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*Sports and leisure activities among Iranian refugees living in  
Jyväskylä – Social integration through sports*

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## Abstract

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Boustani, Arlene D.: Sports and leisure activities among Iranian refugees living in Jyväskylä – Social integration through sports

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The purpose of this study is to describe the physical activities and exercises the Iranian refugees residing in Jyväskylä do regularly and compare them with population sample activities from the middle Finland of the same age. What are the regular physical activities performed in their country of origin and what happens to their physical activities when they move to another country like Finland? What purposes other than promotion of health could physical activity serve? How can physical activities be of help in their social integration to Finnish society?

The subjects of this study are the Iranian refugees living in Jyväskylä, Central, and Finland. From the record of the Foreign Office of Jyväskylä, there were more than 130 Iranian refugees registered living in the city of Jyväskylä in 1998. A questionnaire was formulated to get the information necessary for this study. The gathering of data was done through personal interviews conducted in their own language (Farsy) to assure accuracy.

Quantitative method was used in carrying out the analysis in the study. Statistical methods were especially useful for looking at relationships and patterns and expressing these results with numbers. Descriptive statistics describe these patterns of behavior, while inferential statistics use probabilistic arguments to generalize findings from samples to populations of interest. Kerlinger (1979) focuses on the inferential process when he defines statistics as "the theory and method of analyzing quantitative data obtained from samples of observations in order to study and compare sources of variance of phenomena, and to aid in making reliable inferences from empirical observations" (p.185). Quantitative research designs are used to determine aggregate differences between groups or classes of subjects. Emphasis is placed on precise measurement and controlling of extraneous sources of error. The purpose therefore is to isolate a variable of interest (the independent variable) and manipulate it to observe the impact of the manipulation on a second, or dependent, variable. The "control" or extraneous variables, thus allowing the researcher to infer a casual relationship between the two (or more) variables of interest facilitate this procedure.

The most common outdoor exercise the Iranian refugees do was walking and the most common normal exercise, which was two to three times in a week, was brisk walking, followed by jogging then swimming. Cycling was very rare on both male and female subjects. They were interested with the beneficial hobbies like gardening, fishing and picking berries but were not regularly doing them. Factors limiting their participation to physical activities were high expense lack of time and because of the weather. Finland's length of winter months, which usually lasts up to four and sometimes six months, is not the same as from their country of origin. Their most common leisure activity was traveling, interest in music and spend more time with their family.

For the Iranian refugees in Jyväskylä, one of the options available to them in the Finnish society is participation through sports activities as one way of integrating to a new society and culture.

Key words: health, physical activities, social integration, socialization, refugees,

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Sani, my partner in life, and our children, Ali Reza, Persia and Aryan who grew up in a multi-cultural family and environment (Iranian, Filipino, and Finnish) -- will always make them special.

# TILA

Sattuman jälkeen  
Heittyneenä paikaltani  
Harhailen avaruudessa.

Löysin laskuvarjon:  
se oli sininen  
oliivinoksan ja linnun jälki

Laskeuduin tämän maan taivalta  
mutta  
aukiolle isolle kuin paperiarkki.

Roikun puussa kynän lailla.

En ole taivaalla  
en maalla.

Pitkä aika  
heilahtelua.  
Etsin tilaani  
juurtua ja versoa.

(written by an Iranian Immigrant 1997)

## Sipping Chai at Starbucks

Next to me

At this cafe in Toronto

Are my friends, each different?

One Chinese with a warm smile

One Indian with infinite patience

One Arab with a lively persona

We all grew differently, in different places with different tongues

Here we are sharing life, sipping tea, talking about chai.

Emigres we were

Citizens we've become

Citizens of the world

We don't need roots

Roots anchor the body

Roots fix the view

Roots anchor the mind

Learn from the Jews

Diaspora means

To succeed in spite of dispersal

To grow where you land

I am Iranian

I belong to the world

The world belongs to me

Beauty is beauty not confined by borders

Friends are friends not defined by cultures.

(by Korosh Khalili; January 6, 2000; The Iranian Times)

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## 1 Introduction

The department of social science of sport started the "Equality project" (K. Suomi; 1998), on the use of sports facilities and investigates the regularity of participation of the Finnish population to different physical activities and exercises. This study is undertaken under this project since these subjects are immigrants of Finland now.

We are at present living in a society of mixed cultures. Due to worldwide migration of people from different reasons some voluntary and number of people lives in a different country from their original birthplace due to politics or war. These are the individuals forced out of their country or refugees. Whatever their personal reasons, these can be seen now as an "International Phenomenon" In Jyväskylä the first group of quota refugees are the Iranians which was in 1990.

There are officially two types of refugees in Finland. First are the "Quota refugees" who are the refugees whom the Finnish government decided to accept every year, being a member of the United Nations Organization. They had been accepted or undergone the necessary procedures imposed by the United Nations High Commission for Refugees (UNHCR) in Geneva, Switzerland qualifying applicant as an official refugee. The second type are the "Asylum Seekers", who are the individuals who came to Finland by themselves, then applied for asylum in the police stations. Afterwards their papers will be decided by the foreign office in Helsinki, which is the "Directorate of Migration". This takes a long time to process and the individuals are usually required to live in refugee camps. (UNHCR Center for documentation on Refugees Geneva, October 1995)

Physical activities will be more discussed in 2.7 (Significance of Physical Activities), of this paper. These recommendations were based on substantial clinical experience and scientific data available at the time. The study of gross motor behavior frequently requires dealings with such concepts as play, game, physical activity, sport and other similar terms.



## 2 Background of the study

### 2.1 Ideals and Reality of Traditional Sports in Iran

The Iranians have a long and rich history of sports participation and traditions about sports. Even in the past international competitions their participation was evident, like in the foot ball world cup and the Olympics. There are also professional football Iranian players hired by a number of German football teams who are successful in their fields.

The ideals of Iranian chivalry and sportsmanship are expressed by the notion of the *pahlavan*. A pahlavan is not a mere champion, in Persian Qahraman, but also a moral role model who is just, fair, self-abnegating and kind to the weak. Reflecting Iran's dual heritage as a Shii Muslim country with an ancient culture going back to pre-Islamic times, two primordial heroes exemplify the values of *pahlavanhood*: Rostam and Imam Ali. While the first of these, whose exploits are narrated in Iran's national epic, the *Book of Kings*, belongs to the realm of legend, the second is a key character in early Islamic history. A cousin and a son in-law of the prophet Muhammad, he is regarded by the minority branch of Islam, the Shiis, as the rightful heir to the founder of Islam, but believed to have been prevented from assuming the prophet's succession. In the sixteenth century Shiism became Iran's official religion, and hence much of the country's popular culture bears its imprint. In Shii lore Ali has a formidable reputation as an athlete, and the seventh-century scholar Majlesi wrote that he was strong from the beginning of his life to the end. Rostam and Ali (whom incidentally, Iranian folklore often conflates in a most charming anachronistic way) are primordial heroes whose exploits and life shape Iranian' view of decency and justice, but their athletic skills are only incidental to their roles as warriors and rulers.

### 2.2 Physical Activities in Iran

In organizational terms, the major and most socio-politically significant locus of athletic activity in pre-modern Iran was the *zurkhaneh*, which means "house of strength". The

zurkhaneh is the traditional gymnasium of urban Iran. A number of different exercises are performed in a certain order. Formerly these exercises led to the main event, wrestling, but now wrestling is practiced separately. The exercise did not constitute sport in the modern sense, as their aim was physical exercise rather than contest; even in wrestling, the contenders would often be separated before a decisive throw so as to spare one of them the humiliation of defeat. The buildings housing the zurkhanehs are constructed according to a fixed pattern. In the middle of the dome-covered main room lies a pit (*gowd*) in which the exercises take place; spectator stalls surround it. One can enter the main room only through a very low door, the purpose of which is, apparently, to force all who enter to bend low in humility.

As a cultural institution, the zurkhanehs reflect Iran's dual Iranian and Islamic, especially Shii, heritage. The ideal ethos of the zurkhaneh is "*javanmardi*", chivalry, as exemplified by Rostam, Imam Ali, and Puriya-ye Vali, who are all invoked during the proceedings. The athletes exercise to the chanting and drumming of a key member termed "*morshed*", who chooses the poetry from the Book of Kings, and follow the moves of a senior member who stands in the middle of the pit: the arrangement bears a certain resemblance to a modern aerobic class.

In theory a zurkhaneh is a realm of moral purity. One aspect of this insistence on purity is that many athletes avoided physical contact with women in the belief that this would sap their strength. This view is quite common and we find it both in Greek antiquity, and in India, where wrestlers on the whole, avoid the company of women assiduously. Women when encountered are to be treated as mothers or sister. (Berkeley, 1992, p.132) Inside the zurkhaneh, virtuous and chivalrous men come together for exercise and render community services such as caring for the widows and children of deceased members, organizing collections for merchants facing bankruptcy, and so on. However, by the end of 19<sup>th</sup> century the institution had degenerated and many zurkhanehs attracted hoodlums, protection money extortionists, and petty "toughs". These were the *lutis*, a word that designates a marginal group of men in urban Iran that has by now almost died out. To be luti can have both positive and a negative connotation in Persian, as it can also refer to one who is fair, kind to the weak but fearless, and loyal to his friends. This means there are good and bad lutis. By the 1920s it was widely felt that in moral terms a gap had appeared between ideal and reality. This is why the

introduction of modern sports into Iran after 1920 marginalized the old institution, even traditional Iranians, although they still exist, soon the opening of cinemas turned spectators away.

Lately Iran has banned women from attending soccer games and advised them to stick to sports that can be played while wearing a veil. Fazeh Hashemi, the daughter of Iran's president and a member of the Iranian parliament is asking the International Olympic Committee to do more to promote sports for Muslim women. Speaking at the "World Conference On Women and Sport" in Lausanne, Switzerland, Hashemi, noted that several Muslim nations had no women athletes on their teams at the '92 and '96 Olympic games. Furthermore she stated that there is 500 million Muslim women in the world, ¼ of the world's women population, who cannot do sport in existing conditions. (Network News vol.7 no. 4)

Due to moralities stated in their religion and stereotypical roles, opportunities for Muslim women in sport do not exist. Iran continues to receive attention surrounding stories and actions of the discrimination of women in sport. Some examples of this events were; In Atlanta, Iranian shooter Lida Fariman was allowed to compete, but wore the traditional Islamic robe; Hassiba Boulmerks of Algeria won the 1500m at the '92 Olympics, wearing running shorts and a shirt. She later received death threats, became an outcast and could not return to her country; At the '92 Olympic opening ceremonies, Iran refused to let a woman carry the national placard for the team.

## **2.3 Women's Sports Organization (WSO)**

Sports play an important role in the social life because it help women perform their maternal duty and nurturing the new generation in the best manner within the sphere of the Islamic system.

The need for and the importance of women's sports and physical education is quite obvious, because women account for half of the population, specific programs should prepare physical capabilities and sport ability and especially to stimulate women's interest in sports as a necessary element in the years preceding the revolution programs of the former regime, no attention was paid to women's physical and mental health. Rather, all facilities and opportunities were reserved for a handful of so – called sportswomen who were sent to international competition in total disregard of the society's traditional and ideological values.

WSO was established in 1981 after the Islamic revolution with goals for women's sports different from those of the previous regime. Since 1986 it has been vastly developed with the struggle of the Muslim women on the basis of Islamic values.

The objectives of the WSO are a). Promotion and preservation of physical health. b). Promotion and preservation of mental health. c). Protection and development of social relations. d). Protection and development of intellectual and mental conditions. e). Protection and development of moral, ideological and spiritual conditions. f). Planning for women's leisure time. G). Prevention and cure of certain troubles existing during different stages of women's life , such as childhood, puberty and adolescence, pregnancy, delivery and menopause.

The activities being promoted are: aerobic exercises, Physical education, self defense, fishing, badminton, basketball, tennis, table tennis, track and field, gymnastics, chess, swimming, volley ball, hand ball, shooting, sports for the disabled, fencing, horseback-riding, and mountain climbing.

## **2.4 Subject's Country of Origin – Iran**

Iran, formerly Persia, country in southwestern Asia, south of the Caspian sea and east of Iraq. It's area is about 1,648,000 sq. km (about 636,000 sq. mi.) The capital and largest city is Tehran (Teheran).

