resources: Sport Providers' Quotes

Pre-pandemic	[1] “We were always full [and] had lots of waitlists [for swimming lessons]” (SP06). [2] “We were considering the possibility of expanding outside of the building [...] because we were reaching capacity [at the dance studio]” (SP04). [3] “Sometimes we have to fight over gym time to book it and get it in. But when you’re in there, like our number one rule of coaches is [...] you can’t blow it, right? If you lose gym time, like we lose it forever” (SP07).
During pandemic	[4] “[Community skating rinks] would fill up all the time” (SP06). [5] “We had to split [the pool] between, like between less people. So, it ended up being just significantly less time in general for [artistic swimming] athletes” (SP09). [6] “The biggest thing for us [...] the whole thing this year, and we’re probably gutting on this year as well coming up... So, losing the school board, where they weren’t renting to anyone” (SP07). [7] “It’s definitely significantly reduced in terms of the numbers of [municipal facilities] that are open” (SP01). [8] “We only were able to use a certain amount of pool time, because we couldn’t, like we just couldn’t even get any more because other clubs are doing the same thing. They’re looking for more pool time, they can’t get any” (SP09). [9] “If we had been able to access more pool time, we definitely could have run a recreational [artistic swimming] program. But unfortunately, we weren’t able to do that” (SP09).

Online and Virtual Infrastructure Resources

Online infrastructure can include internet access and quality, web-based aspects of the organization, and ability to communicate virtually. As discussed below, the pandemic revealed online and virtual infrastructure to be a new resource to be mobilized by sport organizations. The sub-themes of ‘pre-pandemic’, ‘during pandemic’, and ‘post-pandemic’ are described below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 15.

Pre-pandemic

Many sport providers did not describe paying close attention to online infrastructure resources before the pandemic. In fact, online and virtual aspects of the consumption experience were not mentioned by sport providers when asked about their offerings or operations pre-pandemic, however, as described below, these resources became an important aspect of organizations during the pandemic.

During pandemic

During the pandemic, some providers described investing in or improving online registration systems and creating more efficient and consumer friendly websites [1, 2]. For non-profit organizations, a website overhaul was not realistic; however, smaller adjustments to online content were feasible. For example, one sport provider “readapted [their] website to include far more online content, links to different training opportunities and stuff like that” (SP08). Indeed, online infrastructure was important to co-creating value with participants during the pandemic, especially during lockdown stages. Virtual interaction provided a way for participants to interact with one another and with the sport provider in different ways than they did before the pandemic, adding new tools for organizations to co-create value with participants. Almost all sport providers described now using videoconferencing and other virtual platforms for programming. Some programs were fully virtual [3], while some offered virtual programming as supplemental to their in-person programming [4].

Sport providers also used online platforms for operational activities such as board meetings and annual general meetings [5, 6]. Online and virtual infrastructure allowed sport providers to maintain engagement with their participants, and thus became a new tool for co-creating value. Interestingly, there did not seem to be indication of virtual programming evident

on the volleyball organizations' websites. Similar to the volleyball youth sport provider interviewed, the volleyball websites indicated that sessions were offered in person when provincial stages allowed, and there was not much available to determine what these clubs did when the province or region was in lock-down, or the club stated that they were not running a season. Many dance organizations, however, offered various virtual or hybrid options.

Post-pandemic

Sport providers cited intentions to continue to use online and virtual resources post-pandemic for at least some of their programming and/or operations [7, 8]. Organizations with resources described continuing to develop their online infrastructure [9]. Indeed, through the pandemic, online and virtual infrastructure resources went from an afterthought to an important and standard practice needed by organizations to be able to meet consumer expectations and offer value.

Table 15

Online and Virtual Infrastructure Resources: Sport Providers' Quotes

During pandemic	[1] “Our new system that we have actually has the mobile app [...] and then also stronger online component so [members] can register for things online” (SP10). [2] “We’re revamping our website; we’re launching it in July. And everything is going to be on one site. It’s not like you have to click and go to 20 different sites at 20 different things and pay 20 different and put your thing in. We just want it to be on one site. And before when we were allowed to be in person, there was no need. If you wanted to buy a sweater, you just walked in, and you paid for it. But now if you want to buy a sweater, you have to go to this other website” (SP04). [3] “If you wanted to book a private [dance class] with me, you just have to email and then we arrange it. But if you’re in, if you’re in London, England, and you would like to have a coaching session with me, but you’ve heard great things about me, it’s, you’re more likely to do it if you’re able, if we provide you the platform for you to do it right away” (SP04). [4] “Ah-ha slides is a fun way to just get people interacting. But a lot of it was just games online. Like, I would send links to parents before we would just do games. And I know some people did like online escape rooms and like all kinds of stuff” (SP07). [5] “So, through G Suite, we have access to Google meets [for] meetings that have switched online” (SP08). [6] “We don’t need to sit in Starbucks anymore, like doing these online. Like this is super easy, good feedback. It’s quick, it’s efficient. And even like coaches’ meetings, we had to talk to our coaches, it’s not bring everybody in for two hours, it’s, ‘hey, we could bang this out in 45 minutes’, and you’re at home, right over video. So again, some positives that we did take out of it that have helped us been really good” (SP07).
Post-pandemic	[7] “Now I would feel comfortable to use a tool like CoachThem to do an online session where I wanted to teach a [hockey] play system to my team” (SP02). [8] “We’ll do a hybrid next year where coaches meetings are online” (SP07). [9] “So, we will always, moving forward, have the option of a virtual platform for students as well as for emergencies. It’s going to have to be part of any SOPs from now on for all businesses, right? Like what is your standard operating procedure for a pandemic? And okay, well, we have screens at every studio, and you can run them all virtually. And then that will be something that all businesses will have to have, right? Not just COVID protocol, but a pandemic or natural disaster or something” (SP04).

Financial Resources

The final operand resource (Edvardsson et al., 2011), financial resources, or the financial assets of the organization, was identified as a theme. The sub-themes of ‘pre-pandemic’, ‘during pandemic’ and ‘post-pandemic’ are described below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 16.

Pre-pandemic

Pre-pandemic, the organizations all had different membership and participation fees, based on organizational mandates and operational costs. Registered programming was more popular among the community sport organizations, in which a participant would register for league play or to be part of a specific team for a whole season. This participation fee would be paid in a few larger installments [1]. The municipalities and the charitable organization also offered registered programming, but drop-in programs were also popular. These could include participants paying to participate in one session at a time or could be “available as part of the [monthly] membership” (SP10). Of course, the financial commitment of organized SPA can be a strain on families (Best et al., 2017), and the ways in which sport organizations mobilize their financial resources can be an important way of contributing to a value proposition (Edvardsson et al., 2011).

During pandemic

The modified or cancelled programming that came about because of the pandemic impacted revenue streams for sport providers (Canadian Tire Jumpstart Charities, 2021). Of note is the drastic increase in facility rental fees for organizations who rented facilities [2, 3]. Many small non-profit community sport organizations had to increase participation fees, or maintain pre-pandemic fees but for fewer sessions [4] or fewer ancillary aspects of the participation

experience as described by one sport provider: “we didn’t buy jerseys, we didn’t buy backpacks, we didn’t spend anything extra that we needed to” (SP07). Receiving ‘less’ in terms of participation time and/or extra participation perks for the same amount of money could lead participants to feel as though they are receiving less value for their investment in the activity (e.g., Edvardsson et al., 2011). The ways in which organizations communicated their pricing structure in response to the pandemic to participants could have had impacts on consumers’ perceived overall satisfaction. Annual reports for the 2019-2020 season onward were not available on any volleyball or dance organizations’ website, therefore the specific financial scenarios of other volleyball and dance organizations cannot be elaborated upon.

When the pandemic first began in 2020, refunds were another point of tension between sport providers and parents. Some parents wanted full or partial refunds; however, some sport providers had already spent registration fees to cover other operational costs such as equipment, uniforms, and trophies, leading sport providers to seek solutions to cover costs and appease parents [5, 6]. The timing of the pandemic along with the associated shutdown of youth sport offerings was coincidentally convenient for municipalities as the first lockdown coincided with March Break. Typically, municipal programming sessions align with school breaks/holidays, meaning that many sessions were already ending when the shutdown began, therefore municipalities did not have to deal with refunds and cancelled programming midway through the session [7]. Interestingly, some organizations found some cost savings by rethinking the way they had planned schedules and meetings [8, 9]. Sport providers had to find creative solutions to mobilize their financial resources during the pandemic. There were, however, updated refund policies available on many volleyball and dance organizations’ websites to include COVID-related language.

Post-pandemic

Many sport providers described how the pandemic helped them realize the importance of having contingency funds available in case of emergencies. The current pandemic situation was too uncertain in terms of financial resources for the sport providers, making planning participant fees difficult because “doing that side road again and planning what those fees are going to look, like what costs are going to look like, we have no idea yet” (SP07). Indeed, this thought process is in line with what capacity literature suggests that organizations existing capacity is needed to be able to respond to environmental stimuli (Millar & Doherty, 2021). These findings indicated the youth sport providers who are able to be creative with their financial resources might be more adaptable, though the pandemic negatively impacted the youth sport landscape financially.

Table 16

Financial Resources: Sport Providers' Quotes

Pre-pandemic	[1] "Sometimes we do two payments throughout the year, depending on the kid [...] because there's families that can't afford to drop \$1200 in one sitting" (SP07).
During pandemic	[2] "Our rental costs have, for indoor [baseball] training in the offseason... so, outside of May to October our indoor costs have skyrocketed. Probably increased 300%" (SP08)
	[3] "The gyms this year [...] they brought up about 350%" (SP07).
	[4] "Fees couldn't really be reduced because of the pool time and renting a pool is so expensive [...] Renting pools are so expensive. And now you're not sharing it between, you know, 50 swimmers: you're sharing it between only, like 16 swimmer. So now all of a sudden, it's like costs are the same as they were before. And now your child is not swimming as much. They're not practicing as much. So that was hard for our families" (SP09).
	[5] "We guaranteed [families] their previous rate if they left their money on file, to sort of help us pay for those expenses" (SP11).
	[6] "Parents were pressuring us to give full refunds, yet we had no revenue coming in to be able to pay everyone back, as we were still required to pay for the building expenses, as well as salaries of employees [...] I had to pay families out of my own personal accounts to protect myself and my business" (SP04).
	[7] "It was like a Friday night, right before March Break, and was like, 'by the way, we're closing down end of day Sunday, nothing's happening'. So, I had lessons going on and had to go out on the pool deck and say, 'Hey, guys, just so you know, let parents know, there's no programming past Sunday'. Like Okay, so we had just lessons, all the last lessons, it was their last week. So, it was their last class and it finished perfectly. So, we didn't have to refund anyone" (SP06).
	[8] "Even though we moved from school diamonds, which were typically cheaper than city operated diamonds, because we were able to better schedule and plan, we found savings" (SP08).
	[9] "Our coaches meeting, like, not paying 150 bucks and saving and doing it online" (SP07).

Human Resources

Operant resources are intangible resources (Edvardsson et al., 2011) which can include human resources. Human resources are included in the operant category because the value they add to the consumer experience can be intangible. Human resources can include organization owners, managers, coaches, and volunteers. The pandemic has affected the human resource

compliment that has been available to youth sport organizations. The sub-themes of ‘pre-pandemic’, ‘during pandemic’, and ‘post-pandemic’ are described below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 17.

Pre-pandemic

The human resources that the sport providers described could be further categorized into coaches/instructors, admin/operational staff, and leaders/decisionmakers. In each of these categories, depending on the mandate of the organization, human resources could include paid staff or volunteers. Coaches and instructors encompassed those who delivered the programming to participants. Administrative and operational staff were those who executed the day-to-day business functions, such as managing registration. Leaders and decision makers were those responsible for the long-term viability and overall strategy of the organization, such as owners, coordinators, managers, presidents, and board members. Each of these groups helped the organization run and deliver programming and ancillary experiences to consumers. It has been suggested that an organization may be more ready to make adjustments to its’ human resources than other resources, such as finances or strategy (Millar & Doherty, 2016).

During pandemic

During the pandemic, coaches and instructors had to adapt the ways they interacted with participants to meet safety guidelines while still delivering engaging programming. Some instructors adapted to not having access to necessary space [1], to the new context of teaching online [2], and to limiting physical contact [3, 4]. As interpersonal relationships with coaches and instructors can greatly impact the participation experience (Eime, Sawyer, et al., 2015; Sirard et al., 2006), the ways that coaches and instructors adapted to the new rules during the pandemic also impacted participants’ perceived satisfaction. The websites of dance studios

indicated that in-person instruction modifications included no physical contact between dancers and instructors or other dancers.

The administrative staff were challenged to help find practical solutions when the pandemic hit and shift their customer-service role to help the organization adapt to new and different forms of program delivery [5, 6]. Sport providers acknowledged that these changes can be “really hard for [administrative staff] as well, because, you know, they're having to be locked down as well” (SP01). Moreover, many administrative staff in municipal organizations were redeployed to other departments during the pandemic [7]. Administrative staff have yet to receive much attention in the consumer behaviour of youth SPA literature, to date. In line with previous research on community sport club recovery from a natural disaster (Filo et al., 2015; Wicker et al., 2013), the sport providers in the present research also described how human resources were important aspects of response to the pandemic. As such, the role of administrative staff during the pandemic in shaping the nature and speed of how organizations adapted to the pandemic revealed that this aspect of human resources should receive more attention in the youth SPA consumer behaviour literature. Little information was available on organizations’ websites about the administrative teams’ role during the pandemic.

The organizational leaders and decision makers had to stay up to date with the daily changes in the pandemic to make strategic decisions for an uncertain future. The uncertainty of the pandemic made planning difficult because “how do you handle something that you've never experienced? None of [them] have ever gone through this” (SP04). When plans were made, they “[had] to change the following week” (SP01). Indeed, the direction of leaders shaped how program offerings were adapted, and thus how value was co-created. Again, as there were no

annual reports available on the organizations' websites, it is not clear how other sport organizations' leadership teams made decisions during the pandemic.

Post-pandemic

Although the pandemic was a source of stress among organization leaders and decision makers, upon reflection, they described seeing the pandemic as an opportunity to re-evaluate programming and structures [8, 9, 10]. Of note, the sport providers who saw the pandemic as an opportunity to revise programming and structures were from larger organizations. The smaller, non-profit community sport providers seem to be more resistant to larger changes. For example, one sport provider whose organization had not offered any programming during the pandemic “[doesn’t] see [them] having to adapt or change too much. The functioning of the club was very high before then, [they] always had a very high registration rate, people really enjoy the club. They enjoy the way that it's structured” (SP11). Human resources are incredibly important to value co-creation (Vargo & Lusch, 2011); instructors/coaches, administrative staff, and leaders facilitate the mobilization of resources to co-create value. Their adaptability during the pandemic is essential to continue a perception of value and satisfaction among consumers.

Table 17

Human Resources: Sport Providers' Quotes

During pandemic	[1] “We've been able to incorporate artistic swimming a little bit into practices in terms of learning routines, and just kind of like practicing the movements on land. But other than that, we haven't really been able to do our actual sport, which is unfortunate.” (SP09). [2] “[Instructors need] space in their homes, [there are] internet issues, distractions, sounds, pets, people, etc.” (SP04). [3] “Big changes there is that, you know, the instructors are not in the water with the kids [during swimming lessons], there's no hands-on instruction” (SP01). [4] “So, I was trying not to, you know, have to touch the kids and you know, manipulate them [during dance class], and so yeah, that's why I found it's different because we couldn't really do everything we wanted to do, because I didn't want to get too close to them and make them uncomfortable” (SP03). [5] “[The administrative staff] set up everything for us” (SP04). [6] “We have park ambassadorships now, where we actually have to physically go out to the parks and make sure people are following the rules [...] We literally would work probably like five hours shifts anywhere from 9:30am until 10:30pm at night” (SP06). [7] “So, they're working in other departments as part of the COVID response. So right now, a huge part of our department is on vaccination clinics, and they're doing the coordinating of those, or they're working for public health. So, we have a very diminished capacity” (SP01).
Post-pandemic	[8] “So with the youth, it's kind of a neat opportunity to start fresh” (SP01). [9] “We have to put in some new programming ideas for aquatics because this is our time to do it now that we can completely reschedule our schedule, right? It doesn't have to be the same. People aren't used to the consistency of it anymore, right? Because we've been closed for so long, that we can change up the schedule and add new things in” (SP06). [10] “I think COVID has put us in a space to think differently. There has been, there are new ways that we've been delivering program that we've committed to and I think the thinking right now is we would continue to offer them this way” (SP10).

Programming Resources

Operant resources (Edvardsson et al., 2011) can also include programming resources.

Programming resources can include the ways that an organization is structured and the programming that is offered. Of course, with changing restrictions imposed on organizations, the

pandemic has affected the ways in which programming resources were allowed to be mobilized by youth sport providers. The sub-themes of ‘pre-pandemic’, ‘during pandemic’ and ‘post-pandemic’ are described below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 18.

Pre-pandemic

The most popular type of programming pre-pandemic was registered curriculum-based programs. Drop-in programming was also available. The community sport organizations seemed to favour the curriculum-based programs, while the municipalities and charitable organizations seemed to favour drop-in programming. The structure of organizations also varied.

During pandemic

The programming offered for competitive programs during the pandemic focused on skill development and drills [1, 2]. As discussed in a previous theme, many organizations switched to online programming, and in doing so, also added in non-physical skills such as strategy [3]. Of course, in line with previous findings (e.g., Rich et al., 2021), health and safety modifications were also present when in-person programming was offered, such as COVID check-ins, smaller class sizes, physical distancing, and wearing masks. These modifications were referred to as “health protocols” by most participants. Most volleyball and dance organization’s websites indicated detailed health protocols that must be followed by all participants when participating in-person, similar to what was described by the sport providers.

Organizations with many different consumer groups, such as municipal recreation departments and the charitable organization, as well as community sport organizations who only offered recreational sport offered limited or no youth programming since the pandemic started [4, 5, 6]. Community sport organizations with both recreational and competitive offerings

offered competitive programming only since the pandemic started [7, 8]. Before the pandemic, many of these organizations used their recreational programs as a feeder system for their competitive programs. These sport providers recognized that having no recreational programming during the pandemic will likely lead to enrollment issues in the future, as described by one sport provider: “we rely on those recreational swimmers to join novice, to join competitive after they've done a year or two of recreation. So, as we're looking into next year, we're going to see a significant drop in the number of athletes that we have” (SP09). The sport providers who did not offer any recreational programming (or any programming at all) during the pandemic might struggle to (re)attract former participants post-pandemic. These organizations might also benefit from reflecting on how they might alter their programming post-pandemic in response to how consumers preferences might have shifted. The sport providers who ran some form of programming were able to gain real-time feedback from their participants, while organizations who did not run programming might be at a further disadvantage by not having this type of feedback. The volleyball organizations’ websites confirmed that primarily competitive programming was offered during the pandemic, while the recreational programs were often not offered. As many dance organizations offered virtual programming, recreational classes were offered. Though previous research has found that some organizations closed completely and others adapted programming (e.g., Rich et al., 2021), the present project has identified that when organizations had to decide which programs to run and which to cut, often recreational programming was cut. Moreover, the present research also supported previous findings that the decisions to close or adapt were also associated with the type of organization (e.g., Rich et al., 2021).

There have also been impacts on regular scheduling. On the simple side, scheduling gaps between sessions for sanitization was an administrative challenge [9, 10]. Some sport providers implemented more drastic changes to the schedule of offerings by implementing different structures [11]. For instance, a sport provider whose sport would traditionally be played in the spring and summer described:

We saw a huge influx in teams and members participating in fall baseball. Which is something that [they] hadn't seen in the past. There was almost every team at every division did some sort of fall baseball, which in the past, pre-pandemic, you maybe had four or five teams (SP08).

These different ways of scheduling could also contribute to value co-creation if they are the scheduling preferences that families were seeking. As mentioned in the themes above, many volleyball and dance organizations' schedules changed from pre-pandemic to allow for cleaning between sessions.

Post-pandemic

Post-pandemic, sport providers who offered competitive programs planned to go back to offering the same number of in-person sessions as pre-pandemic, with supplemental online/homework for non-physical skills [12, 13, 14]. Some sport providers who offered recreational programs planned on offering an online option post-pandemic as well [15, 16]. The programs and structures offered by organizations can be modified and adapted to suit consumer preferences to contribute to value co-creation. In response to the trend of parents preferring less organized sport, some larger organizations considered restructuring their offerings to allow for more flexibility [17, 18, 19]. Some smaller non-profit community organizations seemed more

hesitant to offer different structures of programs but were open to smaller changes to streamline organizational processes. For example, one sport provider was considering:

Instead of a 12-week program, what if [they] did three eight-week programs, and [they] continued in through October. So, this way families who were interested in playing baseball had the opportunity if they were planning big vacation in August to opt out of the programming. So, there's different things that [they're] looking for our recreational players in programming (SP08).

The findings from this theme indicated that post-pandemic, there might be a wider variety of programming offered than there was pre-pandemic. This could offer families more options for participation than there had been, and possibly lead to more opportunities to create satisfying experiences.

Table 18

Programming Resources: Sport Providers' Quotes

During pandemic	[1] "A typical practice would be kind of those, like three [artistic swimming] aspects, like the flexibility, the endurance, the strength" (SP09). [2] "[For online dance programming], we do anything that can be done in one spot" (SP03). [3] "We're meeting once a week for skills development. So, it's just athletic skills development, but we also meet once every second week to talk baseball strategy" (SP08). [4] "We have not resumed any of our children's registered programs in person" (SP01). [5] "Youth programming has been non-existent in the health and wellness space" (SP10). [6] "We haven't even had the registrations come in. You have to think of the time that it would take to then form the teams, get everyone on the [soccer] field. And one of the concerns as well is if we do go back into yellow [zone], where we can play, there's no guarantee that we're staying there. So, if we can start playing soccer for two weeks and then go into a full lockdown you have to think about the reaction from the people that signed up. Are they going to want their money back? Are we going to offer them their money back? And all of those other challenges that come with obviously not knowing. So, we again sort of gauged our decision on the response of what other clubs were doing. Some clubs, more so competitive
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clubs have sort of persevered throughout this whole thing. And they're still really trying to offer programs. But for us right now, we have no season" (SP11).

[7] "We didn't run any spikes, super spikes, mini spikes [recreational volleyball programs]. We didn't get the chance to, right?" (SP07).

[8] "We didn't offer a house league [baseball] program. The parameters were constantly changing that we just, it wasn't feasible. We couldn't figure out with the restrictions, the requirements, and the timelines that had happened, right?" (SP08).

[9] "I think I redid my schedule, like, I stopped counting after like, 10 to 12 times. Like, I probably did the schedule, like 20 times in like two weeks. So, yeah, it was insane. Because normally everything's back-to-back [...] But now COVID, you had to have a break in order to clean" (SP06).

[10] "We were only allowed 10 dancers at a time in the studio. So, we had to change the whole schedule, because you can, like, we had classes bigger than 10. So, then you had to split them in half, you can't only allow a few to show up, right? So, the whole schedule has changed. So, I think that was very frustrating" (SP03).

[11] "So, we decided that for the health and wellness of all our clients, all of our classes would be a maximum of 45 minutes [...] We're going to run for four weeks, and then one week off, run for four weeks and one week off. The one week has been a lifesaver for our staff, as well as our kids, because we get caught up so much in the zoom world [...] The kids come back refreshed, and they come back stronger, and just seeing incredible results from doing that" (SP04).

Post-pandemic

[12] "Some homework that I could keep following up on with them" (SP08)

[13] "Do a little bit more off the ice learning that we've done in the past. So, my plan for next year, as long as everything goes well with the pandemic, is that we'll have a rotating seminar each month" (SP08).

[14] "I kind of wish I had more planned out. So, I could give them a package and say, 'Okay, like, prepare yourselves. So, what we're doing, if we miss a week, if you want to look back, there's something you want to like, remember what the terminology is like, it's on your lesson plan'" (SP12).

[15] "We've been perceiving it as that kind of like online programming is here to stay" (SP01).

[16] "We will most likely always offer an element of virtual" (SP04).

[17] "A youth might not want to register for a three-month basketball session every Saturday at noon, you know? But they might come for a drop in with their friends, or they might come in and do this, just to give it a try, as long as their friends are doing it" (SP01).

[18] "We may move away from the rolling registration and look to the more traditional approach of registration" (SP10).

[19] "Building more curriculum based around something like soccer. So is there an opportunity that we could build a curriculum around, you know,

being able to offer more of a skills-based program like we do with basketball” (SP10).

[20] “Evaluations actually were a lot easier. And we're switching to that model next year, because we've always talked about it, but it's one thing that again, COVID made us do that; our coaches loved a lot more” (SP07).

[21] “Our coaches go out and [...] book their own training. But if we're only using the same three places, two, three places, that should probably be something that the association does to book in bulk and better allocate time” (SP08).

Relational Resources

Operant resources are intangible resources (Edvardsson et al., 2011) that can also include relational resources. Relational resources can include the relationships the organization has with its members and other stakeholders. The pandemic has affected the ways in which relational resources have been mobilized. The sub-themes of ‘pre-pandemic’, ‘during pandemic’ and ‘post-pandemic’ are described below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 19.

Pre-pandemic

Pre-pandemic, organizations worked hard to establish, build, and maintain relationships with youth participants, but also parents [1]. Relationships with other groups were also important for providing value for consumers, such as other clubs/teams, the league/association, and the sport-specific Provincial Sport Organizations in Ontario.

During pandemic

During the pandemic, many decisions about how programming would be offered were made largely by listening and responding to consumers [2, 3, 4]. Non-sport-specific sport providers (e.g., municipalities, charitable organization) only had to listen to government guidelines, though they found the timing and inconsistency of communication from the government to be challenging [5]. In line with previous findings (e.g., Rich et al., 2021), sport-

specific sport providers had two ‘governing’ bodies to listen to: the provincial government and their sport-specific Provincial Sport Organization. Some sport providers described how their Provincial Sport Organization was supportive and assisted with adapting to the changing situation. For example, one sport provider found that their Provincial Sport Organization “did a really good job at the return to train protocols. [...] So, with that, what they were proposing getting [the community clubs] through was they're having town halls every week. So, for [SP07], that's part of [their] job is to be on those and listen and give updates and stuff” (SP07). However, some sport provider described how their Provincial Sport Organization increased the challenge [6]. For example, one Provincial Sport Organization actively made the return to play process more confusing for a sport provider because “the provincial government would release their [guidelines], [the Provincial Sport organization] would release theirs. And then local [clubs] were left to figure out okay, well, this, this contradicts, and it was a nightmare.” (SP08). Dance is an exception because dance does not have a Provincial Sport Organization, and at times was categorized as an art, not a sport. Interestingly, most volleyball organizations’ websites featured Ontario Volleyball’s return to play protocol document. While most dance organizations featured return to play protocols on their website, it was inconsistent between organizations. Some organizations promoted that they were part of ‘Dance Safe’, an unofficial certification for being COVID-safe. However, among those organizations, there was some inconsistency with in-person procedures. This project has emphasized the unique nature of dance, and how these nuances have been highlighted because of the pandemic. These nuances warrant further consideration in future research.

The extent of changes, or lack of, in programming led sport providers to report seeing a fluctuation in registration numbers. Most sport providers saw a decrease in participants, if

programming was running [7, 8]. There was, however, some increase in competitive programming registration because of the pandemic [9, 10]. If these organizations were able to deliver satisfying experiences for their new participants, they might be able to retain them post-pandemic. Participation numbers were not available on the volleyball and dance organizations' websites.

Post-pandemic

Of course, maintaining positive relationships with consumers helps to facilitate a positive perception of the organization in the consumers' mind. Relationships with other stakeholders mentioned here affected the parameters in which the organizations could operate, and thus, how the consumers interacted with the organization. Post-pandemic, sport providers reported being open to remaining responsive to consumer programming preferences [11, 12]. These findings from 'relational resources' indicated that youth sport providers were aware of the importance of remaining responsive to changing consumer expectations.

Table 19

Relational Resources: Sport Providers' Quotes

Pre-pandemic	[1] "Even though the kid is the one that goes and participates in the sport, the parents are the ones that are footing the bill. So, the parents are the customers" (SP02).
During pandemic	[2] "So they'll make up like a dance or make up a combo or work on something together. That increases the communication, and they seem to really enjoy that" (SP03).
	[3] "And the reason we did that is that I strongly believe that the one-on-one interaction with the kids was more important than what they were learning. Because it gave them a chance to be with one of our instructors or choreographers and work on their art on a one-on-one basis" (SP 04).
	[4] "Some of the parents said that, you know, they can't, they just can't do it some days. And we were like, especially this past lockdown, we were really flexible in terms of, like, if they log in or not, if they attend practice or not, it's not a huge deal. Because we just want them to, you know, be okay and focus on their own health" (SP09).

	[5] “The rules are changing, and people are getting mad because the rules are changing. But the rules are changing because the government's changing the rules” (SP06).
	[6] “We didn't hear anything specifically from [our PSO]. We use the guidelines outlined by the provincial government as to what was safe for like outdoor recreation and sport, and then we based our return to play off of that” (SP11).
	[7] “In July, once summer camps got the go-ahead, our in-person registration was dismal” (SP04).
	[8] “We had no recreational teams this year, we had two novice teams. And our competitive teams didn't change too much” (SP09).
	[9] “Our rep teams were selected in September. So those teams were already set. So, there wasn't really that opportunity to move from House League into the rep system, in 2020. 2021's a different story, because there were several kids who did move up that way. But in 2020, we didn't have that opportunity” (SP08).
	[10] “We actually rose in number of teams in our club. We had the most we've ever had in the history of the club at 29 this year. Which is a lot, that's a lot of [volleyball] teams. So, and the reason for that was a lot of other schools or sorry, a lot of other sports can't play. No hockey, no basketball, or contact sports, right? So we were, I was thankful, we got very lucky and what sport we are” (SP07).
Post-pandemic	[11] “Build a program around achieving [social wellness] directly for the group or the members or the community. And then if we happen to include something like the hike, as part of that program, the physical wellness actually just becomes, you know, the dessert. It's actually, you know, built, the program is built around that the social wellness piece” (SP10).
	[12] “I think one thing I realize is in class while I'm teaching, you know, it's always like, you know, ‘no talking’, you know, like, ‘you got to listen’, and I'm realizing how now I actually have that the full silence and everyone listening to me, and it's really not that fun. So, I think I've had, I've always wanted a fun dance class, because that's what I liked when I was dancing, but less of a everyone quiet and listen, like I think it's still possible for them to interact and socialize a bit more, while teaching” (SP03).

Response to Infographic

After experiences before and during the pandemic and plans for post-pandemic resource mobilization were discussed, youth sport providers received the infographic (Appendix H) that represented the findings from the focus group interviews with families about their engagement and experiences with SPA pre- and during the pandemic, as well as their preferences and sought-

after value from youth SPA experiences, post-pandemic. The youth sport providers were asked to share their thoughts on these findings. The sub-themes of ‘pre-pandemic’, ‘during pandemic’ and ‘post-pandemic’, are described below, with participant quotes offered in the text and additional quotes available to support the themes appearing in Table 20.

Pre-pandemic

When presented with the findings of the family focus group interviews in term of pre-pandemic experiences with youth SPA, the sport providers generally agreed that their participants/members seemed to have similar experiences, with two notable exceptions. First, some sport providers noted that some niche sports would not be available in the school context [1, 2]. Second, sport providers seemed to not only agree that quality coaching was important to the parents involved with their organizations, but many shared the extent to which they tried to ensure quality coaching within their organizations [3]. For example, one sport provider elaborated on the challenges of non-profit community sport:

We do hear those complaints. But at the same time, it's all volunteer based. And if we want to keep those prices low, they have to be volunteer parents. Because if we're, you know, expecting a qualified coach who's taken some training, then they're expecting to be compensated for it, even if it's just a little bit (SP11).

Sport providers seemed to be aware of the importance of coaches on the youth SPA experience (e.g., Sirard et al., 2006), however, they were also constrained by financial resources. This finding demonstrated that sport providers negotiate how they mobilize different resources in efforts to amplify their value proposition to consumers. For instance, in this example, to mobilize financial resources to keep costs low for participants, the sport provider decided to not pay

coaches, and rely on parent volunteers (i.e., mobilizing human resources). Indeed, to achieve the value proposition of low cost, the sport provider negotiated lower quality instruction.

During pandemic

When presented with the findings of the family focus group interviews in terms of during-pandemic experiences with youth SPA, again, the sport providers generally agreed that their participants/members seemed to have similar experiences. Many sport providers elaborated on the point about parents missing spectating: some sport providers described how several of their members were not comfortable dropping their children off at the door, which was an additional cause of tension among sport providers and parents during the pandemic [4, 5]. One sport provider, however, saw an opportunity to create rapport with parents:

So anytime we had a game, or like a scrimmage, we would film it, and then just upload on YouTube. We had a couple of times where we live streamed some of the scrimmages as well. So, parents can watch it at home and stuff like that. Even the 13U, like I took on the iPad and just uploaded after and they were like over the moon about it (SP07).

