

Character Development in Youth Sport Athletes

A Synthesis Project

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Abstract

The purpose of this synthesis project was to review the literature on factors that influence character development of youth sport athletes. An extensive review of literature was conducted in order to analysis and character development and the leading factors to its development among youth athletes. There are many positives that come along with youth sport participation, and participating in sports has been known to help in the development of character and life skills. This synthesis will review the literature on participation of youth athletes in sports and the role coaches, parents and teachers play in the impact of character development.

Key Words: Character Development, Character, Social Character, Moral Character, Youth Sports, Youth Athletes.

Chapter 1

Introduction

Over the years there has been an increase in youth sport participation and with that comes the positive and negative development of character and personal attributes. Parents enroll their children in sports for physical activity and a healthy lifestyle but also with the hope they can develop positive moral and character values that sports have been known to develop (Romand & Pantaleon, 2007). The hope is that youth can develop a sound moral compass and learn values of teamwork, leadership, compassion, loyalty, integrity and honorable and attractable characteristics. The benefits resulting from youth sport participation and the development of important life skills are what is sought through sports (Gould & Voelker, 2010).

Adolescents participation in youth sports provides a good indicator of the key attributes in developing character. Traits such as courage, perseverance, honesty, loyalty, humility and passion, just to name a few, have all been known to be developed through sports. Experiences through practice and the play of sport can have both positive and negative influences (Voelker, Gould & Crawford, 2011). If not taught correctly, and in a positive manner, negative attributes such as poor sportsmanship and poor attitude can be developed. Take coaches for example. They have the ability to instill character development in their athletes through their own personal philosophy. According to Vella, Oades and Crowe (2013) coaches who take the time to work with athletes and develop not only their skills but also the right mentality and work ethic will be able to positively influence their players. Players will then buy in to what their coach is promoting. But the coach who puts too much emphasis on winning, and is constantly applying

too much pressure on the performance of his athletes can do more damage than good coming off as a bully and demoralizing his athletes. Coaches who have an outgoing and positive attitude towards their players will more often get a positive response from their athletes. These positive outcomes can lead to higher success as a team and a better opportunity for players to learn core values.

Adolescence participating in youth sport has the opportunity to learn life skills that they will use for the rest of their lives. Skills such as persistence, the ability to push through adversity. The Commitment to be able to focus and stick with something. integrity to know moral values and principle and to know right from wrong. These are just a few skill sets that can be learned and developed through practice and games. The beauty of sports is that it is ever-changing. Your team is evolving, getting better or worse, your opponents can be getting better and or worse. So you as an individual and or as a team will experience most of what life will throw at you through the games and practices of sports. Sport is used as tool to develop these characteristics (Camire and Trudel, 2008)

Sport itself allows for great opportunity to see the development of leadership and character qualities. There are a wide variety of ways an individual can develop key attributes of moral and character development through sports. Some players develop these behaviors through the game itself, during practice, being influenced by coaches attitudes and behaviors as well as their through their interaction with their fellow teammates.

Statement of the Problem:

Research indicates there are numerous outcomes related to sport. Sport can promote a healthy active lifestyle and provide an opportunity to learn life lessons as well as develop personal attributes such as character, however, it is unclear whether the actual participation in sport by athletes leads to these positive social behaviors or if they are the result of their coaches, administrators and or parents behaviors.

Purpose of this synthesis:

The purpose of this synthesis project is to review the literature on factors that influence character development of youth sport athletes.

Research Question(s)

1. What impact does sport have on character development of youth sport athletes?
2. What impact does coaches, parents and teammates have on character development of youth sport athletes?

Delimitations:

1. All articles focused on youth sport athletes with an age range from 5-18 years old participation in sports as it related to character development.
2. All articles were full and published during the period of time from 2000 to 2018.
3. All articles were peer reviewed.