A central plateau that is ringed by mountain chains dominates Iran. In the north, along the southern shore of the Caspian Sea, are the Elburz Mountains, which include Iran's highest peak, mount Damavand (5670 m/18,602 ft). Along the western border, the Zagros Mountains extend the southeast toward the Persian Gulf. Smaller mountain lies to the east of the central plateau. Two great deserts, Dasht-e Lut and the Dasht- Kavir, extend over Central Iran.

Iran is divided climactically into three main regions: the hot southern coast; the temperate arid central island and the cold northern tableland of the Elburz Mountains. Throughout the country precipitation is sparse and most rivers flow only during heavy rains. Soil is poor except along the Caspian Sea, where vegetation is abundant. Iran's most valuable resources are it's great deposits of petroleum and natural gas.

The population of Iran 67,540,002 (1997 estimate) is mostly concentrated in the north and west. Some 60% live in urban area such as Tehran, Mashad and Esfahan. More than one-half of the people are Persians, and the largest minority group consists of the Azerbaijanis (24%). The official language is Farsy. More than 95% of the population follows the Shiite branch of Islam, which is the official religion of Iran.

Following the revolution of 1979, education and cultural life were altered to conform to Shiite Islamic beliefs, including the return of women to traditional roles, the segregation of men and women to social functions, and the closing of movie theatres. Education is compulsory for children between the ages of 6 and 10.

More than 90% of Iran's export earnings come from the nation's oil fields, considered among the worlds richest. Agriculture is also important, and the principal cash crop is fresh and dried fruits, which accounts for 30% of non-petroleum export earnings. Commercial fishing in the Persian Gulf and Caspian Sea yields carp, herring and tuna. Iranian Caviar (sturgeon eggs) is considered among the best in the world. The Iranian unit of currency is the *Rial*.

## 2.5 Conceptual Consideration of Migration

Webster's "New World" dictionary and the "New Oxford" English dictionary refers to migration as leaving one place and settle to another (new Oxford English dictionary pp. 324), and to settle in another country or region (Webster, pp. 373). Some definitions emphasize the move of population geographically from one place to another and neglect paying attention to the duration of migration (Bogue 1969, 12). According to Weinberg (1961, 265), the duration is however, regarded as one fundamental features of migration in general. Weinberg (1961) relates the concept to the time and spatial component. The concept has been made more detailed by Mangalam (1968, 8) by referring to the importance of focus to decision-making before actual act of migration.

It is worthwhile to mention that migration as a concept expresses the move of individuals and social groups as well the move between at least two societies. Opportunities offered by societies are compared by individuals eager to migrate (Jackson 1986,4). Straubhaar (1986) has pointed out that the migrant carefully considers the benefits and drawbacks of societies particularly from the point of view of economic opportunities and other possibilities in terms of his and her/her future.

Even in the past, the movement from one's homeland to another has been going on for centuries. Modern migration differs from the earlier one in terms of the goals and duration of migration. For example the move outside Europe has declined and migration within Europe has increased. ( Olin, Heinonen, Lahtinen pp. 2, 1990). Straubhaar (1986) has pointed out that migration is quite often nowadays temporal. Migrants do not seem to have any actual purpose to stay permanently in a new country.

Taylor (1969, 126) has classified the kind of motive carriers into four categories: (1) Migrants who have to move because of their socio-economic situation, (2) goal-oriented migrants who are motivated by ambition and hope for better level of living, (3) so – called "loose-migrants" who do not have any stronger social bindings and aims in terms of raising their level of living, and (4) migrants with other motives to move. The subjects of this study

goes under this category, their living in this country was brought about by escaping the political situation in their original country (Iran) that made their life in danger if they stayed. This is now a new phenomenal cause of migration and the reality that they cannot choose the next country they must settle permanently only makes their situation more difficult.

## 2.6 Overall Trends in Asylum Applications

In 1994, some 329,000 persons applied for asylum in Europe, 40 per cent fewer than in 1993 (553,000). Germany received almost 40 per cent of the asylum seekers in Europe in 1994 (127,200), which however constituted a marked decrease compared to 1993 when nearly 60 per cent (323,000) of all asylum applications were lodged in Germany.

The Netherlands and the United Kingdom accounted each for some 15 per cent of all asylum seekers in Europe during 1994. From 1993 to 1994, both countries more than doubled their share in European asylum applications.

Countries where 5 to 10 per cent of all applications in Europe were lodged during 1994 include France (8%), Sweden (6%), Switzerland (5%), and Belgium (4%). Countries with 2 per cent or less of all applications include Austria, Denmark, Finland, Italy, Norway, Greece and Portugal.

From 1993 to 1994, the following changes in the number of asylum seekers by country were recorded in Europe: Austria (+7%), Belgium (-33%), Denmark (-54%), Finland (-58%), France (-6%), Germany (-61%), Greece (+60%), Italy (-7%), Netherlands (+49%), Norway (-74%), Portugal (-65%), Spain (-2%), Sweden (-50%), Switzerland (-33%), and the United Kingdom (+51%). (UNHCR. Ref. Int. Legal Databases, October 1995)

## 2.7 Significance of physical activities

In 1988 International Consensus Conference on Physical Activity, Physical fitness and Health (Bouchard et al. 1990) defined health as “a human condition with physical, social and psychological dimensions, each characterized on a continuum with positive and negative poles. Positive health is associated with a capacity to enjoy life and to withstand challenges, it is not merely the absence of disease. Negative health is associated with morbidity and in the extreme, with premature mortality.” Thus when considering the role of physical activity in promoting health, one must acknowledge the importance of psychological well being, as well as physical health.

In the middle of the 20<sup>th</sup> century, recommendations for physical activity to achieve fitness and health benefits were based on systematic comparisons of effects from different profiles of exercise training (Cureton 1947; Karvonen, Kentala, Mustala 1957; Christensen 1960; Yakolav et al. 1961; Reindell, Roskamm, Gerchler 1962). In the 1960s and 1970s, expert panels and committees, operating under the auspices of health-or fitness-oriented organizations, began to recommend specific physical activity programs or exercise prescriptions for improving physical performance capacity or health (President's Council on Physical Fitness 1965; AHA 1972, 1975, ACSM 1975)

Pollock's 1973 review of what type of exercise was needed to improve aerobic power and body composition subsequently formed the basis for a 1987 position statement by the ACSM titled “The Recommended Quantity and Quality of Exercise for Developing and maintaining fitness in healthy adults”. This statement outlined the exercise that healthy adults would need to develop and maintain cardio-respiratory fitness and healthy body composition.

Between 1987 and 1990, most exercise recommendations made to the general public were based on this 1978 position statement even though it addressed only cardio-respiratory fitness and body composition. By providing clear recommendations, these guidelines proved invaluable for promoting cardio-respiratory endurance, although many people over interpreted them as guidelines for promoting overall health. Over time interest developed in potential health benefits of more moderate forms of physical activity, and



attention began to shift to alternative physical activity regimens (Haskell 1984; Blair, Kohl, Gordon 1992; Blair 1993)

Physical activity is defined as bodily movement produced by the contraction of the skeletal muscle that increases energy expenditure above the basal level. Physical activity can be categorized in various ways, including type, intensity and purpose. Because muscle contraction has both mechanical and metabolic properties, it can be classified by either property. Most activity involves both static and dynamic contractions and aerobic and anaerobic metabolism. Thus activities tend to be classified according to their dominant features.

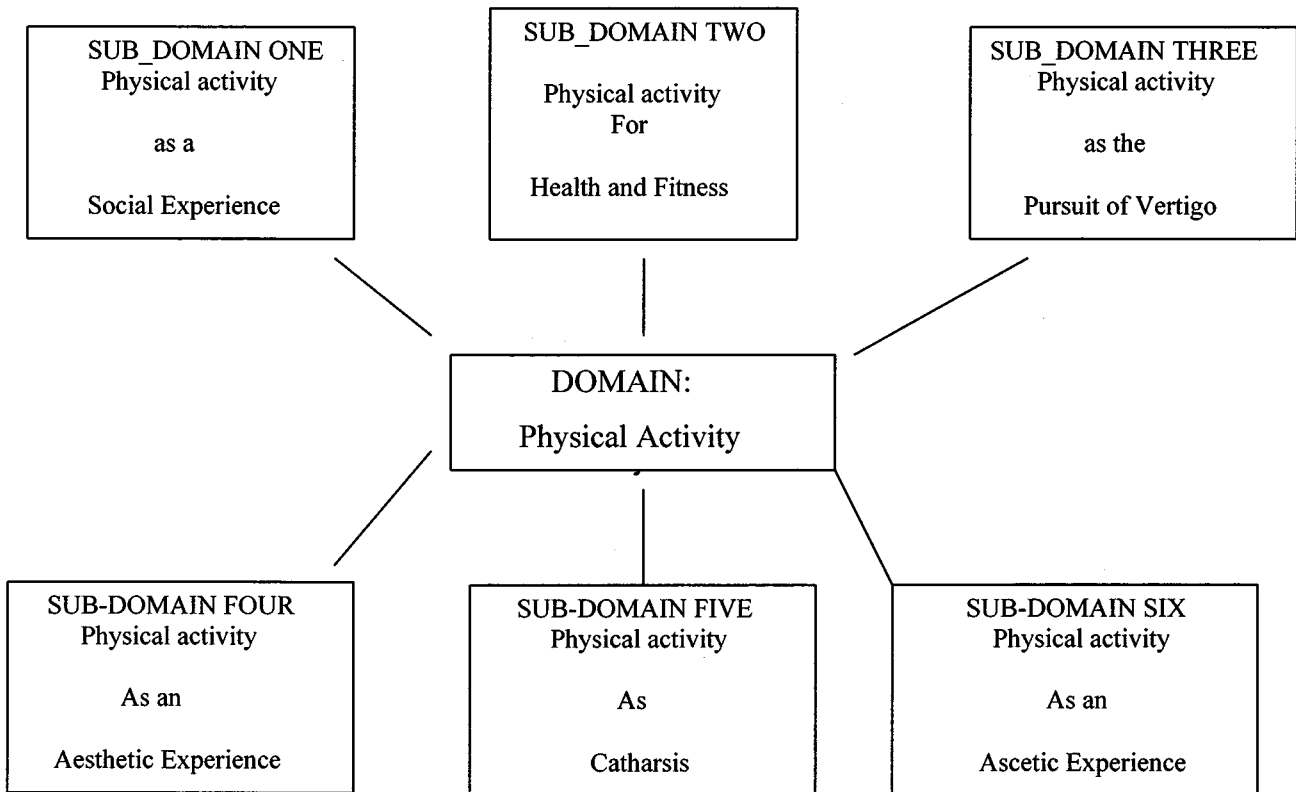
The physical activity of a person or group is frequently categorized by the context in which it occurs. Common categories include occupational, household, leisure time or transportation. Leisure-time activity can be further subdivided into categories such as competitive sports recreational activities (e.g., hiking, cycling), and exercise training. (Pp.20,"Physical activity and health").

Physical activity and exercise have been used synonymously in the past but more recently; exercise has been used to denote a subcategory of physical activity. "Physical activity that is planned, structured, repetitive, and purposive in the sense that improvement or maintenance of one or more components of physical fitness is the objective" (Caspersen, Powell, Christensen 1985). Exercise training also has denoted physical activity performed for the sole purpose of enhancing physical fitness.

Physical fitness has been defined in many ways (Park 1989). A generally accepted approach is to define physical fitness as the ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to enjoy leisure time pursuits and to meet unforeseen emergencies. Physical fitness thus includes cardio-respiratory endurance, skeletal muscular endurance, skeletal muscular strength, skeletal muscular speed, flexibility, agility, balance, reaction time, and body composition. Because these attributes differ in their importance to athletic performance versus health, a distinction has been made between performance related fitness and health-related fitness (Pate 1983; Caspersen, Powell, Christensen 1985). Health –related fitness has been said to include cardio-respiratory fitness, muscular strength and endurance, body composition and flexibility.

## 2. 8 A Conceptual Model for Characterizing Physical Activity by Gerald S. Kenyon

Structure of model for the characterization of physical activity.