In creating an opportunity to build this rapport, relational resources could be strengthened by exceeding consumer expectations. This experience fits well with the ‘relational resources’ theme above, however, it was not thought of by the sport provider until the point of parents missing spectating, on the infographic, was shared.

Post-pandemic

When presented with the findings of the family focus group interviews in terms of post-pandemic expectations with youth SPA, many sport providers indicated that they were planning on offering programming similarly to how they did pre-pandemic. In terms of the specific scenarios for different programming options or structures indicated by parents and youth, many

sport providers were planning on keeping some sort of online options available post-pandemic. For more competitive programs, these online sessions would supplement in-person sessions (i.e., more total sessions), while the less competitive programs would see some in-person sessions replaced by online participation. The sport providers cited the reasons for this being cost savings, a way to alleviate facility capacity issues, and most commonly as a way to respond to parent preferences for less driving [6]. A willingness to respond to consumer preferences is a positive finding from the interviews, however, follow up investigations will be needed to assess if these adaptations were implemented. It is important to note that the youth sport providers who agreed to participate might also be more open to responding to feedback from consumers and might have greater ability to adapt to the pandemic than the sport providers who did not have the time to reply to an email or participate in an interview. As indicated by Rich et al. (2021) not all community sport organizations have been able to adapt to the pandemic.

In terms of skill development, many sport providers cited how their sport governing bodies were already moving toward a more skill-based development pathway pre-pandemic [7]. In terms of smaller groups, though sport providers did not necessarily disagree, they mentioned access to facility constraints [8]. This finding further indicated that youth sport providers not only negotiate the mobilization of their resources, but they can also be limited in mobilizing by the nature of resources available to them.

Finally, the municipalities, charitable organization, and independent contractor seemed to be open to making larger changes to their program offerings in response to changing consumer preferences. The non-profit community sport organizations were open to smaller changes or maintaining changes they were forced to make because of the pandemic, such as offering online

programming. They did, however, seem apprehensive or even against larger changes such as different class sizes or structures.

Table 20

Response to Infographic: Sport Providers' Quotes

Pre-pandemic	[1] "I don't know dance wise, if that's something that's super popular" (SP03). [2] "It's interesting that the that younger youth, that's how they're experiencing sport. I would have thought that their driving force would be through a communication with friends and friends playing different sports, as opposed to it being through school" (SP08). [3] "I do coaches calls every month, especially our new coaches. We're here to mentor coaches as well. So, we do a lot of stuff for our coaches." (SP07)
During pandemic	[4] "There were some parents who got vocal about the fact that they couldn't... You're dropping off a seven, eight-year-old, and you can't go inside, and you've got to trust that everything's happening okay" (SP08). [5] "I know that that was a huge thing with our parents. Our parents love coming in and watching their routines. And, you know, like, it was so fun for them to do that. And then it's social for the parents too. So yeah, I definitely know that that impacted our club too" (SP09).
Post-pandemic	[6] "I figured that a lot of parents would like [virtual options]. Because then they don't drive as much" (SP09). [7] "With long term athletic development... [our PSO and NSO are] leaning more towards more practice and less game" (SP08). [8] "I think one of the battles here too, is it's gonna come down to the gym time here, that's going to be the king of deciding what's going to happen" (SP07).

Summary and Next Steps

The semi-structured interviews with youth sport providers revealed that there were seven resources that these sport providers mobilized to co-create value with consumers (i.e., service-dominant logic Vargo & Lusch, 2011): four operand (Physical, Facilities, Online and Virtual Infrastructure, Financial) and three operant (Human, Programming, Relational) resources. However, the nature of these resources varied from pre- to during the pandemic, and based on the type of organization. These changes in mobilization of operand and operant resources had

implications for how youth sport providers anticipated that they would be mobilized post-pandemic. First, the mobilization of physical resources was modified to use less equipment and to add in new sanitization resources. The sport providers anticipated that sanitization equipment would remain in use, post-pandemic. Second, facilities resources were limited during the pandemic for sport providers who rented their facility space as there were less renters operating during the pandemic. These sport providers anticipated continuing the use of the new facilities they found during the pandemic, post-pandemic. Third, online and virtual infrastructure resources became an important resource for sport providers to mobilize during the pandemic that were simply an after-thought, pre-pandemic. Sport providers anticipated that these resources would remain important, post-pandemic. Fourth, financial resources were greatly impacted during the pandemic in terms of revenue streams and refunds. The sport providers acknowledged that they would like to have more robust contingency funds for emergencies available, post-pandemic. Fifth, human resources include the ways that coaches/instructors, administrative staff, and leaders/decision-makers adapted their roles to better engage and offer programming for participants. Many leaders/decision-makers noted that although the pandemic was not ideal, it has provided an opportunity to re-evaluate organizational practices and offerings. Sixth, programming resources were primarily mobilized around competitive programming, thus, organizations with both competitive and recreational programming only offered the competitive options, jeopardizing the longevity of their feeder system. Organizations that only offered recreational programming did not offer any programming during the pandemic. The organizations that did not offer recreational programming acknowledged that they could encounter registration issues post-pandemic. Seventh, relational resources were mobilized by trying to respond to consumer feedback and navigate the changing and sometimes inconsistent

communication from governing bodies. Sport providers described intending to remain responsive to consumer feedback post-pandemic. Finally, when asked their thoughts about findings from focus group interviews with families based on the infographic, sport providers indicated that their participants seemed to have similar experiences during the pandemic. The sport providers' willingness to accommodate the families' sought-after experiences post-pandemic seemed to vary based on organization type: organizations with more resources and time to dedicate to strategic planning were more open to implementing larger changes than smaller organizations with less resources who were more open to maintaining some changes that they were forced to make because of the pandemic. This broader finding is in alignment with previous research that found that larger community sport clubs recovered faster from a natural disaster than smaller organizations (Wicker et al., 2013).

The findings of the semi-structured interviews with sport providers indicated that sport providers of all types of organizations negotiated resource mobilization of both operand and operant resources based on what resources were available and what external factors the pandemic created. However, the ways in which resources were mobilized, regardless of being operand or operant, and the importance of each resource varied based on organization type (e.g., non-profit community sport organization, for-profit community sport organization, municipality, etc.) and programming focus (e.g., competitive, recreational). Now that an in-depth picture of families' experiences during the pandemic is established (i.e., focus group interviews with families) and sport providers willingness/ability to respond to changing preferences is established (i.e., semi-structured interviews with sport providers), the next step is to assess the experiences of a larger number of families to gain a better understanding of the youth sport consumer behaviour landscape in Ontario. As such, the next step in this project assesses Ontarian

families' change in SPA during the pandemic, satisfaction with these changes, and intention and preferences for SPA post-pandemic.

Chapter 6: Questionnaires with Ontarian Parents

This chapter presents the results of the analysis of the questionnaires with parents from Ontario and discusses the meaning of these results. First, the socioecological descriptive statistics of the sample are presented. Next, the Research Questions of the project are addressed using the consumer behaviour descriptive statistics and regression analyses. Finally, the results are discussed in relation to the literature. The results will also be discussed in relation to the overall project in the global discussion section in chapter seven.

Socioecological Descriptive Statistics

The descriptive statistics for the socioecological items are presented in Table 21. On average, the participants came from mainly large communities (i.e., community type), and experienced mixed or tight restriction levels during the pandemic (i.e., health regions). Many participants found their communities to be fairly walkable and felt that they generally had sufficient access to SPA opportunities in their neighbourhoods (pre-pandemic). Many participants also found the cost of participation (i.e., participation affordability) to be a challenging barrier. Children's friends and parents tended to be less active during the pandemic, compared to before. Families had about two children on average, and most families did not homeschool their children before the pandemic. Children in the families tended to be younger, and there also tended to be more male children in the participating families. Parents identified primarily as Caucasian, as well being highly educated and had fairly high incomes.

Table 21

Descriptive Results for Independent Socioecological Variables (N=550)

Variable	M	SD	Min.	Max.
Health Region				
Loose (ref)	.12	.33	.00	1.00
Mixed	.43	.49	.00	1.00
Tight	.45	.50	.00	1.00
Community				
Small and medium (ref; population of under 100,000)_	.27	.44	.00	1.00
Large (population of 100,000 or more)	.73	.44	.00	1.00
Neighborhood Walkability	3.59	1.03	1.00	5.00
Participation Ability	3.49	1.09	1.00	5.00
Participation Affordability	2.99	1.25	1.00	5.00
School Context				
Home schooled (ref)	.20	.40	.00	1.00
Non-home schooled	.80	.40	.00	1.00
Friend's Participation				
Same (ref)	.31	.46	.00	1.00
More during pandemic	.22	.41	.00	1.00
Less during pandemic	.47	.50	.00	1.00
Parent's Participation				
Same (ref)	.36	.48	.00	1.00
More during pandemic	.25	.44	.00	1.00
Less during pandemic	.39	.49	.00	1.00
Number of Children	2.09	1.23	1.00	6.00
Child Age				
Spread (ref)	.21	.40	.00	1.00
Younger (6-12 years)	.51	.50	.00	1.00
Older (13-18 years)	.28	.45	.00	1.00
Gild Gender				
Mixed (ref)	.40	.49	.00	1.00
Girls	.24	.43	.00	1.00
Boys	.36	.48	.00	1.00
Ethnicity				
Non-Caucasian (ref)	.36	.48	.00	1.00
Caucasian	.64	.48	.00	1.00
Education				
Post-secondary not completed (ref)	.19	.31	.00	1.00
Post-Secondary completed	.56	.50	.00	1.00
Graduate degree	.25	.43	.00	1.00
Income				
Lower (ref; \$0-\$40,000)	.18	.38	.00	1.00
Middle (\$40,001-\$100,000)	.42	.49	.00	1.00
Higher (\$100,001 and over)	.40	.49	.00	1.00

Research Question 1a: How, if at all, did family's expectations of youth SPA change

To address Research Question 1a): how, if at all, did family's expectations of youth SPA change, Table 22 presents the frequencies of the change in importance of each specific reason for participating in youth SPA. Physical health was most often important both before and during the pandemic. However, families who found physical health reasons important before the pandemic, but not during were also frequent. This means that if there was a change in importance for physical health during the pandemic, it more often decreased. In contrast, though mental health was important to families before and during the pandemic, if there was a change in importance, it was more frequently among families finding mental health reasons to be important during the pandemic but not before (i.e., increasing importance).

Participating in youth SPA for socializing was not an important reason for families before or during the pandemic, while participating for fun was important before and during the pandemic. Participating for soft skill development, technical skill development, and competition were mainly not important before or during the pandemic, though some families did indicate that these reasons were important before the pandemic but not during. This means that these reasons lost importance for many families during the pandemic.

Table 22

Frequency Results of Change in Importance Variables (N=550)

Importance Item	Not Important Before or During	Important before, but not during	Important during, but not before	Important before and during	Total
	n (%)	n (%)	n (%)	n (%)	(%)
Physical Health	42 (7.6)	57 (10.4)	49 (8.9)	402 (73.1)	(100)
Mental Health	123 (22.4)	26 (4.7)	153 (27.8)	248 (45.1)	(100)
Socializing	237 (43.1)	103 (18.7)	70 (12.7)	140 (25.5)	(100)
Having Fun	179 (32.5)	46 (8.4)	83 (15.1)	242 (44.0)	(100)
Soft Skill Development	314 (57.1)	116 (21.1)	28 (5.1)	92 (16.7)	(100)
Technical Skill Development	410 (74.5)	64 (11.6)	30 (5.5)	46 (8.4)	(100)
Competition	460 (83.6)	34 (6.2)	27 (4.9)	29 (5.3)	(100)

Research Question 1b: How, if at all, did youth SPA experiences change?

The descriptive statistics presented in Table 23 and a log normal hurdle approach was employed (Table 24) to address Research Question 1b (i.e., how, if at all youth SPA experiences changes). Most families experienced decreases in all SPA contexts. While few families experienced an increase in organized, travel, and diversity of SPA, a notable number of families (41%) experienced an increase in non-organized SPA.

The log normal hurdle approach was employed to determine the socioecological factors that predict the probability of a decrease in SPA in each context (hurdle one, logistic regression) and then the socioecological factors that predict the amount of decrease in SPA in each context for the four contexts: 1) Δ_{int} Organized Decrease; 2) Δ_{int} Non-Organized Decrease; 3) Δ_{int} Travel Decrease; and, 4) Δ Diversity Decrease. Only decreases in SPA were assessed⁸ because as

⁸Logistic regressions to predict the probability of increases and no changes in SPA contexts are presented in Appendix U. Similarly to the decrease context, no socioecological variables predicted changes to the non-organized SPA context. Of note, families with only girls were more likely to increase their organized SPA ($\text{Exp}(\beta) = 1.96$, $p <$

described above, most families experienced a decrease in each context during the pandemic. Moreover, as only the cases that indicated experiencing a decrease in each SPA context were included in the multiple regression analysis, some socioecological variables were not included to achieve statistical power. Namely: school context was excluded as all public schools were closed during the timeframe under investigation (Alphonso & Stone, 2021). School context would be more relevant to shaping post-pandemic preferences; parents and friends increase in SPA were removed, as youth are likely to mimic their key reference groups (Brodersen et al., 2007; Nielsen et al., 2012), when investigating a decrease in SPA, only considering reference groups' decrease in SPA is necessary; and, as the sample was relatively wealthy, the dummy variable for income was adjusted to be just two categories (i.e., \$0-\$100,000 (ref), \$100,001 and over).

.05), and families who felt they could easily afford youth SPA were more likely to increase the diversity of their SPA ($\text{Exp}(\beta) = 1.26, p < .05$).

Table 23

Descriptive Results for During pandemic Δ in SPA Variables

Variable	N	M	SD	Min.	Max.
Δ_{int} Organized					
No change (ref)	550	.09	.29	.00	1.00
Increase	550	.19	.39	.00	1.00
Decrease	550	.72	.45	.00	1.00
Δ_{int} Non-Organized					
No change (ref)	550	.13	.33	.00	1.00
Increase	550	.41	.49	.00	1.00
Decrease	550	.46	.50	.00	1.00
Δ_{int} Travel					
No change (ref)	550	.24	.43	.00	1.00
Increase	550	.17	.40	.00	1.00
Decrease	550	.59	.49	.00	1.00
Δ Diversity					
No change (ref)	550	.17	.38	.00	1.00
Increase	550	.22	.41	.00	1.00
Decrease	550	.61	.49	.00	1.00
Δ_{int} Organized Intensity of Decrease ⁽¹⁾	398	3.62	2.01	1.00	6.00
Δ_{int} Non-Organized Intensity of Decrease ⁽¹⁾	256	2.62	1.83	1.00	6.00
Δ_{int} Travel Intensity of Decrease ⁽¹⁾	324	1.72	1.26	1.00	6.00
Δ Diversity Intensity of Decrease ⁽²⁾	338	1.92	1.16	1.00	6.00

Note. ⁽¹⁾ 1= decrease of 1-3 hours per week; 2= decrease of 4-6 hours per week; 3= decrease of 7-9 hours per week; 4= decrease of 10-12 hours per week; 5= decrease of 13-15 hours per week; 6= decrease of 16 or more hours per week

Note. ⁽²⁾ 1= decrease of 1-3 activities; 2= decrease of 4-6 activities; 3= decrease of 7-9 activities; 4= decrease of 10-12 activities; 5= decrease of 13-15 activities; 6= decrease of 16 or more activities

All logistic regression models exhibited linearity as assessed via the Box-Tidwell (1962) procedure. Based on this assessment, all continuous independent variables were found to be linearly related to the logit of the dependent variable. There were no standardized residuals with a value of ± 2.5 standard deviations. All multiple regression models exhibited linearity assessed by partial regression plots and a plot of studentized residuals against the predicted values. There was independence of residuals, as assessed by the Durbin-Watson statistics presented in Table 24. There was homoscedasticity, as assessed by visual inspection of a plot of studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed

by Q-Q Plot. There were no studentized deleted residuals greater than ± 3 standard deviations, no leverage values greater than 0.2, and values for Cook's distance above 1 for the models predicting Δ_{int} Organized Decrease and Δ_{int} Non-Organized Decrease. There were nine studentized deleted residual greater than ± 3 for Δ_{int} Travel Decrease and seven studentized deleted residual greater than ± 3 Δ Diversity Decrease. As there were no leverage values greater than 0.2, and no values for Cook's distance above 1, the analyses proceeded with caution. Odds ratios ($\text{Exp}(\beta)$) are presented in the logistic regressions, indicating the odds at which an independent variable determines the presence (or not) of the dependent variable. Odds Ratio greater than 1, indicates that the independent variable increases the odds of the presence of the dependent variable; Odds Ratio lower than one indicates that the independent variable decreases the odds of the presence of the dependent variable. Standardized coefficients (β) are presented in the multiple regression allowing to compare the relative importance of each coefficient in a regression model.

As seen in Table 24, the models predicting Δ_{int} Non-Organized Decrease were not significant. The models assessing Δ_{int} Travel Decrease ($\chi^2=66.15, p < .001$) and Δ Diversity Decrease ($\chi^2=54.87, p < .001$) were both significant at predicting if there was a decrease (hurdle 1), however, the models predicting the amount of decrease (hurdle 2) were not significant.

The Odds Ratios for experiencing Δ Diversity Decrease were greater than 1 for having friends who participated in less SPA during the pandemic ($\text{Exp}(\beta) = 2.49, p < .001$), thus families whose friends were less active during the pandemic were more likely to experience a decrease in diversity of SPA during the pandemic. The Odds Ratios for having younger children only ($\text{Exp}(\beta) = .59, p < .05$) and only girls ($\text{Exp}(\beta) = .55, p < .05$) were below 1, thus families

who have younger children only and families who have girls only were less likely to experience a decrease in diversity of SPA.

In terms of Δ_{int} Travel Decrease, the odds of experiencing Δ_{int} Travel Decrease were more prominent for families living in health regions that experienced mixed ($\text{Exp}(\beta) = 2.31, p < .05$) and tight ($\text{Exp}(\beta) = 3.42, p < .01$) restrictions, having friends who participated in less SPA during the pandemic ($\text{Exp}(\beta) = 2.96, p < .001$), and for families who had a high income ($\text{Exp}(\beta) = 1.59, p < .05$). On the other hand, Δ_{int} Travel Decrease were less likely to happen for families living in a large community ($\text{Exp}(\beta) = .39, p < .01$), had younger children only ($\text{Exp}(\beta) = .56, p < .05$), had older children only ($\text{Exp}(\beta) = .55, p < .05$), and had only boys ($\text{Exp}(\beta) = .62, p < .05$).

Finally, both models for Δ_{int} Organized Decrease (hurdle 1: $\chi^2=40.98, p < .001$; hurdle 2: $R^2 = .08, F(16, 381) = 2.17, p = .006$, adjusted $R^2 = .05$) were significant. Specifically, having friends who participated in less SPA during the pandemic ($\text{Exp}(\beta) = 2.36, p < .001$) increased the odds of experiencing a decrease in Δ_{int} Organized Decrease, as did perceiving youth SPA as affordable. Of the families who experienced Δ_{int} Organized Decrease ($n=398$), those who perceived SPA to be affordable were more likely to experience a greater decrease ($\beta = .20, p < .001$).

Table 24

Regression Results for Δ SPA Decrease Using the Hurdle Method

Variable	Δ_{int} Organized Decrease		Δ_{int} Non-Organized Decrease		Δ_{int} Travel Decrease		Δ Diversity Decrease	
	LNH1 N=550	LNH2 N=398	LNH1 N=550	LNH2 N=256	LNH1 N=550	LNH2 N=324	LNH1 N=550	LNH2 N=338
	$\text{Exp}(\beta)$	β	$\text{Exp}(\beta)$	β	$\text{Exp}(\beta)$	β	$\text{Exp}(\beta)$	β
Constant	3.44		.81		1.28		4.94	
Health Region								
Loose (ref)								
Mixed	1.19	-.04	.96	.04	2.31*	-.13	1.0	.06
Tight	.97	.03	.96	.08	3.42**	-.01	1.17	.13
Community								

Small and medium (ref;)								
Large	.94	-.03	.74	-.01	.39***	-.06	.66	.01
Neighborhood Walkability	.88	.02	.97	.00	1.01	-.05	.90	.11
Participation Ability	1.04	-.03	1.12	-.00	1.01	.11	1.07	-.12
Participation Affordability	.85*	.20***	1.04	.09	1.04	.09	.87	.06
Friend's Participation								
Same and more (ref)								
Less during pandemic	2.36***	.11	1.07	-.11	2.96***	.02	2.49***	.05
Parent's Participation								
Same and more (ref)								
Less during pandemic	1.24	-.01	1.11	.01	1.13	.01	1.17	.02
Number of Children	.97	.07	1.00	.03	.86	.07	.93	.04
Child Age								
Spread (ref)								
Younger (6-12)	1.15	-.06	.95	-.06	.56*	-.03	.59*	-.06
Older (13-18)	1.09	.06	.96	-.07	.55*	-.06	.70	-.06
Gild Gender								
Mixed (ref)								
Girls	.64	-.06	.93	-.11	.76	-.01	.55*	-.07
Boys	.83	-.01	1.01	-.05	.62*	-.00	.64	.02
Ethnicity								
Non-Caucasian (ref)								
Caucasian	1.24	-.03	.99	.03	1.07	-.04	.94	-.01
Education								
No graduate degree (ref)								
Graduate degree	1.44	.09	.97	-.05	.88	-.00	.90	.04
Income								
\$100,000 and under (ref)								
\$100,001 and over	1.20	.00	.85	-.08	1.59*	-.01	1.43	-.05
X ²	40.98**		6.41		66.15**		54.87**	
	*				*		*	
Nagelkerke R ²	.10		.02		.15		.13	
R ²		.08**		.06		.05		.05
Adj. R ²		.05		-.01 ⁹		-.00		-.00
F		2.17		.91		.98		.05
Durbin-Watson		2.00		2.09		1.83		2.12

Notes. LNH1= Step 1 of the Log Normal Hurdle procedure, Odds Ratio; LNH2= step 2 of the Log Normal Hurdle procedure

* $p < .05$; ** $p < .01$; *** $p < .001$

Research Question 1c: How, if at all, did satisfaction with youth SPA change?

To address Research Question 1c (i.e., how, if at all, did satisfaction with youth SPA change?), descriptive statistics were examined (Figures 3, 4, 5, and 6), and logistic regressions

⁹ Adjusted R² values can become negative if the R² is very small (IBM Docs, 2020)

were conducted to predict satisfaction with decreases in Δ_{int} Organized SPA, Δ_{int} Non-Organized SPA, Δ_{int} Travel, and Δ Diversity (Table 25).

Figure 3 visually presents the descriptive statistics for how families felt about the changes to their organized SPA during the pandemic. Of the families who experienced a decrease in organized SPA (72%), some were satisfied with this decrease (25%), although many families were dissatisfied with the decrease (38%).

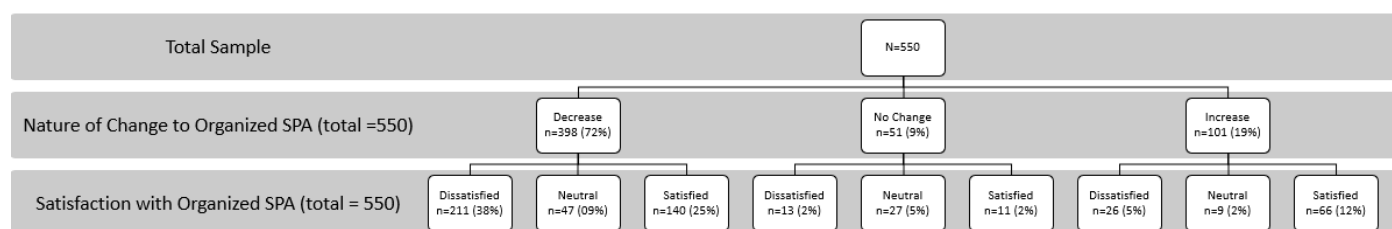


Figure 3. Satisfaction with Change to Organized SPA

Figure 4 presents the descriptive statistics for how families felt about the changes to their non-organized SPA during the pandemic. While many families experienced a decrease in their non-organized SPA (46%), many experienced an increase (41%). Families were generally satisfied with these changes (25% satisfied with a decrease; 27% satisfied with an increase).

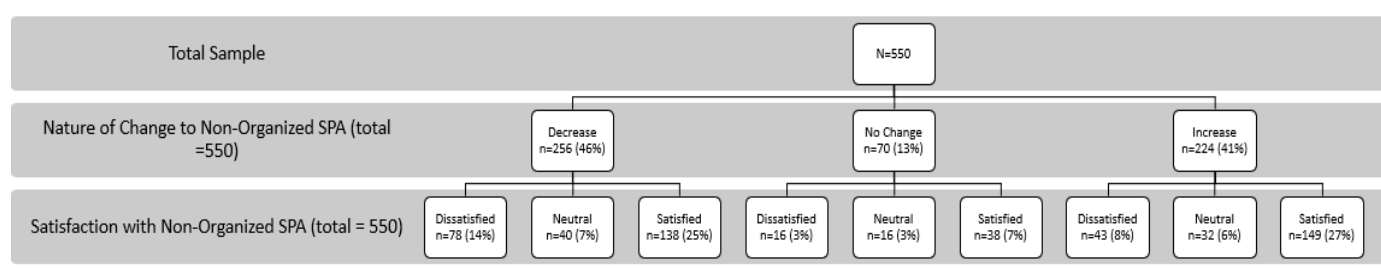


Figure 4. Satisfaction with Change to Non-Organized SPA

Figure 5 presents the descriptive statistics for how families felt about the changes in the time they spent on travel for youth SPA during the pandemic. Most families experienced a decrease in travel (59%), while some families also did not experience a change in travel (24%).

Families were more often satisfied with a decrease (29%) or had neutral feelings about no change (13%).

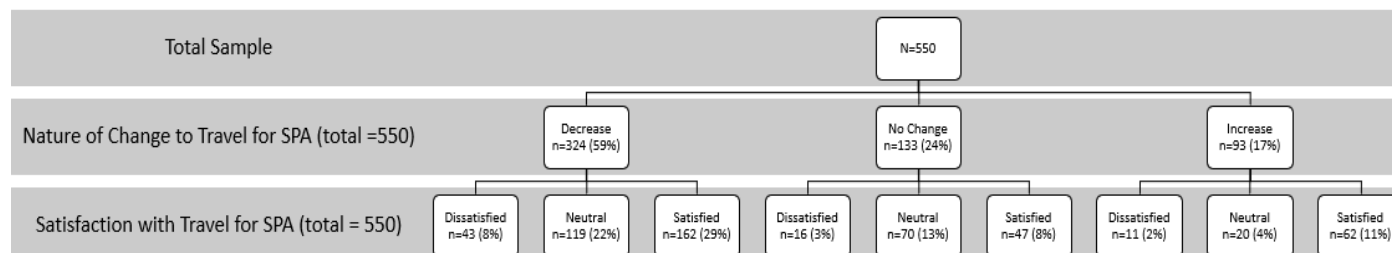


Figure 5. Satisfaction with Change to Travel for SPA

Figure 6 presents the descriptive statistics for how families felt about the changes in the number of youth SPA activities they engaged with during the pandemic. Most families experienced a decrease in the diversity of activities (61%). These families were split between being satisfied (35%) or dissatisfied (31%) with the reduction in activities.

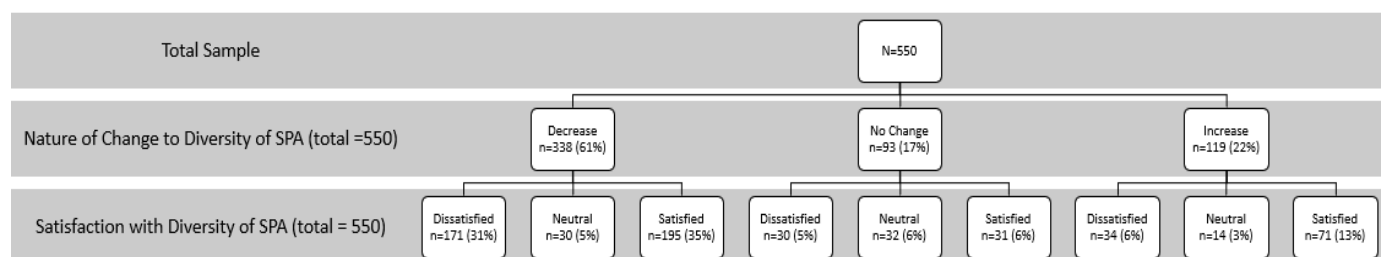


Figure 6. Satisfaction with Change to Diversity of SPA

As evident from the above sections, many families experienced a decrease in their SPA contexts under investigation. Moreover, as consumer behaviour theory suggests that being satisfied with an experience will likely lead to preferences being (re)shaped to form expectations for similar experiences (Arnould & Price, 1993; Vargo & Lusch, 2011), the following analyses consider families who were satisfied with a decrease in their SPA during the pandemic¹⁰. As

¹⁰ Regression analyses predicting satisfaction with increases in SPA contexts are presented in Appendix V. Of note, families who felt they could afford youth SPA were more likely to be satisfied with an increase in diversity of SPA ($\text{Exp}(\beta) = 1.71, p < .001$). Too few families were satisfied with no changes in SPA context for results to be meaningful, as such regression analyses predicting satisfaction with no change are not included.

such, the logistic regressions predicting satisfaction with decreases in Δ_{int} Organized, Δ_{int} Non-Organized, Δ_{int} Travel, and Δ Diversity are presented in Table 25. All logistic regression models exhibited linearity as assessed via the Box-Tidwell (1962) procedure. Based on this assessment, all continuous independent variables were found to be linearly related to the logit of the dependent variable. There were no standardized residuals with a value of ± 2.5 standard deviations for Δ_{int} Organized SPA, Δ_{int} Non-Organized SPA and Δ_{int} Travel. There was one standardized residual with a value of ± 2.5 standard deviations for the model predicting satisfaction with Δ Diversity, which was kept in the analysis.

The logistic regression assessing if participants were satisfied with a decrease in Δ_{int} Organized (n=140) was statistically significant ($\chi^2=67.18, p < .001$). The model explained 17.0% (Nagelkerke R^2) of the variance in being satisfied with a decrease in organized SPA. Specifically, families having friends who were more active during the pandemic ($\text{Exp}(\beta) = 1.81, p < .05$) increased the odds of families being satisfied with a decrease in organized SPA. Families whose friends were less active during the pandemic ($\text{Exp}(\beta) = .54, p < .05$) and identifying as Caucasian ($\text{Exp}(\beta) = .61, p < .05$) were less likely to be satisfied with a decrease in organized SPA.

The logistic regression assessing if participants were satisfied with a decrease in Δ_{int} Non-Organized (n=138) was statistically significant ($\chi^2=35.68, p = .024$). The model explained 9.0% (Nagelkerke R^2) of the variance in being satisfied with a decrease in non-organized SPA. Specifically, parents having completed post-secondary education ($\text{Exp}(\beta) = 2.10, p < .05$) increased the odds, and families who sent their children to school (i.e., did not homeschool) ($\text{Exp}(\beta) = .59, p < .05$) decreased the odds of being satisfied with a decrease in non-organized SPA.

The logistic regression assessing if participants were satisfied with a decrease in Δ_{int} Travel (n=162) was statistically significant ($\chi^2=51.532$, $p < .001$). The model explained 13.0% (Nagelkerke R^2) of the variance in being satisfied with a decrease in travel for SPA. Specifically, perceiving their neighborhood as walkable ($\text{Exp}(\beta) = 1.27$, $p < .05$), having friends who were less active during the pandemic ($\text{Exp}(\beta) = 1.78$, $p < .05$), and having a high income ($\text{Exp}(\beta) = 1.90$, $p < .05$) increased the odds of families being satisfied with a decrease in travel for SPA during the pandemic. However, having only boys ($\text{Exp}(\beta) = .42$, $p < .001$) decreased the odds of being satisfied with a decrease in travel for SPA.

The logistic regression assessing if participants were satisfied with a decrease in Δ_{int} Diversity (n=195) was statistically significant ($\chi^2=48.75$, $p < .001$). The model explained 14.0% (Nagelkerke R^2) of the variance in being satisfied with a decrease in diversity of SPA. Specifically, being non-homeschooled ($\text{Exp}(\beta) = .57$, $p < .05$) decreased the odds of being satisfied with a decrease in diversity of SPA.