Operational Definitions:

1. Character – Values such as teamwork, loyalty, work ethic, perseverance and mental toughness (Rudd, 2005)
2. Social Character – Social Values (self-sacrifice, teamwork, loyalty)
3. Moral Character – An idealistic perspective. Moral values are used in decision making. (respect, honesty, compassion) (Rudd, 2005)
4. Youth Sport Athletes – Athletes who participate in sport between the ages of 5 and 18.
5. Youth Sports – Programs that provide competition through sport for young athletes.
6. Character Development – The development of prosocial behaviors and experience through physical activity (Riciputi, McDonough & Ullrich-French, 2016)

Chapter 2 – Methods

The purpose of this chapter is to review the methods used to examine the development of character through youth sports. The studies collected for this synthesis were located using the EBSCO database from The College at Brockport's Drake Library. Within the EBSCO database the following databases were searched: SPORTDiscus and Academic Search Complete. Within these databases a total number of 10 articles met the criteria for inclusion as part of the critical mass within this literature review. In order for an article to meet the criteria for selection in this synthesis it must have been published between 2000-present, this will provide the synthesis with the most up to date and current information available. Other criteria for selection included scholarly and peer reviewed articles that were full-text. Having scholarly and peer reviewed articles provides more validity within the articles and better overall quality. Other articles or sources selected as part of this literature review provided context about the topic, background information and supplemental information to complete the review. All articles and sources are appropriately cited in the reference section of this paper.

In order to gather valuable articles for this synthesis certain keywords and phrases were used when searching the data-base. Each word was significant to the study and provided multiple sources. The first keyword searched was "Character" that resulted in 2,239 number of hits. This was the first necessary word used because it is the base of the study and holds the most relevance to the purpose of the synthesis which is to examine the character development of youth athletes through youth sports. No articles from this search were selected. The second search "Character + Development" resulted in 438 articles. There were no articles selected from this second search. The third and final search conducted using "Character + Development + Youth Sports" resulted in 61 articles. Of this narrowed down search 10 articles were selected for the literature review.

Articles that were selected for use in this synthesis were scholarly and peer reviewed articles that were full-text. Also when selecting articles for use in this synthesis it was important that each article selected had valuable information related to character development of youth athletes through youth sports.

Specific criteria were used in order to be a part of the literature review. All of the articles selected were based on the development of character in youth athletes through youth sports. Participants in the studies reviewed were of both male and female adolescences through adults.

For this synthesis a total number of eleven articles were used to compile data on the topic of character development in youth sports. Articles came from a variety of journals including The Journal of Sport Behavior, Physical Education and Sport Pedagogy, International Journal of Sport & Exercise Psychology, Journal of Sport & Exercise Psychology, Journal of Park and Recreation Administration, Research Quarterly for Exercise and Sport, Journal of Sport Exercise Psychology, Journal of Sport Administration & Supervision, and lastly, Journal of Applied Sport Psychology.

The critical mass for this synthesis is comprised of 1787 number of participants. Within the 10 articles used for the literature review there was a total of 847 boys, 716 girls, 54 coaches, 27 teachers and 143 parents. Many of the participants were adolescents who were participating in sports through their school or different programs. Some articles broke down the participants more in depth than other.

Many of the articles used similar methodologies when analyzing their data. Many of the articles conducted semi-structured interviews or questionnaires. One article analyzed their interviews using an inductive thematic analysis and constant comparative method. Two of the studies used a cross-sectional created design, their survey was built on a five factor model. One

questionnaire was designed and completed using a four point Likert-type scale. And three other studies transcribed their interviews verbatim and one study used NVivo software to assist in the coding management of the data. The interviews and questionnaires were all reviewed to determine whether or not character was developed as a part of their study.

Chapter 3: *Literature Review*

The purpose of this chapter is to present a review of literature on factors that affect character development of youth sport athletes. More specifically, a review of social and moral character, effects of youth sport programs, roles of coaches and teachers in character development and roles of parents in youth athlete character development.