**Figure 1 ( Sport, Culture and Society; by John W.Loy, Jr and Gerald S. Kenyon ; pp. 74)**

Although not all of equal logical bearing, the rationales underlying each of the six sub-domains thought to represent the perceived instrumental value of physical activity are as follows:

1). Physical activity as a social experience. Characterized by those physical activities whose primary purpose is to provide a medium for social intercourse, i.e. to meet new people and to perpetuate new relationships? Although such events as school or college dances and bowling immediately come to mind, almost any physical activity can serve such a purpose.

- 2). Physical activity for health and fitness. The sizeable proportion of contemporary Western people, whether active themselves or not, believe that the physical activity has the capacity to enhance personal health probably needs little documentation. The formation of the President's Council on Physical Fitness, the widely prevalent health studio, the writings of physical educators, and the statements of the medical profession all serves to suggest that it is plausible to believe that physical activity can be characterized primarily by its contribution to the improvement of one's health and fitness.
- 3). Physical activity as the pursuit of vertigo. This is considered to be those physical experiences providing at some risk to the participant, an element of thrill through the medium of speed, acceleration, sudden change of direction or exposure to dangerous situations, with the participants usually remaining in control. In that he usually approaches vertigo without actually achieving it, the experience becomes the pursuit of vertigo.
- 4). Physical activity as an aesthetic experience. It is often perceived of as having aesthetic value for the individual – that is activities are conceived of as possessing beauty or certain artistic qualities.
- 5). Physical activity as catharsis. It is perceived as providing a release of tension precipitated by frustration and so called pent-up emotions created by pressures of modern living.
- 6). Physical activity as an ascetic experience. For those who do competitive physical activities, it was reasoned that if sport provides a medium for the expression of superiority as McIntosh suggests, then those who aspire to high levels of achievement, regardless of the sport, recognize the need to delay gratification and to be able to endure long and strenuous periods of training. The associated punishment of the body (although seldom inflicting permanent damage) is seen by some to be somewhat akin to religious ascetics.

Some important benefits of physical activity worth mentioning are, it strengthens the muscular-skeletal and the cardio-respiratory system, reduces high blood pressure, prevents coronary heart diseases, activates metabolism, and decreases the development of manifest diabetes in adults by 30-50%

And prevents mental health problems. (M. Ilmarinen, 1993 pp. 41-43)

## 2.9 Profile of Finnish Participation in Physical Activities

The results of the following were referred from the research book of Herva H & Vuolle P (1991) Time Budget for physical activity by Finns (in Finnish) Reports of Physical culture and health, no. 79.

Of the five million Finns, Three million enjoy the outdoors, 1.4 million seek fitness, 600,000 are competitive sports men and women, 2000-4000 is a top amateur athlete, and 100-200 is a professional athlete. From the point of view of physical fitness, 30-37% of Finnish adults are "sufficiently" active (at least 3 times/week); of these proportion 15% are active regularly, often and vigorously. About 30% are fairly active (1-2 times/week) and participate in light leisure time physical activities, and about 30% are insufficiently active and exercise only occasionally or not at all. Of this last group about 10% are completely passive in respect to leisure-time physical activity.

Physical activity is the favorite way for Finnish children and adolescents to spend their active leisure time. Of the 10 to 12 years old, 75% of the boys and 65% of the girls participate in leisure-time physical activity at least twice a week. Less than 50% of the boys in this group are very active (at least 4 times/week), and the corresponding figure for the girls is 30%. Participation decreases significantly after the age of 13 years and levels out at about 20-25 years of age to about 30-40%. Every other adolescent quits participating regularly in leisure-time physical activity.

Men and boys are about twice as active as women and girls when their total participation times are compared. From the point of view of the number of participants, boys are more active than girls until about the age of 20 years, and thereafter women are more active than men.

Adults participate the most in basic form of activity: walking (44%), cycling (25%), running (21%), swimming (14%), and cross-country skiing (13%). Types of activity, which have recently grown more popular among adults, are downhill skiing, rowing and canoeing, bodybuilding and fitness exercise, aerobics, tennis, volleyball, squash and badminton. Children more often participate in soccer (22%) track and field (15%), cycling (14%), cross-country skiing (14%), ice hockey (11%), swimming (9%), gymnastics (8%), running

(8%), running (8%), downhill skiing (7%), and Finnish baseball (6%). (Herva H & Vuolle P 1991 "Time budgets For Physical activities by Finnish. Reports of Physical culture and Health, no. 79)

## 2. 10 Effects of Relocation in Sports

Integration of migrants can be regarded as a product of contact produced by encountering of different cultures (Bochner 1982, 1) While moving the migrant have to leave his/her original environment and social relations as well. At the same time his/her cultural identity meets the culture of the receiving place (Schreiber 1975, 265). For these Iranian refugees not only do they have to start a new life in a foreign land but also start the integration process by smoothing the contradictions between cultures.

The women Iranian refugees are glad that they can now go to their own choice of physical activities like aerobics, jogging and especially swimming which they can't perform back in Iran because of the restrictions imposed by the Islamic government which includes gender segregation and strict body covering ("chadur"). Swimming hall is available only in big cities like Tehran and not affordable by averaged income families. ( K. Turtiainen , "Taistelusta Taisteluun"1998).

There are several indicators for the level of social integration. One of these indicators is the way in which people take part in organized leisure activities. Because sport can be considered as a popular leisure activity among youngsters (Hendry, 1992; Smoll, magill & Ash, 1988; Weiss, 1993), we can assume that the level of sports participation is an indication of social integration of youth. Sports participation research in western Europe has indicated that young immigrants are less involved in organized sport compared to autochthonous youngsters (Beaujon, 1986; Böck, 1986; Dequeecker 1988; Hooit, 1987, Van der Gugten, 1988; Vanreusel, Renson & Wijnands 1986, Westbroek, 1991) Taking the specific situation of Islamic immigrant girls into account, it comes as no surprise that a number of studies report a limited involvement in organised sport among this group (Frey, 1989, Hooit, 1987; Koolen, 1987; Vandergugten, 1988).

There were positive and negative points to consider in physical activities and sports hobbies participation here in Jyväskylä for the Iranian refugees. On the positive side, it made them easily assimilate to the Finnish way of life especially the Finns are very active in physical activities and sports. The Iranian young girls are more freer to participate to physical activities of their choice like dancing and aerobics which is not possible in their home country, Iran, where they just suffice themselves in the school exercises (segregated from the boys) limited to raising their arms up and down. The young boys on the other hand experienced the same freedom of participation in any activity they desired and the most popular activity in which they love to participate is football. The negative aspect they expressed is the preconceived attitude of the Finns that they don't know how to play some traditional games in Finland and doubts their abilities to perform with the team like for example floor ball (sähly) game. This is not a big issue later because once they showed how good they are then they are accepted as participants. (Myren, Kati; "Pois Paitsiosta", 1999)

## **2. 11 Socialization through sports**

Socialization through sport and physical activity includes a wide spectrum of outcomes with a range from learning motor skills and social competence to acquiring values and norms. When individuals have been socialized into sport or physical activity they are in a social environment that has the potential both to improve and inhibit their personal growth. Sport, like most activities, is not a priori good or bad but has the potential of producing both positive and negative outcomes. But as Greendorfer (1992:210) has noted "... Socialization through sport has been consistently treated as a topic totally unrelated to socialization into sport.

An underlying assumption of the entire topic of socialization via sport is the convictions that play and games are important ingredients of the overall socialization process. It was also with such a broad perspective that early research started with studies of global

behavior patterns. Examples from these tradition are the classical studies on how games were linked to specific types of child rearing in different cultures (Robert & Sutt-Smith 1962) and on how the ways in which games were played, were associated with the value stressed in American society (Webb 1969). There is no doubt that play and games generally have a lot of positive functions, but on the other hand it is important not to exaggerate and romanticize the potentials of play and game activities (Sutton-Smith 1986). Kenyon (1969:81) proposes that the socialization consequences of sports involvement be considered from a temporal perspective – particularly in terms of the stages of becoming involved, being involved and becoming involved.

The instrumental-functional meaning of sport refers to the preservation of society through two functional mechanisms. Socialization and integration. Sport as a transparent, non-complex activity can be an attainable social integrative activity for youth. Through the mechanism of socialization youngsters come in contact with social values and norms, which can influence their behavior in a positive way. With regard to this function of social integration of sport for immigrant youngsters, Harms (1982) stated that sport go beyond the different cultures, Because it has an international character and is practiced according to international rules. Van der Gugten (1988) referred to the function of compensation for experiences such as boredom and lack of excitement and also for their social problems and conflicts. Sport has also a distinct symbolic meaning, which can contribute to the building of personal identity, which in turn, is important for the self-image and the opportunities for social integration of youngsters. Unlike any other symbolic forms, sports is an attainable symbol for this social vulnerable group. “The social interactive meaning of sport is important for social vulnerable youth in two ways. Sport not only offers an interesting opportunity to meet and get to know other people (autochthonous youth, teachers, youth welfare workers), it can also be used to stimulate social learning processes.

### 3 Purposes of the study

The purpose of the study is to examine:

- (a). The respondent's background information such as civil status, educational attainment and work situation.
- (b). Health-related physical and sports activities the Iranian refugees are participating including outdoor exercises, normal sports participation, competitive sports and beneficial hobbies.
- (c). The possible reasons that limits the respondent's participation in physical and sports activities.
- (d). How will the respondents spend their free time if its available.

### 4 Research methodology

The method used in this study is quantitative method. Most methodological commentaries seem to agree that in so far as two distinct paradigms can be said to exist, the most important difference is the way in which each tradition treats the data. In theory, the quantitative researcher isolates and defines variables and variable categories. These variables are linked together to frame hypotheses often before the data are collected, and are then tested upon the data. Variables are the vehicles or means of the analysis. The quantitative researcher looks through a narrow lens at a specified set of variables.

#### 4.1 The Interviews

The Iranians loves visitors. To visit an Iranian family in their home is an honor for them. Home visits were done to families. This means sitting for a meal and long conversations about other matters and not just starting the interview for the research. It had to be explained very carefully to them that the study is to be used for the project on equality of sports facilities in Finland and nothing else. The researcher's knowledge of this tradition



about respect for visitors made the interviews more done with cooperation. It was usual that couples answered at the same time. Most of the husbands were supportive of their wives attending sports activities as long as its all-women's group and they know where they are. This is their voluntary way of allowing their wives to integrate to the Finnish society and at the same time their expression of their traditional "protectiveness" to their women. As one subject said, the information on who is organizing the activity is important. They usually prefer activities organized by the church as the most unsuspecting one. Anything that is official is usually not trusted by the subjects and this is because of their past experience with their country.

When Iranians are in a casual conversation, jokes are always part of that conversation. They always joke about anything you can think of. When one is aware of their culture it's easy to catch up with their jokes. They have so many jokes that they have Persian jokes in the Internet and cassette tapes of jokes that can be bought commercially. This was very evident during the interviews. For example, when asked what kind of transportation they use to go to shop, school and banks, a few asked, "Why, will they give us money to buy a car?" On the other hand, from someone who was extremely suspicious asked, "Who wants to know?" and the same question from an eccentric subject said, "It's not anybody's business how I move about, this has no connection with physical activities and sports!"

There were many instances when unsolicited sad stories were told during the interviews like when one male subject almost broke down in tears when he poured out his heart on how the wife left him and the social workers took their 2 young children from them, and blames the system of giving too many privileges to women in this country. Another 59 year old female subject who recently divorced her husband, expressing satisfaction in her newly found independence from her domineering husband of more than 35 years, only in this country, she claimed this is possible.

Adjusting to their cultural ethics, the researcher being a woman carried out the interviews with single, male subjects through telephone conversations. The researcher's previous background of organizing women's refugee organization in cooperation with the Lutheran church gave the benefit of being close with the Iranian women and through them the children (young adults) were very cooperative for the interviews because of their mother's

asking them to do so. The Iranians have a very close family ties. They respect and fear their fathers and they deeply respect and adore their mothers, and these they express openly and conveniently.

## **4.2 Subjects and Procedure**

The subjects of the study are the Iranian refugees living in Jyväskylä. They were a mixture of quota and non-quota refugees who arrived in Jyväskylä since 1991. The study is a part of the so-called "TASA ARVO" project, which is an extensive research on the equality of sports facilities in Finland. The study group comprised of 83 Iranian refugees who were willing to participate in the collection of data.