Table 25

Logistic Regression Predicting Satisfaction with a Decrease in SPA from Socioecological Factors (N=550)

Variable	Satisfied with decrease Δ_{int} Organized (n=140)		Satisfied with decrease Δ_{int} Non-Organized (n=138)		Satisfied with decrease Δ_{int} Travel (n=162)		Satisfied with decrease Δ Diversity (n=195)	
	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B
Constant	.12	.87	.21	.82	.21	.82	.12	.96
Health Region								
Loose (ref)								
Mixed	.76	.44	.66	.39	1.06	.37	.72	.50
Tight	.88	.49	.89	.44	1.53	.43	.94	.55
Community								
Small and medium (ref; population of under 100,000)_								
Large (population of 100,000 or more)	1.52	.34	1.08	.32	.61	.30	2.07	.41
Neighborhood Walkability	1.17	.13	1.04	.13	1.01	.12	1.01	.15
Participation Ability	1.19	.13	1.21	.12	1.27*	.12	1.32	.15

Participation Affordability	1.14	.09	1.15	.09	1.00	.08	1.01	.10
School Context								
Home schooled (ref)								
Non-home schooled	.79	.26	.59*	.25	.83	.26	.52*	.27
Friend's Participation								
Same (ref)								
More during pandemic	1.81*	.30	1.10	.30	.94	.31	1.54	.32
Less during pandemic	.54*	.29	.74	.28	1.78*	.27	.62	.32
Parent's Participation								
Same (ref)								
More during pandemic	.60	.29	1.10	.28	1.37	.27	.95	.31
Less during pandemic	.83	.30	.99	.29	.72	.28	.95	.34
Number of Children	.98	.10	1.03	.09	.88	.10	.92	.10
Child Age								
Spread (ref)								
Younger (6-12 years)	1.00	.29	.92	.28	.92	.27	.60	.31
Older (13-18 years)	1.19	.34	.97	.33	.64	.32	.53	.36
Gild Gender								
Mixed (ref)								
Girls	.56	.31	.80	.30	.58	.29	.91	.34
Boys	.67	.27	.84	.26	.42***	.26	.76	.30
Ethnicity								
Non-Caucasian (ref)								
Caucasian	.61*	.23	.83	.23	.84	.22	1.03	.25
Education								
Post-secondary not completed (ref)								
Post-Secondary completed	1.23	.32	2.10*	.31	1.78	.30	1.97	.36
Graduate degree	1.69	.35	1.46	.36	1.52	.35	1.43	.41
Income								
Lower (ref; \$0-\$40,000)								
Middle (\$40,001-\$100,000)	1.00	.31	.69	.29	1.38	.31	1.03	.35
Higher (\$100,001 and over)	1.30	.32	.56	.31	1.90*	.32	.93	.36
X^2	67.18***		35.68*		51.53***		48.75***	
Nagelkerke R^2	.17		.09		.13		.14	

Notes. * $p < .05$; ** $p < .01$; *** $p < .001$

Research Question 1d: How, if at all, did preferences for youth SPA change?

To address Research Question 1d (i.e., how, if at all, did preferences for youth SPA change?), descriptive statistics (Table 26) were assessed, and a series of regression analyses were run. Many families intended on returning to similar SPA levels of SPA post-pandemic for all SPA contexts. Notably, while some families would like to increase their organized SPA and

travel and diversity SPA, the largest proportion of families would like to increase their non-organized SPA post-pandemic.

Table 26

Descriptive Results for Post-pandemic Intention Variables (N=550)

Variable	M	SD	Min.	Max.
Post _{int} Organized				
Same	.44	.50	.00	1.00
Less	.21	.40	.00	1.00
More	.35	.48	.00	1.00
Post _{int} Non-Organized				
Same	.44	.50	.00	1.00
Less	.11	.31	.00	1.00
More	.45	.50	.00	1.00
Post _{int} Travel				
Same	.59	.49	.00	1.00
Less	.16	.37	.00	1.00
More	.25	.43	.00	1.00
Post Diversity				
Same	.44	.50	.00	1.00
Less	.19	.39	.00	1.00
More	.37	.48	.00	1.00

Per Social Ecology Theory, the socioecological items should be the strongest predictors of SPA intentions; the satisfaction items were entered into the models second to assess if satisfaction with changes to SPA during the pandemic strengthen the prediction of the model. As such, to begin, two logistic regression analyses were performed to assess the effects of socioecological items, then the addition of satisfaction with change in SPA items on post-pandemic organized SPA (Table 27): 1) intentions to increase organized SPA compared to before the pandemic; 2) intentions to go back to pre-pandemic levels of organized SPA as the dominant intentions were among those intending to increase to return to pre-pandemic levels¹¹.

¹¹ Regression analyses predicting intentions to decrease SPA contexts are presented in Appendix W. Of note, families who were satisfied with decreases in travel ($\text{Exp}(\beta) = 2.02$, $p < .01$) and diversity ($\text{Exp}(\beta) = 2.40$, $p < .01$) during the pandemic were more likely to intend to decrease the travel for youth SPA post-pandemic. The addition of the satisfaction items increased predictive power for intentions to decrease non-organized SPA post-pandemic for intentions to decrease travel for SPA post-pandemic, and for intentions to decrease diversity of SPA post-pandemic.

All logistic regression models exhibited linearity as assessed via the Box-Tidwell (1962) procedure. Based on this assessment, all continuous independent variables were found to be linearly related to the logit of the dependent variable. There were no standardized residuals with a value of ± 2.5 standard deviations.

The logistic regression assessing intentions to increase organized SPA post-pandemic (model 2) was statistically significant ($\chi^2=86.86$, $p < .001$). The model explained 20.0% (Nagelkerke R^2) of the variance in intentions. The addition of satisfaction items, however, did not increase overall explanation of the model. Participation affordability ($\text{Exp}(\beta) = 1.22$, $p < .05$), friends being more active during the pandemic ($\text{Exp}(\beta) = 3.66$, $p < .001$), parents being more active during the pandemic ($\text{Exp}(\beta) = 1.94$, $p < .05$), and children being younger ($\text{Exp}(\beta) = 1.89$, $p < .05$) all increased the odds of families intending to increase organized SPA post-pandemic.

The logistic regression assessing intentions to not change organized SPA post-pandemic (model 2) was statistically significant ($\chi^2=66.59$, $p < .001$). The model explained 15.0% (Nagelkerke R^2) of the variance in intentions. The addition of satisfaction items, however, did not increase overall explanation of the model. Identifying as Caucasian ($\text{Exp}(\beta) = 1.75$, $p < .01$) increased the odds of intending to revert back to pre-pandemic levels of non-organized SPA. Friends being more active during the pandemic ($\text{Exp}(\beta) = .38$, $p < .001$), friends being less active during the pandemic ($\text{Exp}(\beta) = .57$, $p < .05$), parents being more active during the pandemic ($\text{Exp}(\beta) = .55$, $p < .05$), and parents being less active during the pandemic ($\text{Exp}(\beta) = .47$, $p < .01$) all decreased the odds of families intending to not change their SPA in organized SPA post-pandemic.

Table 27

Hierarchical Logistic Regression Predicting Post Organized SPA from Socioecological Factors and Satisfaction with Δ SPA (N=550)

Variable	Increase				No Change			
	Model 1		Model 2		Model 1		Model 2	
	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B
Constant	.03	.83	.04	.83	2.01	.74	1.90	.75
Health Region								
Loose (ref)								
Mixed	1.48	.38	1.45	.39	1.04	.34	1.05	.34
Tight	2.07	.43	2.09	.44	.94	.40	.93	.40
Community								
Small and medium (ref; population of under 100,000)_								
Large (population of 100,000 or more)	.82	.29	.83	.29	1.46	.28	1.48	.28
Neighborhood Walkability	1.06	.12	1.06	.12	1.04	.11	1.04	.11
Participation Ability	1.12	.11	1.13	.11	.84	.10	.83	.10
Participation Affordability	1.22*	.08	1.22**	.08	.88	.08	.88	.08
School Context								
Home schooled (ref)								
Non-home schooled	.74	.26	.72	.26	1.36	.25	1.40	.25
Friend's Participation								
Same (ref)								
More during pandemic	3.64***	.29	3.66***	.29	.38***	.28	.38***	.28
Less during pandemic	1.39	.27	1.40	.27	.58*	.24	.57*	.24
Parent's Participation								
Same (ref)								
More during pandemic	1.89*	.27	1.94*	.27	.57*	.25	.55*	.26
Less during pandemic	1.63	.28	1.63	.28	.47**	.25	.47**	.25
Number of Children	1.10	.09	1.09	.09	1.02	.09	1.02	.09
Child Age								
Spread (ref)								
Younger (6-12 years)	1.93*	.28	1.89*	.28	.75	.26	.76	.26
Older (13-18 years)	1.10	.32	1.05	.32	.80	.30	.83	.30
Child Gender								
Mixed (ref)								
Girls	.70	.29	.69	.29	1.54	.27	1.54	.27
Boys	1.12	.25	1.09	.25	1.17	.24	1.20	.24
Ethnicity								
Non-Caucasian (ref)								
Caucasian	.87	.22	.87	.22	1.78**	.21	1.75**	.21
Education								
Post-secondary not completed (ref)								
Post-Secondary completed	1.25	.27	1.31	.28	1.17	.26	1.12	.26
Graduate degree	1.57	.32	1.61	.32	.97	.31	.97	.31
Income								

Lower (ref; \$0-\$40,000)								
Middle (\$40,001-\$100,000)	.94	.28	.94	.28	1.02	.26	1.02	.26
Higher (\$100,001 and over)	1.08	.29	1.08	.30	.73	.28	.74	.28
X^2 for Step 1	85.19***				64.20***			
Nagelkerke R^2 for step 1	.20				.15			
Model 2								
Satisfied with decrease Δ_{int}								
Organized								
No (ref)								
Yes			1.12	.26			.74	.25
Satisfied with decrease Δ_{int}								
Non-Organized								
No (ref)								
Yes			.85	.24			1.18	.23
Satisfied with decrease Δ_{int}								
Travel								
No (ref)								
Yes			.85	.23			1.17	.21
Satisfied with decrease Δ								
Diversity								
No (ref)								
Yes			.83	.28			1.20	.26
X^2 for Step 2		86.86***				66.59***		
Nagelkerke R^2 for step 2		.20				.15		

Notes. * $p < .05$; ** $p < .01$; *** $p < .001$

Next, two logistic regression analyses were performed to assess the effects of socioecological items, and then the addition of satisfaction with change in SPA items on post-pandemic non-organized SPA (Table 28): 1) intentions to increase non-organized SPA compared to before the pandemic; 2) intentions to go back to pre-pandemic levels of non-organized SPA. All logistic regression models exhibited linearity as assessed via the Box-Tidwell (1962) procedure. Based on this assessment, all continuous independent variables were found to be linearly related to the logit of the dependent variable. There were no standardized residuals with a value of ± 2.5 standard deviations.

The logistic regression assessing intentions to increase non-organized SPA post-pandemic (model 2) was statistically significant ($\chi^2=61.27$, $p < .001$). The model explained

14.0% (Nagelkerke R^2) of the variance in intentions. The addition of satisfaction items did not increase prediction of intentions to increase non-organized SPA. Perceiving youth SPA as affordable ($\text{Exp}(\beta) = 1.17, p < .05$), friends being more active during the pandemic ($\text{Exp}(\beta) = 2.79, p < .001$), friends being less active during the pandemic ($\text{Exp}(\beta) = 1.82, p < .05$), and parents being more active during the pandemic ($\text{Exp}(\beta) = 1.93, p < .01$) all increased the odds of intending on increasing non-organized SPA post-pandemic.

The logistic regression assessing intentions to not change non-organized SPA post-pandemic (model 2) was statistically significant ($\chi^2=66.53, p < .001$). The model explained 15.0% (Nagelkerke R^2) of the variance in intentions. The addition of satisfaction items increased prediction of intentions to return to pre-pandemic levels of non-organized SPA by 1%, only. Perceiving SPA as being affordable ($\text{Exp}(\beta) = .85, p < .05$), friends being more active during the pandemic ($\text{Exp}(\beta) = .36, p < .001$), friends being less active during the pandemic ($\text{Exp}(\beta) = .58, p < .05$), parents being more active during the pandemic ($\text{Exp}(\beta) = .53, p < .05$), parents being less active during the pandemic ($\text{Exp}(\beta) = .50, p < .01$), and having only younger children ($\text{Exp}(\beta) = .59, p < .05$) all decreased the odds of families intending to not change their non-organized SPA post-pandemic.

Table 28

Hierarchical Logistic Regression Predicting Post Non-Organized SPA from Socioecological Factors and Satisfaction with Δ SPA (N=550)

Variable	<u>Increase</u>				<u>No Change</u>			
	Model 1		Model 2		Model 1		Model 2	
	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B
Constant	.12	.75	.12	.75	1.91	.74	1.84	.74
Health Region								
Loose (ref)								
Mixed	1.85	.35	1.84	.35	.56	.34	.57	.34
Tight	1.41	.40	1.40	.40	.76	.39	.76	.40
Community								

Small and medium (ref; population of under 100,000)_								
Large (population of 100,000 or more)	1.13	.27	1.14	.27	1.06	.27	1.09	.28
Neighborhood Walkability	1.03	.11	1.03	.11	1.06	.11	1.06	.11
Participation Ability	.99	.10	.99	.10	1.01	.10	1.00	.10
Participation Affordability	1.16	.08	1.17*	.08	.86*	.08	.85*	.08
School Context								
Home schooled (ref)								
Non-home schooled	.81	.24	.82	.25	1.53	.25	1.56	.25
Friend's Participation								
Same (ref)								
More during pandemic	2.76***	.28	2.79***	.28	.35***	.28	.36***	.29
Less during pandemic	1.84*	.24	1.82*	.25	.59*	.24	.58*	.24
Parent's Participation								
Same (ref)								
More during pandemic	1.96**	.25	1.93**	.26	.55*	.25	.53*	.26
Less during pandemic	1.47	.25	1.47	.25	.50**	.25	.50**	.25
Number of Children	.99	.09	1.00	.09	1.08	.09	1.08	.09
Child Age								
Spread (ref)								
Younger (6-12 years)	1.63	.26	1.64	.26	.60	.26	.59*	.26
Older (13-18 years)	.83	.30	.85	.30	.92	.29	.91	.29
Child Gender								
Mixed (ref)								
Girls	1.09	.26	1.08	.27	1.15	.27	1.17	.27
Boys	1.20	.23	1.20	.24	1.06	.23	1.08	.24
Ethnicity								
Non-Caucasian (ref)								
Caucasian	1.09	.21	1.08	.21	1.26	.21	1.28	.21
Education								
Post-secondary not completed (ref)								
Post-Secondary completed	.90	.25	.89	.26	1.24	.26	1.2	.26
Graduate degree	1.10	.30	1.11	.30	.95	.31	.93	.310
Income								
Lower (ref; \$0-\$40,000)								
Middle (\$40,001-\$100,000)	.90	.26	.89	.26	1.05	.26	1.07	.27
Higher (\$100,001 and over)	.87	.28	.87	.28	.99	.28	1.01	.28
X^2 for Step 1	61.27***				61.51***			
Nagelkerke R^2 for step 1	.14				.14			
Model 2								
Satisfied with decrease Δ_{int}								
Organized								
No (ref)								
Yes			.87	.24			.956	.24
Satisfied with decrease Δ_{int}								
Non-Organized								

No (ref)						
Yes		.99	.23		1.50	.23
Satisfied with decrease Δ_{int}						
Travel						
No (ref)						
Yes		1.07	.21		1.16	.21
Satisfied with decrease Δ						
Diversity						
No (ref)						
Yes		1.11	.26		.73	.26
X^2 for Step 2		61.77***			66.53***	
Nagelkerke R^2 for step 2		.14			.15	
Notes. * $p < .05$; ** $p < .01$; *** $p < .001$						

Next, two logistic regression analyses were performed to assess the effects of socioecological items, then the addition of satisfaction with change in SPA items on post-pandemic travel for SPA (Table 29): 1) intentions to increase travel for SPA compared to before the pandemic; 2) intentions to go back to pre-pandemic levels of travel for SPA. All logistic regression models exhibited linearity as assessed via the Box-Tidwell (1962) procedure. Based on this assessment, all continuous independent variables were found to be linearly related to the logit of the dependent variable. There were no standardized residuals with a value of ± 2.5 standard deviations.

The logistic regression assessing intentions to increase travel for SPA post-pandemic (model 2) was statistically significant ($\chi^2=67.68$, $p < .001$). The model explained 17.0% (Nagelkerke R^2) of the variance in intentions. The addition of satisfaction items increased prediction of intentions to increase travel for SPA by 1% only. Living in a health region that experienced mixed restrictions ($\text{Exp}(\beta) = 2.44$, $p < .05$) and tight restrictions ($\text{Exp}(\beta) = 3.66$, $p < .01$) during the pandemic, friends participating in more SPA during the pandemic ($\text{Exp}(\beta) = 3.39$, $p < .001$), and parents participating in less SPA during the pandemic ($\text{Exp}(\beta) = 1.92$, $p < .05$) all increased the odds of families intending to increase their travel time for SPA post-pandemic.

The logistic regression assessing intentions to not change travel for SPA post-pandemic (model 2) was statistically significant ($\chi^2=50.28, p < .001$). The model explained 12.0% (Nagelkerke R^2) of the variance in intentions. The addition of satisfaction items increased prediction of intentions to return to pre-pandemic levels of travel for SPA by 1% only. Friends participating in more SPA during the pandemic ($\text{Exp}(\beta) = .30, p < .001$), friends participating in less SPA during the pandemic ($\text{Exp}(\beta) = .62, p < .05$), and parents participating in less SPA during the pandemic ($\text{Exp}(\beta) = .55, p < .05$) all decreased the odds of families intending to not change their travel time for SPA post-pandemic.

Table 29

Hierarchical Logistic Regression Predicting Post Travel SPA from Socioecological Factors and Satisfaction with Δ SPA (N=550)

Variable	Increase				No Change			
	Model 1		Model 2		Model 1		Model 2	
	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B
Constant	.04	.90	.04	.90	2.72	.73	2.69	.73
Health Region								
Loose (ref)								
Mixed	2.45*	.45	2.43*	.45	1.20	.33	1.24	.34
Tight	3.70**	.50	3.66**	.50	1.28	.39	1.31	.39
Community								
Small and medium (ref; population of under 100,000)_								
Large (population of 100,000 or more)	.53*	.31	.55	.32	.84	.27	.81	.27
Neighborhood Walkability	1.11	.13	1.12	.13	.93	.11	.94	.11
Participation Ability	1.13	.12	1.12	.12	.88	.10	.88	.10
Participation Affordability	1.01	.09	1.02	.09	.91	.08	.90	.08
School Context								
Home schooled (ref)								
Non-home schooled	.61	.27	.61	.28	1.14	.24	1.17	.25
Friend's Participation								
Same (ref)								
More during pandemic	3.13***	.33	3.39***	.33	.28***	.28	.30***	.29
Less during pandemic	1.93*	.30	1.83	.31	.60*	.23	.62*	.24
Parent's Participation								
Same (ref)								
More during pandemic	1.66	.30	1.54	.30	1.03	.25	1.03	.26
Less during pandemic	1.91*	.31	1.92*	.31	.57*	.25	.55*	.25

Number of Children	.99	.10	.99	.10	1.04	.09	1.04	.09
Child Age								
Spread (ref)								
Younger (6-12 years)	1.28	.30	1.28	.30	.74	.26	.75	.26
Older (13-18 years)	.57	.36	.58	.36	.88	.29	.88	.29
Child Gender								
Mixed (ref)								
Girls	1.25	.30	1.26	.30	1.28	.26	1.27	.26
Boys	.97	.27	1.00	.28	1.10	.23	1.07	.23
Ethnicity								
Non-Caucasian (ref)								
Caucasian	.87	.24	.87	.24	1.15	.21	1.14	.21
Education								
Post-secondary not completed (ref)								
Post-Secondary completed	1.56	.31	1.48	.31	1.21	.25	1.19	.25
Graduate degree	1.67	.35	1.69	.36	.88	.30	.89	.30
Income								
Lower (ref; \$0-\$40,000)								
Middle (\$40,001-\$100,000)	.79	.30	.81	.31	1.22	.26	1.26	.26
Higher (\$100,001 and over)	.94	.32	.96	.32	1.08	.28	1.15	.28
X^2 for Step 1	63.36***				47.24***			
Nagelkerke R^2 for step 1	.16				.11			
Model 2								
Satisfied with decrease Δ_{int}								
Organized								
No (ref)								
Yes			.67	.29			.87	.24
Satisfied with decrease Δ_{int}								
Non-Organized								
No (ref)								
Yes			1.32	.26			1.34	.23
Satisfied with decrease Δ_{int}								
Travel								
No (ref)								
Yes			1.33	.24			.79	.21
Satisfied with decrease Δ								
Diversity								
No (ref)								
Yes			.87	.30			1.15	.25
X^2 for Step 2		67.68***				50.28**		
Nagelkerke R^2 for step 2		.17				.12		

Notes. * $p < .05$; ** $p < .01$; *** $p < .001$

Next, two logistic regression analyses were performed to assess the effects of socioecological items, then the addition of satisfaction with change in SPA items on post-pandemic diversity of SPA (Table 30): 1) intentions to increase diversity of SPA compared to before the pandemic; 2) intentions to go back to pre-pandemic diversity of SPA. All logistic regression models exhibited linearity as assessed via the Box-Tidwell (1962) procedure. Based on this assessment, all continuous independent variables were found to be linearly related to the logit of the dependent variable. There were no standardized residuals with a value of ± 2.5 standard deviations.

The logistic regression assessing intentions to increase SPA diversity post-pandemic (model 2) was statistically significant ($\chi^2=84.62, p < .001$). The model explained 20.0% (Nagelkerke R^2) of the variance in intentions. The addition of satisfaction items did not increase prediction of intentions to increase diversity of SPA. Perceiving their neighbourhood as walkable ($\text{Exp}(\beta) = 1.26, p < .05$), friends participating in more SPA during the pandemic ($\text{Exp}(\beta) = 4.27, p < .001$), parents participating in less SPA during the pandemic ($\text{Exp}(\beta) = 1.75, p < .05$), and children being younger ($\text{Exp}(\beta) = 2.08, p < .01$) increased the odds of families intending to increase the number of SPA activities they participate in post-pandemic.

The logistic regression assessing intentions to not change SPA diversity post-pandemic (model 2) was statistically significant ($\chi^2=50.28, p < .01$). The model explained 12.0% (Nagelkerke R^2) of the variance in intentions. The addition of satisfaction items increased prediction of intentions to return to pre-pandemic diversity of SPA by 1%. Friends participating in more SPA during the pandemic ($\text{Exp}(\beta) = .30, p < .001$), friends participating in less SPA during the pandemic ($\text{Exp}(\beta) = .62, p < .05$), and parents participating in less SPA during the

pandemic ($\text{Exp}(\beta) = .55, p < .05$), all decreased the odds of families intending to not change the number of SPA activities they participate in compared to before the pandemic.

Table 30

Hierarchical Logistic Regression Predicting Post Diversity SPA from Socioecological Factors and Satisfaction with Δ SPA (N=550)

Variable	<u>Increase</u>				<u>No Change</u>			
	Model 1		Model 2		Model 1		Model 2	
	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B
Constant	.02	.83	.02	.83	2.72	.73	2.69	.73
Health Region								
Loose (ref)								
Mixed	1.34	.38	1.33	.38	1.20	.33	1.24	.34
Tight	1.48	.43	1.48	.43	1.28	.39	1.31	.39
Community								
Small and medium (ref; population of under 100,000)_								
Large (population of 100,000 or more)	1.24	.29	1.22	.29	.84	.27	.81	.27
Neighborhood Walkability	1.26*	.12	1.26*	.12	.93	.11	.94	.11
Participation Ability	1.08	.11	1.09	.11	.88	.10	.88	.10
Participation Affordability	1.07	.08	1.08	.08	.91	.08	.90	.08
School Context								
Home schooled (ref)								
Non-home schooled	1.03	.26	1.02	.26	1.14	.24	1.17	.25
Friend's Participation								
Same (ref)								
More during pandemic	4.27***	.29	4.27***	.30	.30***	.28	.30***	.29
Less during pandemic	1.19	.26	1.19	.26	.60*	.23	.62*	.24
Parent's Participation								
Same (ref)								
More during pandemic	1.34	.27	1.35	.27	1.03	.25	1.03	.26
Less during pandemic	1.75*	.27	1.75*	.27	.57*	.25	.55*	.25
Number of Children	1.17	.09	1.17	.09	1.04	.09	1.04	.09
Child Age								
Spread (ref)								
Younger (6-12 years)	2.08**	.28	2.08**	.28	.74	.26	.75	.26
Older (13-18 years)	1.12	.32	1.11	.32	.88	.29	.88	.29
Child Gender								
Mixed (ref)								
Girls	.83	.28	.82	.28	1.30	.26	1.27	.26
Boys	.86	.25	.86	.25	1.10	.23	1.07	.23
Ethnicity								
Non-Caucasian (ref)								
Caucasian	1.18	.22	1.17	.22	1.15	.21	1.14	.21
Education								

Post-secondary not completed (ref)								
Post-Secondary completed	.90	.27	.92	.27	1.21	.25	1.19	.25
Graduate degree	1.57	.31	1.59	.31	.88	.30	.89	.30
Income								
Lower (ref; \$0-\$40,000)								
Middle (\$40,001-\$100,000)	.89	.28	.88	.28	1.22	.26	1.26	.26
Higher (\$100,001 and over)	.83	.29	.82	.30	1.08	.28	1.15	.28
X^2 for Step 1	84.84***				47.24***			
Nagelkerke R^2 for step 1	.20				.11			
Model 2								
Satisfied with decrease Δ_{int}								
Organized								
No (ref)								
Yes			.98	.25			.87	.24
Satisfied with decrease Δ_{int}								
Non-Organized								
No (ref)								
Yes			.83	.24			1.34	.23
Satisfied with decrease Δ_{int}								
Travel								
No (ref)								
Yes			.97	.22			.79	.21
Satisfied with decrease Δ								
Diversity								
No (ref)								
Yes			1.10	.27			1.15	.25
X^2 for Step 2			84.62***				50.28**	
Nagelkerke R^2 for step 2			.20				.12	
Notes. * $p < .05$; ** $p < .01$; *** $p < .001$								

Research Question 2: What value propositions (i.e., families' sought-after value) can youth sport providers offer to entice participation post-COVID-19?

To address Research Question 2 (i.e., what value propositions (i.e., families' sought-after value) can youth sport providers offer to entice participation post-COVID-19?), descriptive statistics and hierarchical regression models were run to determine if the addition of satisfaction with change in SPA items improved the prediction of socioecological variables on the outcome variables (i.e., 1) Family, 2) Social, 3) Program, 4) Virtual; and, 5) No Change). As seen in Table

31, participants reported finding most value scenarios to be somewhat valuable, with *value social* being attributed the most value, and *value virtual* being attributed the least value (i.e., closer to neutral feelings).

Table 31

Descriptive Results Post-pandemic Value Variables (N=550)

Variable	M	SD	Min.	Max.
Value No Change	3.59	1.27	1.00	5.00
Value Family	3.59	1.01	1.00	5.00
Value Social	3.72	.97	1.00	5.00
Value Program	3.22	.90	1.00	5.00
Value Virtual	2.61	1.29	1.00	5.00

All hierarchical regression models exhibited linearity assessed by partial regression plots and a plot of studentized residuals against the predicted values. There was independence of residuals, as assessed by the Durbin-Watson statistics presented in Tables 6.12, 6.13, and 6.14. There was homoscedasticity, as assessed by visual inspection of a plot of studentized residuals versus unstandardized predicted values. There was no evidence of multicollinearity, as assessed by tolerance values greater than 0.1. The assumption of normality was met, as assessed by Q-Q Plot. There were no studentized deleted residuals greater than ± 3 standard deviations, no leverage values greater than 0.2, and values for Cook's distance above 1 for the models predicting Value Family, Value Virtual, and Value No Change. There was one studentized deleted residual greater than ± 3 for Value Program and one for Value Social. As there were no leverage values greater than 0.2, and no values for Cook's distance above 1, the analyses proceeded with caution.

The full model predicting *Value Family* (Model 2, Table 32) was statistically significant ($R^2 = .16$, $F(25, 524) = 4.07$, $p < .001$; adjusted $R^2 = .12$). The addition of satisfaction items led to statistically significant increases in R^2 of .02 ($p < .05$). Significant predictors of *Value Family*

include: Neighborhood Walkability ($\beta = .13, p < .05$), Participation Ability ($\beta = .12, p < .05$), Participation Affordability ($\beta = .13, p < .01$), children having friends who participated in more SPA during the pandemic ($\beta = .10, p < .05$), children having friends who participated in less SPA during the pandemic ($\beta = .14, p < .01$), and parents participating in more SPA during the pandemic ($\beta = .10, p < .05$).

The full model predicting *Value Social* (Model 2, 6.Table 12) was statistically significant ($R^2 = .15, F(25, 524) = 3.67, p < .001$; adjusted $R^2 = .11$). The addition of satisfaction items did not lead to statistically significant increases in prediction. Significant predictors of *Value Social* include: Neighborhood Walkability ($\beta = .14, p < .01$), Participation Ability ($\beta = .13, p < .01$), Participation Affordability ($\beta = .11, p < .01$), children's friends participating in more SPA during the pandemic ($\beta = .18, p < .001$), and children's friends participating in less SPA during the pandemic ($\beta = .20, p < .001$).

Table 32

Hierarchical Regression Predicting Value Family and Value Social from Socioecological Factors and Satisfaction with Δ SPA (N=550)

Variable	<u>Family</u>				<u>Social</u>			
	Model 1		Model 2		Model 1		Model 2	
	β	SE B	β	SE B	β	SE B	β	SE B
Constant		.33		.33		.32		.32
Health Region								
Loose (ref)								
Mixed	.06	.15	.06	.15	.07	.15	.07	.15
Tight	.07	.18	.07	.17	.09	.17	.09	.17
Community								
Small and medium (ref; population of under 100,000)_								
Large (population of 100,000 or more)	-.06	.12	-.06	.12	-.05	.12	-.05	.12
Neighborhood Walkability	.13**	.05	.13*	.05	.14**	.05	.14**	.05
Participation Ability	.14**	.05	.12*	.05	.14**	.04	.13**	.04
Participation Affordability	.13**	.03	.13**	.03	.11**	.03	.11**	.03
School Context								
Home schooled (ref)								
Non-home schooled	-.02	.11	-.01	.11	.01	.10	.01	.11
Friend's Participation								
Same (ref)								

More during pandemic	.11*	.13	.10*	.13	.19***	.12	.18***	.12
Less during pandemic	.13*	.11	.14**	.11	.20***	.10	.20***	.11
Parent's Participation								
Same (ref)								
More during pandemic	.10	.11	.10*	.11	.04	.11	.04	.11
Less during pandemic	.06	.11	.06	.11	.03	.11	.03	.11
Number of Children	-.04	.04	-.03	.04	-.01	.04	-.01	.04
Child Age								
Spread (ref)								
Younger (6-12 years)	.05	.12	.06	.12	.07	.11	.08	.11
Older (13-18 years)	-.09	.13	-.08	.13	.04	.13	.04	.13
Gild Gender								
Mixed (ref)								
Girls	-.09	.12	-.07	.12	-.06	.11	-.05	.11
Boys	.02	.10	.03	.11	.08	.10	.09	.10
Ethnicity								
Non-Caucasian (ref)								
Caucasian	-.01	.09	-.01	.09	-.04	.09	-.04	.09
Education								
Post-secondary not completed (ref)								
Post-Secondary completed	.04	.11	.02	.11	.05	.11	.04	.11
Graduate degree	.06	.14	.04	.13	-.02	.13	-.03	.13
Income								
Lower (ref; \$0-\$40,000)								
Middle (\$40,001-\$100,000)	.03	.12	.02	.12	-.07	.11	-.07	.11
Higher (\$100,001 and over)	.02	.13	.01	.13	-.02	.12	-.02	.12
R^2 for Step 1	.15***				.15***			
Adj. R^2 for step 1	.11				.11			
F (21, 528) model 1	4.33				4.33			
Model 2								
Satisfied with decrease Δ_{int} Organized								
No (ref)								
Yes			.06	.11			.01	.10
Satisfied with decrease Δ_{int} Non-Organized								
No (ref)								
Yes			.00	.10			.02	.10
Satisfied with decrease Δ_{int} Travel								
No (ref)								
Yes			.05	.09			.02	.09
Satisfied with decrease Δ Diversity								
No (ref)								
Yes			.08	.11			.03	.11
R^2 for Step 2			.16***				.15***	
Adj. R^2 for step 2			.12				.11	
F (25, 524) model 2			4.07				3.67	
Durbin-Watson			2.00				2.00	

Notes. * $p < .05$; ** $p < .01$; *** $p < .001$

The full model predicting *Value Program* (Model 2, Table 33) was statistically significant ($R^2 = .26$, $F(25, 524) = 7.26$, $p < .001$; adjusted $R^2 = .22$). The addition of satisfaction items led to statistically significant increases in R^2 of .02 ($p < .05$). Significant predictors of *Value Program* include: Neighborhood Walkability ($\beta = .15$, $p < .01$), Participation Ability ($\beta = .12$, $p < .01$), Participation Affordability ($\beta = .24$, $p < .001$), children's friend's participating in more SPA during the pandemic ($\beta = .11$, $p < .05$) children's friend's participating in less SPA during the pandemic ($\beta = .12$, $p < .05$), parents participating in more SPA during the pandemic ($\beta = .14$, $p < .01$), parents holding a graduate degree ($\beta = .12$, $p < .05$), and being satisfied with a decrease in diversity of SPA ($\beta = .10$, $p < .05$).