Social and Moral Character Development

It needs to be noted that youth athletes do not develop character through sport itself, but sports itself is used as a tool for young athletes to develop core values (Camire & Trudel, 2010). Rudd (2005) explains that there are two distinct types of character that can be developed through sports, social character and moral character. Social character can be defined with traits such as teamwork, loyalty, self-sacrifice and perseverance. Moral character relates to honesty, fairness, responsibility, respect and compassionate (Rudd 2005). To develop both sub-traits of character an individual must have a sound moral and ethical compass.

Using Rudd's framework of character development in sport, Camire and Trudel (2010) conducted interviews of 20 students to obtain their perspectives of character development through their high school sports experience. The 30-60 minute interviews were transcribed verbatim and the NVivo software was used to assist in the coding of the responses from the athletes. The coding was categorized based on Rudd's framework of social and moral values. While they found that social and moral character was present amongst the athletes, social character was the main type of character development that occurred in their sport. It was concluded that school administrators and coaches must be proactive in including character development techniques especially in order to promote more development to reduce incidents of gamesmanship.

Youth Sport Character Development

Physical activity based programs are often focused on developing character. Bean, Whitley and Gould (2014), examined the impact of an urban sport organization with the primary goal of development of like skills and character. Participants included 23 girls (13) and boys (10) between the ages of 10-18. They participated in semi structured interviews using the constant comparative method. The interviews were recorded and transcribed with investigators creating and overall narrative for each transcript to try and develop a more holistic understanding of the questions. The results showed that participants found the program rewarding, enjoyable and inclusive. With that, the participants also indicated that not only did they believe this program helped keep them on the right path and out of trouble, they also found that they transferred life lessons such as emotional control, leadership and teamwork in other areas and aspects of their life. It was concluded that intentionally implemented sports programs can help provided positive development for underserved youth.

Another study done by Riciputi, McDonough, and Ulrich-French (2016) of a physical activity based summer camp sought to examine the youth perspective of character development and the impact the program had on other aspects of their life. This study included 24 participants over a 4 week period and through semi-structured interviews analyzed the responses using a inductive thematic analysis and constant comparative methods. The collected data was organized into 13 themes and four categories. The categories included building high quality relationships, intrapersonal movement, moral reasoning and understanding and compliance. Results showed that lessons on positive social interactions with both peers and adults helped them to develop social skills and to face adversity within a safe environment. This program increased their understanding or moral and social character. The researchers concluded that participant centered

guidance for understanding social development in youth sports is necessary and if done in a meaningful way, participants will show greater development in social and moral character.

In another study used to analyze the development of social and moral character, examined a sport-based after school program that included eight minority males in an urban environment to see if their involvement translated into positive developmental outcomes (Fuller, Percy, Bruening & Cotrufo, 2013). Over the 24 week program, semi structured interviews were conducted of both the participants and their parents and were deductively coded in accordance of the a-priori framework of the 5 C's (competence, confidence, connection, character and caring). Data indicated positive development across all aspect of the study. Of the most importance, this program promoted the development of the five "C's". Similar to the previous pair of studies a safe opportunity for growth and development was given to the participants which overall allowed them to excel and succeed in their own person development and growth. Daud and Carruthers (2008) conducted a similar study of an after-school program in a high risk environment that had similar outcomes. A line by line analysis was done of the transcribed audio recordings of the interviews and focus group discussions looking to identify words or phrases related to the study. In their study they interviewed and observed 25 students over two sites. Along with the student interviews the two program coordinators were also interviewed. The results came from the triangulation of the data. Group interviews, after-school coordinators interviews and field observations were all a part of the data collection process. 100% of the 25 students who participated in this program reported learning positive values and behaviors.

Roles of Coaches and Teachers in Youth Athlete Character Development

Bolter and Kipp (2016) examined coaching behaviors early adolescent athletes' prosocial and antisocial behaviors. Their goal was to examine the behaviors coaches used to teach their athletes and the athletes reactions and what they learned from those behaviors. Bolter and Kipp (2016) surveyed 246 middle school aged boys and girls. They used a the Sportsmanship Coaching Behavior Scale which is a 24-item scale that was used to assess perceptions of coaching behaviors. The participants also completed a Prosocial and Antisocial Behavior in Sport Scale, that survey was a 20-item scale. The players completed the 20 minute survey away from parents and coaches to prevent any bias. The study showed multiple positive outcomes. The first showed that when a coach models good sportsmanship, it will likely create an environment of trust and respect, which can encourage a good relationship between player and coach. What they also found was punishment of poor sportsmanship positively promoted a sense of connection with the coach as it showed the coach values and expects good sportsmanship from their players.