## **4.3 Variables**

The subject's gender, age civil status, and education, profession and work situation described their background information. The health-related physical activities participated by the subjects were recorded into three categories namely: Outdoors; moderate normal; and beneficial hobbies. A list of possible reasons that limits their participation to physical activities was asked. Their desired way of spending their free time was identified and estimation on how much time they spend on their personal physical activity.

## **4.4 Collection of data**

The collection of data officially started in September 1<sup>st</sup> of 1998 by using a questionnaire in English but carried out in Farsi (Persian language), which is the Iranian mother tongue by the researcher to assure accuracy. It was conducted through interviews by home visits to families, telephone interviews and interviews by appointment schedules at the convenience of the subjects. All of the 83 individuals participated willingly. According to the official records of the Foreign office of Jyväskylä,

at the time this study was started there were 73 quota refugees in their registry (these are the Persian speaking Iranian and not the ethnic group Kurdish) but as was mentioned earlier, the subjects were a mixture of Quota and non-quota refugees who are not legally registered yet in their office and thus the difference in number of the individuals who responded to the interviews.

## **4.5 Data analyses**

The statistical analyses were done using the SPSS for MS Windows Release 0.8 as standard statistical program for analyzing the data. The results were described with frequency counts and percentages with cross tabulations.

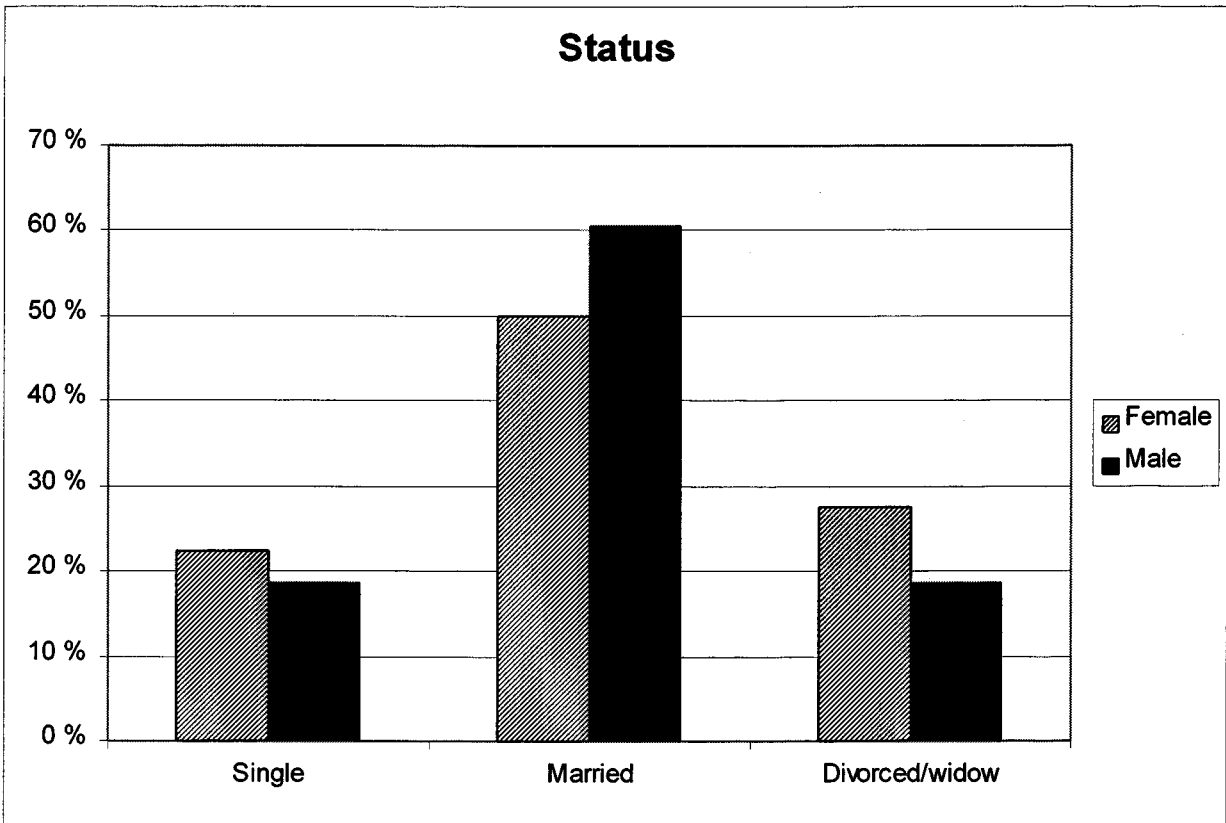
## **5 Results**

### **5.1 Social background of the Iranian refugees**

The social background of the subjects of the study is described by the following: civil status, educational background and their work situation.

#### **5.1.1 civil status of the Iranian refugees**

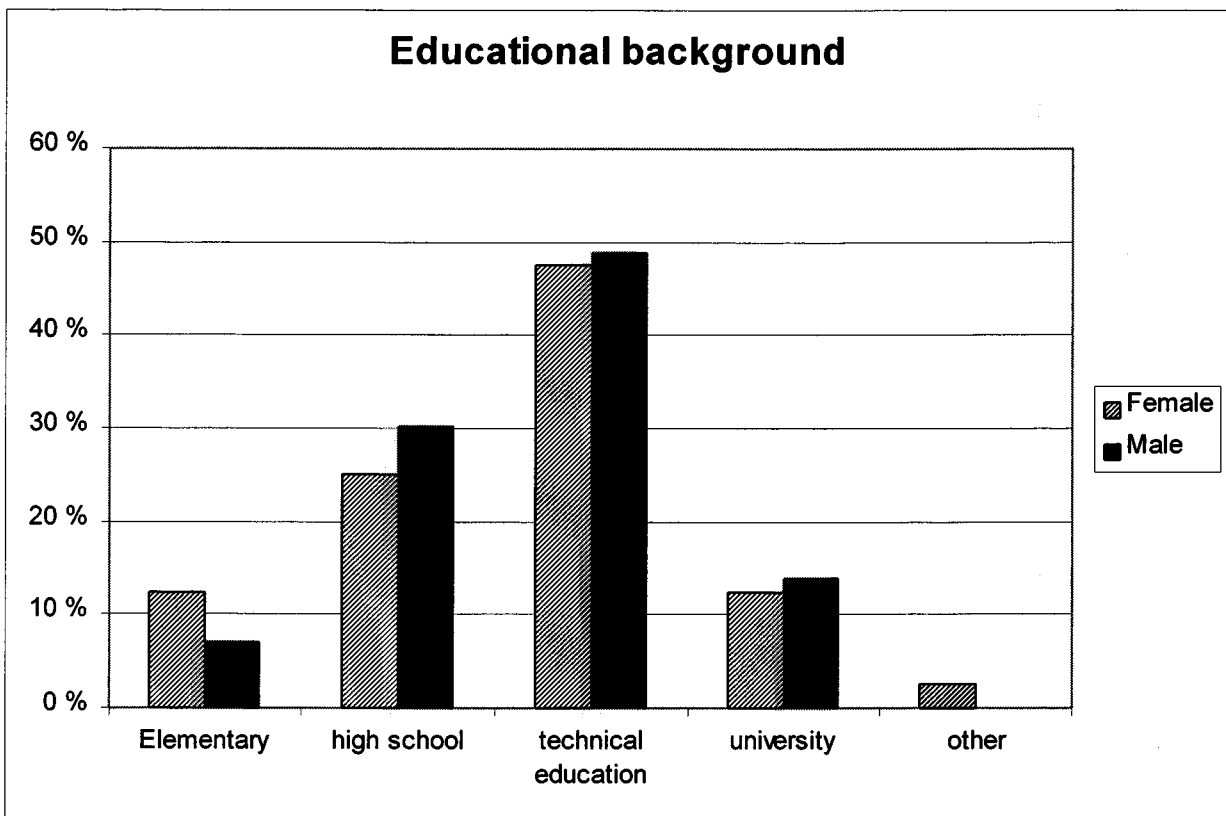
The results about their civil status, which are shown in figure 1, indicate that of the male, 60.5% are married; 23% are single and 28% are divorced and widowed. Of the female 50% are married; 23% are divorced and 29% are divorced and widowed.



**Figure No. 2 civil status of the subjects**

### 5.1.2 Educational background of the Iranian refugees

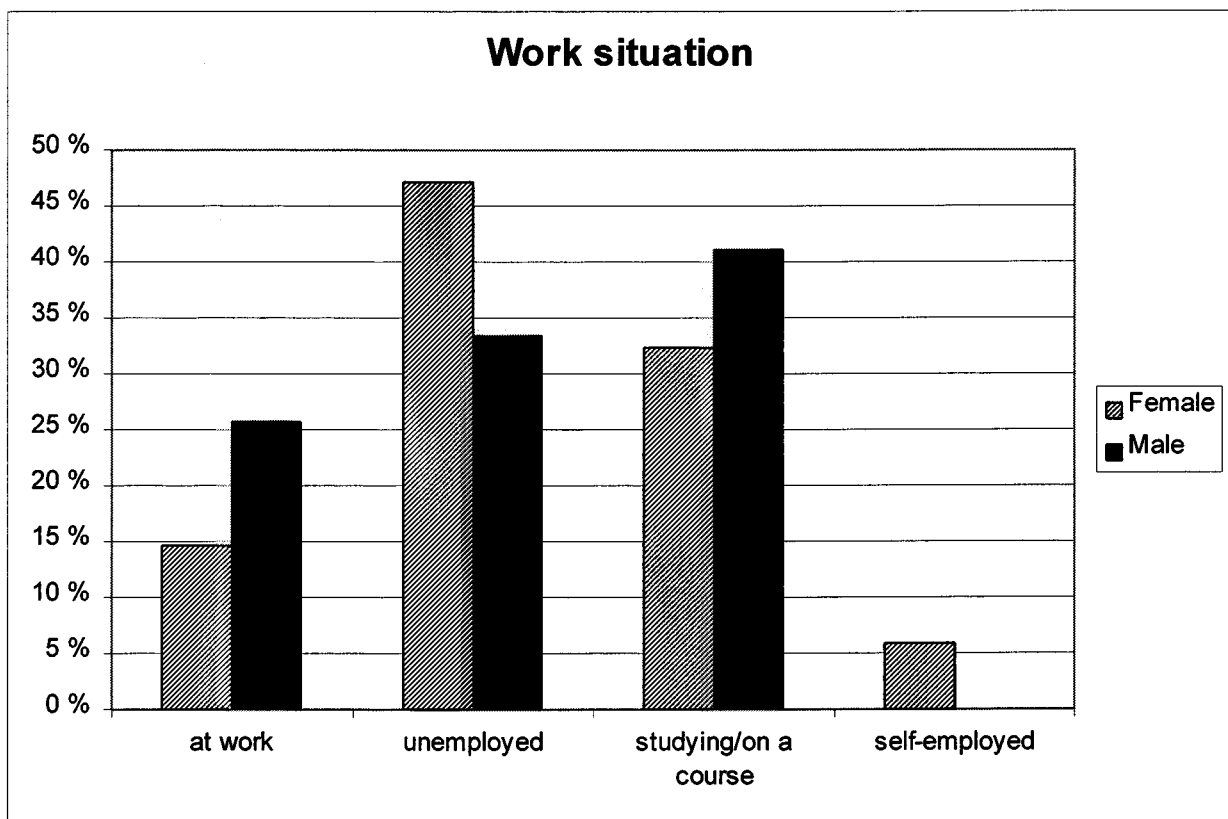
The results of the subjects educational attainment showed that the male 48.8% technical education; 31% high school; 14% university; 7% elementary educated. Of the female 48% have technical education; 25% high school; 14% university; 13% elementary and 3% no education at all.



**Figure No.3 Educational background**

### 5.1.3 Work situation of the subjects

When asked about the Iranian refugee's work situation in Jyväskylä, the result of their answer is with the male, 37% are unemployed; 42% are studying or on a course and 26% are at work. With the female, 48% are unemployed; 34% are studying or on a course; 14% are at work and 6% are self-employed.