The full model predicting *Value Virtual* (Model 2, Table 33) was statistically significant ($R^2 = .26$, $F(25, 524) = 7.34$, $p < .001$; adjusted $R^2 = .22$). The addition of satisfaction items led to statistically significant increases in R^2 of .02 ($p < .05$). Significant predictors of *Value Virtual* include: Neighborhood Walkability ($\beta = .13$, $p < .01$), participation affordability ($\beta = .23$, $p < .001$), being not homeschooled ($\beta = -.20$, $p < .001$), parents having a graduate degree ($\beta = .18$, $p < .001$), and being satisfied with a decrease in non-organized SPA ($\beta = .09$, $p < .05$).

Table 33

Hierarchical Regression Predicting Value Program and Value Virtual from Socioecological Factors and Satisfaction with Δ SPA (N=550)

Variable	Program				Virtual			
	Model 1		Model 2		Model 1		Model 2	
	β	SE B	β	SE B	β	SE B	β	SE B
Constant		.28		.27		.40		.40
Health Region								
Loose (ref)								
Mixed	.04	.13	.05	.13	.04	.18	.05	.18
Tight	.15	.15	.15	.15	.12	.21	.12	.21
Community								
Small and medium (ref; population of under 100,000)_								
Large (population of 100,000 or more)	-.02	.10	-.03	.10	-.02	.15	-.03	.15
Neighborhood Walkability	.15***	.04	.15**	.04	.14**	.06	.13**	.06

Participation Ability	.14**	.04	.12**	.04	.09	.06	.08	.06
Participation Affordability	.25***	.03	.24***	.03	.24***	.04	.23***	.04
School Context								
Home schooled (ref)								
Non-home schooled	-.08*	.09	-.06	.09	-.21***	.13	-.20***	.13
Friend's Participation								
Same (ref)								
More during pandemic	.12*	.11	.11*	.11	.07	.15	.05	.15
Less during pandemic	.11*	.09	.12*	.09	-.02	.13	.00	.13
Parent's Participation								
Same (ref)								
More during pandemic	.13**	.10	.14**	.10	.02	.14	.03	.14
Less during pandemic	.10	.09	.10	.09	.02	.14	.03	.14
Number of Children	.04	.03	.04	.03	.05	.05	.04	.05
Child Age								
Spread (ref)								
Younger (6-12 years)	-.02	.10	-.00	.10	-.05	.14	-.04	.14
Older (13-18 years)	-.06	.11	-.05	.11	-.04	.16	-.03	.16
Gild Gender								
Mixed (ref)								
Girls	-.02	.10	-.01	.10	.01	.14	.02	.14
Boys	.07	.09	.08	.09	-.03	.13	-.02	.13
Ethnicity								
Non-Caucasian (ref)								
Caucasian	-.03	.08	-.02	.08	-.05	.11	-.04	.11
Education								
Post-secondary not completed (ref)								
Post-Secondary completed	.08	.10	.06	.10	.09	.14	.07	.14
Graduate degree	.14*	.11	.12*	.11	.19***	.16	.18***	.16
Income								
Lower (ref; \$0-\$40,000)								
Middle (\$40,001-\$100,000)	-.00	.10	.00	.10	-.01	.14	-.00	.14
Higher (\$100,001 and over)	-.02	.11	-.02	.11	-.05	.15	-.04	.15
R^2 for Step 1	.24***				.23***			
Adj. R^2 for step 1	.21				.21			
F (21, 528) model 1	7.94				8.03			
Model 2								
Satisfied with decrease Δ_{int} Organized								
No (ref)								
Yes			.02	.09			.07	.13
Satisfied with decrease Δ_{int} Non-Organized								
No (ref)								
Yes			.06	.09			.09*	.12
Satisfied with decrease Δ_{int} Travel								
No (ref)								
Yes			.01	.08			-.01	.11
Satisfied with decrease Δ Diversity								
No (ref)								
Yes			.10*	.10			.04	.14

R^2 for Step 2	.26***	.26***
Adj. R^2 for step 2	.22	.22
F (25, 524) model 2	7.26	7.34
Durbin-Watson	2.05	1.89

Notes. * $p < .05$; ** $p < .01$; *** $p < .001$

The full model predicting *Value No Change* (Model 2, Table 34) was statistically significant ($R^2 = .10$, $F(25, 524) = 3.45$, $p < .001$; adjusted $R^2 = .10$). The addition of satisfaction items did not lead to statistically significant increases in prediction. Significant predictors of *Value No Change* include: Neighbourhood Walkability ($\beta = .12$, $p < .05$), Participation Ability ($\beta = .17$, $p < .001$), children's friends participating in more SPA during the pandemic ($\beta = .15$, $p < .01$), and children's friends participating in less SPA during the pandemic ($\beta = .19$, $p < .001$).

Table 34

Hierarchical Regression Predicting Value with No Change from Socioecological Factors and Satisfaction with Δ SPA (N=550)

Variable	No Change			
	Model 1		Model 2	
	β	SE B	β	SE B
Constant		.41		.42
Health Region				
Loose (ref)				
Mixed	-.03	.19	-.03	.19
Tight	-.01	.22	-.02	.22
Community				
Small and medium (ref; population of under 100,000)_				
Large (population of 100,000 or more)	.03	.15	.03	.15
Neighborhood Walkability	.12*	.06	.12*	.06
Participation Ability	.18***	.06	.17***	.06
Participation Affordability	.03	.04	.03	.04
School Context				
Home schooled (ref)				
Non-home schooled	.07	.14	.08	.14
Friend's Participation				
Same (ref)				
More during pandemic	.15**	.16	.15**	.16
Less during pandemic	.19***	.14	.19***	.14
Parent's Participation				
Same (ref)				
More during pandemic	-.01	.14	-.01	.15

Less during pandemic	.04	.14	.04	.14
Number of Children	-.06	.05	-.06	.05
Child Age				
Spread (ref)				
Younger (6-12 years)	-.01	.15	-.01	.15
Older (13-18 years)	-.03	.17	-.03	.17
Gild Gender				
Mixed (ref)				
Girls	-.10*	.15	-.09	.15
Boys	.04	.13	.05	.13
Ethnicity				
Non-Caucasian (ref)				
Caucasian	.03	.12	.03	.12
Education				
Post-secondary not completed (ref)				
Post-Secondary completed	.04	.14	.03	.14
Graduate degree	.06	.17	.05	.17
Income				
Lower (ref; \$0-\$40,000)				
Middle (\$40,001-\$100,000)	-.01	.15	-.02	.15
Higher (\$100,001 and over)	-.02	.16	-.03	.16
R^2 for Step 1	.14***			
Adj. R^2 for step 1	.14			
F (21, 528) model 1	3.96			
Model 2				
Satisfied with decrease Δ_{int} Organized				
No (ref)				
Yes			-.01	.14
Satisfied with decrease Δ_{int} Non-Organized				
No (ref)				
Yes			-.01	.13
Satisfied with decrease Δ_{int} Travel				
No (ref)				
Yes			.07	.12
Satisfied with decrease Δ Diversity				
No (ref)				
Yes			.04	.14
R^2 for Step 2			.10***	
Adj. R^2 for step 2			.10	
F (25, 524) model 2			3.45	
Durbin-Watson			2.05	

Notes. * $p < .05$; ** $p < .01$; *** $p < .001$

Discussion

The following sections discuss the above results in relation to the youth SPA consumer behaviour literature. The findings are situated in the context of the broader project in the following chapter. As discussed in detail below, socioecological factors did not have much influence on the changes to SPA experienced by participants. Individuals' sociocultural and built environments (Bronfenbrenner, 1977; Stokols, 1992) were more influential in how participants interpreted these changes, and thus on how these changes influenced post-pandemic preferences. Broadly, this finding contributed to Social Ecology Theory in the context of a global pandemic as the unplanned intervention of the pandemic is possibly the most influential factor on SPA behaviour change, regardless of socioecological factors. However, understanding how individuals interpret and react to these changes in behaviour, influenced by socioecological factors, is what seemed to explain the (re)shaping of preferences and sought-after value.

Research Question 1a: How, if at all, did family's expectations of youth SPA change during the pandemic

Research Question 1a was addressed by examining the descriptive statistics and important outcomes of SPA reported by participants (i.e., importance of physical health, mental health, ability to socialize, to have fun, soft skill development, technical skill development, competition) to assess how families' expectations of youth SPA might have changed during the pandemic. Specifically, the proportions of families who indicated that the instrumental outcomes (i.e., physical health, mental health, socializing, technical skill development, social skill development) were important both before and during the pandemic further supported that parents might encourage youth SPA for expectations of instrumental outcomes such as health benefits and skill development (Holt et al., 2011; Schwab et al., 2010). The proportion of parents

supporting their children's SPA for having fun also indicated that parents can support youth SPA for autotelic reasons. These reasons for engaging with SPA play an important role in consumers' evaluation of their experience (Carù & Cova, 2003, 2008) and therefore their overall perception and evaluation of their experience (Arnould & Price, 1993).

Research Question 1b: How, if at all, did youth SPA experiences change?

Research Question 1b was addressed by examining the descriptive statistics for change in SPA during the pandemic, and then assessing 1) if participants experienced a decrease in SPA contexts during the pandemic, followed by 2) the extent of the decrease. As seen from the descriptive statistics and figures depicting satisfaction with changes to SPA, SPA generally decreased during the pandemic. Intuitively, the largest decrease was in organized SPA, which was to be expected as many organized activities were shutdown in the time periods under investigation (April 2020 to April 2021). Interestingly, many participants also experienced a decrease in non-organized SPA, meaning that families did not necessarily switch from organized to non-organized SPA in equal amounts, or at all.

As alluded to above, though there were many changes associated with SPA during the pandemic, few socioecological items significantly explained these changes. In fact, no socioecological factors explained a decrease in non-organized SPA. Socioecological factors only explained if there was a decrease in travel and number of activities, but did not explain how much of a decrease occurred. This could be because regardless of circumstance (e.g., participation accessibility, community type, child age, child gender, etc.), all families in Ontario were affected in some way by lockdowns and closures. Perhaps for these SPA contexts, the presence of the pandemic, regardless of the severity (i.e., health region), is the most important factor to have affected SPA during the pandemic.

Decrease Organized SPA. Families whose children had friends who participated in less SPA during the pandemic were more likely to experience a decrease in organized SPA. This could be because these key reference groups' behaviour influenced youths' SPA (Brodersen et al., 2007; Nielsen et al., 2012). Families who felt they could afford organized youth SPA during the pandemic were less likely to experience a decrease in SPA, likely due to financial means of maintaining (or increasing) organized SPA (e.g., Best et al., 2017). However, of the families who did experience a decrease in organized SPA, perceiving SPA to be affordable led to a greater decrease in the amount of time spent participating in organized SPA. Perhaps this is because those who found SPA to be affordable participated in more SPA before the pandemic, therefore, there was more opportunity for a decrease.

Decrease in Travel. Families living in a large community were less likely to experience a decrease in travel. Pre-pandemic, there were often more opportunities for youth SPA in larger communities, while families in smaller communities often had to travel outside of their community (i.e., travel further) for youth SPA opportunities (Bell et al., 2020; Casey et al., 2009; Clark et al., 2019; Hobin et al., 2012). Therefore, families in smaller communities had more travel time that could decrease, while families in larger communities likely had less travel time that could decrease.

Families with children close in age were also less likely to experience a decrease in travel. This could be because siblings who are close in age have been found to participate in different sports, while siblings with a wide age gap are more likely to participate in similar sports (Osai et al., 2020). Thus, families with children close in age might have had to still travel for different activities, while families with children with wide age gaps might have had less activities to travel for. Similarly, families with boys only were less likely to experience a

decrease in travel. As boys tended to participate in more SPA than girls (Brodersen et al., 2007; Vella et al., 2014), perhaps families with boys only made more of an effort to maintain their children's SPA during the pandemic.

Decrease in Diversity. Families with younger children only were less likely to experience a decrease in diversity of activities. This could be because younger children have continued to participate in a variety of activities, but perhaps informally. Moreover, families with girls only were less likely experiencing a decrease in diversity, which is in line with the literature that female youth participated in less SPA pre-pandemic (Brodersen et al., 2007; Vella et al., 2014). Perhaps this means that there was less room for a decrease in activities among girls. Finally, children with friends who participated in less SPA during the pandemic were more likely to experience a decrease in diversity of activities. As friends are a key reference group (Biddle et al., 2011; Nielsen et al., 2012), if youths' friends participated in few activities, youth might want to participate in fewer activities as well.

Research Question 1c: How, if at all, did satisfaction with youth SPA change?

Research Question 1c was addressed by examining the descriptive statistics of satisfaction with changes in SPA during the pandemic. Then, regression analyses were run to identify what predicts participants' satisfaction with decreases in these SPA contexts. As satisfaction with past experiences can shape preferences (Arnould & Price, 1993; Chen et al., 2012; Kotler & Keller, 2009), understanding families' satisfaction with these SPA changes because of the pandemic can help illuminate how families might want to engage in SPA post-pandemic. Families had polarizing feelings about these changes to their youth SPA because of the pandemic.

Satisfaction with a Decrease in Organized SPA. As discussed above, most families experienced a decrease in organized SPA during the pandemic. Many of these families who experienced a decrease were happy with this change, indicating that a break from intensity of organized SPA was welcome for some families. There were, however, several families who were not happy with this decrease, indicating that a decrease in organized SPA was not a welcome change for these families.

The predictive power of the regression model indicated that socioecological factors were strong predictors of families being satisfied with a decrease in organized SPA. Specifically, families who identified as Caucasian were likely not satisfied with a decrease in organized SPA. As it is well-established in the literature that Caucasian folks typically have higher rates of SPA compared to people of colour (Brodersen et al., 2007; Strandbu et al., 2019), perhaps lower levels of SPA for this group was more of a departure from their norm, and perhaps led to less likelihood of satisfaction. Moreover, friends' SPA was important in forming satisfaction with a decrease in organized SPA. If friends were more active, families were satisfied with this decrease in organized SPA, and if friends were less active, families did not like this change. As organized SPA was largely not available during the pandemic, friends' SPA increases were likely in a non-organized context. These findings suggested that families who switched from organized to non-organized SPA during the pandemic were happy to do so, if friends also exhibited this change.

Satisfaction with a Decrease in Non-Organized SPA. Unlike the changes to families' organized SPA, changes to families' non-organized SPA were more evenly split between increases and decreases. Families were also generally satisfied with whichever change they experienced. Perhaps because the changes to the organized context were forced measures of the pandemic response, families might have felt that they were more in control of the extent of

changes made to the non-organized context, thus leading to feelings of satisfaction with the nature of the change.

The predictive power of the regression model indicated that socioecological factors were moderate predictors of families being satisfied with a decrease in non-organized SPA.

Specifically, families whose parents had a post-secondary degree were likely satisfied with a decrease in non-organized SPA. As education is an indicator of socioeconomic status (Dollman & Lewis, 2010), this could indicate that ‘middle-class’ families enjoyed a decrease in non-organized SPA. Perhaps these families took up other activities, such as organized SPA. Moreover, as families who did not homeschool their children did not like experiencing a decrease in non-organized SPA. This suggested that perhaps before and after school non-organized SPA was removed when school was offered online, and families missed these informal opportunities for participation.

Satisfaction with a Decrease in Travel for SPA. Few families experienced an increase in travel for youth SPA during the pandemic, likely due to the cancellation of many organized activities. Families who did not experience a change in travel generally felt neutrally about the lack of change while families who experienced a decrease were satisfied with the reduction in travel. This could indicate that families welcomed a reduction in travel time for SPA.

The predictive power of the regression model indicated that socioecological factors were moderate predictors of families being satisfied with a decrease in travel for SPA. Specifically, families with higher incomes were likely satisfied with a decrease in travel. As families with higher socioeconomic status tended to participate in more SPA before the pandemic (Dollman & Lewis, 2010), perhaps these families felt they were travelling too much for SPA before the pandemic. Similarly, families whose children had friends who were less active during the

pandemic were also more likely to be satisfied with a decrease in travel, indicating that families would likely be satisfied mimicking the behaviours of their key reference groups (Biddle et al., 2011; Nielsen et al., 2012). Finally, families who had only boys were less satisfied with a decrease in travel. As boys have been found to participate in SPA more than girls (Brodersen et al., 2007; Vella et al., 2014), perhaps the decrease in travel also reflected the decrease in total activity, which families did not like.

Satisfaction with a Decrease in Diversity for SPA. Most families experienced a decrease in the number of youth SPA activities engaged with during the pandemic. Interestingly, families were divided on how they felt about this decrease. This indicates that while some families welcomed engaging in fewer activities, some families were not happy with this change.

The predictive power of the regression model indicated that socioecological factors were moderate predictors of families being satisfied with a decrease in diversity of SPA. Specifically, youth who normally receive their education in a school were less satisfied with fewer options to participate in SPA. As schools were largely closed from April 2020-April 2021 (Alphonso & Stone, 2021), there would have been no opportunities for school sports (i.e., less number of activities available to youth attending public school). Perhaps these families missed the opportunities for diversity of activities schools offered.

Satisfaction Concluding Thoughts. Health region and community size did not significantly predict satisfaction for any SPA context. This could be because all families' SPA were affected, regardless of health region or community size. Similarly, all families, regardless of number of children and age of children, experienced changes to SPA.

Research Question 1d: How, if at all, did preferences for youth SPA change?

As satisfaction with past experiences can (re)shape preferences in the long term (Biddle et al., 2011), it is prudent to assess how families would like to participate in SPA post-pandemic while considering satisfaction with during pandemic changes to SPA. One aspect to consider is how much SPA per context (i.e., organized, non-organized, travel, diversity) families would like to participate in. Thus, to address Research Question 1d, regression analyses were run to identify which factors predict post-pandemic intentions and preferences.

Post Organized SPA. Although the predictive power of the regression model indicated that socioecological factors were strong predictors of post-pandemic intentions toward organized SPA, the addition of satisfaction items did not change overall prediction. This indicated that regardless of families' satisfaction with decreases to SPA during the pandemic, families' socioecological environments have shaped their post-pandemic preferences for intensity of organized SPA. Specifically, families whose friends and parents were more active during the pandemic would prefer to increase their organized SPA post-pandemic, rather than return to pre-pandemic levels. These findings confirmed that youths' key reference groups' behaviours are important influencers in youths' behaviours (Biddle et al., 2011; Dollman & Lewis, 2010; Eime et al., 2015; Nielsen et al., 2012). Families identifying as Caucasian, however, would likely want to return to the pre-pandemic levels of organized SPA. This finding supports previous findings that pre-pandemic, those identifying as Caucasian had more access to SPA opportunities than ethnic minorities (Brodersen et al., 2007; Strandbu et al., 2019), as well as suggests that these Caucasian families were happy with their pre-pandemic organized opportunities.

Families who felt they could afford SPA and families having only younger children would like to increase organized SPA post-pandemic. Of course, families who felt they could

afford opportunities would be more likely to increase SPA than families who did not feel they could afford SPA (Best et al., 2017). Moreover, as parents had more say in younger children's SPA than older children's (Basterfield et al., 2016; Holt et al., 2009), perhaps families with younger children felt they were able to make this decision for their children, whereas families with older children felt as though their children might want to do other non-SPA activities (Casper et al., 2011; Sirard et al., 2006).

Post Non-organized SPA. The models predicting post-pandemic intentions toward non-organized SPA indicated that socioecological factors were moderate predictors. Although some families were satisfied with the change to their non-organized SPA during the pandemic, this satisfaction did not predict the intensity at which families would like to participate post-pandemic. This further supported that families might have felt forced to participate in non-organized SPA as it was one of the few options for activity during the pandemic.

Families whose friends' SPA changed during the pandemic (increase or decrease) would like to increase non-organized SPA post-pandemic. Moreover, families whose parents were more active during the pandemic would like to increase non-organized SPA. These findings could indicate that families whose friends were more active would like to mirror their friends' behaviours (Biddle et al., 2011; Dollman & Lewis, 2010; Eime et al., 2015; Nielsen et al., 2012), while families whose friends were less active, participated with parents instead. Additionally, families with only younger children did not intend to return to pre-pandemic levels of non-organized SPA and intended on increasing their organized SPA. As younger children are typically at the sport sampling stage (Cote et al., 2007), perhaps the families with younger children would like an opportunity to sample several sports in an organized context. Finally, families who found youth SPA to be affordable were likely to want to increase rather than return

to pre-pandemic levels of non-organized SPA. Perhaps these families would want to replace some non-organized time with organized SPA.

Post Travel. Socioecological factors were moderate predictors, and the addition of satisfaction items slightly strengthened prediction of intentions toward travel for SPA post-pandemic. Families living in regions with mixed and tight health restrictions would likely want to increase their travel for SPA post-pandemic, rather than return to pre-pandemic levels. This could be because families living in areas that experienced restrictions had to travel outside of their communities to participate in SPA (i.e., where things were open), and would like to continue those opportunities post-pandemic.

In alignment with previous discussions about key reference groups (Biddle et al., 2011; Dollman & Lewis, 2010; Eime et al., 2015; Nielsen et al., 2012), families whose friends participated in more SPA during the pandemic would like to travel more for youth SPA post-pandemic, rather than return to pre-pandemic levels of travel. Interestingly, however, if parents participated in less SPA during the pandemic, families would want to travel more for youth SPA, rather than return to pre-pandemic levels. This could indicate that in some cases, parents sacrificed their own physical activity during the pandemic to transport their children to their SPA opportunities and are willing to do so post-pandemic as well.

Post Diversity. The predictive power of the regression model on an intended increase in diversity of SPA was strong. The model predicting an intention to return to pre-pandemic diversity only moderately predicted intentions, and the addition of satisfaction items only slightly improved predictive power. This indicated that socioecological items were good predictors of intentions to increase diversity post-pandemic, while other factors not included in the model might be more effective in explaining intentions to return to pre-pandemic diversity. Specifically,

families who felt like their neighborhoods were walkable would like to increase the diversity of their SPA post-pandemic. This could indicate that families who could easily get around their communities by foot during the pandemic were able to try new activities in their community (Best et al., 2017), and would like to maintain these activities.

Families whose friends were more active during the pandemic would like to participate in a larger number of activities post-pandemic. Again, this could be explained by children wanting to mimic their friends (Biddle et al., 2011; Nielsen et al., 2012). Moreover, if parents participated in less SPA during the pandemic, families might want to participate in more activities post-pandemic. Similar to the travel context above, perhaps parents sacrificed their physical activity to support their children in trying different activities. Moreover, having younger children only increased the odds of increasing the number of activities practiced post-pandemic, which is in alignment with the youth development literature as younger youth are in the sport sampling stages (Cote et al., 2007).

Post-Pandemic Intentions Concluding Thoughts. Participation ability was not a significant predictor of post-pandemic intentions. This could suggest that families were willing to travel outside of their communities during the pandemic for their children to access SPA, which is in alignment with previous literature (Bell et al., 2020; Casey et al., 2009; Clark et al., 2019; Hobin et al., 2012). Moreover, gender was not a significant predictor of post-pandemic intentions. As it is well established that gender affects SPA (Brodersen et al., 2007; Vella et al., 2014), this (lack of) finding warrants further investigation. Interestingly, education and income (socioeconomic status indicators) were not significant predictors of post-pandemic intentions, however perceived cost of SPA was. This could indicate that families' perceptions of the cost of

SPA are better at explaining how they would like to participate, rather than their actual circumstance.

Finally, other than for travel intentions, satisfaction with change in SPA during the pandemic was not a significant predictor of intentions for the amount of SPA engaged with post-pandemic. Thus, in the context of a pandemic, when changes to intensity of participation were forced, the disconfirmation paradigm (i.e., satisfaction with past experiences shaping preferences for future experiences; Arnould & Price, 1993) might not be effective in explaining post-pandemic preferences. However, as discussed below, satisfaction with during-pandemic experiences did affect the nature of SPA desired post-pandemic scenarios (i.e., perceptions of value).

Research Question 2: What value propositions (i.e., families' sought-after value) can youth sport providers offer to entice participation post-COVID-19?

Similar to the section above, consumers evaluated if value was received based on their experience and expectations (Arnould & Price, 1993; Edvardsson et al., 2011; Vargo & Lusch, 2011), thus as the above results indicated that these new experiences with SPA led to satisfaction with some circumstances and not others, the value expected by families post-pandemic might change as well. Thus, to address Research Question 2, regression analyses were run to identify what factors predict post-pandemic sought-after value.

Value: Family-based scenarios. The regression model moderately predicted valuing family-based scenarios and the addition of satisfaction items slightly increased predictive power, though none of the satisfaction items were significant predictors. This could indicate that some of the experiences with changes to SPA during the pandemic contributed to perceptions of value for family-based scenarios, albeit not significantly.

Families who felt their communities had attractive infrastructure in place for walking (i.e., neighbourhood walkability) and access to SPA infrastructure (i.e., participation ability) would find value in SPA scenarios that allowed them to participate together and/or at the same time (Best et al., 2017). This suggests that families would find value in these scenarios if they were able to do such activities within their communities. It has been found that families with lower incomes tended to not participate in youth SPA as often because time could be spent working (Dollman & Lewis, 2010). This finding was supported in the present study as the second strongest predictor of families finding value in family-based scenarios is participation affordability. However, as participation affordability is positively related to valuing family-based scenarios, the present study suggests that families who felt they could afford SPA were more open to participating in these family-based scenarios, perhaps because they felt they had more financial means and time to spend with family, rather than focusing their time on work (Best et al., 2017; Kingsley & Spencer-Cavaliere, 2015). Finally, parents' participation in more SPA was positively associated with valuing family-based SPA scenarios. This suggests that families might have participated together during the pandemic and would find value in continuing to do so. Indeed, this post-pandemic family-based participation might not be a change in intensity of participation, but rather a change in nature of participation, and thus, might not be reflected in the change in preferences of youth SPA in the previous section.

Value: Social-based scenarios. Although the addition of satisfaction items did not add to prediction, the predictive power of the regression model for valuing social-based scenarios was strong. Perhaps because families might not have been satisfied with a lack of social interaction available from youth SPA during the pandemic. Similar to the family-based scenarios, families who perceived themselves as living in communities that had attractive infrastructure in place for

walking (i.e., neighbourhood walkability) and access to SPA infrastructure (i.e., participation ability) in their communities would find value in social-based scenarios (Best et al., 2017). Moreover, like the scenarios above, perception of affordability was also a significant positive predictor of valuing social-based scenarios (Dollman & Lewis, 2010). Perhaps this means that infrastructure and means of participating must be in place for participants to envision their families participating in SPA.

Interestingly, families whose children's friends were both more active and less active during the pandemic were positive predictors of valuing social-based scenarios. Perhaps the significance of friend's SPA could be explained by these families caring more about participating with friends, rather than the amount of participation. The ability to form social bonds through SPA can contribute to the promotion of mental health (Eime, Casey, et al., 2015; Oosterhoff et al., 2017), thus, families might seek amplified social aspects of youth SPA, post-pandemic.

Value: Program-based scenarios. The predictive power of the regression model for valuing program-based scenarios was strong and was further strengthened by the addition of satisfaction items. This suggested that families being satisfied with decreases to the number of SPA activities practiced during the pandemic was important in forming perceptions of value around programming. Again, neighbourhood walkability (Best et al., 2017) was related to valuing program-based scenarios (Best et al., 2017). The walkability of a neighbourhood can be linked to the macrosystem (i.e., overarching societal values and norms) of a family (Bronfenbrenner, 1994). As walkability of a neighbourhood refers to the extent to which a neighborhood is maintained and is manoeuvrable by foot, families perceiving their neighbourhood to be walkable suggests that the families might live in communities that value

outdoor exercise. Thus, families who perceive their neighbourhood to be walkable could also have stronger values toward youth SPA participation. Moreover, as other significant predictors (i.e., participation affordability, parent education) of valuing program-based scenarios suggest these families might be wealthier, organized SPA might be the preferred form of participation. Further, participation ability (Best et al., 2017) was also associated with families valuing program-based scenarios, suggesting that these families would also find that they have access to facilities for youth SPA in their community.

Also similar to scenarios above, participation affordability was positively related to valuing program-based scenarios (Dollman & Lewis, 2010). Moreover, families with a parent who held a graduate degree are more likely to find value in program-based scenarios. As all of the program-based scenarios offered were clearly tied to the organized context, perhaps these scenarios would amplify the inaccessibility of organized SPA for families with lower socioeconomic status (Dollman & Lewis, 2010).

Consistent with previous literature, significant others' participation was also positively related to valuing program-based scenarios post-pandemic (Biddle et al., 2011; Eime, Casey, et al., 2015; Nielsen et al., 2012). Specifically, friends doing more or less SPA, and parents doing more SPA increased the likelihood of families' valuing program scenarios post-pandemic. Perhaps children's friends were doing less SPA because they would typically participate in SPA through organized programs (like the ones described in the program-based scenarios) pre-pandemic. Perhaps parents' changing SPA (i.e., not remaining the same) made them more aware of SPA and different options for SPA, leading them to be more intrigued by the program-based scenarios presented.

Value: Virtual-based scenarios. Similar to the program-based scenarios, the predictive power of the regression model for valuing virtual-based scenarios was strong and was further strengthened by the addition of satisfaction items. This suggests that families being satisfied with decreases to non-organized SPA during the pandemic was important in forming post-pandemic value perceptions around virtual participation options. Again, neighbourhood walkability was positively associated with valuing virtual-based scenarios (Best et al., 2017). Parent education, an indicator of socioeconomic status and the perception of being able to afford youth SPA were both positively related to valuing virtual scenarios. Similar to the program-based scenarios, these results indicated that families who live in a community that might value youth SPA (according to neighbourhood walkability perceptions) and who might have a higher socioeconomic status (Dollman & Lewis, 2010) would find value in virtual youth SPA options. These families likely have more space at home to perform SPA and would likely have good quality internet connections. Families of low socioeconomic status might not have as much space at home to do these activities, and could possibly have lower quality internet connection, thus making virtual participation difficult.

Those who normally receive their education in school (i.e., pre-pandemic) did not value virtual scenarios post-pandemic as much as their home-schooled counterparts. In Ontario, from April 2020 to April 2021, there were several province-wide closures of school (Alphonso & Stone, 2021). Many families and children were struggling with online learning through the public school system (Alphonso & Stone, 2021). Perhaps these families would not find value in even more screen time and virtual learning, whereas families who were used to homeschooling their children would welcome the addition of virtual options to include in their home-based curriculum.

Finally, families who were satisfied with a decrease in non-organized SPA would find value in virtual-based participation. As virtual options were offered during the pandemic, some families might have switched from non-organized SPA to organized SPA virtually. Families who liked the switch to virtual participation would find more value in continuing it post-pandemic than the families who did not (Arnould & Price, 1993; Prayag & Grivel, 2014).

Value: No Change. The predictive power of the regression model for valuing returning to youth SPA exactly how it was before the pandemic was moderate. As perceptions of living in communities that have attractive infrastructure in place for walking (i.e., neighbourhood walkability) and access to SPA infrastructure (i.e., participation ability) were positively related to valuing no change, families who felt they had access to SPA pre-pandemic would not mind returning to how SPA was pre-pandemic (Best et al., 2017). Friend's participation, both more and less, was positively related to valuing no change. Perhaps these families did not want their children to experience the same change in SPA (e.g., not enough SPA, or too much SPA), and were happy with SPA level pre-pandemic.

Value Concluding thoughts. Several socioecological and some consumer behavior indicators predicted post-pandemic perceptions of value. There were, however, some socioecological indicators that did not predict post-pandemic value. Namely, health regions, community size, child age, child gender, ethnicity, and income did not significantly predict any of the proposed scenarios. Perhaps health region (i.e., severity of pandemic-related lockdowns) only affected how participants could participate during the pandemic but was not an important factor to consider when planning post-pandemic participation. Perhaps the scenarios offered would be available in most communities post-pandemic and would not be community-size specific. Similarly, the scenarios provided were appropriate for participants of any ethnicity and

with children of any age and gender. Participation affordability was an important socio-economic predictive factor across all value scenarios. Education, a proxy for socio-economic status, only positively predicted the program value. Perhaps because the families had a generally high average income, income was not a good indicator of socioeconomic status among this sample.

Satisfaction with decreases in SPA during the pandemic contributed to some predictive power for the value scenarios, whereas satisfaction with decreases in SPA were not strong predictors of the intensity scenarios in the previous section. This indicated that how families felt about the change to their SPA during the pandemic might not have strongly shaped how much SPA (i.e., intensity) they would like to engage with post-pandemic but might be more relevant for how (i.e., conceptualizations of value) families would like to engage with youth SPA post-pandemic. Therefore, somewhat in line with the disconfirmation paradigm (e.g., Arnould & Price, 1993; Vargo & Lusch, 2011), how participants felt about their experiences during the pandemic seem to be more notable in understanding how conceptualizations of value for youth SPA post-pandemic were (re)shaped more so than the experiences themselves.

As evident in the discussion around value scenarios above, many post-pandemic scenarios seem to privilege those who already have access to SPA opportunities. For instance, neighbourhood walkability and participation accessibility were consistent positive predictors. This means that families who had access to SPA amenities in their communities would find value in these SPA scenarios. Moreover, many scenarios would also be valuable to those with a higher socioeconomic status. This could be due to the questionnaire sample being more wealthy and educated on average, or, it could be because the scenarios offered to participants fit within the existing sport system. Perhaps these results further indicate that issues of access need to be further addressed, and perhaps more creative solutions should be created. Finally, satisfaction

with travel (increase or decrease) was not a significant predictor of valuing any scenario. This could be because none of the scenarios offered explicitly addressed travel time.