When it comes to teaching and developing character, teachers and coaches alike play a key role in accomplishing this goal. It is the responsibility that supportive and competent adults should allow opportunities for youth to learn life skills such as character development, morals and ethics, of which these can then be useful in sport and used in other aspects of their lives (Bolter, Kipp & Johnson, 2018). The goal was to compare leader and youth perceptions of sportsmanship by comparing teachers to their students and coaches to their athletes. Bolter, Kipp and Johnson (2018) examined the perceptions of students and their teachers in relation to their teaching habits, and athlete's perceptions of their coaches in relation to their coaches behaviors. The physical education sample of the study consisted of 27 teachers and 837 boys and girls aged

between 11-15 years. The sports sample included 32 coaches and 246 boys and girls aged 10-15 years. The youth completed a survey about their leaders behaviors related to sportsmanship. The teachers and coaches complete a corresponding survey about their own behaviors. Data was analyzed using descriptive statistics including means, standard deviations and correlations among variables. The results showed that coaches and teachers both engaged more often in behaviors promoting motivation and character building, thus concluding that teachers and coaches believe they are partly responsible for the development of such character traits and promote these developments through their own behaviors. The conclusion was determined that the adult imprint on the youth and that there is significant importance for leaders to engage in strategies that accurately depict their positive social and moral values

A similar study conducted by Vella, Oades and Crowe (2011), sought to explore whether or not youth sport coaches viewed themselves as responsible for positive youth development. Qualitative methodology was used to try and gain an in-depth role and understanding of each of the coaches. They took 22 coaches through semi-structured interviews where seven open-ended questions were asked. All of these questions were designed to ask about the youth athlete outcome from their coaching. The questions were guided by Cote and Gilberts' (2009) Conceptual Framework, and a thematic analysis was used to analyze the interview transcripts. The results from the interviews suggested that coaches do view themselves as responsible for positive youth development. Many positive outcomes such as competence, connection and character are all themes these coaches said they believe they develop within their athletes.

In a follow up study, Vella, Oades and Crowe (2013) continued to examine the role of coaches as perceived by youth athletes. Cross-sectional data was collected from 455 youth athletes between the ages of 11 and 18. There were three different surveys of which each youth

player participated in. The first was the Differentiated Transformational Leadership Inventory of Youth Sport, the second was the Coach-Athlete Relationship Survey and third was the Youth Experience Survey for Sport. The data collected from the youth participants concluded that team success has no relationship with overall developmental experiences. Further, the interpretation of the results explained that coaches do view themselves as responsible for many positive outcomes that come with playing sports such as competence, confidence, connection and character. Coaches who openly practice within youth sports and are able to facilitate positive outcomes from both team success and failure by taking advantage of the teachable moments are those that are highly respected and promote the development of character in its best form.

Roles of Parents in Youth Athlete Character Development

Schwab, Wells and Arthur-Banning (2010) compared parents and players perspectives on youth sport participation. between 224 players, aged between 6 and 18, and 143 parents. Data was collected through questionnaires which were taken separately from parents and players so that there was no bias. The questions were developed by league administrators; the nine questions for the athletes were completed on a four point Likert-Type Scale. The 10 questions for parents were completed on a 7 point Likert-Type Scale. Descriptive statistics were calculated for the variables based on the questions and results of the study showed that while parents and athletes had different views on the experiences of youth athletes playing sports, both parents and athletes agreed that development of variables such as sportsmanship, character, and teamwork work developed (Schwab, Wells, Arthur-banning, 2010). The reason for difference in views could be simply because the youth athletes could be judging their experiences by different standards than their parents. I suggestion made based on this finding was to make forth more effort to enhance the parents experience as they are one at the end of the day who has the

ultimate say on whether or not their children participant in youth sports. Parents could benefit from learning to better appreciate how much fun their children are having in youth sports and the friendships they are creating.