**Figure No. 4 Work situation of the subjects**

There are very logical differences between the work situation of the Female and male Iranians. From the interviews, the main reason for this is the fluency in Finnish language which takes time for them to learn.

## 5.2 Possibilities of health-related physical activities of the Iranians in their neighborhood

### 5.2.1 Outdoor possibilities in the neighborhood.

The result of the Iranian refugees response on the possibilities for outdoor sports in their neighborhood was, on the male group, 29% said good; 14% quite good; 27% fair; 4% quite bad and 27% bad. On the female group, 35% said good; 14% quite good; 26% fair; 5% quite bad and 28% bad.

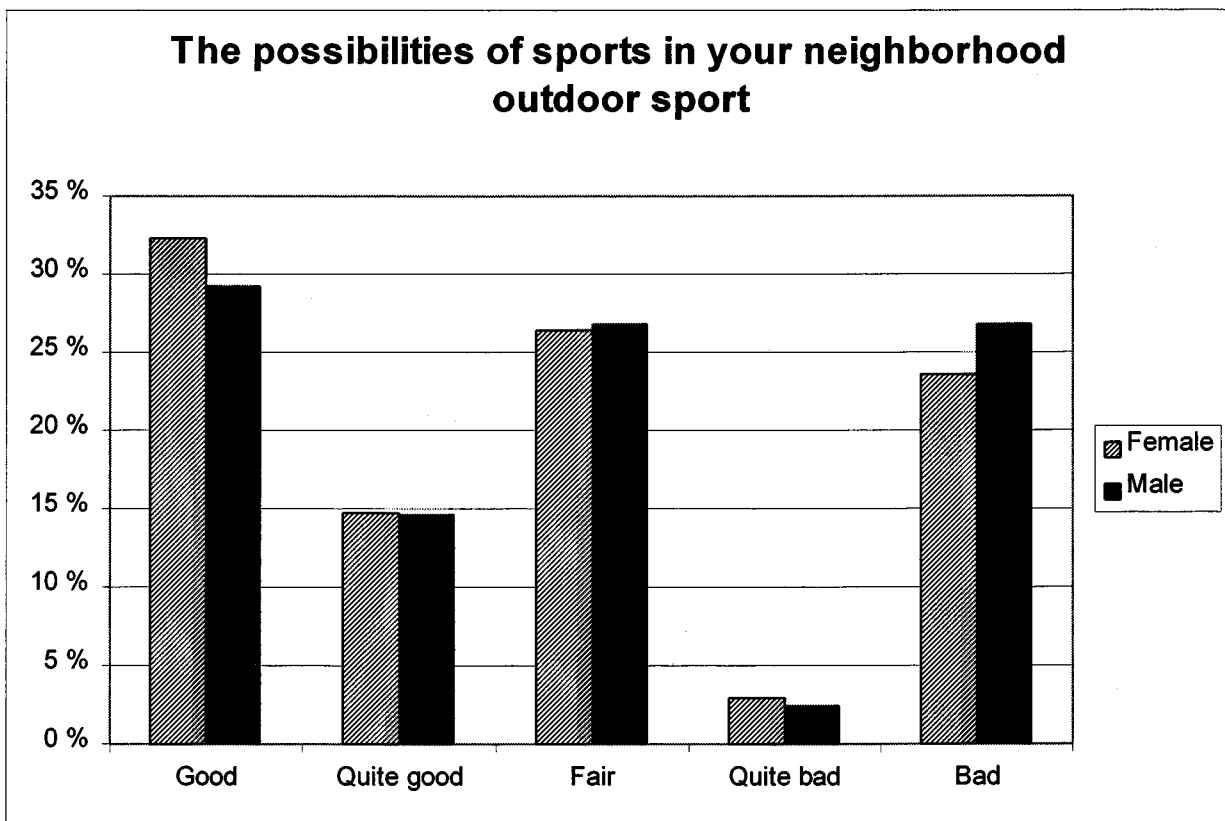
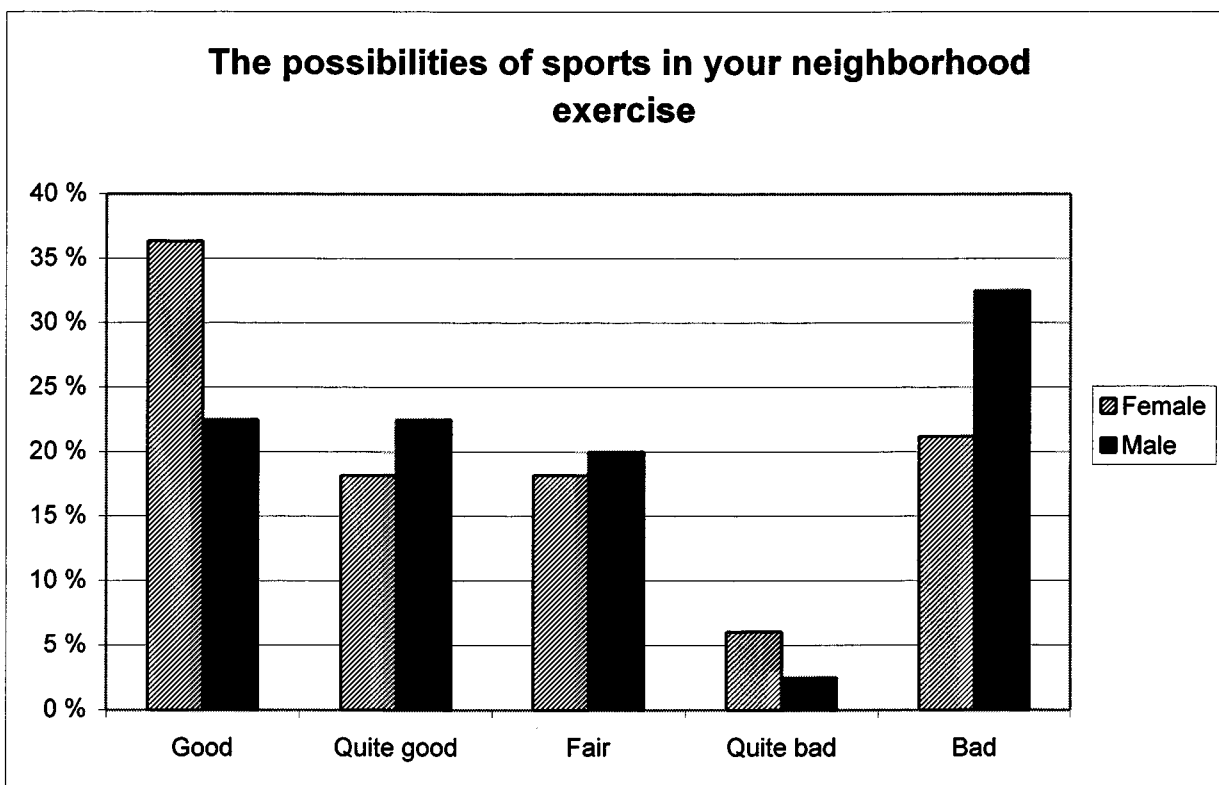


Figure No. 5 Outdoor sports possibilities

## 5.2.2 Exercises possibilities in the neighborhood

The response of the Iranian refugees on the possibilities to exercise in their own neighborhood is that for the male group, 35% said bad; 25% good; 27% quite good, 20% fair and 3% quite bad. On the female group 23% said bad; 37% good; 18% quite good; 18% fair and 7% quite bad.



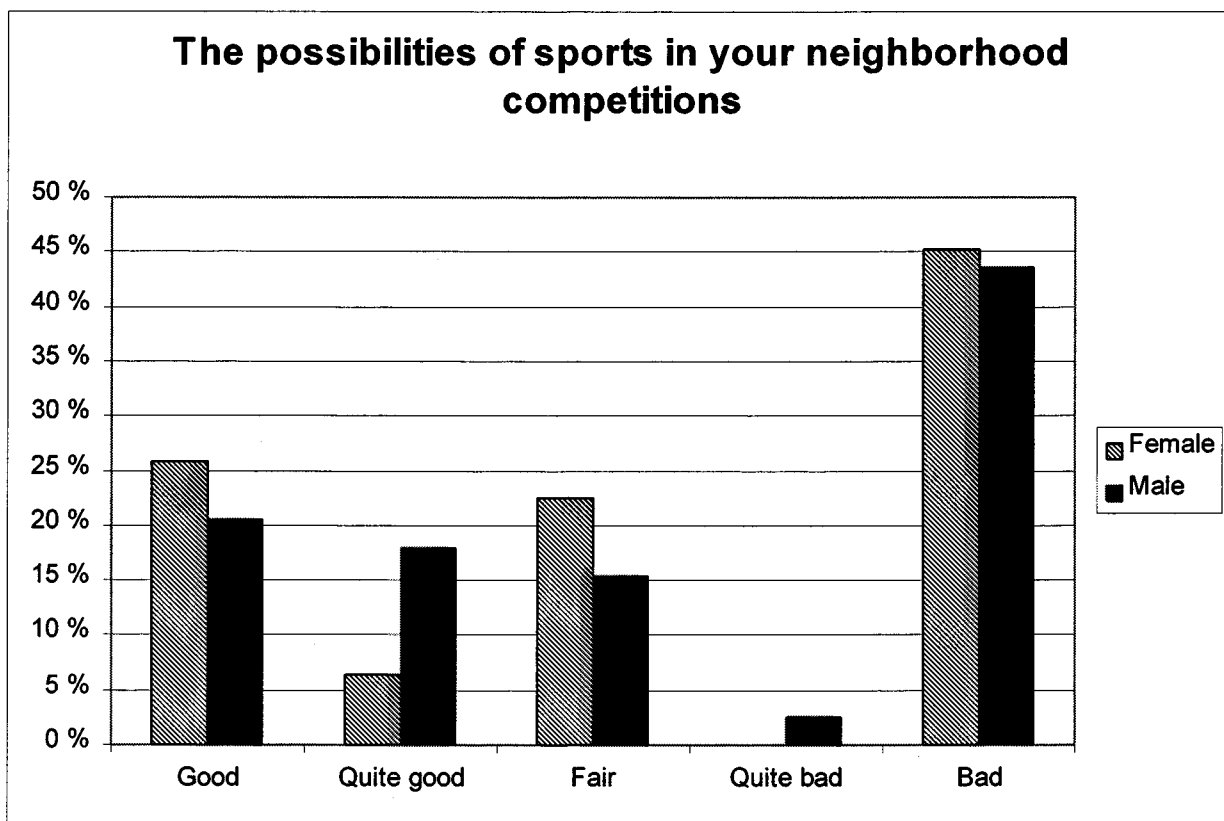
**Figure No. 6 Possibilities to Exercise in the neighborhood**

The main difference between the male and female on the possibilities for sports in the neighborhood shows that the women are more aware of this information than the males. On the other hand the most number of the males said that this facilities are only for the Finns.



### 5.2.3 Possibilities for sports competitions in the neighborhood

The results on the question of the Iranian refugees' possibilities to participate to sports competitions in their neighborhood was, for the male group 20% good; 18% quite good; 15% fair; 3% quite bad and 44% bad. The female group answered 26% good; 6% quite good; 15% fair; no one answered quite bad and 45% bad.



**Figure No. 7 Possibilities for sports competitions**

## 5.3 Health – related activities participated of the Iranian refugees.

### 5.3.1 Outdoor exercises

The results of the outdoor exercises participated by the Iranian refugees showed that first, walking in which 70% of the males and 79% of the female participated. Second choice was light cycling in which 7% of the males and 10% of the females participated. Note that 19% of the male and 39% of the female subjects did not participate in outdoor exercises.

**Table 1 Outdoor exercises participated by the Iranian refugees (male and female) Living in Jyväskylä (%)**

Activities	Male		Female	
	Number	%	Number	%
Walking	31	74	31	79
Light cycling	3	7	4	10
No participation	8	19	4	10
Total	42	100	39	100

### 5.3.2 Moderate normal exercises participated of Iranian refugees (male and female) living in Jyväskylä (%)

The result of the moderate normal exercises participated by the refugees showed that first which was brisk walking in which 18% of the male, and 38% of the female participated. Second preference was jogging, 25% of the male and 29% of the female participated. Third was swimming in which 36% Of the male and 29% of the female participated. The

fourth choice was ball games in which 18% of the males and 4% of the females participated. And the last choice was skiing in which 3% of the males participated and none of the female did.