Summary

The questionnaires with parents from across Ontario indicated that generally, youth SPA decreased during the pandemic across all contexts. The findings further indicated that socioecological factors did not significantly predict changes in these SPA contexts during the pandemic. This suggested that the pandemic itself was the most important factor in shaping youth SPA practices during the pandemic. Socioecological factors did, however, largely predict how families felt about these changes in SPA and therefore how they would like to participate in SPA post-pandemic. Of note, youths' key reference groups were significant predictors of how families felt about changes to the SPA during the pandemic and how they would like to participate post-pandemic. Specifically, families seemed to want to mimic their children's friends' SPA post-pandemic (Biddle et al., 2011; Nielsen et al., 2012). Participation affordability, and occasionally some socio-economic variables such as educational level or income status were also consistently important predictors (Best et al., 2017; Dollman & Lewis, 2010). Pre-pandemic trends of those with more financial means having participated in more youth SPA were consistent during the pandemic and seem to be likely to continue post-pandemic.

Moreover, how families felt about the changes to their SPA (i.e., satisfaction) were more predictive of post-pandemic conceptualizations of value (i.e., post-pandemic value scenarios), rather than of how much SPA (i.e., intensity) families would like to engage with. Although being satisfied with a decrease in travel shaped how much travel families would like to engage with post-pandemic, satisfaction with decreases in the other SPA contexts (i.e., organized, non-organised, diversity) were not predictors of post-pandemic intensity of SPA. These other

contexts were, however, more predictive of how families would value the nature of youth SPA programming and virtual-based participation. This suggests that in the context of a pandemic, the disconfirmation paradigm might not be effective in helping to understand post-pandemic intention as the changes to youth SPA during the pandemic were forced, rather than chosen by families. Families tried to make the best of it and find some level of satisfaction with the forced change.

Finally, increasing SPA post-pandemic and several post-pandemic value scenarios seemed to privilege families who already had access to SPA. This suggested that the pandemic might have amplified SPA inequities and should be afforded careful consideration among sport providers and researchers. These findings are further situated in the context of the larger project in the following chapter to answer Research Questions, contribute to theory, and provide recommendations for youth SPA practitioners.

Chapter 7: Global Discussion

This chapter crystalizes the findings from all three phases of data collection (i.e., focus group interviews with families in Ontario, $n=14$; semi-structured interviews with sport providers in Ontario, $n=12$; questionnaires with families in Ontario, $n=550$). The meaning of these findings are discussed in relation to the broader literature, Social Ecology Theory, and consumer behaviour to address the purpose of the project: to understand the impacts of a global pandemic (i.e., COVID-19) on youth SPA by exploring consumers' (i.e., families in the Ontario) experiences with youth SPA, and examining if and how preferences for returning to SPA might be shifting and affecting perceptions of value post-pandemic, keeping in mind that overall perceptions of the pandemic might have shifted over the course of data collection phases, as data collection took place as the pandemic and public health mandates and measures evolved over time.

First, Research Question one (i.e., How did the COVID-19 pandemic impact family's preferences for youth SPA?) is addressed in terms of Social Ecology Theory, supplemented by consumer behaviour theory primarily based on data collected in phases one and three. Next, Research Question two (i.e., What value propositions (i.e., families' sought-after value) can youth sport providers offer to entice participation post-COVID-19?) is addressed in terms of consumer behaviour theory, supplemented by Social Ecology Theory primarily based on data collected in phases two and three. A theoretical implications section is presented, and then this chapter concludes with limitations and suggestions for future research.

RQ1. How did the COVID-19 pandemic impact family's preferences for youth SPA?

Research Question one includes four sub-questions: a) how, if at all, did family's expectations of youth SPA change?; b) how, if at all, did youth SPA experiences change?; c)

how, if at all, did satisfaction with your SPA change?; and, d) how, if at all, did preferences of youth SPA change? The following section addresses these questions by discussing how families' experiences with youth SPA might have changed throughout the pandemic, primarily drawing from data collected in phases one and three, with some additions from phase two, and the broader literature.

Due to the cancellation of many organized activities because of the pandemic, most families experienced a decrease in organized SPA (Canadian Tire Jumpstart Charities, 2021; Canadian Women & Sport and E-Alliance, 2021; S. A. Moore et al., 2021). However, some families did not experience a change in non-organized SPA, while some increased and some decreased their non-organized SPA. This suggests that while families were overall less active in organized SPA during the pandemic, some might have replaced organized SPA with non-organized SPA, though not always in equal amounts. According to the disconfirmation paradigm, consumers have a set of expectations about an experience prior to the experience taking place, and if those expectations are met or exceeded, they will be satisfied, however, if the expectations are not met, consumers will be dissatisfied (Arnould & Price, 1993; Chen et al., 2012). Families who experienced a decrease in organized SPA seemed to be largely satisfied with this decrease. Families were also largely satisfied with the changes to their non-organized SPA during the pandemic, however, the nature of these changes (i.e., increase or decrease) was much more varied. Most families also experienced decreases in travel and diversity of activities during the pandemic. While most families were satisfied with their decreases in travel, there were mixed feelings about decreases in diversity. This could suggest that while families might have expected a decrease in the amount of time they spent on each activity due to the nature of health restrictions (e.g., fewer participants allowed in facilities, time dedicated to sanitizing

equipment, etc.), perhaps some families thought they would have been able to maintain the same number of SPA activities (i.e., when they did not maintain the same number of activities, they were dissatisfied). Overall, the varied satisfaction levels with changes to youth SPA during the pandemic indicated that the pandemic has led to polarizing youth SPA experiences among families.

Socioecological factors were largely not strong predictors of the nature of these changes to youth SPA during of the pandemic, but rather the pandemic itself was likely the most important factor in how families' SPA changed. Socioecological factors, however, influenced how much (intensity and diversity) youth SPA would like to, or would be able to, engage with post-pandemic. In other words, families' built and sociocultural environments shaped the physical and systemic access they had to youth SPA prior to the pandemic and how families felt about the changes to their SPA during the pandemic (i.e., satisfaction). As consumers' expectations of experiences are unique to each individual, evaluations of experiences are subjective (Arnould & Price, 1993). By understanding common predictors of satisfaction with changes to SPA during the pandemic, sport providers can better understand what factors help shape families' expectations and therefore satisfaction. As explored in subsequent sections, socioecological factors played an important role in how families interpreted these changes, and therefore how satisfaction was assessed and intentions for post-pandemic SPA were formed.

Specifically, many families reported a keen desire to return to organized SPA post-pandemic, however, at different intensity levels: some wanted to do a little less organized SPA post-pandemic compared to before, some wanted to do a little more, and some wanted to do about the same amount. Similarly, many families indicated that they would find value in continuing to participate in non-organized SPA post-pandemic. While families from the focus

group interviews indicated they would largely like to do more non-organized SPA post-pandemic compared to before, families from the questionnaire largely would like to return to pre-pandemic levels of non-organized SPA. These findings are in contradiction to pre-pandemic trends of youths' preferences shifting from organized to non-organized settings (Jeanes et al., 2019; Turner, 2013). Perhaps rather than amplify this pre-existing trend, the pandemic served to somewhat reverse it. This could be because rather than slowly shifting from organized to non-organized participation according to youth preferences, the pandemic forced a much more drastic switch. As satisfaction is subjective (Arnould & Price, 1993), perhaps this forced drastic switch from organized to non-organized was too far outside of families' expectations (and control), and thus, not a satisfactory experience. As past experiences shape future preferences, perhaps families were more dissatisfied with this drastic switch, and therefore they now have a desire to revert to the more organized setting where satisfaction might have been slightly higher.

Though many parents expressed enjoying decreased travel demands for youth SPA during the pandemic, post-pandemic desires varied. Some parents indicated that they would return to pre-pandemic travel levels so that their children could participate in organized SPA, while some indicated a desire to reduce travel time and thus the burden of youth SPA post-pandemic compared to pre-pandemic. Finally, families generally would like to return to their pre-pandemic number of activities or increase the diversity of their activities post-pandemic. Families in the focus group interviews elaborated that there was an interest in continuing the new activities they tried during the pandemic. The following sections describe the factors that influenced the satisfaction with changes to youth SPA during the pandemic and subsequent preferences for youth SPA post-pandemic in terms of socioecological factors.

Intrapersonal Factors

To recall, intrapersonal factors include states that originate within the individual (Bronfenbrenner, 1977; McLeroy et al., 1988). At the intrapersonal level, families' sociodemographic characteristics, expectations of youth SPA during the pandemic, and satisfaction with changes to SPA during the pandemic played important roles in families' experiences with youth SPA during the pandemic. Sociodemographic characteristic that were most pertinent include children's age, children's gender, and ethnicity. Expectations of youth SPA refers to the outcomes that parents and families sought from youth SPA. The way that families engaged with youth SPA during the pandemic, and how families felt about these experiences also inform how families would like to participate in youth SPA post-pandemic (Best et al., 2017), therefore contributing to families' reconceptualization of value for youth SPA post-pandemic.

Age. A previous study suggested that siblings who are close in age participated in different sports, while siblings with a wide age gap were more likely to participate in similar sports (Osai et al., 2020). Some families in the focus group interviews with children with a wide age gap participated in similar sports—or at least sports that took place in the same facility. For example, a family had both children participate in a form of dance at the same studio, but not the same style of dance. This notion was further supported by families who had children close in age that were more likely to at least maintain their travel for SPA during the pandemic, suggesting there was required travel to different facilities for different sports.

Further, both questionnaires and focus group interviews corroborated that families with only younger children (i.e., aged 12 or younger) maintained a diverse range of number of activities during the pandemic, though likely in a non-organized context. These families would

also like to increase the diversity of their activities post-pandemic in organized contexts. As younger children tend to be in the sport sampling stage of SPA (Cote et al., 2007), these findings supported that families with younger children tend to try out different activities.

Gender. Families with only boys were less likely to experience a decrease in travel for SPA during the pandemic, but if they did, they were not satisfied with the change. Perhaps the families with boys only were more likely to find replacements for organized SPA during the pandemic, thus maintaining the pre-pandemic trend of males participating in more organized SPA than girls (Brodersen et al., 2007; Vella et al., 2014). Perhaps because male youth were more likely to participate in organized SPA during the pandemic (Brodersen et al., 2007; Vella et al., 2014), families had to travel away from their homes.

Ethnicity. Families who identified as Caucasian did not like decreases in organized SPA during the pandemic and would like to return to pre-pandemic levels of organized SPA post-pandemic. This supported previous findings that Caucasian folks typically had higher rates of SPA compared to racialized individuals (Brodersen et al., 2007; Strandbu et al., 2019), and that visible minority families had less access to SPA pre-pandemic due to structural barriers (Brodersen et al., 2007; Strandbu et al., 2019).

Expectations. Expectations for youth SPA can be instrumental (i.e., SPA is a means to an end; Holt, 1995) or autotelic (i.e., SPA is the end in of itself; Csikszentmihalyi, 2014; Holt, 1995). These expectations can influence the nature of SPA that families choose to engage with (e.g., for instrumental reasons of character-building competitive SPA might be chosen, whereas autotelic reasons might lead families to choose less organized activities). The findings from this project add to the understanding of specific expectations that families' had for youth SPA, and how these expectations might have shifted because of the pandemic. Physical health

expectations, the ability to socialize, and soft skill development were consistently important to families from before to during the pandemic, which also aligns with previous literature (e.g., Canadian Women & Sport and E-Alliance, 2021; Holt et al., 2011; Schwab et al., 2010). An additional important reason for parents for youth SPA was to have fun. While about a third of parents reported fun was not an important reason, most parents reported fun to be a consistently important reason to support youth SPA, or fun became an important reason during the pandemic. It is well documented that this autotelic reason of having fun is an important reason for youth to engage with SPA (Casey et al., 2009; Holt et al., 2011; Mallinson-Howard et al., 2018; Schwab et al., 2010; Tannehill et al., 2015), however, until now, it has received less attention as a reason for *parents* to support youth SPA.

Interestingly, mental health expectations were not as important to families before the pandemic but moved to the forefront during the pandemic. Other studies on youth sport during the pandemic found that youths' mental health and wellbeing declined during the pandemic (Canadian Women & Sport and E-Alliance, 2021; Elliott et al., 2021). The findings from the present study contribute to this consistent finding in that families might have turned to youth SPA as a means of combating deteriorating mental health. As wider discussions of mental health and the role of mental health in sport are becoming more commonplace (Durand-Bush & Van Slingerland, 2021), mental health expectations of youth SPA might remain as an important expectation for many families post-pandemic.

Finally, some families who were highly competitive in their respective sports sought opportunities to be competitive and develop sport-specific technical skills during the pandemic. The questionnaire findings, however, indicated that technical skill development and opportunities to be competitive were typically not important to families. Perhaps these more

sport-specific expectations might only be important to families whose children were following more high-performance pathways (Cote et al., 2007). This could further suggest that families' expectations for youth SPA could vary based on which stage of the developmental model of sport participation families prescribe to.

Satisfaction. Satisfaction with changes to SPA during the pandemic helped (re)shape perceptions of value for participation, primarily for how organized SPA is offered post-pandemic (Arnould & Price, 1993; Vargo & Lusch, 2011). First, program-based scenarios would also be of value for families who were satisfied with a decrease in diversity of SPA. Perhaps these families became more specialized in a few activities during the pandemic. Virtual-based scenarios, however, appealed to families who were satisfied with a decrease in non-organized SPA. Of course, the families who participated in organized SPA likely also experienced virtual programming during the pandemic (Brady, 2020; Cotnam, 2020), and perhaps they switched from non-organized to virtual organized SPA. Thus, if they were satisfied with their experience, they would want to continue to have the same experience (Arnould & Price, 1993; Prayag & Grivel, 2014).

Interpersonal Factors

To recall, interpersonal factors include immediate interactions with others that can influence individual experiences (Bronfenbrenner, 1977; McLeroy et al., 1988). Family and friends were important factors in youth SPA experiences during the pandemic.

Family. Family, particularly parents, can play a significant role in shaping youth SPA. Not only are parents role models for SPA activities (Basterfield et al., 2016; Eime, Casey, et al., 2015; Felber Charbonneau & Camiré, 2020), but they can also control means and access to SPA experiences. In line with the literature, parents described how before the pandemic, they found

activities for the children to participate in (Felber Charbonneau & Camiré, 2020), signed their children up for activities (Felber Charbonneau & Camiré, 2020), paid for activities and necessary equipment (Basterfield et al., 2016; Dollman & Lewis, 2010), drove their children to activities (Basterfield et al., 2016; Biddle et al., 2011), and provided emotional support for their children related to SPA (Eime, Casey, et al., 2015). During the pandemic, parents described continuing to engage in these SPA support activities and also became co-participants with their children. This increase in family connectedness was also supported by findings from a study exploring the impact of the pandemic on youth sport in Australia (Elliott et al., 2021). Both parents and youth enjoyed this co-participation and would like to continue to participate together post-pandemic, though perhaps not at the same rates.

Conversely, some parents who were less active during the pandemic might want to increase their travel for youth SPA post-pandemic. Though many parents described feeling burdened by travel for youth SPA pre-pandemic, they facilitated youth SPA for their children in this way, anyway. Youth described not being bothered by the amount of time and travel time they spent on SPA and would like to go back to pre-pandemic levels (or more) post-pandemic. These findings indicate that regardless of parents' feelings toward travel time, they will engage in the travel necessary to be able to facilitate their children's SPA, creating the potential for negative impacts on parent wellbeing (Misener, 2020; Watchman & Spencer, 2020).

Friends. The youth participating in the family focus group interviews described doing less organized SPA and more non-organized SPA to be able to see their friends. Though this could still be reflected in the larger sample, the quantitative results suggested that another common scenario for youth during the pandemic was to also experience this decrease in organized SPA, but not replace those lost activities with new, less organized ones. This could be

explained by youths' desire to mimic their friends' SPA. Having friends who were more active during the pandemic was associated with families wanting to do more SPA post-pandemic in every context (i.e., organized, non-organized, travel, diversity). These findings indicated that indeed, families would like to be in line with their friends' participation, and perhaps replicate pandemic experiences of increased SPA (i.e., reshaping expectations for SPA; Biddle et al., 2011). Less active friends were, however, associated with families wanting to do more non-organized SPA post-pandemic. This could indicate that youth whose friends were less active had to find alternative activities during the pandemic, perhaps non-sport activities, and would like to continue with those new activities (Biddle et al., 2011). Moreover, families with less active friends would find value in family and program-based scenarios post-pandemic. In alignment with youth missing seeing their friends and making new friends during organized SPA (Bergesen Dalen & Seippel, 2019; Casey et al., 2009; Holt et al., 2011; Mallinson-Howard et al., 2018; McCarthy et al., 2008; Schwab et al., 2010; Tannehill et al., 2015), perhaps youths' friends who decreased their SPA did so because of previously high rates of organized SPA pre-pandemic, which is what families would like to return to.

Institutional Factors

To recall, institutional factors describe the institutions with organizational characteristics that affect the individual (Bronfenbrenner, 1977; McLeroy et al., 1988). The two main institutions that affected families' youth SPA during the pandemic are sport organizations and schools.

Sport organizations. Families' experiences with youth SPA organizations during the pandemic seemed to differ greatly based on organizational mandate. Organizations with many different consumer groups (e.g., municipalities, charitable organizations) rarely offered youth

SPA programming during the pandemic, while organizations whose main consumer group were youth (e.g., community sport organizations) tried to offer programming. Of these youth-focused organizations, the ones who owned their facilities offered competitive and recreational programming. Due to high demand for facilities, the organizations who did not own their facilities only offered competitive programming. As such, both families and sport providers described how competitive programming continued to run, while recreational programming was rarely offered in an organized context. Therefore, some parents decided to enroll their previously recreational children into the competitive stream of participation to be able to maintain activity. Although the rationale for favoring competitive over recreational offerings was rooted in pandemic-related capacity issues, these choices made by sport providers highlighted the existing bias toward elite sport over grassroots sport in Canada (Jurbala & Stevens, 2020) and might serve to amplify these disparities post-pandemic.

Moreover, this increased competition for facility space among youth sport organizations led to a substantial increase in the cost to rent these facilities. From a parent perspective, families reported being frustrated with some organizations that were not forthcoming with financial updates or refunds. These findings were in line with previous literature that organized SPA can be exclusionary for families who cannot afford to participate (Best et al., 2017; Dollman & Lewis, 2010). In fact, it has been found that non-participation in the organized sport system from a young age can be a further barrier to enter the system (e.g., not developing the necessary skills; Casper et al., 2011; Kingsley & Spencer-Cavaliere, 2015). Further, the pandemic has also led to many families not having the ability to pay for organized SPA (Canadian Women & Sport and E-Alliance, 2021), thus jeopardizing the longevity of youths' ability to participate in youth SPA well after the pandemic is over.

This inability to participate in SPA based on financial access also shaped how families would like to participate post-pandemic. Families who perceived youth SPA as being affordable were likely to find value in family, social, program, and virtual-based scenarios. Overall, this indicated that the scenarios provided to families were appealing to those with the financial means to access SPA, while families with fewer financial resources might still be left struggling to access youth SPA under the suggested scenarios (Dollman & Lewis, 2010). Therefore, youth SPA continues to be inaccessible to families of lower socioeconomic status, and more can be done by sport providers and policy makers to increase access to youth SPA. More specifically, as families with lower incomes tend to support dedicating time to school or work over SPA (Kingsley & Spencer-Cavaliere, 2015), lower income families would not find value in family-based scenarios. In terms of social-based scenarios, several of the scenarios offered took on a more organized nature, thus, families with lower incomes might not see value in paying for opportunities for their children to see their friends, where there are plenty of free activities in which the same outcomes could be achieved. Similarly, families with lower incomes might not see much value in organized SPA, or see the opportunity cost of organized SPA as too large. Finally, virtual-based scenarios might only be accessible to families who have high quality internet connections, equipment needed to participate at home, and space at home to be able to perform the activities. As described by many youth during the focus group interviews, virtual participation was challenging for these exact reasons: the internet would cut in and out, they did not have the right equipment at home, or they did not have enough space at home to be able to follow-along appropriately.

School. In addition to organized sport in the community context, many families described the public-school context as a way for their children to try different sports in a low commitment

setting. For younger youth, it was a way to sample different sports through gym class and recess. For older youth, it was a way to participate in different sports through school teams while focusing on one or two sports more competitively outside of school. As schools were largely closed during the timeframe of this project (Alphonso & Stone, 2021), many families described missing these school-based opportunities for both organized and non-organized participation, and were not satisfied with this decrease in diversity.

Finally, families who did not home school their children before the pandemic would not find value in virtual-based scenarios. As many families were struggling with virtual school during the pandemic (Alphonso & Stone, 2021), they might not see value in even more screen time through SPA. Moreover, as children with daily screen limits tended to engage in more SPA (Badura et al., 2017; Maitland et al., 2013; Veitch et al., 2013), perhaps parents did not want their children spending their free time on screens, even if it is for SPA.

Community Factors

To recall, community factors describe broader informal networks (Bronfenbrenner, 1977; McLeroy et al., 1988). The size of communities that families live in and the access to SPA infrastructure families feel they have in their communities influenced how families experienced youth SPA during the pandemic.

Community Size. Families who lived in large communities still had to travel for youth SPA during the pandemic, while families living in smaller communities did not have to travel as much. Although families living in larger communities typically had more access to youth SPA opportunities pre-pandemic (e.g., Bell et al., 2020; Clark et al., 2019), families in large communities reported having limited access to both organized and non-organized activities during the pandemic. Families from smaller communities, however, reported having plenty of

space at home to be able to continue to engage in non-organized SPA during the pandemic. The families from smaller communities were content with their ability to participate at home, while families from larger communities felt limited in their options. Youth sport providers confirmed that several facilities for SPA were closed or not renting out space to community clubs, which supports large community families' experiences with lack of access to organized SPA.

Community Spaces. During the pandemic, the use of community spaces such as parks and walkways increased for families. In fact, families who felt they had access to SPA amenities in their community were satisfied with travelling less for youth SPA. These findings further supported that families might have opted for non-organized SPA in their communities; if these families found these community-based opportunities accessible and attractive, they were satisfied. As such, families who found their neighbourhoods walkable would like to increase the diversity of activities they participate in post-pandemic. Perhaps these families took up new activities, though still participated in fewer activities, during the pandemic. However, they would like to continue with these new activities in addition to some old activities post-pandemic.

All of the scenarios provided would be of value to families who felt they had attractive footpaths in their community (Best et al., 2017), and all but the virtual participation scenarios would be of value to families who felt that they had access to SPA in their communities. Of course, families who felt they are able to participate in SPA in their communities would feel they would be able to continue to participate in SPA in their communities (Best et al., 2017). As virtual scenarios would be done at home, access to spaces in their community for SPA would not be relevant.

Political Factors

To recall, political factors are the laws and policies at the local, provincial, and national levels (Bronfenbrenner, 1977; McLeroy et al., 1988). Families from the focus group interviews all described being affected by closures, regardless of the community they were living in, thus indicating that it was likely that many families were affected by health restrictions similarly, regardless of the health region they lived in. Severity of health restrictions did, however, shape how families would like their travel for SPA to look, post-pandemic. Specifically, families living in regions with mixed and tight health restrictions intended on increasing their travel for youth SPA post-pandemic. As many organizations as well as community spaces were inaccessible to families during tight stages of lockdown (Brady, 2020; Cotnam, 2020), perhaps the families who were consistently in such stages found opportunities for SPA (both organized and non-organized) outside of their communities where amenities were open during the pandemic, and would like to continue to engage in these new opportunities.

RQ2. What value propositions (i.e., families' sought-after value) can youth sport providers offer to entice participation post-COVID-19?

According to service-dominant logic, youth sport providers must create relationships with youth sport consumers as value is created through relationships (Vargo & Lusch, 2004, 2011). Youth sport providers can create conditions under which consumers might interpret a satisfactory experience, though it is ultimately up to the consumer to decide if value was in fact received (Edvardsson et al., 2011; Vargo & Lusch, 2011). Therefore, youth sport providers must understand what experiences youth sport consumers expect to receive to be able to alter their offerings, accordingly. Thus, the following section will address Research Question two by

elaborating on practical implications from this dissertation, primarily informed by data collected in phases two and three, with some additions from phase one.

Family-based scenarios

Many families would find value in some family-based SPA scenarios post-pandemic. Most prominently, some continued co-participation as a family post-pandemic would be of value. Although sport providers who offered organized SPA did not previously offer family-based programming, family participants did not describe wanting to participate as a family in an organized context, but rather maintain their increased levels of non-organized SPA as a family. Thus, value propositions for family co-participation might be more appropriate for non-organized SPA facilitators. For example, municipalities ensuring that public spaces remain clean and accessible year-round could aid in providing value for families.

In terms of organized SPA, parents expressed a desire to be able to watch their children participate in SPA post-pandemic. The sport providers expressed an intention to return to some sort of in-person participation without capacity restrictions, thus sport providers seemed to be already planning on meeting this value expectation. There is an opportunity, however, to exceed families' expectations by offering increased opportunities to watch SPA through skill demonstration days and in-house games. In doing so, youths' expressed desire for more skill demonstration can also be met. This modification should also be approached with caution, as too much commitment to youth SPA can be detrimental to parent wellbeing (Misener, 2020; Watchman & Spencer, 2020).

Social-based scenarios

Many youth expressed a desire to return to participating in SPA as a way to see their friends and socialize (Bergesen Dalen & Seippel, 2019; Casey et al., 2009; Holt et al., 2011;

Mallinson-Howard et al., 2018; McCarthy et al., 2008; Schwab et al., 2010; Tannehill et al., 2015). Simply by offering in-person programming without restrictions can provide value for families who seek social-based participation. Additional value propositions can be created by offering supplementary opportunities for socializing that had not been prominent pre-pandemic. For example, an organization can organize social events outside of regular programming (e.g., picnics, outings) where families can socialize. Socializing can also be built into program offerings. For example, a regularly occurring ‘bring a friend day’ can allow current participants continue to interact with friends while also serving as a means of recruiting new participants.

Program-based scenarios

Modifications to the structure and style of youth SPA programming could be of value for many families, post-pandemic. Some families indicated that they enjoyed having flexibility with SPA during the pandemic. Though some organizations were considering restructuring their program offerings to allow for more flexibility for participants (e.g., drop in programming, several shorter blocks of sessions), other organizations seemed hesitant to make such changes. The findings from this project indicated that these changes would likely be of value for families, thus, the organizations who make such changes would be more likely to provide value for consumers than organizations who do not.

Providing value for families will be important for youth sport providers’ recovery from the pandemic. As many families have indicated that they would like to continue with the sports they took up during the pandemic (Dorsch et al., 2021), sport organizations who experienced a decrease in enrollment, did not offer recreational programming, or did not offer programming at all might not return to pre-pandemic enrollment levels after the almost two-year hiatus (Canadian Tire Jumpstart Charities, 2021). Moreover, the findings from this study along with many other

investigations conducted during the pandemic indicated that youth sport providers were aware of the likely struggles with recruitment and retention of participants post-pandemic (Canadian Tire Jumpstart Charities, 2021; Dorsch et al., 2021; Elliott et al., 2021). Therefore, being flexible with programming options for families could be one strategy to create value propositions for families.

Virtual-based scenarios

As discussed above, virtual-based participation would not provide much value to many families. Though some parents described being open to virtual participation to help alleviate travel pressures, the results also indicated that parents will still travel for youth SPA for their children to participate in their preferred mode: in-person. Virtual participation seemed to require families to have access to high quality internet connection, equipment needed for the specific activity, and ample space at home to perform the activity, while many youth described having issues with all of these requirements. On the other hand, many sport providers have invested time, effort, and financial resources into developing infrastructure to be able to offer virtual programming. For these efforts to not go to waste post-pandemic, sport organisations might consider having virtual participation as an option for those who would like to participate virtually, but still offer fully in-person programming as the main form of programming. This virtual infrastructure can still be used if there is extreme weather, if a participant is feeling unwell, or if there are any other reasons participants cannot attend in person.

No changes to pre-pandemic scenario

In general, if youth SPA takes place in-person similar to how it was experienced pre-pandemic, many families would be satisfied. However, there are many opportunities for youth sport providers to create additional value propositions. As discussed throughout this chapter however, several inequities were still present, or amplified, throughout the pandemic.

Socioeconomic status remained a barrier for families to participate in youth SPA due to (lack of) affordability of participation (Dollman & Lewis, 2010). Families who lived in communities with access to youth SPA amenities were more likely to participate in youth SPA (Best et al., 2017). In sum, those who already had access to youth SPA continued to have access to youth SPA. The pandemic served to introduce those with access to different ways of participating but did not seem to remove barriers for those who did not previously have access. Of course, these issues cannot be fixed by a few sport providers altering the structure of their programs, but it might be a place to start. Indeed, in alignment with the same sentiment put forth by other researchers (Canadian Tire Jumpstart Charities, 2021; Elliott et al., 2021; Watson & Koontz, 2021), more work is needed to improve access to youth SPA. As such, youth sport providers should remain open to adapting their offerings in efforts to create more opportunities for youth SPA engagement.

Theoretical Implications

This study was primarily guided by Social Ecology Theory (Bronfenbrenner, 1977), and supplemented by consumer behaviour theory, specifically the disconfirmation paradigm (Arnould & Price, 1993) and the concepts of value (Vargo & Lusch, 2004, 2011). Social Ecology Theory considers the interaction of the sociocultural and built environment in shaping individuals' behaviour. For this study, the 'individuals' under consideration were families. Youth SPA provides a unique context as youth participated in the activity itself, however, parents were the primary facilitators of the experience (Felber Charbonneau & Camiré, 2020). Thus, when making participation decisions, the family unit must be considered. As described throughout this dissertation, there are five societal levels that influence the individual, or family: intrapersonal, interpersonal, institutional, community, and political. These levels provided a systematic

approach to considering the many factors that influence families' behaviours and preferences for youth SPA. As described in Chapter 4 (focus group interviews with families' results), families' experiences were reflected in the socioecological levels (i.e., intrapersonal, interpersonal, institutional, community, political). No new themes were identified in addition to the socioecological levels, thus indicating that Social Ecology Theory was able to capture the complexity of the youth SPA landscape for families by using a broad lens. However, when the socioecological levels were then used to assess factors that shaped how families felt about changes to their youth SPA, and how they might want to participate post-pandemic, as reported in Chapter 6, the socioecological levels did not help explain families' SPA behaviour during the pandemic.

Social Ecology Theory has often been used to design, implement, and evaluate interventions to stimulate SPA among a specific group (Casey et al., 2009; Hobin et al., 2012; Holt et al., 2011; Pardo et al., 2014; Young et al., 2007). For example, Casey et al. (2009) used SET to identify factors that influenced SPA among rural Australian grade seven girls, and Hobin et al (2012) investigated specifically built environmental factors that influenced SPA of grade nine to 12 students in Ontario. Pardo et al. (2014) and Young et al. (2007) used SET to go beyond identifying behavioural influences, but designed interventions to change SPA behaviours among high school students and adolescent girls, respectively. Similar to the present study, Holt et al. (2011) investigated families' perspectives on youth SPA, however focused on only low-income families to identify barriers to youth SPA associated with socioeconomic status. In the present study, the COVID-19 pandemic was an unplanned intervention that affected everybody in society; this is distinctly different from interventions that were previously investigated through the lens of SET. These previous investigations of specific sub-populations had targeted specific

societal levels (e.g., the intrapersonal level via gender, of the community level via built environment). Although families (with children aged six to 18) are considered in this study, multiple groups (i.e., segments) are considered within the broader sub-population (e.g., families from small communities, families from large communities, families with a lower socioeconomic status, families with girls only, etc.).

Although SET did not explain the changes to SPA behaviour for families during the pandemic, socioecological levels did contribute to explaining how families felt about the forced changes brought about by the pandemic (i.e., the unplanned intervention), and how these feelings may affect post-pandemic participation. Social Ecology Theory aided in organizing complex factors related to youth SPA for families in Ontario to understand relationships between the sociocultural and built environment to predict long-term impacts (i.e., post-pandemic intention and perceptions of value) of the pandemic on youth SPA. Specifically, the pandemic seemed to introduce structural barriers for families who had not experienced many barriers previously (i.e., pre-pandemic), while families who faced barriers pre-pandemic continued to face these (amplified) barriers during the pandemic. How families felt about these barriers differed based on socioecological factors, and how different families felt about their experiences during the pandemic shaped how they could see themselves participating post-pandemic: families who had the means to engage in youth SPA would like to participate in different ways post-pandemic, while the pandemic did not remove structural barriers for families without means for participation.