**Table 2 Moderate normal exercises**

<b>Activities</b>	<b>Male</b>		<b>Female</b>	
	<b>Number</b>	<b>%</b>	<b>Number</b>	<b>%</b>
<b>Brisk walking</b>	5	12	9	23
<b>Jogging</b>	7	16	7	18
<b>Swimming</b>	10	23	7	18
<b>Ball games</b>	5	12	1	3
<b>Skiing</b>	1	2		
<b>No Participation</b>	15	35	16	40
<b>Total</b>	43	100	40	100

### **5.3.3 Beneficial hobbies of the Iranian refugees (Male and female) living in Jyväskylä (%)**

The results of the beneficial hobbies of the subjects showed that the first choice, which was gardening none of the male and 3% of the female, participated. The second was fishing in which 18% of the male and 3% of the female participated. The third choice was picking berries in which 5% of the male and 13% of the female participated. The last choice was hunting in which 2% of the male participated and no one among the female.

**Table 3 Beneficial hobbies**

Hobbies	Male Number	%	Female Number	%
Gardening	0	0	1	23
Fishing	8	18	1	3
Picking berries	2	5	5	13
Hunting	1	2		
No participation	33	75	32	82
Total	44	100	39	100

#### **5.4 Factors limiting the sports participation of Iranian refugees in Jyväskylä:**

On the question posed to the subjects regarding the different factors that limits their participation to sports activities the results were first, the expenses needed for the activity, second the lack of time, third because of the weather (long winter in Finland), fourth the long distance of the sports facility from their home and the last one is their own laziness.

**Table 4 factors limiting sports**

	Male	Female	Total	% N
Expensive	24	26	50	60 %
Lack of time	16	11	27	33 %
Weather	13	13	26	31 %
Lack of sport articles	8	13	26	31 %
Distance	9	5	14	17 %

Half of the subjects answered that the main factor that limits their sports participation is the expenses.

## 5.5 Iranian refugee's desired way of spending their free time (%)

The subjects were asked when they have free time to do whatever they wish what would it be and for the males the top of the list traveling followed by musical interest, spend it with family and friends, fourth was interest in exercise and their last choice was interest in literature.

**Table 5 Desired way of spending free time (M)**

Activities	Males		Female	
	Number	%	Number	%
Traveling	34	80	33	87
Musical interest	26	61	24	60
With Family and friends	19	44	21	53
Interest in exercise	19	44	14	35
Interest in literature	17	16	13	33

Traveling is the most desired way of spending their free-time on both male and female.

The female subjects respond to the same question was first traveling, then spending it with family and friends, third was interest in music, fourth was interest in exercise and lastly interest in literature. The choices were almost the same save for the interest in music and spending with family and friends.

## 6 Iranian refugees and a sample of the Finns.

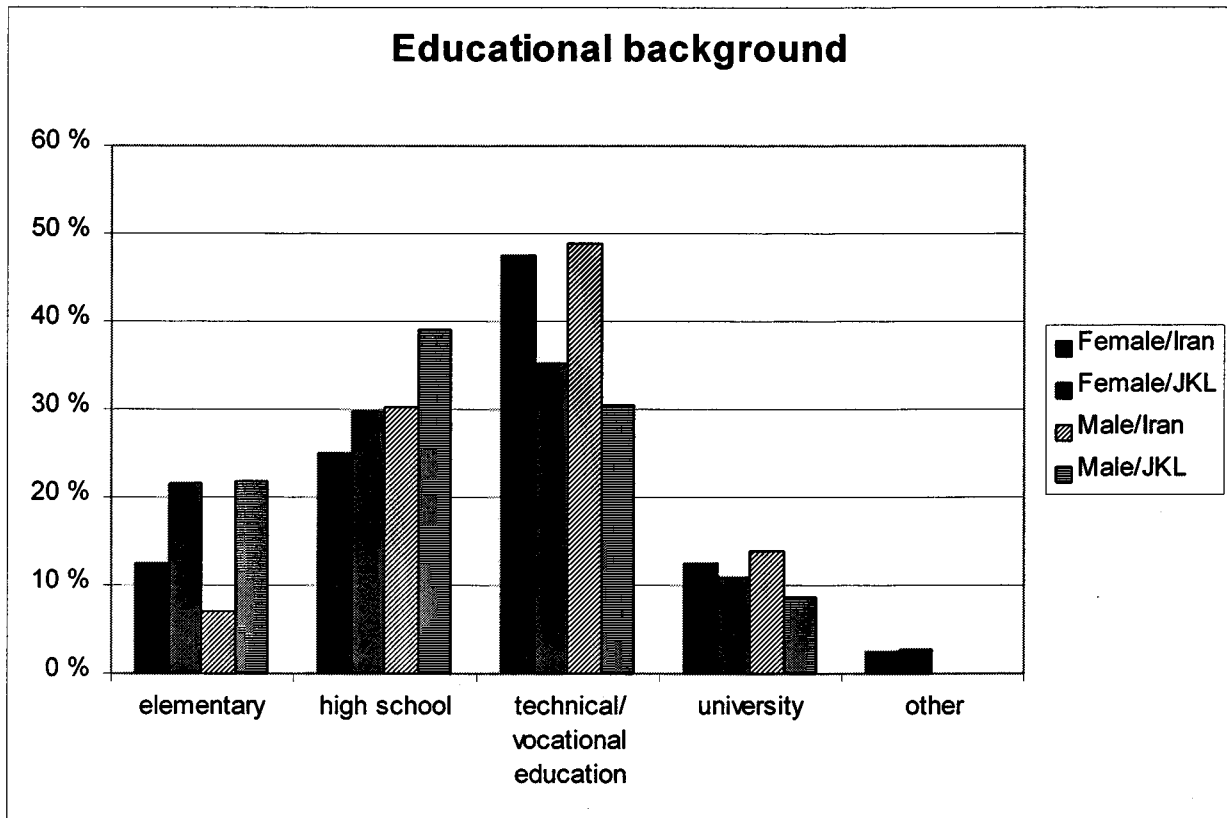
### 6.1 Educational Background

The result from the sample of the Finns was based on the data of the "Tasa – Arvo" project. The result on the educational background showed that First, with the males; Elementary educated (Iranian) 7% and (Finns) 22%. High school educated (Iranian) 30% and (Finns) 39%; Technical/Vocational educated (Iranians) 49% and (Finns) 30%; and University education (Iranians) 14% and (Finns) 9%. With the female group Elementary

educated (Iranians) 13% and (Finns) 22%; Technical/Vocational (Iranians) 25% and (Finns) 30%; and university education, (Iranians) 48% and (Finns) 35%.

**Table 7 Educational background (I -F)**

	Female/Ir %	Female/J %	Male/Ira %	Male/JK %
<b>Elementary</b>	13	22	7	22
<b>High-school</b>	25	30	30	39
<b>Technical/ vocational education</b>	48	35	49	30
<b>University</b>	13	11	14	9
<b>Other</b>	3	3	0	0
<b>Total</b>	100	100	100	100



**Figure No. 8 Educational background (I-F)**

## 6.2 The work situation of the Iranian refugees and a sample of the Finns in Jyväskylä.

The result of the work situation of the subjects and a sample from the Finns in Jyväskylä showed that first of the male group, those employed, (Iranians) 26% and (Finns) 43%, The unemployed (Iranians) 26% and (Finns) 9%. The retired (Iranians) 5% and (Finns) 9%. Those housewife/husband (Iranians) 3% and (Finns) none.

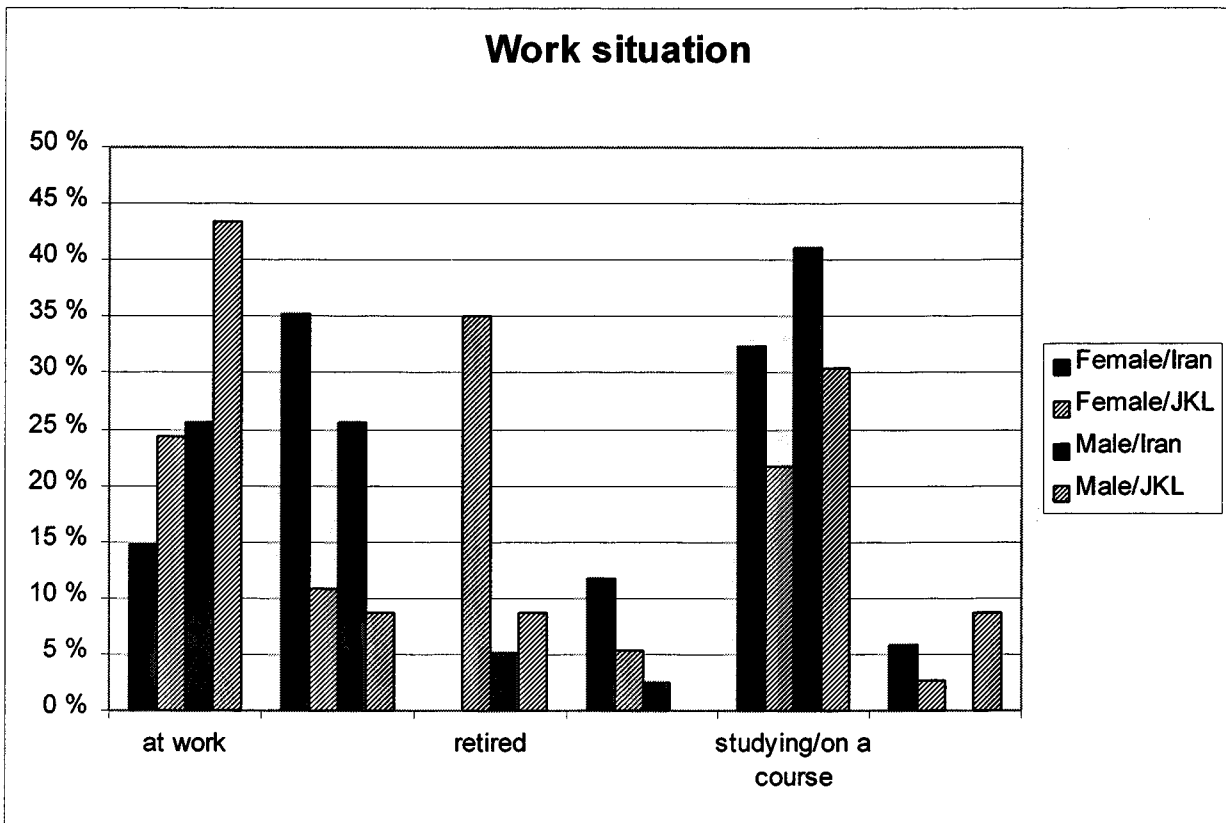
Those that are studying/on a course (Iranians) 41% and (Finns)30%. And lastly those that are self-employed (Iranians) none and (Finns) 9%. On the female group the employed (Iranians)15% and (Finns)24%. The unemployed (Iranians) 35% and (Finns) 11%. The retired, (Iranians) none and the (Finns) 35%. Those housewife/husband, (Iranians)12% and (Finns)5%. And for those that were studying/on a course, (Iranians)6% and (Finns)3%.

**Table 8 Work situation of the Iranians and the Finns**

	Female/Ira %	Female/JK %	Male/Ira %	Male/JK %
<b>At work</b>	15	24	26	43
<b>Unemployed</b>	35	11	26	9
<b>Retired</b>	0	35	5	9
<b>Housewife/husband</b>	12	5	3	0
<b>Studying/on a course</b>	32	22	41	30
<b>Self-employed</b>	6	3	0	9
<b>Total</b>	100	100	100	100

The unemployment of the Iranians, both male and female is almost three times bigger difference than the Finns in Jyväskylä.

**Figure No. 9 Work situation (I-F)**



## **7 Favorite physical activities of the Iranian refugees and a sample of the Finns.**

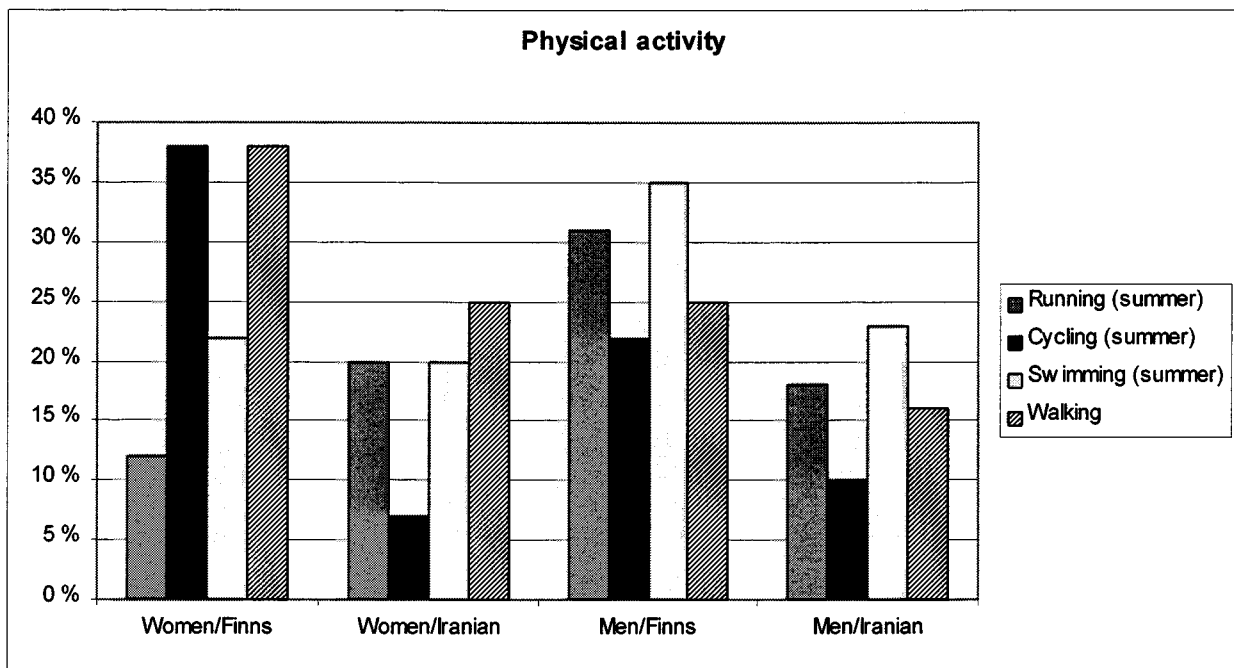
Of the most popular physical activities participated by the subjects and the Finns; The male group, running (summer), the Iranians 18% and the Finns 31%. On cycling, Iranians 23% and Finns 35%. And on walking, the Iranians 16% and the Finns 25%.

The female group on the other hand, on running (summer), the Iranians 20% and the Finns 12%; on cycling the Iranians 7% and the Finns 38%; On swimming, the Iranians 20% and the Finns 22% and lastly on walking, the Iranians 25% and the Finns 38%.



**Table 9 Most popular physical activities**

	Women/Fin %	Women/Iran %	Men/Finn %	Men/Irania %
Running (summer)	12	20	31	18
Cycling (summer)	38	7	22	10
Swimming (summer)	22	20	35	23
Walking	38	25	25	25

**Figure No. 10 Popular Physical activities (I-F)**

Walking is the most popular physical activity for both the Iranians and the Finns. The big difference is in cycling between the Iranians and the Finns.

## 8 Summary, Conclusion and Recommendation

The study was carried out as part of the "TASA ARVO" project of the department of social science of sport, university of Jyväskylä, an extensive research on the equality of sports facilities in Finland, Which started in the summer of 1997. The purpose of this study was to identify the different physical activities the Iranian refugees in Jyväskylä are participating and their desired way of spending their leisure time.

The subjects of this study were a mixture of the Quota and the non-quota Iranian refugees living in Jyväskylä, a total of 83 individuals. A questionnaire was answered through personal interviews, by telephone conversations; home visits and appointed time interviews as agreed upon by the researcher and the subjects. The interview was conducted using Farsy language, which is the mother tongue of the subjects to assure accuracy.

The results showed that the physical health activity that does not require any equipment is the most participated and that is walking. Comparing the data available among the Finns, it was the same. Unlike the Finns, cycling is very rare on both male and female refugees especially with the women. Coming from an Islamic country cycling is not an option for the women in Iran, although there were few of the female subjects who learned cycling here in Finland. A totally different scenario was observed with the younger subjects aged 15 to 25, they were all cycling and it was even a form of transportation for most of them just like the Finns. This same group participated to all the sports activities commonly practiced in Finland like skating, swimming and skiing. The interviews showed the differences in the participation of the younger group and the adults, especially the women. The adult women aged 25 and above preferred to go to sports programs that were all-women activities. In general, both the male and the female group were interested in sport as shown in the results but they were hesitant in participation because as most of them answered, "That's only for the Finns". Based on this response it is recommended that proper dissemination of information on the opportunities to sport participation should be done in the future. The foreign office of Jyväskylä is one of the places where the subjects frequently visits for official information. There used to be the "Satakieli" office in the "Kolmikulma" part of

Jyväskylä and the subjects usually frequent this place to meet other foreigners but its now closed project so the places for the subjects to meet and be informed is now limited to the foreign office of Jyväskylä. It would also be of great importance to organize sports activities exclusively for the women to encourage the Iranian women to participate without inhibitions.

School plays an important role in the sports practice of the Iranian refugees especially for the children. Organized school sports activities gives them the opportunity to learn the available sports facilities in their neighborhood and in return can inform the parents about these facilities.

During the interviews, Both the male and the female group expressed a high level of interest in sports but the results of the participation was not the same due to the expenses of the sports uniforms and articles used for playing. The weather as one of the reasons for them for limited sports participation is just understandable because they are not used to with long winters. These reasons do not stop them though from being active spectators to all sports activities going on not only locally but also internationally.

This study was limited to the number of subjects interviewed and almost most of them were all new in this country therefore their adjustment to a new country is still in it's early stage and so their minds is not yet set to some sports orientation but further research in the future will be of great help in finding more information about this ethnic group in Jyväskylä region and hopefully more emphasis will be undertaken on the female group which were obviously the most neglected among these subjects.

Data analyses were statistical. Since the collection of data was through interviews, the researcher's immersion with the subjects was enough to write a qualitative method of analyses. A few of the observations were mentioned but not enough. The task of doing the research study was very educational and worth all the efforts. The Iranians have a very rich sports culture that is worth sharing to any society they will integrate, to mention one significant aspect of their history is the tradition of the "Pahlavan" or a sport champion, being traditionally placed on a pedestal as a hero possessing not only excellence in his line of sport but also all the qualities of decency and dignity.

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<http://migration.ucdchvis.edu.html>

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<http://tehran.stanford.edu/imagemap/html>

<http://194.126.20/iran/irprov/eirnprov.html>

<http://www.cwi.nl/rkesh/iran/geography.html>

<http://netiran.com/general/geography.html>

<http://abcnews.go.com/reference/countries/IR.html>

## 10 APPENDICES

### A. Research Questionnaires

Dear sir/madam,

We would very much appreciate if you could answer this questionnaire. The information gathered will be used in the following research:

**"SPORTS AND LEISURE ACTIVITIES AMONG IRANIAN REFUGEES IN JYVÄSKYLÄ - SOCIAL SIGNIFICANCE AND SPORTS"**

The purpose of this study is to develop the town's sports and leisure planning regarding the Iranian refugees living in Jyväskylä. This questionnaire will help us to know how the Iranian refugees in our town participate in sports and leisure activities or hobbies and what do they hope if we are going to plan for their activities in the future.

Your answer is important because by answering, your ideas will be considered when new activities are planned. All answers are analysed absolutely in confidence and anonymously.

Please return this back as soon as you can, with the inclusive envelope.

No need of stamp.

Thank you very much for your co-operation and looking forward to your earliest possible response.

**PAULI VUOLLE**

Dean, Department of social science and sports

**KIMMO SUOMI**

Vice Head of the Department of social science and Sports

**ARLENE D. BOUSTANI**

Researcher

## JYVÄSKYLÄN IRANIAN REFUGEES QUESTIONNAIRE ON SPORTS AND LEISURE ACTIVITIES

We would like you to answer the questions by putting a cross or x to the answer you decide in your opinion, or by encircling the right choice. Choose only one answer.

### RESPONDENT'S BACKGROUND INFORMATION

1. Gender female male

2. Age \_\_\_\_\_ years old

3. Status single  
married or live-in together  
divorced or widow

4. educational background

- elementary  
high school  
technical education  
university  
other What? \_\_\_\_\_

5. What is your work situation?

- I am at work  
I am unemployed  
I am retired (because of age)  
I am a housewife or a husband at home  
I am studying or on a course  
I am on a sick leave  
I am self-employed  
others, What? \_\_\_\_\_

6. If working, what is your profession?  
 \_\_\_\_\_

7. If working what shift are you in?

- daytime  
shifting work  
a part of the day  
others, What? \_\_\_\_\_

8. If at work how do you describe your physical exertions?

- light  
quite light  
not light not heavy  
quite heavy  
heavy



9. Where do you live? Please give the post code number.

\_\_\_\_\_

10. How long have you lived in Jyväskylä? \_\_\_\_\_

11. How many persons lives with you at home? \_\_\_\_\_

12. What kind of house do you live in?

- farmhouse
- single family house
- row or duplex homes
- block or flats

13. Estimate when the house was built.

year \_\_\_\_\_ Total house area \_\_\_\_\_ m<sup>2</sup>

#### OWN OUTDOOR AND PHYSICAL TRAINING INTERESTS (HOBBIES)

14. You estimate how much time you spend personally on your physical training. put a cross nearest to the sentence of your estimation.

- During my free time, I read, watch TV or do something which I don't need to move and which is not very stressful for my body.
- During my free time, I walk, ride bicycle or exercise in other ways (except driving a car or motorcycle) many hours in the week. This does not include activities corresponding to the season like fishing, hunting, gardening as well as trips to work, school and shopping.
- During my free time I go to special exercise activity like jogging, skiing, gymnastics, swimming, ball games and I do strenuous gardening many hours of the week.
- During my free time, I exercise competitively many times during the week like running, skiing, orienteering, swimming, ball games or other heavy sports.
- I am not in any of those groups but my hobby is different exercises at random. (not regularly)

In the next part we are asked about light outdoor type exercise, normal sports, competitive sports and beneficial hobbies. First, name the exercise you are doing and how often as in this scale you are doing it.

#### SCALE:

- A = Once or twice in a month or not even that often
- B = About once a month
- C = Twice or more in a week

Example:

kind of exercise	winter	summer
_____	A B C	A B C

15. How often do you exercise outside? (ex. walk in the evening for a while, walking the dog outside, light cycling).

Type of exercise	winter	summer
_____	A B C	A B C
_____	A B C	A B C
_____	A B C	A B C

16. How often do you have this normal exercise? for example, brisk walking, jogging, skiing, orienteering, gymnastics, swimming and ball games.

Type of exercise	winter	summer
_____	A B C	A B C
_____	A B C	A B C
_____	A B C	A B C

17. How often do you have this competitive strenuous exercises? Example running, swimming, weightlifting, ball games, wrestling or football.

Type of exercise	winter	summer
_____	A B C	A B C
_____	A B C	A B C
_____	A B C	A B C

18. How often do you this hobbies that are beneficial? example, gardening, hunting, fishing, picking berries, and picking mushrooms.

Type of exercise	summer	winter
_____	A B C	A B C
_____	A B C	A B C
_____	A B C	A B C

#### PARTICIPATION IN SPORTS CLUBS

19. Do you know what kind of sports clubs there are in your area? (You can put a cross if you know different kinds of clubs in that area).

( ) In my area there is at least one or more functioning and effective sports clubs which are arranging many kinds of activities for all ages.

( ) In my area there is at least one functioning and effective sports club which arrange one kind of sport.

( ) In my area there is a club but it does not function.

I don't know if there is a sports club in my area.

20. If you know that there is a sports club in your area, are you a member?

yes I am. and what club? \_\_\_\_\_

No I am not and why not? \_\_\_\_\_

21. Are you satisfied in the sports club which are in your area?

Yes

No Why? \_\_\_\_\_

22. Will you organise a sports group in co-operation with some official or unofficial organisation which will arrange some sports activities in your area, example of these organisations are Työväenopisto, association of home owners in your area, association for the elderly or association for the handicap or the church?