Though SET has proven useful in guiding investigations around specific intentional interventions, there were no established mechanisms to adapt the theory to a large, macro-level intervention. This unplanned intervention of the pandemic has affected everyone globally and

therefore has implications for segments of families in Ontario. Moreover, as the pandemic was of course, unplanned, there were no pre-determined desired outcomes that are associated with many planned interventions. Thus, the scale and scope of the pandemic provided an opportunity to test the application of SET to include mechanisms to consider multiple segments within a sub-population in one investigation.

An established discipline that considers differences between groups of people that can be used to help understand behaviour (i.e., families' youth SPA) in this unprecedented context of a global pandemic is consumer behaviour. As macro-level interventions (i.e., unplanned, far-reaching) had yet to be studied empirically, supplementing the theoretical consideration of SET for families' behaviour in response to the pandemic with consumer behaviour concepts and theories helped further understand the macro-level impact of the shock of the pandemic by introducing mechanisms to assess the impacts of the pandemic for different segments (i.e., introduction of the consideration of satisfaction with change and the disconfirmation paradigm; Arnould & Price, 1993). The findings from this dissertation indicated that although there was a change in SPA opportunities and behaviours, the different ways that families felt about these changes were important factors in (re)shaping how different families conceptualized value of youth SPA during the pandemic and how they would like to continue to engage with youth SPA post-pandemic. This dissertation contributes to SET by providing additional mechanisms (i.e., consumer behaviour theory) to assess and understand impacts of (unplanned) macro-level interventions that affect several groups of people.

Specifically, this study drew from the disconfirmation paradigm (Arnould & Price, 1993) to inform how families felt about the changes to their SPA during the pandemic, and how those feelings might inform preferences and (re)conceptualizations of value. In essence, according to

the disconfirmation paradigm, if families' expectations were met or exceeded by the changes to their SPA during the pandemic, they would have been satisfied (Arnould & Price, 1993; Chen et al., 2012). As families' SPA was forced to change for most families in Ontario, families were evaluating novel and unplanned experiences. While the application of the disconfirmation paradigm in understanding families' shifting preferences for the intensity of youth SPA was not effective, families' satisfaction with these experiences informed the nature of how families would like to participate post-pandemic (i.e., to feel as though they received value). In the context of a pandemic, when changes to youth SPA were forced upon families, this dissertation revealed the importance of choice in changing youth SPA behaviours in forming families' preferences. Reconceptualizing value from youth SPA, however, did not seem to be as sensitive to the forced nature of changes brought about by the pandemic. As families would expect to feel as though they received value from their experience (Edvardsson et al., 2011; Vargo & Lusch, 2011), crafting value propositions for families is an important way that sport providers would be able to meet these changing expectations (Vargo & Lusch, 2004, 2011). This satisfaction and perception of value was also informed by Socioecological variables, indicating that Social Ecology Theory can also inform our understanding of the formation of satisfaction (i.e., feelings about the changes to youth SPA) and perceptions of value. As such, this dissertation also adds to the understanding of consumer behaviour by highlighting the importance of individual's sociocultural and built environment in shaping their perceptions of value and feelings about changes to their youth SPA. Thus, the addition of consumer behaviour theory related to value was a novel approach to strengthen the applicability of SET to the evaluation of macro-level interventions that affect several segments within the sub-population of families. In doing so, this dissertation added nuance to understanding how families' preferences for youth SPA might

change for families in Ontario. Indeed, all families experienced the pandemic, but each families' sociocultural and built environment affected how they felt about the changes to their SPA. These feelings then informed how different families might seek value from different youth SPA experiences post-pandemic.

Limitations and Opportunities

This project does have some limitations; however, each limitation is associated with an opportunity for future research. First, limited by the unforeseen nature of a pandemic and time constraints of a doctoral project, this study was cross-sectional. Asking participants to think of past experiences can be associated with recall bias (Bouma et al., 2016; Neuman & Robson, 2012), and asking participants about future intentions does not guarantee behaviour (Ajzen, 1991). Moreover, some methodological issues with respect to assessing changes with a cross-sectional design arose. For example, the *Importance* items were assessed in a way that allowed Research Question one to be addressed through frequency analyses. This assessment, however, did not allow for appropriate *Importance* items to be included in the regression analyses. Asking about pre-pandemic experiences was unavoidable and necessary to the overall goal of the project, however, to address this issue in future work, and to address the issue around intentions, similar questions can be asked to the Canadian population again in consistent intervals (e.g., one year from now, three years from now, five, etc.). As there is likely to be another pandemic in the future (CDC, 2020b), a future longitudinal project will allow for participant experiences to be compared over time. Moreover, when conducting this project, it became evident that detailed information about the Canadian population's youth SPA is difficult to find. Statistics Canada collects rates of leisure time physical activity among youth (Statistics Canada, 2018), however information about participation preferences (e.g., specific sports, organized vs. non organized,

competitive vs. recreational) is not readily available. Therefore, the opportunity for data around youth preferences to be collected from a representative sample at consistent intervals (e.g., longitudinal or repeat cross-sectional research) will also allow for not just general SPA behavior to be tracked, but more nuanced information related to participation preferences to be assessed over time.

Another limitation associated with study design was collecting data during a global pandemic. First, participants' situation might have biased their answers; some might have indicated wanting to continue with their pandemic sport because that was the sport they were currently engaging with, while some might have become tired of the pandemic and reported wanting to return to normal, but after the pandemic would prefer to keep some participation styles they did during the pandemic. Moreover, the state of the pandemic and associated development of public health guidelines (i.e., vaccine mandates) could have also shaped families' experiences and subsequent post-pandemic perceptions of youth SPA. Also, the quantitative sample was quite wealthy and educated. Although participants received compensation for participation in the questionnaire, families with a lower socioeconomic status might not have had time to participate in research as they would have been more likely to be disproportionately affected by the effects of the pandemic (Statistics Canada, 2021). The longitudinal project mentioned previously should take further measures to ensure a more representative sample based on socioeconomic status—the current project was focused on a representative sample based on geography in Ontario. Moreover, the *Ethnicity* item, drawn from the Canadian census was used throughout the quantitative portion of this study. While the term *Caucasian* was used to reflect the source item, and a binary item was created for data reduction purposed in this exploratory study (as over half the sample identified as *Caucasian*), I would like

to acknowledge that this term and operationalisation of the item could perpetuate “othering” practices around race and ethnicity. In future studies, I would like to have more of a targeted effort to have a more racially diverse sample and avoid using a two-item *Ethnicity* variable.

Finally, although not the purpose, this project did not address systemic inequalities pervasive in youth SPA. As this project was focused on families’ preferences for youth SPA, the intrapersonal and interpersonal levels received much attention. As established throughout this dissertation, the political level seemed to be consistent for all Ontarian residents during the pandemic with regard to youth SPA. However, as the political level dictates the sport system in Canada, future work that seeks to better understand and address these inequities from this political perspective should be conducted.

Chapter 8: Conclusion

Consumers evaluate their experiences based on expectations (Arnould & Price, 1993) that are often formed by previous experiences (Best et al., 2017). The COVID-19 pandemic was a global phenomenon that affected several aspects of daily experiences, including youth SPA. For families, the pandemic hindered their ‘regular’ SPA participation, forcing them to change the ways in which they were able to engage with youth SPA (Brady, 2020; Cotnam, 2020). Though these forced changes were unplanned, the exposure to different ways of engaging in youth SPA might have altered how families would like to continue to engage with youth SPA post-pandemic. The COVID-19 pandemic therefore presented an opportunity to investigate how families’ preferences and perceptions of value for youth SPA might be shifting to better understand how to provide satisfying experiences to promote participation in youth SPA post-pandemic. As such, the purpose of this dissertation was to understand the impacts of a global pandemic (i.e., COVID-19) on youth SPA by exploring consumers’ (i.e., families in the Ontario) experiences with youth SPA, and examining if and how preferences for returning to SPA might be shifting and affecting perceptions of value post-pandemic.

Although preferences are strongly shaped by past experiences (e.g., Best et al., 2017; Casey et al., 2009; Eime et al., 2015, 2015), the expectations and access to experiences with youth SPA are also shaped by built and sociocultural environments (Bronfenbrenner, 1977). To capture families’ built and sociocultural environment, Social Ecology Theory guided this dissertation, with the addition of consumer behaviour underpinnings to highlight concepts of satisfaction and value in forming preferences and perceptions of value. This multi-theory approach was a novel application of Social Ecology Theory by considering an unplanned, far-reaching intervention (i.e., the pandemic). Moreover, the introduction of mechanisms rooted in

consumer behaviour to evaluate multiple segments' experiences with this macro-level unplanned intervention provided an approach to evaluate future macro-level unplanned interventions (e.g., natural disasters, recessions, other pandemics; Filo et al., 2015; Wicker et al., 2013).

These theories guided the methodological development of this dissertation including a collective case study methodology with an exploratory mixed methods approach. The specific methods used represented three distinct stages of data collection: 1) focus group interviews with families in Ontario (n=14) to explore families' youth SPA experiences and preferences and perceptions of value, in-depth; 2) semi-structured interviews with youth sport providers in Ontario (n=12) to assess if youth SPA supply could match possibly changing youth SPA demand; and 3) questionnaires (n=550) with parents in Ontario to assess the extent to which these experiences, preferences, and perceptions of value might apply to a wider population (i.e., families in the province of Ontario). These methods were used to answer two broad Research Questions: 1) How did the COVID-19 pandemic impact family's preferences for youth SPA?; and 2) What value propositions (i.e., families' sought-after value) can youth sport providers offer to entice participation post-COVID-19?

Simply put, Ontarian families' youth SPA decreased in all contexts. Though socioecological factors did not predict how youth SPA changed during the pandemic, these factors were predictors of how families felt about these changes. Families were generally satisfied with less organized SPA and travel for youth SPA during the pandemic, as there were consistent expressions of parents feeling overwhelmed by youth SPA before the pandemic. Concerningly, families also reported intending to go back to pre-pandemic levels of organized SPA and travel for youth SPA, or increasing intensity in these contexts, perhaps jeopardizing parent wellbeing (Misener, 2020). Interestingly, families' non-organized SPA also changed

during the pandemic, with many families experiencing a decrease, and many experiencing an increase. However, like many aspects of experiences during the pandemic, feelings on the changes to their youth SPA during the pandemic were polarized. Several families were satisfied with the changes to their SPA, while several were dissatisfied.

Overall, if families had means and access to organized youth SPA before the pandemic, they were exposed to different ways of participating, and were likely to seek different ways of participating in organized SPA post-pandemic. On the other hand, families who did not have access and means to participate in youth SPA before the pandemic seemed to participate even less during the pandemic and will likely have a hard time accessing youth SPA post-pandemic. Moreover, the increased competition for facility space for youth SPA during the pandemic led many community sport organizations to only offer competitive programming, leaving few opportunities for organized recreational youth SPA during the pandemic. Families with the ability to do so, enrolled their previously recreational children in competitive streams of programming to be able to access organized SPA during the pandemic. Those without the ability or desire to join competitive streams were left with few organized SPA options.

The specific ways that families with means and access would like to participate in youth SPA post-pandemic were also informed by socioecological factors and shaped by their satisfaction with SPA experiences during the pandemic. Families would largely like to participate in person, and not engage in virtual programming. Parents and children who participated together as a family during the pandemic would like to continue to engage in SPA as a family post-pandemic, and parents would like to be able to watch their children at their programmed sessions. Families were looking forward to having their children return to participating in youth SPA with friends and with enhanced opportunities for socializing. Families

were also, however, looking for some more flexibility in their organized SPA, such as drop-in programming, or different options for length or registered sessions. Ultimately, organizations that were willing to be adaptable and alter the nature of program delivery might have a better chance at recovery from the pandemic than organizations who were unwilling to adapt to their consumers' changing preferences and perceptions of value.

By supplementing Social Ecology Theory with consumer behaviour theories and concepts, this dissertation was able to identify how families' sociocultural and built environments shaped their preferences and perceptions of value for youth SPA based on their new experiences during the pandemic. Importantly, it was determined that the pandemic itself was the most important factor in shaping how families engaged with youth SPA during the pandemic, while socioecological factors shaped how families felt about these experiences. It was these socioecological factors and subsequent feelings about changes to youth SPA during the pandemic that shaped how families would like to participate in youth SPA post-pandemic. The use of consumer behaviour added further nuance in understanding segments of families' (e.g., families with boys only, families who live in large communities, families with low socioeconomic status) experiences and contributed to broader understanding of how youth SPA interventions can be approached. By considering how families felt about the change to their SPA caused by the intervention (i.e., pandemic), youth sport providers can make further adjustments to their programming that can better meet value expectations (i.e., facilitate socializing opportunities outside of lessons/practice, offer flexible registration options, keep virtual participation as an option rather than a main form of programming), and thus, promote continued quality engagement with youth SPA.

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Appendices

Appendix A: Family Consent form

Title of the study: Understanding Consumers' Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic

Researcher: Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Supervisor: Marijke Taks, Professor, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Invitation to Participate: My family (at least one parent/guardian and at least one dependent child between 6 and 18 years) is invited to participate in the abovementioned research study conducted by Georgia Teare, supervised by Dr. Marijke Taks. The project is being conducted as part of Ms. Teare's PhD thesis.

Purpose of the Study: The purpose of the study is to understand the impacts of the COVID-19 pandemic on youth sport participation by exploring expectations, perceived value, and satisfaction of youth sport experiences for youth participants and their parent(s)/guardians, and how youth sport providers have adapted to this new reality post COVID-19.

Participation: Our participation will consist of partaking in one 45-60 minute video- and audio-recorded focus group interview, conducted in English, during which my family and I will be asked about our experiences with sport and physical activity before the pandemic, during the pandemic, and our "ideal" return to sport scenarios after the pandemic is over. Previous participation in sport and physical activity is NOT required to participate in this study. The interview is scheduled on a day and time that is convenient for my family, and on a platform of our choice.

The interview is intended to be conducted together as a family, however, if you or any of your family members would prefer to talk with me one-on-one, please let me know and we can arrange for that to happen.

Risks: Our participation in this study will entail that my family and I volunteer information about our experiences with youth sport participation honestly, and to the best of our ability. I have received assurance from the researcher that every effort will be made to minimize any risks. In case of psychological and/or emotional discomfort, the researcher can provide pathways for mental health and/or opportunities for one-on-one interviews.

Benefits: Our participation in this study will help understand consumers' expectations of youth sport participation and inform youth sport providers how they can provide value for participants and their parent(s). Through understanding how to provide value for consumers, sport organizations can create plans that will not only help them recover from the pandemic, but provide stronger, more satisfying sport offerings.

Confidentiality and anonymity: We have received assurance from the researcher that the information we will share will remain strictly confidential. We understand that the contents will be used to inform the creation of a questionnaire, and provide information on how youth sport providers can better provide value to consumers, within the scope of this study. In order to minimize the risk of security breaches and to help ensure our confidentiality it is recommend that we use standard safety measures such as signing out of my account, closing my browser and locking my screen or device when I am no longer using them / when we have completed our participation in the study.

Anonymity will be protected by the primary researcher keeping our identity confidential. Data will be aggregated with participants' identities removed, to be provided to sport organizations to help them make better decisions about youth sport programming. Our identity will not be disclosed to anyone other than the primary researcher.

Conservation of data: The data collected will include notes taken by the researcher, a video- and audio-recording, and a transcript of the interview. Video recordings will be used only for the purpose of transcription. This data will be kept on a password-protected computer for the duration of data collection period, and then transferred to a password protected external hard drive for five years following data collection. After five years, the data will be destroyed.

Voluntary Participation: We are under no obligation to participate and if we choose to participate, we can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If we choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

Acceptance: Our family agrees to participate in the above research study conducted by Georgia Teare of the School of Human Kinetics, University of Ottawa, which research is under the supervision of Dr. Marijke Taks.

Participants should save a copy of this form for their personal records.

If we have any questions about the study, we may contact the researcher or their supervisor.

If we have any questions regarding the ethical conduct of this study, we may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5

Tel.: (613) 562-5387

Email: ethics@uottawa.ca

The researcher will ask me, and each of my family members to provide verbal consent prior to the start of the interview.

Appendix B: Family Interview Guide

Thank you for agreeing to participate in my study that is looking at the impacts of the pandemic on youth sport participation.

This interview is intended to be conducted together as a family, however, if any of you would prefer to talk with me one-on-one, please let me know and we can arrange for that to happen.

As outlined in the Letter of Information and Consent form, this interview will be recorded. The recording and transcript will be stored on a password protected computer. I will begin recording now.

[start recording here]

Before we begin, I want to make sure that each of you consent to participating in the interview.

[Read appropriate consent scripts → see Family Interview Consent Scripts document]

Let's begin...

We are about to have a conversation about all of your experiences with youth sport and physical activity participation. For this interview, sport and physical activity participation is any time you participate in sport or physical activity, this could be in a club setting, in school, or not in an organized setting (for example, with friends in the neighbourhood, or on your own, it could even be going for a walk with your family). For the children age 6-18, I'd like to hear about your own experiences with sport and physical activity, and for the parents, I'd like to hear about your experiences with all of your children's sport and physical activity.

There are no right or wrong answers; just let me know what you personally think.

Do you have any questions for me before we get started?

[interview guide based on family focus group interview structure. If family members want to participate in a one-on-one interview, the same questions will be asked to each individual family member in age-appropriate language as per items below]

[Consideration will be given during the interview to child attention-span. If younger children seem to be getting distracted or antsy, all of the questions for that family member will be asked in a row to complete their portion as soon as possible, then pick back up with the other family members where the interview deviated.]

Question 1: [start with youngest family member]

[Parent language]: Tell me about your experiences with your child(ren)'s sport and physical activity participation before the pandemic.

Follow-up/probing questions:

- A. What sports and/or physical activity did your child(ren) participate in? *[choose up to 3 activities per child for following questions]*
 - a. Which were part of a club or team? What level did they play at?

- b. Which were not part of a club or team?
- B. Tell me what you thought of your experiences with [each activity].
- C. What was your role in your child(ren) choosing to engage with [each activity]?
- D. Were you happy with your experiences with [each activity], as a parent?
 - a. Why or why not?
- E. If the pandemic did not happen, would you have liked for your child(ren) to continue participating in [each activity]?
 - a. Why or why not?
- F. Tell me about any changes you would have liked to make about [each activity].

[Youth age 14+ language]: Tell me about your sport and physical activity participation before the pandemic.

Follow-up/probing questions:

- A. What sports and/or physical activity did you participate in? *[choose up to 3 activities for following questions]*
 - a. Which were part of a club or team? What level did you play at?
 - b. Which were not part of a club or team?
- B. Tell me what you thought of your experiences with [each activity].
- C. Why did you choose to engage with [each activity]?
- D. Were you happy with your experiences with [each activity]?
 - a. Why or why not?
- E. If the pandemic did not happen, would you have liked to continue participating in [each activity]?
 - a. Why or why not?
- F. Tell me about any changes you would have liked to make to your experiences with [each activity].

[Youth age 10-13 language]: Tell me about your sport and physical activity participation before you had to stay home because of the virus?

Follow-up/probing questions:

- A. What sports and/or physical activity did you participate in? *[choose up to 3 activities for following questions]*
 - a. Which were part of a club or team? What level did you play at?
 - b. Which were not part of a club or team?
- B. Why did you choose to engage with [each activity]?
- C. Were you happy with your experiences with [each activity]?
 - a. Why or why not?
- D. If everything were normal, would you have liked to continue participating in [each activity]?
 - a. Why or why not?
- E. If you could change anything, what would you change about [each activity]?

[Youth age 6-9 language]: Do you remember playing any sports or games where you run around before you had to stay home because of the virus?

- A. What sports and/or physical activity did you participate in? *[choose up to 3 activities for following questions]*
 - a. Which were part of a club or team?
 - b. Which were not part of a club or team?
- B. Why did you decide to play [each activity]?
- C. Did you like playing [each activity]?
 - a. Why or why not?
- D. If everything were normal, would you have liked to continue participating in [each activity]?
 - a. Why or why not?
- E. If you could change anything, what would you change about [each activity]?

Question 2: [start with the family member who talked least during question 1]

[Parent language]: Tell me about your child(ren)'s sport participation and physical activity during the pandemic.

Follow-up/ probing questions:

- A. What sports and/or physical activity did they participate in?
 - a. Which were part of a club or team?
 - b. Which were not part of a club or team?
- B. Tell me how these experiences were different from before the pandemic.
 - a. How did the activities with change?
 - b. How did your involvement in any activity change?
- C. Tell be what you thought of your experiences with each of your children's activities.
- D. What was your role in choosing the activities?
- E. Were you happy with your experiences with each of your children's activities?
 - a. Why or why not?
- F. Tell me about any changes you would have liked to make to your experiences with each activity during the pandemic.

[Youth age 14+ language]: Tell me about your sport participation and physical activity during the pandemic.

Follow-up/ probing questions:

- G. What sports and/or physical activity did you participate in?
 - a. Which were part of a club or team?
 - b. Which were not part of a club or team?
- H. Tell me how these experiences were different from before the pandemic.
 - a. How did the activities you engaged with change?
 - b. How did the way you participated in any activity change?
- I. Tell be what you thought of your experiences with each activity.
- J. Why did you choose to engage with each activity?
- K. Were you happy with your experiences with each activity?

- a. Why or why not?
- L. Tell me about any changes you would have liked to make to your experiences with each activity during the pandemic.

[Youth age 10-13 language]: Tell me about your sport participation and physical activity before you had to stay home because of the virus.

Follow-up/ probing questions:

- M. What sports and/or physical activity did you participate in?
 - a. Which were part of a club or team?
 - b. Which were not part of a club or team?
- N. Tell me how these experiences were different from last year, before everything had to close.
 - a. How did the activities change?
 - b. How did the way you participated in any activity change?
- O. Why did you choose to engage with each activity?
- P. Were you happy with your experiences with each activity?
 - a. Why or why not?
- Q. If you could change anything, what would you change about [each activity]?

[Youth age 6-9 language]: Tell me about your sport participation and physical activity before you had to stay home because of the virus.

Follow-up/ probing questions:

- R. What sports and/or physical activity did you participate in?
 - a. Which were part of a club or team?
 - b. Which were not part of a club or team?
- S. Why did you decide to play [each activity]?
- T. Did you like playing [each activity]?
 - a. Why or why not?
- U. If you could change anything, what would you change about [each activity]?

Question 3: [start with the youngest family member]

[Parent language]: tell me about what makes youth sport and physical activity experiences valuable to you.

Follow-up/ probing questions:

- A. What makes you choose a sport activity for your child(ren), or support them in pursuing a particular activity?
- B. What makes you continue to engage with a particular activity?
- C. Before the pandemic, what parts of youth sport experiences did you find valuable?
- D. During the pandemic, what parts of youth sport experiences did you find valuable?

[Youth age 14+ language]: tell me about what makes sport and physical activity experiences valuable to you.

Follow-up/ probing questions:

- E. What makes you choose a sport activity?
- F. What makes you continue to participate in a particular activity?
- G. Before the pandemic, what parts of your sport experiences did you find valuable?
- H. During the pandemic, what parts of your sport experiences did you find valuable?

[Youth age 10-13 language]: tell me about what you think is most important about your sport and physical activity experiences.

Follow-up/ probing questions:

- I. What makes you choose a sport activity?
- J. What makes you continue to participate in a particular activity?
- K. Before you had to stay home because of the virus, what parts of your sport experiences did you find valuable or important?
- L. When you had to stay home because of the virus, what parts of your sport experiences did you find valuable or important?

[Youth age 6-9 language]: What are the most important things to you about playing sports?

Follow-up/ probing questions:

- M. What makes you choose play a sport?
- N. What makes you continue to play a sport?
- O. Before you had to stay home because of the virus, what parts of playing sports did you find most important?
- P. When you had to stay home because of the virus, what parts of playing sports did you find most important?

Question 4: [start with the family member who talked least]

[Parent language]: one year from now, assuming the pandemic is over, what would your ideal youth sport activity look like? This is your ideal; it can, but does not have to, fit into an offer or structure that currently exists. Imagine you have the ability to craft any type of experience you want.

Follow-up/ probing questions:

- A. What would you incorporate from pre-pandemic experiences?
- B. What would you incorporate from during-pandemic experiences?
- C. What new aspects would you include?
- D. Tell me your thoughts on organized vs. unorganized sport.
 - a. Do you plan on enrolling your child(ren) in organized sports after the pandemic is over?
 - b. What would youth sport providers have to offer to entice you to enroll in programming?

[Youth age 14+ language]: one year from now, assuming the pandemic is over, what would your ideal sport activity look like? This is your ideal; imagine you have the ability to craft any type of experience you want.

Follow-up/ probing questions:

- E. What would you incorporate from pre-pandemic experiences?
- F. What would you incorporate from during-pandemic experiences?
- G. What new aspects would you include?
- H. Tell me your thoughts on organized vs. unorganized sport.
 - a. Do you plan on enrolling in organized sports after the pandemic is over?
 - b. What would youth sport providers have to offer to entice you to enroll in programming?

[Youth age 10-13 language]: If you could participate in any sport in any way, what would that sport be? It could already exist, or it could be a completely new sport that you made up.

Follow-up/ probing questions:

- I. What would you incorporate from experiences from before you had to stay home because of the virus?
- J. What would you incorporate from experiences you had while you had to stay home because of the virus?
- K. What new aspects would you include?
- L. Would it be as part of a club or team?
- M. Do you like playing sports as part of a club or team?
 - a. Why or why not?

[Youth age 6-9 language]: If you could participate in any sport, what would that sport be? It could a sport you've already played, or it could be made up.

Follow-up/ probing questions:

- N. What would you incorporate from experiences from before you had to stay home because of the virus?
- O. What would you incorporate from experiences you had while you had to stay home because of the virus?
- P. What new things would you include?
- Q. Would it be as part of a club or team?
- R. Do you like playing sports as part of a club or team?
 - a. Why or why not?

Question 5 [to parents only]: Do you know of any other families who might be interested in participating in this study?

Question 6 [to parents only]: your answers from today will help inform a questionnaire to be distributed to a large number of families. Before we send the questionnaire out, we have to test the questionnaire for clarity. Would you be interested in participating in the piloting exercise of the questionnaire? This would involve completing a that would take about 15 minutes, and then providing feedback to me about any possible ways to improve the questionnaire.

Family Interview Consent Scripts

For parents and children 14 years and older:

Have you had a chance to read the consent form that I had sent you?

IF YES:

The information you share will remain strictly confidential. Your identity will not be disclosed to anyone other than the primary researcher.

You are under no obligation to participate and if you choose to participate, you can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If you choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

[Per family member 14 years or older] **Acceptance:** Do you, [family member name], agree to participate in this research study?

IF NO:

You are invited to participate in this research study conducted by myself as part of my PhD thesis, supervised by Dr. Marijke Taks.

The purpose of the study is to understand the impacts of the COVID-19 pandemic on youth sport participation by exploring expectations, perceived value, and satisfaction of youth sport experiences for youth their parent(s)/guardians, and how youth sport providers have adapted to this new reality post COVID-19.

Your participation will consist of partaking in this focus group interview with your family that will take approximately 45-60 minute. The interview will be conducted in English, during which you will be asked about our experiences with youth sport and physical activity before the pandemic, during the pandemic, and your “ideal” return to sport scenarios after the pandemic is over.

The interview is intended to be conducted together as a family, however, if you or any of your family members would prefer to talk with me one-on-one, please let me know and we can arrange for that to happen.

Your participation will entail that you volunteer information about your experiences with youth sport participation honestly, and to the best of your ability. Every effort will be made to minimize any risks. In case of psychological and/or emotional discomfort, I can provide pathways for mental health and/or opportunities for one-on-one interviews.

Your participation in this study will help understand consumers’ expectations of youth sport participation and inform youth sport providers how they can provide value for participants and their parent(s). Through understanding how to provide value for consumers, sport organizations can create plans that will not only help them recover from the pandemic, but provide stronger, more satisfying sport offerings.

The information you share will remain strictly confidential. The contents will be used to inform the creation of a questionnaire, and provide information on how youth sport providers can better provide value to consumers, within the scope of this study. In order to minimize the risk of security breaches and to help ensure our confidentiality it is recommend that you use standard safety measures such as signing out of your account, closing your browser and locking your screen or device when you are no longer using them / when you have completed your participation in the study.

Anonymity will be protected by the primary researcher keeping your identity confidential. Data will be aggregated with participants' identities removed, to be provided to sport organizations to help them make better decisions about youth sport programming. Your identity will not be disclosed to anyone other than the primary researcher.

The data collected will include notes taken by the researcher, a video- and audio-recording, and a transcript of the interview. Video recordings will be used only for the purpose of transcription. This data will be kept on a password-protected computer for the duration of data collection period, and then transferred to a password protected external hard drive for five years following data collection. After five years, the data will be destroyed.

You are under no obligation to participate and if you choose to participate, you can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If you choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

[Per family member 14 years or older] **Acceptance:** Do you, [family member name], agree to participate in this research study?

For children aged 10-14

You are invited to participate in my research study that is trying to understand the impacts of the COVID-19 pandemic on your sport participation by talking about your thoughts and experiences with sport and physical activity.

This interview is intended to be conducted together as a family, however, if you would prefer to talk with me one-on-one, please let me know and we can arrange for that to happen.

There are no wrong answers. Please let me know about your experiences with youth sport participation honestly, and to the best of your ability. If you start to feel sad or worried, please let me know, and I can provide you and your parent(s) with resources that can help.

No one, other than your family and myself will know that you participated in this interview. No one will use your name anywhere.

The decision to participate in this interview is your own. You do not have to participate if you don't want to, and your parents know that you do not have to participate. If you do want to participate, you can change your mind and stop participating at any time—no one will be mad.

[Per family member aged 10-13] **Acceptance:** Do you, [parent/guardian name], agree for [child name] to participate in this research study?

Do you, [child name], agree to participate in this research study?

For children aged 6-9

You are invited to participate in my research study that I am doing this research to understand what you think about sport and physical activity, and how the COVID-19 pandemic might have changed your sport and physical activity.

I will be talking with you and your family, but if you would prefer to talk with me alone, please let me know and we can arrange for that to happen.

If you start to feel sad or worried, please let me know, and I can provide you and your parent(s) with resources that can help.

There are no wrong answers.

No one, other than your family and myself will know that you participated in this interview. No one will use your name anywhere.

It is up to you if you want to talk with me today. You do not have to talk to me if you don't want to, and your parents know that you do not have to talk to me. If you do want to talk to me, you can change your mind at any time – no one will be mad.

[Per family member aged 10-13] **Acceptance:** Do you, [parent/guardian name], agree for [child name] to participate in this research study?

Do you, [child name], agree to participate in this research study?

Appendix C: Family Interview Recruitment Templates

Email to “others” (sent by researcher)

Dear [other’s name],

I am a doctoral student at the University of Ottawa, School of Human Kinetics, and I am conducting a study entitled *Understanding Consumers’ Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic*, under the supervision of Dr. Marijke Taks.

It was brought to my attention that you may know families (i.e., at least one parent/guardian and at least one child) with dependent children 6 to 18 years of age who live in Ontario. I would like to reach out to such families for my study, and kindly ask if you want to send the e-mail below—with a full explanation of the study—to your contacts. The attached Letter of Information should also be included when send out the template e-mail below. Previous participation in sport and physical activity is NOT required to participate in this study. The interview will be conducted in English.

For confidentiality, you will not know if those you invite to participate take-up the offer.

Please do not hesitate to contact me if you have more questions.

Thank you so much for your collaboration with this study,

Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Template e-mail to be added at the bottom of the “email to others” and sent to potential families (sent by “others” above)

Dear [participant names],

I was contacted by Georgia Teare, a doctoral student at the University of Ottawa, School of Human Kinetics, who is conducting a study entitled *Understanding Consumers’ Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic*, under the supervision of Dr. Marijke Taks.

The purpose of this study is to understand the impacts of the COVID-19 pandemic on youth sport and physical activity participation by exploring expectations, perceived value, and satisfaction of participants and their parent(s)/guardian(s), and how youth sport providers have adapted to this new reality post COVID-19. Note that previous participation in sport and physical activity is NOT required to participate in this study. Georgia is looking for families who want to participate in the study.

Participation will consist of your family (at least one parent/guardian and at least one child age 6-18) partaking in one 45-60 minute interview, conducted in English, during which you will be asked about your experiences with sport before and during the pandemic, and your “ideal” return to sport scenarios after the pandemic.

The interview is intended to be conducted together as a family, however, if you or any of your family members would prefer to talk with me one-on-one, please let me know and we can arrange for that to happen.

The interview will take place online, using your preferred platform (e.g., Zoom, TEAMS, Skype), and will take place at a time and date that is convenient for you.

A comprehensive Letter of Information is also attached to this e-mail.

It is completely your choice to participate; your contact who invited you to participate will not know if you choose to take up this offer, or if you choose to not take up this offer.

If you agree to participate in the study, please contact Georgia via the details below by [DATE]. You can also contact her if you have any questions about this study.

Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Thanks for your consideration,

[SIGN OFF]

Appendix D: Family Letter of Information

Understanding Consumers' Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic

Researcher: Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Supervisor: Marijke Taks, Professor, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Invitation to Participate: Your family (at least one parent/guardian and at least one child between 6 and 18 years) is invited to participate in the abovementioned research study conducted by Georgia Teare, supervised by Dr. Marijke Taks. The project is being conducted as part of Ms. Teare's PhD thesis.