Yes. What association? \_\_\_\_\_

No.

I don't know

23. What kind of competitions, plays and matches are you watching? How many times during the year?

Type of sport	frequency every year
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## OBSTACLE AND POSSIBILITIES OF SPORTS AND LEISURE

24. What are the possibilities of sports and leisure in your neighbourhood or surrounding area. ( when answering think of your own hobby)

	outdoor sport (refer to no. 17)	exercise (refer to no. 18)
good	<input type="checkbox"/>	<input type="checkbox"/>
quite good	<input type="checkbox"/>	<input type="checkbox"/>
fair	<input type="checkbox"/>	<input type="checkbox"/>
quite bad	<input type="checkbox"/>	<input type="checkbox"/>
bad	<input type="checkbox"/>	<input type="checkbox"/>

	competitions (refer to no.19)	beneficial hobby (refer to no. 20)
good	<input type="checkbox"/>	<input type="checkbox"/>
quite good	<input type="checkbox"/>	<input type="checkbox"/>
fair	<input type="checkbox"/>	<input type="checkbox"/>
quite bad	<input type="checkbox"/>	<input type="checkbox"/>
bad	<input type="checkbox"/>	<input type="checkbox"/>

25. During the last five years, are the possibilities in your area for sports and leisure getting better or worse?

better, How? \_\_\_\_\_

worse, How? \_\_\_\_\_

26. What kind of new places or areas for sports do you want near your home?

\_\_\_\_\_

27. In your experience how is the expenses of your sports and hobbies and your family.

	my own hobby	hobbies of the	family
members			
very expensive	<input type="checkbox"/>	<input type="checkbox"/>	
expensive	<input type="checkbox"/>	<input type="checkbox"/>	
quite cheap	<input type="checkbox"/>	<input type="checkbox"/>	
cheap	<input type="checkbox"/>	<input type="checkbox"/>	
extra cheap	<input type="checkbox"/>	<input type="checkbox"/>	

28. Here are lists of things which are limiting sports and hobbies basing on our past researches. First read the lists and then put a cross to those that limits your own sports and hobbies.

- exhaustion because of work
- Lack of interest
- Lack of sports articles
- Lack of time
- Expenses of the hobby
- Due to the clubs concentration on competitive sports
- I am afraid of getting injured
- My own laziness
- My housework
- The needs of family life
- Other hobbies
- Weather

- Places are too far from my home
- Clubs are only for exercising
- My sickness before or at present
- I don't have anybody to go with (partner)
- Because of my health

If you have any other limitations that are not mentioned above, what are they?

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### THE DAILY WAY OF TRANSPORTATION TO WORK, SCHOOL ETC.

In the following question we will be asking about your daily transportation to work, school shops or other offices. Please put a cross on the different seasons on how you are going to arrange your transportation.

29. How do you generally go to do some marketing or shopping, if you are the person doing the shopping.

The way of transportation	summer	winter
personal car	<input type="checkbox"/>	<input type="checkbox"/>
bus	<input type="checkbox"/>	<input type="checkbox"/>
motorcycle	<input type="checkbox"/>	<input type="checkbox"/>
bicycle	<input type="checkbox"/>	<input type="checkbox"/>
walking	<input type="checkbox"/>	<input type="checkbox"/>

30. How are you going to the other places? Example bank, healthcenter, office and other offices.

The way of transportation	summer	winter
Personal car	<input type="checkbox"/>	<input type="checkbox"/>
bus	<input type="checkbox"/>	<input type="checkbox"/>
motorcycle	<input type="checkbox"/>	<input type="checkbox"/>
bicycle	<input type="checkbox"/>	<input type="checkbox"/>
walking	<input type="checkbox"/>	<input type="checkbox"/>

31. If you are working or a student how do you go there?

The way of transportation	summer	winter
Personal car	<input type="checkbox"/>	<input type="checkbox"/>
bus	<input type="checkbox"/>	<input type="checkbox"/>
motorcycle	<input type="checkbox"/>	<input type="checkbox"/>
bicycle	<input type="checkbox"/>	<input type="checkbox"/>
walking	<input type="checkbox"/>	<input type="checkbox"/>

32. Physical training and hobbies have many types of movement doing different kinds of activities. First group are those who get enough exercise when walking or cycling going to school, work and other places. Second are those who goes jogging, going to pick berries,

hunting etc. during their free time. The third group are those who exert efforts hard physically. And the fourth group are those whose hobbies are in different sports clubs. In which kind of group are you going to put your own movement activities?

---

### HOW YOU SPEND YOUR FREE TIME

33. What and which are your most pleasant hobbies during your free time?

---

34. If you have more free time, how will you be spending that time. (Choose the best possible alternative)

I will spend my free time	very much	some little at all	a	not
with my family/friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
doing nothing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
outdoor hobbies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
musical interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interest in the theatre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interest in exercise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
interest in literature	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
housework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
resting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
travelling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
what else? _____				

THE REST OF THE FOLLOWING QUESTIONS ARE FOR THE PARENTS OF 7-14 YEARS OLD CHILDREN. PLEASE ANSWER WITH YOUR CHILDREN.

35. Choose from the following which is the right description for your 7-14 child exercises or hobbies. Mark a cross to your best choice. Mark also the children's age and gender.

- A). During free time , my child reads, watch TV and make homework, in doing so, does not move so much and not physically stressful.
- B). During free time, my child plays, walks rides bicycle, or move in different ways, many hours of the week and in these includes doing light sports games, light homework but not transportation to school.
- C). During free time my child's hobby is special way of sporting like running, ball games, skiing, gymnastics or physically heavy homework many hours in one week.
- D) During free time, my child goes on a scheduled sporting in a competitive way like running or jogging, ball games, skiing, orienteering, swimming, gymnastics or other sports which are physically heavy.

**EXAMPLE ON HOW TO ANSWER:**

If your son is moving like letter B, and he is 8 years old son, you fill this in the following way.

	physical training	hobbies	age	gender
child 1	A B C D		_____	( )girl ( )boy
-----				
-----				

Answer to question number 42.

	physical training	hobbies	age	gender
child 1.	A B C D		_____	( )girl ( )boy
child 2.	A B C D		_____	( )girl ( )boy
child 3.	A B C D		_____	( )girl ( )boy
child 4.	A B C D		_____	( )girl ( )boy
child 5.	A B C D		_____	( )girl ( )boy

36. What kind of games and physical training area or place are near your home?

yard \_\_\_\_\_

neighbourhood \_\_\_\_\_

community \_\_\_\_\_

37. How does your children use these area mentioned above?

	yard	neighbourhood	community
very much	( )	( )	( )
fairly	( )	( )	( )
only a little	( )	( )	( )
not at all	( )	( )	( )

38. Is your 7-14 years old child included in some guided sports activities, for example swimming school, sports school for children, sports club, junior activities for the clubs etc.?

You mention the way of activities, who is arranging it, and how often they are going there in different seasons.

- A = 1-2 times in a month or less
- B = about once a week
- C = 2 times or more in one week

Type of activities	Who is arranging it
_____	_____
_____	_____
_____	_____

How often	
summer	winter
A B C	A B C
A B C	A B C
A B C	A B C

39. Is any of your children a member of any sports club?

( ) Have never been

( ) yes but not anymore. Why? \_\_\_\_\_

( ) yes right now they are. How many of them? \_\_\_\_\_

Which club or clubs? \_\_\_\_\_

40. With whom (ex. siblings, other children, parents, other adults, or some group etc.) your 7-14 years old children are going to have the following activities?

Choose the activities which your children are going on a minimum basis, more or less and a few times.

with whom

Swimming \_\_\_\_\_

Ball games \_\_\_\_\_

Exercise \_\_\_\_\_

Fearful excursions \_\_\_\_\_

Building tree house \_\_\_\_\_

Fishing or rowing boats \_\_\_\_\_

Watching sports competitions \_\_\_\_\_

Bicycling \_\_\_\_\_

**Skating** \_\_\_\_\_

Playing ice games \_\_\_\_\_

Skiing \_\_\_\_\_

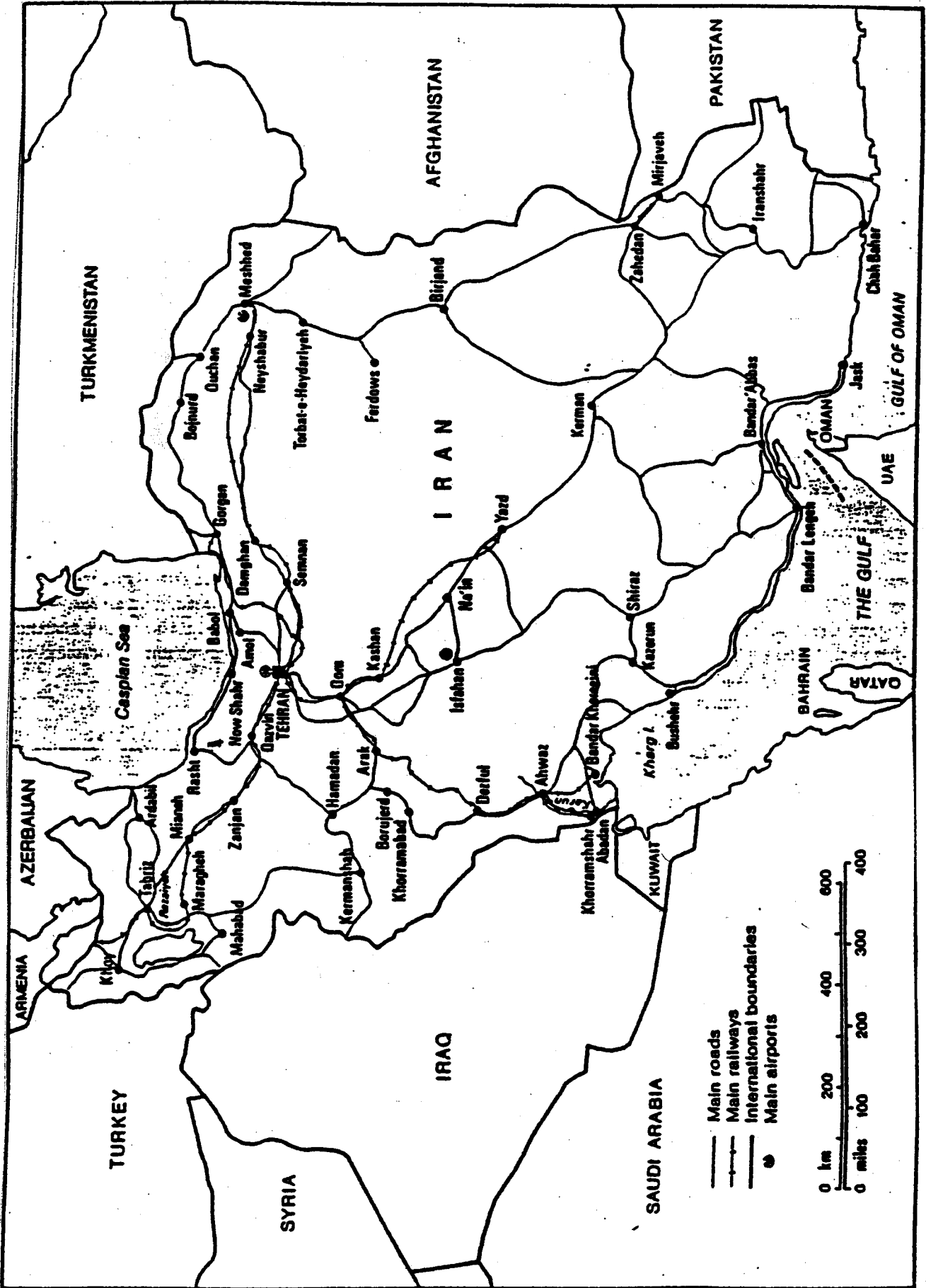
Downhill skiing or (Slalom slope) Bobsledding (kelkalla) -----

Playing snowball war or making snow castle \_\_\_\_\_



B. Map of Iran

Iran



*Sports in Iran*