Purpose of the Study: The purpose of the study is to understand the impacts of the COVID-19 pandemic on youth sport participation by exploring expectations, perceived value, and satisfaction of youth sport experiences for youth participants and their parent(s)/guardians, and how youth sport providers have adapted to this new reality post COVID-19.

Participation: Your participation will consist of partaking in one 45-60 minute video- and audio-recorded focus group interview, conducted in English, during which you and your family will be asked about your experiences with sport and physical activity before the pandemic, during the pandemic, and your "ideal" return to sport scenarios after the pandemic is over. Previous participation in sport and physical activity is NOT required to participate in this study. The interview will be scheduled on a day and time that is convenient for you and your family, and on a platform of your choice.

The interview is intended to be conducted together as a family, however, if you or any of your family members would prefer to talk with me one-on-one, please let me know and we can arrange for that to happen.

Risks: Your participation in this study will entail that you and your family volunteer information about your experiences with youth sport participation honestly, and to the best of your ability. Every effort will be made to minimize any risks. In case of psychological and/or emotional discomfort, the researcher can provide pathways for mental health and/or opportunities for one-on-one interviews.

Benefits: Your participation in this study will help understand consumers' expectations of youth sport participation and inform youth sport providers how they can provide value for participants and their parent(s). Through understanding how to provide value for consumers, sport organizations can create plans that will not only help them recover from the pandemic, but provide stronger, more satisfying sport offerings.

Confidentiality and anonymity: The information you share will remain strictly confidential. The contents will be used to inform the creation of a questionnaire, and provide information on how youth sport providers can better provide value to consumers, within the scope of this study. In order to minimize the risk of security breaches and to help ensure our confidentiality it is recommended that you use standard safety measures such as signing out of my account, closing my browser and locking my screen or device when you are no longer using them / when you have completed participation in the study.

Anonymity will be protected by the primary researcher keeping your identity confidential. Data will be aggregated with participants' identities removed, to be provided to sport organizations to help them make better decisions about youth sport programming. Your identity will not be disclosed to anyone other than the primary researcher.

Conservation of data: The data collected will include notes taken by the researcher, a video- and audio recording, and a transcript of the interview. Video recordings will be used only for the purpose of transcription. This data will be kept on a password-protected computer for the duration of data collection period, and then transferred to a password protected external hard drive for five years following data collection. After five years, the data will be destroyed.

Voluntary Participation: You are under no obligation to participate and if you choose to participate, you can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If you choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

If you have any questions about the study, you may contact the researcher or their supervisor.

If you have any questions regarding the ethical conduct of this study, you may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5

Tel.: (613) 562-5387

Email: ethics@uottawa.ca

Appendix E: Family Interview Information emails

(sent by researcher to families once they have reached out)

Initial Response

Dear [participant name],

Thank you for your interest in participating in the study entitled *Understanding Consumers' Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic*, part of my doctoral research project at the University of Ottawa under the supervision of Dr. Marijke Taks.

As you know, the purpose of this study is to understand the impacts of the COVID-19 pandemic on youth sport and physical activity participation by exploring expectations, perceived value, and satisfaction of participants and their parent(s)/guardian(s), and how youth sport providers have adapted to this new reality post COVID-19. Previous participation in sport and physical activity is NOT required to participate in this study.

Participation will consist of your family (at least one parent/guardian and at least one children age 6-18) partaking in one 45-60 minute on-line interview (on a platform of your choice), conducted in English, during which you will be asked about your experiences with sport and physical activity before and during the pandemic, and your "ideal" return to sport and physical activity scenarios after the pandemic. A letter of consent, explaining the full scope of the study, is attached to this e-mail. [IF CHILDREN ARE 14 OR OVER: Please share this consent form with your children].

The interview is intended to be conducted together as a family, however, if you or any of your family members would prefer to talk with me one-on-one, please let me know and we can arrange for that to happen.

Data from the interviews will inform the creation of a questionnaire for a large number of families.

Your participation will remain strictly confidential; other than myself, no one will know that you have participated.

What are some dates and times that are convenient for you for the interview?

Thank you for your time,

Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Follow-up email

Dear [participant name],

Thank you for providing your availability. I hereby confirm that the interview will take place on [DATE] at [TIME] via [PLATFORM]. The meeting details are below.

[INSERT LINK TO VIDEO CONFERENCE].

Please let me know if you have any questions.

Thank you for your time,

Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Appendix F: Sport Provider Consent Form

Title of the study: Understanding Consumers' Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic

Researcher: Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Supervisor: Marijke Taks, Professor, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Invitation to Participate: I am invited to participate in the abovementioned research study conducted by Georgia Teare, supervised by Dr. Marijke Taks. The project is being conducted as part of Ms. Teare's PhD thesis.

Purpose of the Study: The purpose of the study is to understand the impacts of the COVID-19 pandemic on youth sport participation by exploring expectations, perceived value, and satisfaction of youth sport experiences for youth participants and their parent(s)/guardian(s), and how youth sport providers have adapted to this new reality post COVID-19.

Participation: My participation will consist of partaking in one 60-90 minute video- and audio-recorded interview, conducted in English. During the interview, I will be asked about my organization's response to the COVID-19 pandemic in terms of programs offered during the pandemic, and plans for immediate return to sport. I will also be asked about my thoughts on the findings of the research conducted with families in Ontario about their preferred sport experiences post-pandemic, which will be shared with me during the interview. The interview will be scheduled for a date and time that is convenient for me, on a platform of my choice. After the interview, I will be provided with a typed transcript of the interview for verification and/or confirmation. I will have one week from when the transcript is sent to provide verification and/or clarifications to the transcript.

Risks: My participation in this study will entail that I volunteer information about my organization's response to the pandemic honestly, and to the best of my ability. I have received assurance from the researcher that every effort will be made to minimize any risks by keeping my identity confidential, and anonymizing any identifying information when reporting results.

Benefits: My participation in this study will help better understand youth sport providers' ability to respond to consumer's changing expectations, and will help sport organizations create plans to not only recover from the pandemic, but provide stronger, more satisfying sport offerings.

Confidentiality and anonymity: I have received assurance from the researcher that the information I will share will remain strictly confidential. My name and the name of my organization will not be shared with anyone. When reporting findings, only the type of community (i.e., rural, suburban, or urban) and area of the province (i.e., Northern Ontario, Southwestern Ontario, Eastern Ontario, Southern Ontario) in which my organization is located in will be used. Only the type of organization (e.g., community sport organization, municipal recreation department) and your general role (e.g., coach, administrator, board member) will be reported. In order to minimize the risk of security breaches and to help ensure my

confidentiality it is recommended that I use standard safety measures such as signing out of my account, closing my browser and locking my screen or device when I am no longer using them / when I have completed the study.

Anonymity will be protected by the primary researcher keeping my identity confidential, and removing all identifying information for reporting research findings. No one other than the primary research will see or know my identity.

Conservation of data: The data collected will include notes taken by the researcher, video- and audio recordings, and a transcript of the interview. The video recording will be used only for the purpose of transcription. This data will be kept on a password-protected computer for the duration of data collection period, and then transferred to a password protected external hard drive for five years following data collection. After five years, the data will be destroyed.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If I choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

Acceptance: I agree to participate in the above research study conducted by Georgia Teare of the School of Human Kinetics, University of Ottawa, which research is under the supervision of Dr. Marijke Taks.

Participants should save a copy of this form for their personal records.

If I have any questions about the study, I may contact the researcher or their supervisor.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5

Tel.: (613) 562-5387

Email: ethics@uottawa.ca

The researcher will ask me to provide verbal consent prior to the start of the interview.

Appendix G: Sport Provider Interview Guide

Thank you for agreeing to participate in my study that is looking at the impacts of the pandemic on youth sport participation.

As outlined in the Letter of Information and Consent form, this interview will be recorded. The recording and transcript will be sent to you for verification, and stored on a password protected computer. I will begin recording now.

[start recording here]

Before we begin, I want to make sure that each of you consent to participating in the interview.

Have you had a chance to review the consent form I had sent you?

[if yes, skip to 'voluntary participation'. If no, continue here]

Invitation to Participate: You are invited to participate in the abovementioned research study conducted by myself as part of my PhD thesis, supervised by Dr. Marijke Taks.

Purpose of the Study: The purpose of the study is to to understand the impacts of the COVID-19 pandemic on youth sport participation by exploring expectations, perceived value, and satisfaction of youth sport experiences for youth participants and their parent(s)/guardian(s), and how youth sport providers have adapted to this new reality post COVID-19.

Participation: Your participation will consist of partaking in one 60-90 minute video- and audio-recorded interview, conducted in English. During the interview, you will be asked about my organization's response to the COVID-19 pandemic in terms of programs offered during the pandemic, and plans for immediate return to sport. You will also be asked about your thoughts on the findings of the research conducted with families in Ontario about their preferred sport experiences post-pandemic, which I will share with you during this interview. After the interview, you will be provided with a typed transcript of the interview for verification and/or confirmation. You will have one week from when the transcript is sent to provide verification and/or clarifications to the transcript.

Risks: Your participation in this study will entail that you volunteer information about your organization's response to the pandemic honestly, and to the best of your ability. Effort will be made to minimize any risks.

Benefits: Your participation in this study will help better understand youth sport providers' ability to respond to consumer's changing expectations, and will help sport organizations create plans to not only recover from the pandemic, but provide stronger, more satisfying sport offerings.

Confidentiality and anonymity: The information you share will remain strictly confidential. Your name and the name of your organization will not be shared with anyone. When reporting findings, only the type of community (i.e., rural, suburban, or urban) and area of the province (i.e., Northern Ontario, Southwestern Ontario, Eastern Ontario, Southern Ontario) that your organization is located in will be used. Only the type of organization (e.g., community sport organization, municipal recreation department) and your general role (e.g., coach, administrator, board member) will be reported. In order to minimize the risk of security breaches and to help ensure my confidentiality it is recommended that

you use standard safety measures such as signing out of your account, closing your browser and locking your screen or device when you are no longer using them / when you have completed the study.

Anonymity will be protected by the primary researcher keeping your identity confidential, and removing all identifying information for reporting research findings. No one other than the primary research will see or know your identity.

Conservation of data: The data collected will include notes taken by the researcher, a video- and audio recording, and a transcript of the interview. The video recording will be used only for the purpose of transcription. This data will be kept on a password-protected computer for the duration of data collection period, and then transferred to a password protected external hard drive for five years following data collection. After five years, the data will be destroyed.

Voluntary Participation: You are under no obligation to participate and if you choose to participate, you can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If you choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

Acceptance: Do you agree to participate in this research study?

Let's begin...

We are about to have a conversation about your organization's response to the COVID-19 pandemic. Your name and the name of your organization will be kept completely confidential, so please be as candid as possible. There are no right or wrong answers.

Do you have any questions for me before we get started?

Question 1: Tell me about your youth sport participation offerings before the pandemic.

Follow-up questions:

- G. What programs did you offer?
- H. What ages did you offer programming for?
- I. How many participants/members did you have?
- J. Tell me about a typical season for 6-18-year-old participants.

Question 2: Tell me about your youth sport participation offerings during the pandemic.

Follow-up questions:

- A. What programs did you offer?
 - a. How are they different from pre-pandemic?
- B. How many participants/members engaged with your programming?
- C. Tell me about the programming for the average 6-18-year-old participants.
- D. *[If anything changed from pre to during pandemic]:* Tell me about the decision-making process that led to these changes.

Question 3: One year from now, assuming the pandemic is over, tell me about how your organization plans to provide sport participation programming.

Follow-up questions:

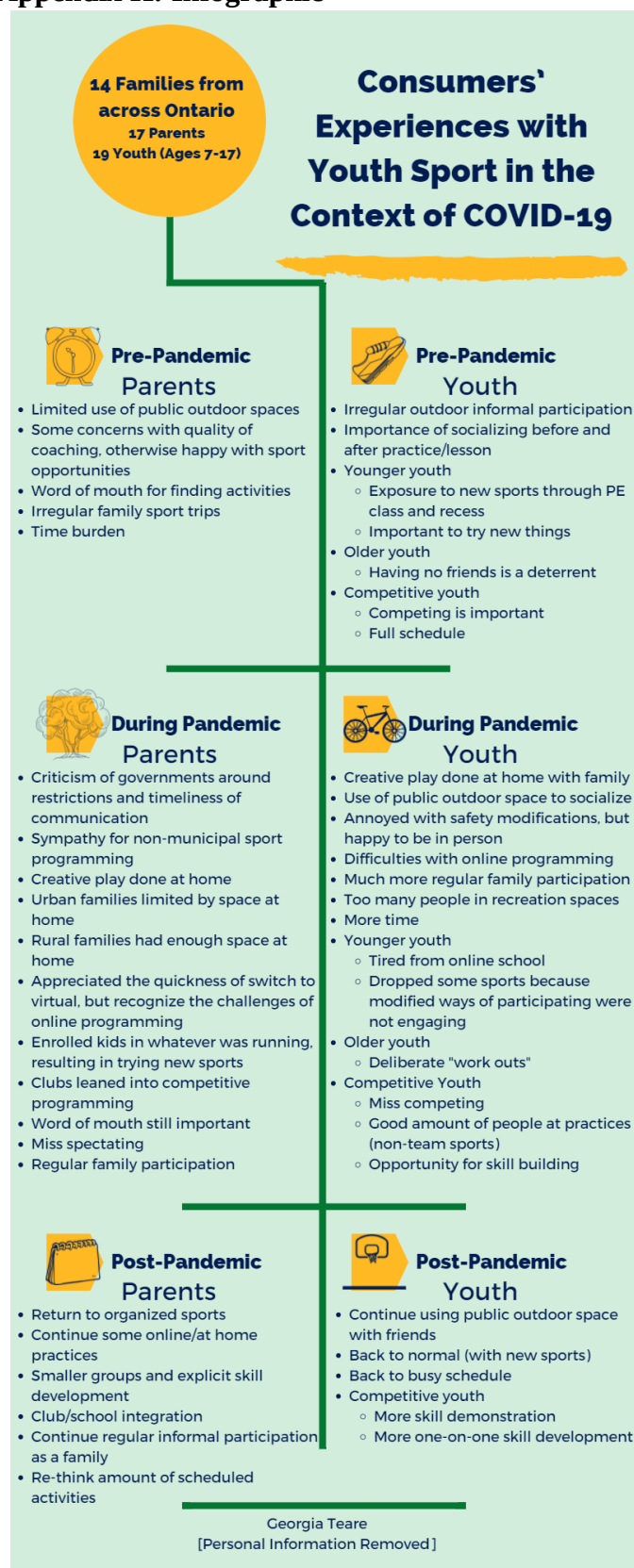
- A. Tell me about the anticipated programming for the average 6-18-year-old participants.
- B. Beyond following health guidelines, what changes are set to take place?

Question 4: Now we will talk about your thoughts on the findings of interviews conducted with families (parents and children 6-18 years old) about their ideal return to sport experiences.

[provide a brief summary].

Tell me your thoughts on these findings.

Appendix H: Infographic



Appendix I: Sport Provider Recruitment templates

Consumers' Experiences with Youth Sport Study Invitation

Initial email

Dear [participant name],

I am a doctoral student at the University of Ottawa, School of Human Kinetics and I am conducting a study entitled *Understanding Consumers' Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic*, under the supervision of Dr. Marijke Taks.

The purpose of this study is to understand the impacts of the COVID-19 pandemic on youth sport participation by exploring expectations, perceived value, and satisfaction of youth sport experiences for youth participants and their parent(s)/guardian(s), and how youth sport providers have adapted to this new reality post COVID-19. I have found your organization's information on your website, and identified that your organization could benefit from the research generated from this study.

I am therefore inviting you to participate in this study.

Participation will consist of you partaking in one 60-90 minute interview, conducted in English. During the interview, you will be asked about your organization's response to the COVID-19 pandemic in terms of programs offered during the pandemic, and plans for (immediate) return to sport. During the interview, I will share with you the findings of the research conducted with families in Ontario about their preferred sport experiences post-pandemic, and you will be asked about your thoughts on these findings. The interview will take place online, using your preferred platform (e.g., Zoom, TEAMS, Skype), and will take place at a time and date that is convenient for you. A letter of information is attached to this e-mail, explaining the full scope of the study.

If you have any questions about this study and/or would like to participate, please contact me via the details below by Thursday, April 29.

Thank you for your time,

Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Follow-up email

Dear [participant name],

Thank you for your interest in participating in the study entitled *Understanding Consumers' Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic*, part of my doctoral research project at the University of Ottawa under the supervision of Dr. Marijke Taks.

Please review the attached consent form.

What are some dates and times that are convenient for you for the interview, and what is your preferred platform (e.g., Zoom, TEAMS, Google meeting)?

Thank you for your time,

Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Follow-up email

Dear [participant name],

Thank you for providing your availability. I hereby confirm that the interview will take place on [DATE] at [TIME] via [PLATFORM]. The meeting details are below.

[INSERT LINK TO VIDEO CONFERENCE].

Please let me know if you have any questions.

Thank you for your time,

Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Appendix J: Sport Provider Letter of Information

Understanding Consumers' Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic

Researcher: Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Supervisor: Marijke Taks, Professor, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Invitation to Participate: You are invited to participate in the abovementioned research study conducted by Georgia Teare, supervised by Dr. Marijke Taks. The project is being conducted as part of Ms. Teare's PhD thesis.

Purpose of the Study: The purpose of the study is to understand the impacts of the COVID-19 pandemic on youth sport participation by exploring expectations, perceived value, and satisfaction of youth sport experiences for youth participants and their parent(s)/guardian(s), and how youth sport providers have adapted to this new reality post COVID-19.

Participation: Your participation will consist of partaking in one 60-90 minute video- and audio-recorded interview, conducted in English. During the interview, you will be asked about your organization's response to the COVID-19 pandemic in terms of programs offered during the pandemic, and plans for immediate return to sport. During the interview, I will share with you the findings of the research conducted with families in Ontario about their preferred sport experiences post-pandemic, and you will be asked about your thoughts on these findings. The interview will be scheduled for a date and time that is convenient for you, on a platform of your choice. After the interview, you will be provided with a typed transcript of the interview for verification and/or confirmation. You will have one week from when the transcript is sent to provide verification and/or clarifications to the transcript.

Risks: Your participation in this study will entail that you volunteer information about your organization's response to the pandemic honestly, and to the best of your ability. Every effort will be made to minimize any risks by keeping your identity confidential, and anonymizing any identifying information when reporting results.

Benefits: Your participation in this study will help better understand youth sport providers' ability to respond to consumer's changing expectations, and will help sport organizations create plans to not only recover from the pandemic, but provide stronger, more satisfying sport offerings.

Confidentiality and anonymity: The information you share will remain strictly confidential. Your name and the name of your organization will not be shared with anyone. When reporting findings, only the type of community (i.e., rural, suburban, or urban) and area of the province (i.e., Northern Ontario, Southwestern Ontario, Eastern Ontario, Southern Ontario) in which your organization is located in will be used. Only the type of organization (e.g., community sport organization, municipal recreation department) and your general role (e.g., coach, administrator, board member) will be reported. In order to minimize the risk of security breaches and to help ensure confidentiality, it is recommended that you

use standard safety measures such as signing out of your account, closing your browser and locking your screen or device when you are no longer using them / when you have completed the study.

Anonymity will be protected by the primary researcher keeping your identity confidential, and removing all identifying information for reporting research findings. No one other than the primary research will see or know your identity.

Conservation of data: The data collected will include notes taken by the researcher, video- and audio-recording, and transcript of the interview. The video recording will be used only for the purpose of transcription. This data will be kept on a password-protected computer for the duration of data collection period, and then transferred to a password protected external hard drive for five years following data collection. After five years, the data will be destroyed.

Voluntary Participation: You are under no obligation to participate and if you choose to participate, you can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. If you choose to withdraw, all data gathered until the time of withdrawal will be destroyed.

If you have any questions about the study, you may contact the researcher or their supervisor.

If you have any questions regarding the ethical conduct of this study, you may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5

Tel.: (613) 562-5387

Email: ethics@uottawa.ca

Appendix K: Questionnaire consent information

Title of the study: Understanding Consumers' Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic

Researcher: Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Supervisor: Marijke Taks, Professor, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Invitation to Participate: I am invited to participate in the abovementioned research study conducted by Georgia Teare, supervised by Dr. Marijke Taks. The project is being conducted as part of Ms. Teare's PhD thesis.

Purpose of the Study: The purpose of the study is to to understand the impacts of the COVID-19 pandemic on youth sport participation by exploring expectations, perceived value, and satisfaction of youth spot experiences for youth participants and their parent(s)/guardian(s), and how youth sport providers have adapted to this new reality post COVID-19.

Participation: My participation will consist of partaking in one questionnaire that will take approximately 15 minutes to complete. I will be asked about my experiences with youth sport before and during the pandemic, as well as "ideal" return to sport scenarios after the pandemic. The questionnaire is conducted in English.

Risks: My participation in this study will entail that I volunteer information about my family's experiences with youth sport honestly, and to the best of my ability. I have received assurance from the researcher that every effort will be made to minimize any risks by keeping my identity anonymous, and anonymizing any identifying information when reporting results.

Benefits: My participation in this study will help understand youth sport consumers experiences with sport participation and inform youth sport providers how they can provide value for participants and their parents. Through understanding how to provide value for consumers, sport organizations can create plans that will not only help them recover from the pandemic, but provide stronger, more satisfying sport offerings.

Compensation: In exchange for my participation, I will receive compensation as per Qualtrics panel data compensation mechanisms.

Confidentiality and anonymity: I have received assurance from the researcher that the information I will share will remain strictly confidential. I understand that the contents will be used to provide information on how youth sport providers can better provide value to consumers, within the scope of this study. In order to minimize the risk of security breaches and to help ensure my confidentiality it is recommend that I use standard safety measures such as signing out of my account, closing my browser and locking my screen or device when I am no longer using them / when I have completed the study.

Anonymity will be protected by the primary researcher keeping my identity confidential. My identity will not be disclosed, as the questionnaire is anonymous and no personally identifying information will be collected.

Conservation of data: The data collected from this questionnaire will be kept on a password-protected computer for the duration of data collection period, and then transferred to a password protected external hard drive for five years following data collection. After five years, the data will be destroyed.

Voluntary Participation: I am under no obligation to participate and if I choose to participate, I can withdraw from the study at any time and/or refuse to answer any questions, without suffering any negative consequences. Due to the anonymous nature of the study once the survey is submitted, I will be unable to withdraw my data from the study as the researchers will be unable to retrace individual datasets.

Acceptance: I agree to participate in the above research study conducted by Georgia Teare of the School of Human Kinetics, University of Ottawa, which research is under the supervision of Dr. Marijke Taks.

Participants should print or save a copy of the consent form for their personal records.

If I have any questions about the study, I may contact the researcher or their supervisor.

If I have any questions regarding the ethical conduct of this study, I may contact the Protocol Officer for Ethics in Research, University of Ottawa, Tabaret Hall, 550 Cumberland Street, Room 154, Ottawa, ON K1N 6N5

Tel.: (613) 562-5387

Email: ethics@uottawa.ca

Appendix L: Questionnaire

Qualtrics Landing Page

Thank you for your interest in participating the study entitled *Understanding Consumers' Experiences with Youth Sport: Opportunities from the COVID-19 Pandemic*, part of Georgia Teare's doctoral research project at the University of Ottawa under the supervision of Dr. Marijke Taks.

The purpose of this study is to understand the impacts of the COVID-19 pandemic on youth sport participation by exploring expectations, perceived value, and satisfaction of youth sport experiences for youth participants and their parent(s)/guardian(s), and how youth sport providers have adapted to this new reality post COVID-19. Previous participation in sport and physical activity is NOT required to participate in this study.

Participation will consist of you partaking in a questionnaire on behalf of your family that will take approximately 15 minutes to complete. You will be asked about your family's experiences with youth sport and physical activity before and during the pandemic, as well as your "ideal" return to youth sport and physical activity after the pandemic is over. The questionnaire is conducted in English.

If you have any questions about this study, please contact me via the details below.

Thank you for your time,

Georgia Teare, PhD Candidate, School of Human Kinetics, University of Ottawa

[PERSONAL INFORMATION REMOVED]

Please click on this link to review the Questionnaire consent information [LINK TO CONSENT PAGE]
[REQUIRED QUESTION]

☐ I have read the informed consent and agree to participate in the study.

Do you have dependent children 6 to 18 years in your household? [REQUIRED QUESTION FOR INCLUSION CRITERIA]

☐ Yes → continue with questionnaire

☐ No → exit questionnaire

Self-identify the area you live in: [REQUIRED QUESTION FOR QUOTA SAMPLING]

☐ Large population center (population of 100,000 or more)

☐ Medium population center (population between 30,000 and 99,999)

☐ Small or Rural population center (population 29,999 or less)

Questionnaire Introduction

Thank you for agreeing to participate in this study that is looking at the impacts of the pandemic on youth sport participation for families in Ontario. Your identity will remain completely anonymous, so please be as honest as possible when responding to the questions.

The following questionnaire will ask you about your family's experiences with youth sport and physical activity participation.

What is sport and physical activity? Any time your body is moving with the purpose of being physically active. This could be through a formal organized setting, or an informal non-organized setting. Some examples of what could be considered sport and physical activity include: going for a hike with friends, playing soccer in the park with family, taking dance lessons, going to hockey practice, running in a track and field race. Some examples of what would not be considered sport and physical activity include: mowing the lawn, riding your bike to work (for the purpose of transportation).

What is an 'organized' setting? Sport and physical activity that is run through/organized by a club or team.

What is a 'school extracurricular setting? Sport and physical activity that is run through/organized by your child(ren)'s school, outside of physical education class.

What is a 'non-organized' setting? Informal pickup sport and physical activity or spontaneous play settings. This can be alone, with peers, or with family.

Section 1: Sport and Physical Activity

The following questions will ask you about your family's experiences with youth sport and physical activity **before** the pandemic, in 2019.

1. What were the three main sports and physical activities practiced by the child(ren) in your family before the pandemic (2019)? (Select up to three) [REQUESTED QUESTION]

☐	Baseball
☐	Basketball
☐	Dance
☐	Gymnastics
☐	Hockey
☐	Karate or other Martial Art
☐	Skating
☐	Soccer
☐	Swimming
☐	Track and Field
☐	Other _____
☐	Other _____
☐	Other _____
	No sport

2. Thinking of your family's busiest season, indicate how many hours on average per week was spent on each activity before the pandemic (in 2019). [REQUESTED QUESTION]

[Sliding scale from 1-100 per activity]

Organized Individual Competitive youth sport and physical activities **outside of school** (e.g., competitive swim team)

Organized Team Competitive youth sport and physical activities **outside of school** (e.g., competitive soccer team)

Organized Individual Recreational youth sport and physical activities **outside of school** (e.g., swimming lessons)

Organized Team Recreational youth sport and physical activities **outside of school** (e.g., house league soccer)

School Extracurricular Team youth sport and physical activities

School Extracurricular Individual youth sport and physical activities (e.g., school track and field team)

Non-organized youth sport and physical activities **on own or with peers** before the pandemic (e.g., riding biked in your neighborhood)

hours on **Non-organized** youth sport and physical activities **with family** (e.g., hiking)

Travel time in total, including any of the youth sports and physical activities mentioned previously (This includes, but is not limited to travel for practices, games, tournaments, etc.)

3. Indicate the total number of activities your family participated in before the pandemic (in 2019). [REQUESTED QUESTION]

[Sliding scale from 1-100 per activity]

	Individual youth sport and physical activities (organized or unorganized)
	Team youth sport and physical activities (organized or unorganized)

4. Of the following reasons for your family to engage with youth sport and physical activity, select the **three** that were most important to you before the pandemic (2019). [REQUESTED QUESTION]

- ☐ Physical health benefits
- ☐ Mental health benefits
- ☐ Soft skill building (e.g., teamwork skills, self confidence, etc.)
- ☐ Technical skill building (i.e., to get better at a sport)
- ☐ My child(ren) to be competitive
- ☐ My child(ren) to socialize with other children
- ☐ My child(ren) to have fun
- ☐ Other: _____

The following questions will ask you about your family's experiences with youth sport and physical activity **during** the pandemic, in April 2020 to April 2021.

Organized Team Recreational youth sport and physical activities outside of school	☐	☐	☐	☐	☐	☐	☐	☐
School Extracurricular Team youth sport and physical activities	☐	☐	☐	☐	☐	☐	☐	☐
School Extracurricular Individual youth sport and physical activities	☐	☐	☐	☐	☐	☐	☐	☐
Non-organized youth sport and physical activities on own or with peers	☐	☐	☐	☐	☐	☐	☐	☐
Non-organized youth sport and physical activities with family	☐	☐	☐	☐	☐	☐	☐	☐
Travel time in total, including any of the youth sports and physical activities mentioned previously (This includes, but is not limited to travel for practices, games, tournaments, etc.)	☐	☐	☐	☐	☐	☐	☐	☐

8. Indicate the total number of activities your family participated in during the pandemic (April 2020 to April 2021). [REQUESTED QUESTION]

[Sliding scale from 1-100 per activity]

☐	Individual youth sport and physical activities
☐	Team youth sport and physical activities

9. Indicate how satisfied your family was with the change total number of activities for each activity above compared to before the pandemic (2019).

	Extremely dissatisfied				Extremely satisfied				N/A
Individual youth sport and physical activities	☐	☐	☐	☐	☐	☐	☐	☐	☐
Team youth sport and physical activities	☐	☐	☐	☐	☐	☐	☐	☐	☐

10. Of the following reasons for your family to engage with youth sport and physical activity, select the **three** that were most important to you during the pandemic (April 2020 to April 2021).

[REQUESTED QUESTION]

- My family participated in youth sport and physical activity for...
- ☐ Physical health benefits
 - ☐ Mental health benefits
 - ☐ Soft skill building (e.g., teamwork skills, self confidence, etc.)
 - ☐ Technical skill building (i.e., to get better at a sport)
 - ☐ My child(ren) to be competitive
 - ☐ My child(ren) to socialize with other children
 - ☐ My child(ren) to have fun
 - ☐ Other: _____

11. Compared to before the pandemic (2019), how active were your child(ren)'s friends and key adults during the pandemic (April 2020 to April 2021)? [REQUESTED QUESTION]

	Less active	About the same	More active	I do not know
My children's friends were...	☐	☐	☐	☐
The parents/adults in our family were...	☐	☐	☐	☐

The following questions will ask you about how you would like your family's experiences with youth sport and physical activity to be **after** the pandemic, when health restrictions are lifted and you and your family can participate in youth SPA however you would like.

12. List up to three most dominant sports you anticipate will be practiced by the children in your family after the pandemic. [REQUESTED QUESTION]

☐	Baseball
☐	Basketball
☐	Dance
☐	Gymnastics
☐	Hockey
☐	Karate or other Martial Art
☐	Skating
☐	Soccer
☐	Swimming
☐	Track and Field
☐	Other _____
☐	Other _____
☐	Other _____
	No sport

13. Rate how much time you expect your family will spend on each youth sport and physical activity context after the pandemic, compared to before the pandemic (2019). [REQUESTED QUESTION]

Compared to before the pandemic, I anticipate that after the pandemic my family will participate in...	Less time	About the same time	More time
Organized Individual Competitive youth sport and physical activities outside of school	☐	☐	☐
Organized Team Competitive youth sport and physical activities outside of school	☐	☐	☐
Organized Individual Recreational youth sport and physical activities outside of school	☐	☐	☐
Organized Team Recreational youth sport and physical activities outside of school	☐	☐	☐

The cost of club sport limits my child's participation in club sport, for example, costs associated with uniform and registration fees	☐	☐	☐	☐	☐	☐	☐	☐
The cost of school extracurricular sport limits my child's participation in school sport	☐	☐	☐	☐	☐	☐	☐	☐

Section 3: Tell us more about your family

18. Tell us more about your family. [REQUESTED QUESTION]

[sliding scale from 0-20 for each question]

How many parents/guardians of your children live in your household? How many parents/guardians of your children live outside of your household? How many children live in your household?
--

19. Select the age(s) of the child(ren) between 6 and 18 in your household. [REQUESTED QUESTION]

- ☐ 6 years old
- ☐ 7 years old
- ☐ 8 years old
- ☐ 9 years old
- ☐ 10 years old
- ☐ 11 years old
- ☐ 12 years old
- ☐ 13 years old
- ☐ 14 years old
- ☐ 15 years old
- ☐ 16 years old
- ☐ 17 years old
- ☐ 18 years old

20. Select the option that best described the gender(s) of the child(ren) in your household.
[REQUESTED QUESTION]

- ☐ Girls only
- ☐ Boys only
- ☐ Even number of boys and girls
- ☐ More girls than boys
- ☐ More boys than girls
- ☐ You don't have an option that applies to my child
- ☐ Prefer not to answer

21. Select the option that best described the schooling context of the majority of the children in your household. [REQUESTED QUESTION]

- ☐ Home school

- ☐ Non-home school

22. Select the ethnicity that you think applies to your family best. [REQUESTED QUESTION]

- ☐ Caucasian/White
- ☐ South Asian (e.g., East Indian, Pakistani, Sri Lankan, etc.)
- ☐ Chinese
- ☐ Black
- ☐ Filipino
- ☐ Latin American
- ☐ Arab
- ☐ Southeast Asian (e.g., Vietnamese, Cambodian, Laotian, Thai, etc.)
- ☐ West Asian (e.g., Iranian, Afghan, etc.)
- ☐ Korean
- ☐ Japanese
- ☐ Prefer not to answer
- ☐ Other: _____

23. Select the highest level of education achieved in your household. [REQUESTED QUESTION]

- ☐ Not completed high school
- ☐ High school or an equivalent certificate
- ☐ Some college or university
- ☐ Apprenticeship or other trades certificate or diploma
- ☐ College diploma
- ☐ Undergraduate degree
- ☐ Graduate/master's
- ☐ Professional
- ☐ Doctoral
- ☐ Prefer not to answer

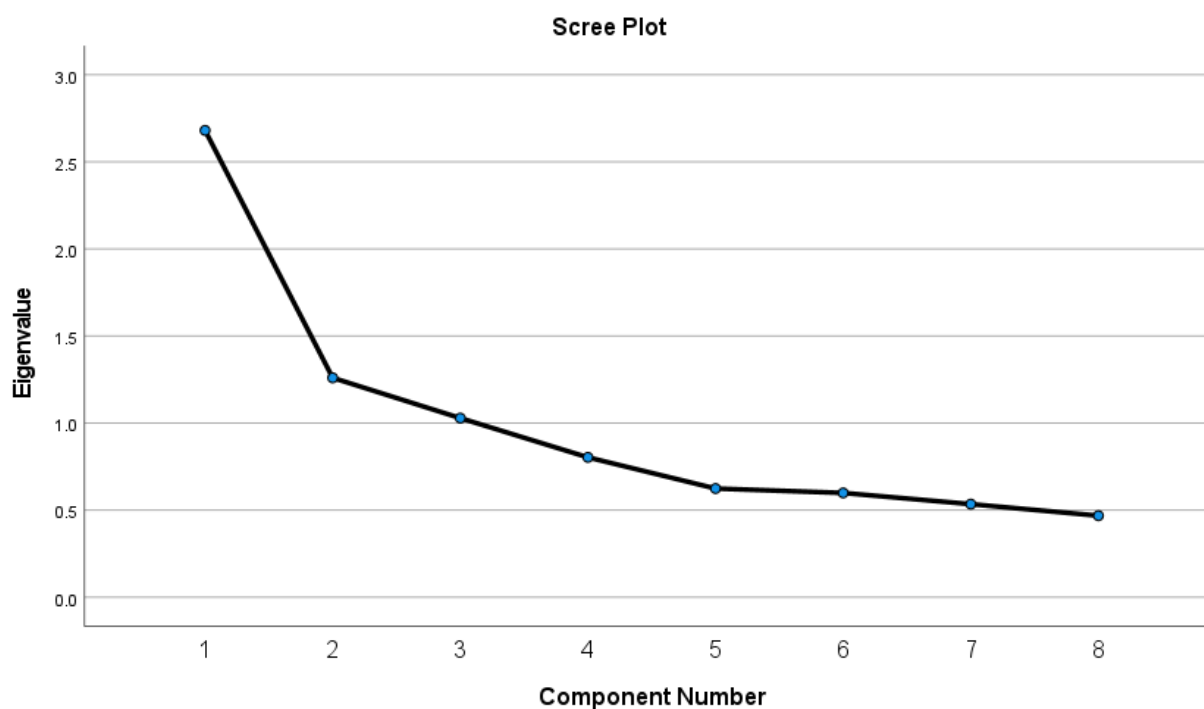
24. What is your annual household income? [REQUESTED QUESTION]

- ☐ \$0-\$20,000
- ☐ \$20,001-\$40,000
- ☐ \$40,001-\$80,000
- ☐ \$80,001-\$100,000
- ☐ \$100,001-\$120,000
- ☐ \$120,001 and over
- ☐ Prefer not to answer

Appendix M: PCA of SPA Change Items

Rotated Component Matrix for PCA of Change Items

Variable	Component		
	1	2	3
Change Organized Team Recreational	.79	.19	
Change Organized Team Competitive	.75	.23	-.11
Change School Team	.66		.43
Change Organized Recreational Individual	.15	.79	
Change School Individual	.29	.61	.14
Change Non-Organized Peer	-.18	.61	.53
Change Organized Individual Competitive	.39	.58	-.33
Change Non-Organized Family	.12		.82



Appendix N: Descriptive Results for Post-PCA SPA Change

Descriptive Results for Post-PCA During pandemic Δ in SPA Variables (N=550)

Variable	M	SD	Min.	Max.
Δ_{int} Organized	-9.55	21.67	-138	80
Δ_{int} Non-Organized	-1.37	10.49	-67	46
Δ_{int} Travel	-1.74	5.46	-40	29
Δ Diversity	-1.91	5.27	-22	26

Appendix O: Descriptive Statistics for During pandemic Increase

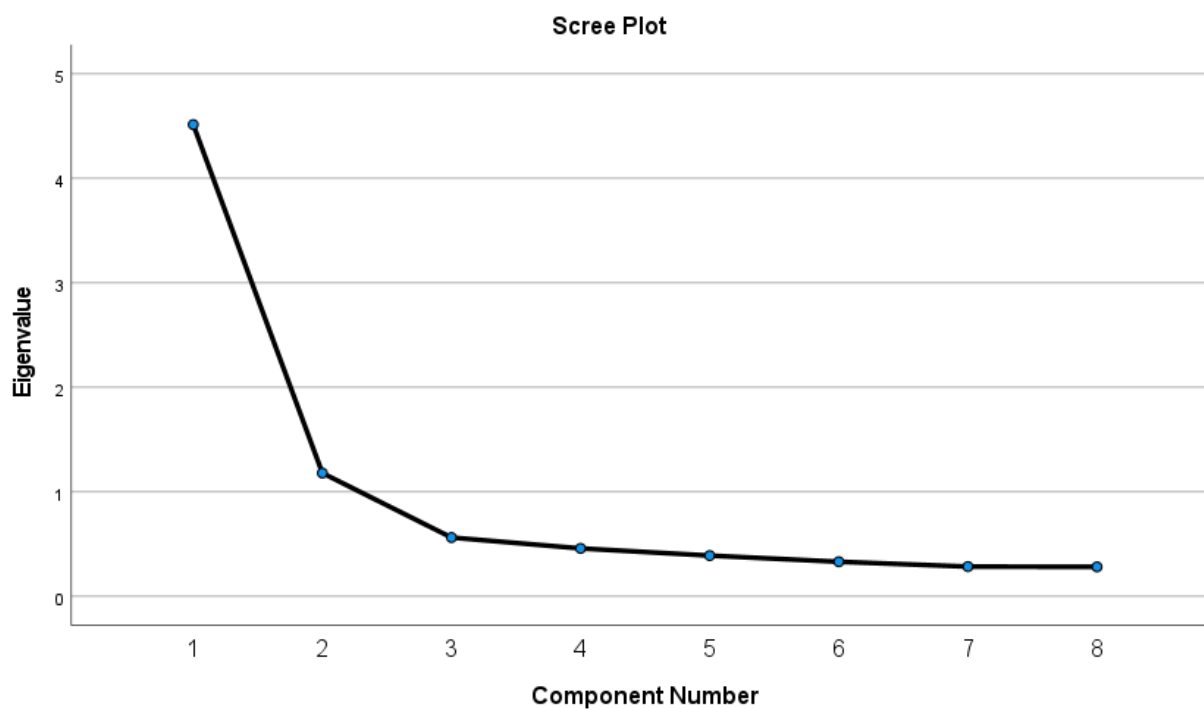
Descriptive Statistics for During pandemic Δ Increase in SPA Variables

Variable	N	M	SD	Min.	Max.
Δ_{int} Organized Intensity of Increase	101	3.28	2.06	1.00	6.00
Δ_{int} Non-Organized Intensity of Increase	224	2.21	1.56	1.00	6.00
Δ_{int} Travel Intensity of Increase	93	1.82	1.27	1.00	6.00
Δ Diversity Intensity of Increase	119	1.89	1.37	1.00	6.00

Appendix P: PCA of SPA Post-Pandemic Items

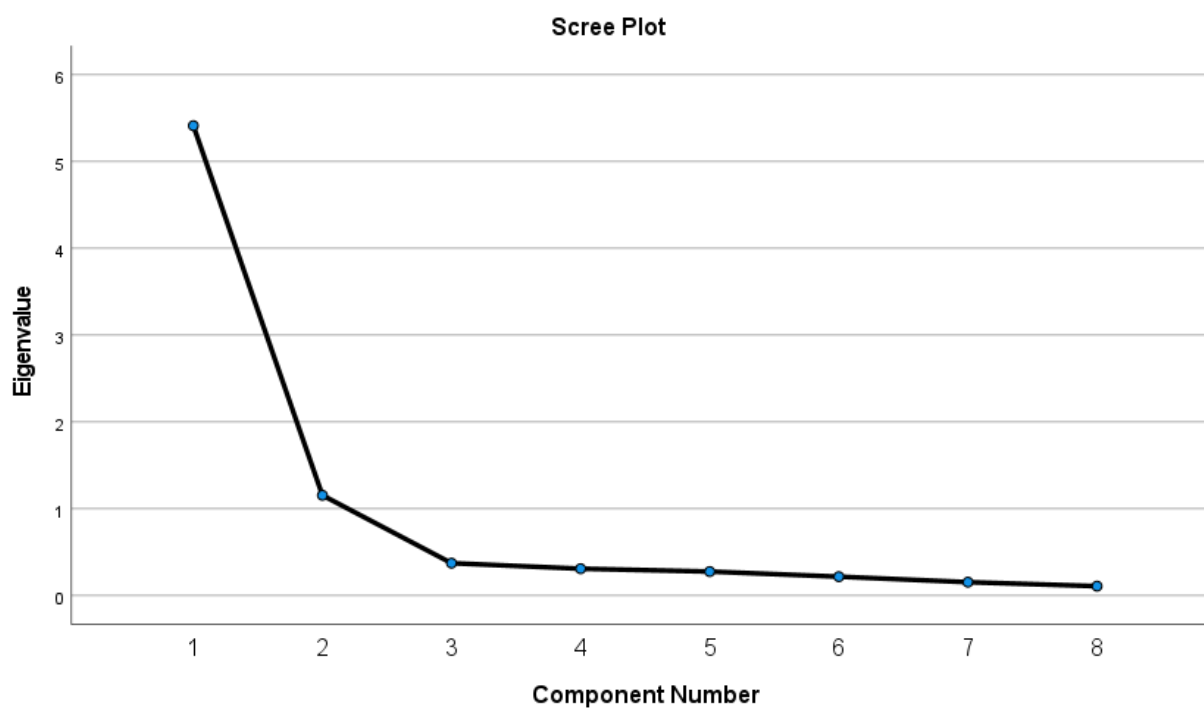
Rotated Component Matrix for PCA of SPA Post-Pandemic Items

Variable	Component	
	1	2
SPA Post Organized Team Competitive	.85	
SPA Post Organized Team recreational	.81	.20
SPA Post School Team	.80	.15
SPA Post School Individual	.79	.24
SPA Post Organized Individual Competitive	.78	.17
SPA Post Organized Individual Recreational	.75	.35
SPA Post Non-Organized Family	.11	.91
SPA Post Non-Organized Peer	.30	.82



Appendix Q: PCA of Satisfaction Items

Rotated Component Matrix for PCA of Satisfaction Items		
Variable	Component	
	1	2
Satisfaction with School Team	.90	.18
Satisfaction with Organized Team Competitive	.90	.18
Satisfaction with School Individual	.88	.23
Satisfaction with Organized Team Recreational	.87	.23
Satisfaction with Organized Individual Competitive	.85	.23
Satisfaction with Organized Recreational Individual	.77	.43
Satisfaction with Non-Organized Family	.13	.92
Satisfaction with Non-Organized Peer	.34	.84

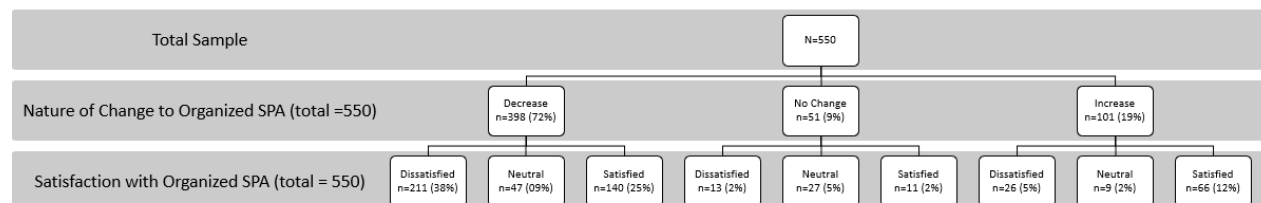


Appendix R: Satisfaction with Change Variables

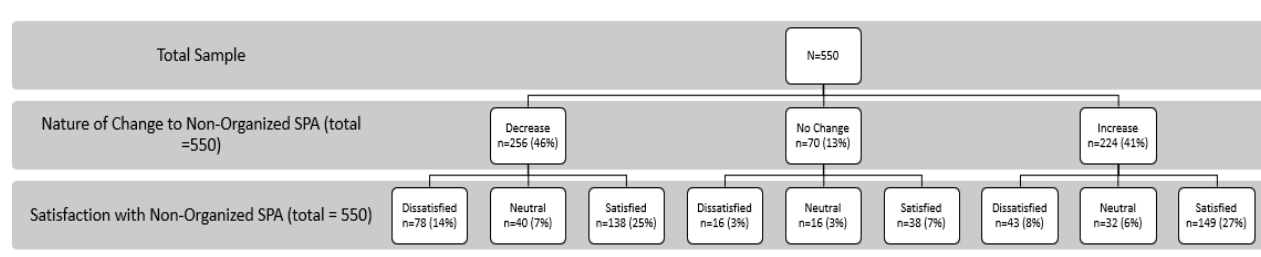
Example Compute Variable Syntax

Satisfied with a decrease in organized SPA = $[(\Delta_{\text{int}} \text{ Organized Decrease} = 1) \text{ AND } (\text{Satisfaction with Organized} > 4)]$

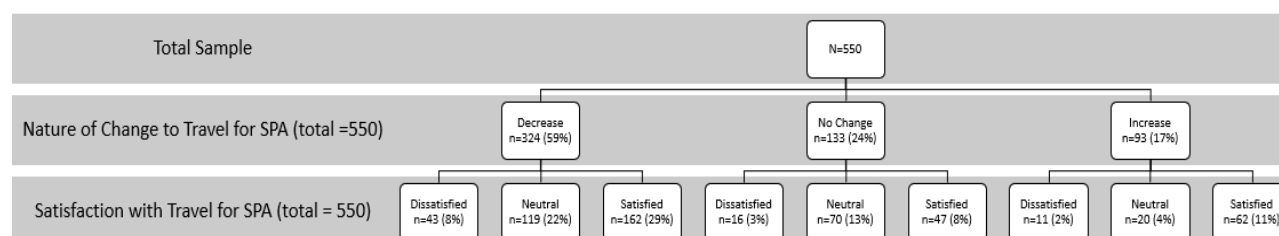
Satisfaction with Change to Organized SPA



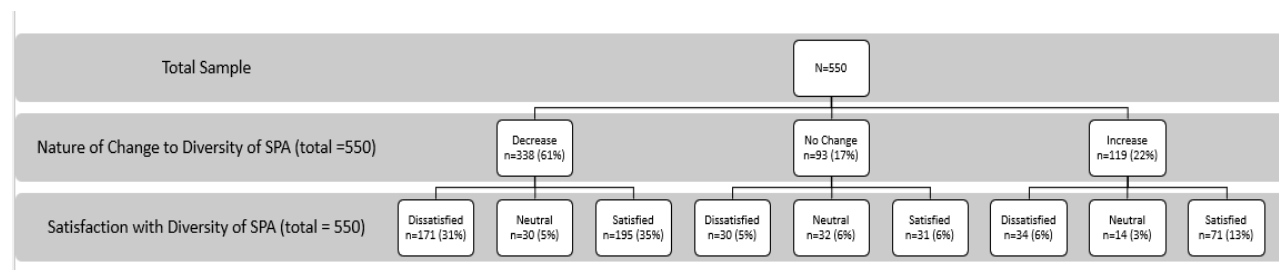
Satisfaction with Change to Non-Organized SPA



Satisfaction with Change to Travel for SPA

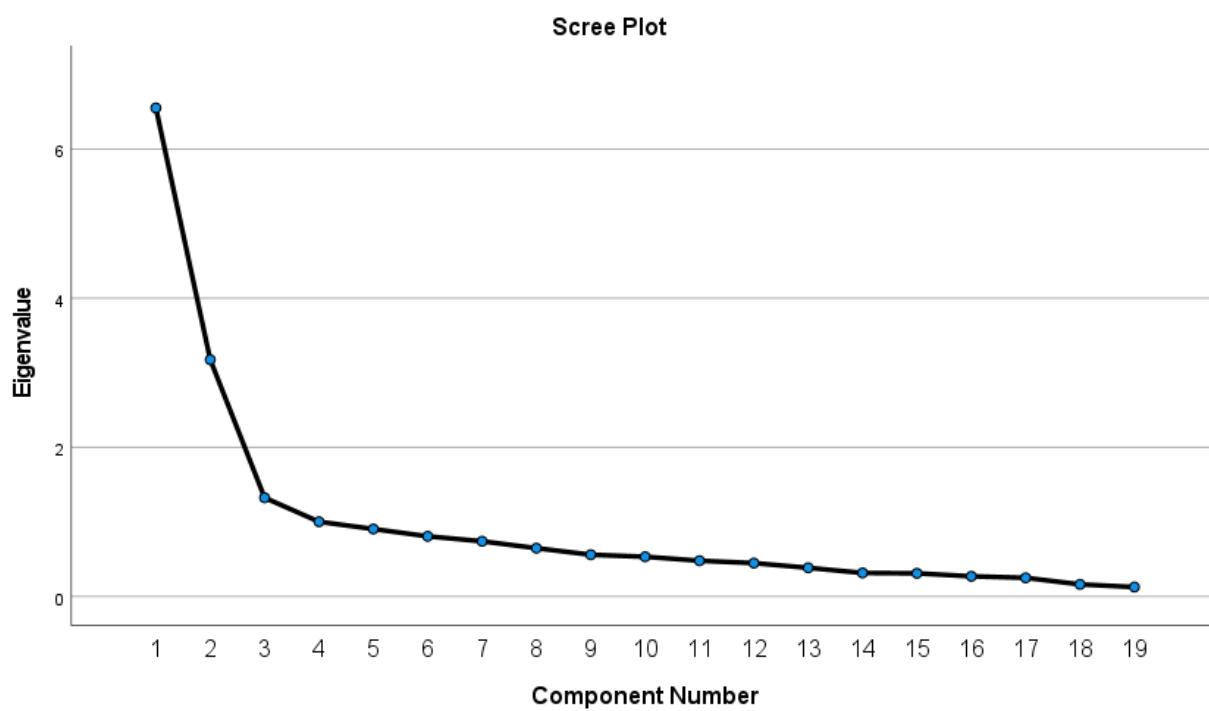


Satisfaction with Change to Diversity of SPA



Appendix S: PCA of Value Items

Rotated Component Matrix for PCA of Value Items					
Variable		Component			
		1	2	3	4
Value 05	‘There is time for my child(ren) to socialize with their friends/other participants before and after sessions’	.79			
Value 06	‘Social events are offered outside of games/practices’	.78			
Value 03	‘I am able to watch my child(ren)’s practice/lesson’	.75			
Value 07	‘Time for socializing is built into programming’	.73			
Value 01	‘Youth sport and/or physical activity returns to exactly how it was before the pandemic for my family’	.71			
Value 02	‘My family participates in sport and/or physical activity together’	.68			
Value 04	‘I am able to participate in sport/physical activity in the same facility as my child(ren)’s practice/lesson’	.56		.32	
Value 17	‘Virtual or at-home programming is offered in addition to in-person sessions (i.e., more total sessions)’		.92		
Value 18	‘Virtual or at-home programming is offered to improve physical skills at home’		.91		
Value 19	‘Virtual or at-home programming is offered to improve non-physical skills at home’		.89		
Value 16	‘Virtual or at-home programming replaces some in-person sessions (i.e., same number of total sessions)’		.88		
Value 12	‘Drop-in programming is offered’			.69	
Value 15	‘One long registered session are offered (e.g., 10 month sessions)’			.67	
Value 09	‘Sport providers in my community offer after school pick-up’			.67	
Value 14	‘A few mid-length registered sessions are offered (e.g., 4 month sessions)’			.63	
Value 13	‘Multiple shorter registered sessions are offered (e.g., 4 week sessions)’		.40	.61	
Value 10	‘My child(ren)’s sport coaches/instructors have coaching/instructing certifications’	.31		.55	.32
Value 11	‘Non-restrictive health practices remain (e.g., more frequent hand sanitizing, equipment disinfecting)’				.76
Value 08	‘My child(ren) can try the program for free for a short period of time before I pay for/commit to the session/season’				.67



Appendix T: Health Regions

Health Region	Code	April 2020 ¹	May 2020 ¹	June 2020 ^{2, 3, 4, 5}	July 2020 ^{6, 7, 8}	August 2020 ^{9, 10}	September 2020 ¹¹	October 2020 ¹²	November 2020 ^{13, 14}	December 2020 ^{15, 16}	January 2021 ^{15, 16, 17}	February 2021 ¹⁷	March 2021 ^{18, 19, 20}	April 2021 ^{21, 22}
Algoma	Loose	Province-wide Lockdown	Province-wide Lockdown	June 12-Stage 2	July 17-Stage 3	Stage 3	Province-Wide Stage 3	Stage 3	Nov 16-Green	Green	Province-Wide Lockdown	Feb 16-Yellow	Yellow	Province-Wide Lockdown
Brant	Mix			June 12-Stage 2	July 17-Stage 3	Stage 3		Stage 3	Nov 16-Orange	Dec 21-red		Feb 16-Orange	March 22-Red	
Chatham-Kent	Mix			June 12-Stage 2	July 17-Stage 3	Stage 3		Stage 3	Nov 16-Green	Dec 21-Yellow		Feb 16-Red	March 22-Red	
Durham	Mix			June 19-Stage 2	July 24-Stage 3	Stage 3		Stage 3	Nov 16-Orange	Dec 21-Red		Feb 16-Orange	Orange	
Grey Bruce	Mix			June 12-Stage 2	July 17-Stage 3	Stage 3		Stage 3	Nov 16-Green	Dec 21-yellow		Feb 16-Yellow	Yellow	
Haldimand Norfolk	Mix			June 19-Stage 2	July 24-Stage 3	Stage 3		Stage 3	Nov 16-Yellow	Dec 21-orange		Feb 16-Orange	Orange	
Haliburton Kawartha Pine Ridge	Loose			June 12-Stage 2	July 17-Stage 3	Stage 3		Stage 3	Nov 16-Green	Dec 7-yellow		Feb 16-Orange	March 8-yellow	
Halton	Mix			June 19-Stage 2	July 24-Stage 3	Stage 3		Stage 3	Nov 16-Red	Dec 21-red		Feb 16-Orange	Orange	
Hamilton	Mix			June 19-Stage 2	July 24-Stage 3	Stage 3		Stage 3	Nov 16-Red	Dec 21-lockdown		Feb 16-Orange	March 29-lockdown	
Hastings Prince Edward	Loose			June 12-Stage 2	July 17-Stage 3	Stage 3		Stage 3	Nov 16-Green	Dec 21-yellow		Feb 16-Green	Green	
Huron Perth	Loose			June 12-Stage 2	July 17-Stage 3	Stage 3		Stage 3	Nov 16-Yellow	Dec 21-orange		Feb 16-Orange	Orange	
Kingston Frontenac Lennox	Loose			June 12-Stage 2	July 17-Stage 3	Stage 3		Stage 3	Nov 16-Green	Dec 21-orange		Feb 16-Green	March 22-Yellow	
Lambton	Mix			June 19-Stage 2	July 24-Stage 3	Stage 3		Stage 3	Nov 16-Green	Dec 21-yellow		Feb 16-Orange	March 15-lockdown	

Leeds Grenville and Lanark	Mix
Middlesex- London	Mix
Niagara	Mix
North Bay Parry Sound	Mix
Ottawa	Mix
Peel	Tight
Peterborough	Mix
Porcupine	Loose
Renfrew	Loose
Simcoe Muskoka	Mix
Southwestern	Loose
Sudbury	Mix
Thunder Bay	Mix
Toronto	Tight
Waterloo	Mix

June 12- Stage 2	July 17- Stage 3	Stage 3
June 12- Stage 2	July 17- Stage 3	Stage 3
June 19- Stage 2	July 24- Stage 3	Stage 3
June 12- Stage 2	July 17- Stage 3	Stage 3
June 12- Stage 2	July 17- Stage 3	Stage 3
June 24- Stage 2	July 31- Stage 3	Stage 3
June 12- Stage 2	July 17- Stage 3	Stage 3
June 12- Stage 2	July 17- Stage 3	Stage 3
June 12- Stage 2	July 17- Stage 3	Stage 3
June 12- Stage 2	July 17- Stage 3	Stage 3
June 12- Stage 2	July 17- Stage 3	Stage 3
June 12- Stage 2	July 17- Stage 3	Stage 3
June 24- Stage 2	July 31- Stage 3	Stage 3
June 12- Stage 2	July 17- Stage 3	Stage 3

Stage 3	Nov 16- Green	Dec 14- yellow
Stage 3	Nov 16- Yellow	Dec 14- Red
Stage 3	Nov 16- Orange	Dec 21- red
Stage 3	Nov 16- Green	Green
Oct 10- modified stage 2	Nov 16- Orange	Dec 21- orange
Oct 10- modified stage 2	Nov 16- Red	Lockdown
Stage 3	Nov 16- Green	Dec 21- yellow
Stage 3	Nov 16- Green	Green
Stage 3	Nov 16- Green	Green
Stage 3	Nov 16- Yellow	Dec 14- Red
Stage 3	Nov 16- Yellow	Dec 21- orange
Stage 3	Nov 16- Green	Green
Stage 3	Nov 16- Green	Dec 7- Orange
Oct 10- modified stage 2	Nov 16- Red	Lockdown
Stage 3	Nov 16- Orange	Dec 21- Red

Feb 16- Green	March 22- Red
Feb 16- Orange	Orange
Lockdown	Lockdown
Lockdown	March 22- Yellow
Feb 16- Orange	Orange
Lockdown	Lockdown
Feb 16- Yellow	March 8- red
Feb 16- Orange	March 22- Yellow
Feb 16- Green	March 8- yellow
Feb 16- Orange	March 8- red
Feb 16- Orange	Orange
Feb 16- Orange	March 26- lockdown
Feb 16- Orange	March 26- lockdown
Lockdown	Lockdown
Feb 16- Orange	Orange

Wellington-Dufferin-Guelph	Mix			June 12-Stage 2	July 17-Stage 3	Stage 3		Stage 3	Nov 16-Orange	Dec 14-Red		Feb 16-Orange	March 22-Orange
Windsor-Essex	Mix			June 24-Stage 2	Stage 2	Aug 12-Stage 3		Stage 3	Nov 16-Yellow	Dec 14-lockdown		Feb 16-Orange	Orange
York	Tight			June 19-Stage 2	July 24-Stage 3	Stage 3		Oct19-modified stage 2	Nov 16-Red	Dec 14-lockdown		Lockdown	Lockdown

Sources

¹ Wilson (2021)² CBC News (2020)³ Davidson (2020a)⁴ DeClerq (2020)⁵ Borrelli (2020)⁶ Rocca (n.d.)⁷ Office of the Premier (2020c)⁸ Invest Durham (2020)⁹ Office of the Premier (2020e)¹⁰ The Canadian Press (2020)¹¹ Office of the Premier (2020a)¹² Office of the Premier (2020b)¹³ Patton (2020-a)¹⁴ Patton (2020.-b)¹⁵ Davidson (2020b)¹⁶ Office of the Premier (2021d)¹⁷ Office of the Premier (2021f)¹⁸ Freeman & Wilson (2021)¹⁹ Davidson (2021)²⁰ Lambton Public Health (2021)²¹ Tsekouras (2021)²² CTV News Staff (2021)

Appendix V: Logistic Regression Results Predicting Satisfaction with an Increase During-Pandemic

Logistic Regression Results Predicting Satisfaction with an Increase in SPA from Socioecological Factors (N=550)

Variable	Satisfied with increase Δ_{int} Organized		Satisfied with increase Δ_{int} Non-Organized		Satisfied with increase Δ_{int} Travel		Satisfied with increase Δ Diversity	
	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B
Constant	.03	1.14	.16	.81	.03	1.18	.01	1.17
Health Region								
Loose (ref)								
Mixed	.92	.58	.85	.39	.48	.63	.88	.58
Tight	1.58	.65	1.17	.44	.55	.68	1.09	.65
Community								
Small and medium (ref; population of under 100,000)_								
Large (population of 100,000 or more)	.73	.45	1.20	.31	2.53	.53	1.03	.46
Neighborhood Walkability	1.41	.19	1.36*	.13	1.37	.19	1.43	.19
Participation Ability	1.05	.17	.85	.11	.84	.17	1.02	.17
Participation Affordability	1.25	.12	.98	.08	1.23	.12	1.71***	.13
School Context								
Home schooled (ref)								
Non-home schooled	.66	.32	.89	.26	.55	.34	.75	.33
Friend's Participation								
Same (ref)								
More during pandemic	1.06	.38	1.17	.30	2.21*	.38	1.21	.36
Less during pandemic	.61	.39	1.26	.27	.56	.42	.29**	.43
Parent's Participation								
Same (ref)								
More during pandemic	1.09	.35	1.06	.27	.65	.38	.90	.34
Less during pandemic	.40*	.45	.67	.28	1.11	.42	.54	.45
Number of Children	1.05	.12	1.00	.09	1.19	.11	.99	.12
Child Age								
Spread (ref)								
Younger (6-12 years)	.67	.39	1.31	.28	1.24	.41	1.01	.40
Older (13-18 years)	.88	.43	.84	.33	1.34	.47	.90	.47
Gild Gender								
Mixed (ref)								
Girls	2.09	.40	1.01	.28	1.16	.43	1.32	.42
Boys	1.16	.37	.81	.26	1.12	.37	1.25	.37
Ethnicity								
Non-Caucasian (ref)								
Caucasian	.58	.31	1.28	.23	1.10	.32	.74	.31
Education								
Post-secondary not completed (ref)								
Post-Secondary completed	1.22	.43	.33	.29	1.79	.45	1.44	.44
Graduate degree	1.31	.48	.93	.33	2.38	.49	2.51	.48

Appendix W: Hierarchical Logistic Regression Predicting Post Decrease in SPA

Hierarchical Logistic Regression Predicting Post Decrease in SPA from Socioecological Factors and Satisfaction with Δ SPA (N=550)

Variable	Decrease Organized		Decrease Non-Organized		Decrease Travel		Decrease Diversity	
	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B	Exp(β)	SE B
Constant	2.18	.92	1.54	1.16	.79	.98	3.08	1.00
Health Region								
Loose (ref)								
Mixed	.72	.39	.89	.52	1.27	.42	.63	.40
Tight	.50	.46	.85	.62	.84	.51	.46	.48
Community								
Small and medium (ref; population of under 100,000)_								
Large (population of 100,000 or more)	.73	.32	.57	.43	.52	.34	1.05	.35
Neighborhood Walkability	.87	.13	.78	.17	1.04	.15	.82	.14
Participation Ability	1.12	.12	1.03	.16	.79	.13	1.09	.13
Participation Affordability	.92	.10	1.02	.12	.95	.11	1.06	.10
School Context								
Home schooled (ref)								
Non-home schooled	1.023	.31	.58	.37	1.06	.34	.80	.31
Friend's Participation								
Same (ref)								
More during pandemic	.52	.43	1.10	.50	.65	.44	.60	.45
Less during pandemic	1.48	.30	.95	.39	1.50	.32	1.67	.31
Parent's Participation								
Same (ref)								
More during pandemic	1.10	.36	.75	.50	.92	.38	.61	.38
Less during pandemic	1.70	.30	2.26*	.40	1.06	.33	1.19	.31
Number of Children	.80	.13	.81	.16	.90	.14	.65**	.16
Child Age								
Spread (ref)								
Younger (6-12 years)	.60	.32	.95	.45	.85	.36	.50*	.35
Older (13-18 years)	1.08	.36	1.67	.48	1.56	.40	.87	.38
Child Gender								
Mixed (ref)								
Girls	.75	.33	.55	.43	.81	.37	.72	.36
Boys	.63	.30	.50	.39	1.25	.32	.94	.32
Ethnicity								
Non-Caucasian (ref)								
Caucasian	.52*	.26	.47*	.33	.65	.29	.62	.27
Education								
Post-secondary not completed (ref)								
Post-Secondary completed	.63	.30	.86	.40	.76	.33	.87	.32
Graduate degree	.56	.40	1.00	.46	.76	.41	.52	.41