Summary

The purpose of this chapter is to present a review of literature on factors that affect character development of youth sport athletes and what impact does coaches, parents and teammates have on character development in youth sport athletes. The first aim was to define and understand the differences of moral and social character that would be widely examined within literature. The second objective was to review the literature on the youth development from the athletes point of view as well as the coaches, teacher and parents. It was widely concluded that given a positive and safe environment along with the support of the adult would the youth athlete successfully learn life skills and develop character and other traits by participating in sports.

Chapter 4

Discussion, Conclusions and Recommendations for Future Research

The impact of coaches, parents and teammates on character development was reviewed in this synthesis project. The research focused on youth athletes, parents and coaches and their views on the development of character through youth sport. The following reviews this literature review and makes recommendations for future research.

Discussion and Conclusion

The research examined youth participants perceptions of character development both through the programs they were in as well as the influence their coaches, teachers and parents had on them. The overall census for youth athletes participating in youth development programs was that character development and life lessons were learned in all studies. The conclusion made in the studies were that if you put a youth athlete in a positive, safe and fun environment then they will learn positive values and behaviors that can be carried over into other areas of their life (Daud & Carruthers, 2008).

When it came to the coaches and teachers in these studies the aim was to see whether or not they perceived themselves as the reason for character development. The census was that not only did they feel they were part of the reason for character development but were actively promoting it through their own programs and philosophies. Youth athletes who were also surveyed agreed with the role of the coaches and parents and noted that their coaches and teachers played an important role in their personal development as well.

Does sport build character? Well, yes and no. It needs to be noted that youth athletes do not develop character through sport itself, but sports is used as a tool for young athletes to develop core values (Camire & Trudel, 2010). It all comes down to the coaches, teachers and parents, and the environment the youth athletes are participating in. Should a parent put their child into youth sports? Yes. The health benefits alone are worth the participation. And these studies have shown that with a positive environment and a good relationship developed between the teachers and coaches will provide a growth in character development. With the right environment moral and social character development will occur and those life lessons you want your child to experiences and learn will occur.

This is an important topic to research and understand as the reason parents enroll their kids into sport is to develop life skills, and if not put into the right environment it could actually have a negative impact on their child. Parents need to be involved, understand and see whether or not their kids are showing the signs of positive character development. If we can understand the leading attributes of development we can better put our youth into positions to succeed and develop.

Recommendations for Future Research

The review of literature and the research done for this synthesis revealed multiple recommendations for future research to further grow on the topic of character development through youth sports. Future research across all levels of youth sport is advised. While research has provided a good indication that sports can develop character further research is needed in the aftermath of youth developmental programs.

The first recommendation would be to further continue the studies of those youth athletes participating in an afterschool program or youth development program. While the outcomes have reportedly been positive for those involved, little study has been conducted on those after they are done with the programs. Some of those programs concluded that the participants viewed the program as a safe and fun environment and ultimately they felt kept them out of trouble outside of the program. That being said, further studies can come back to those individuals in the aftermath of their respective programs and see whether or not they retained what they learned and developed and how they are utilizing those skills in their lives.

The second recommendation in reference to coaches would be to include coach training interventions that are aimed at assessing coach-athlete relationships associated with positive developmental experiences (Vella, Oades & Crowe, 2013). Sports are ever-changing. Not just the sport itself but its pieces, the players, coaches, parents, spectators and referees. By learning and understanding the coach-athlete relationship we can further understand and develop ways to connect and promote positive development among youth athletes.

Appendix A

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
Bean, Whitley & Gould (2014)	Athletes Impressions of a Character-Based Sports Program for Underserved Youth	Journal of Sport Behavior	The purpose of this study was to examine the impact, both positively and negatively, of an urban youth sport organization that has as its primary goal the development of life skills and character	Twenty three program participants (13 female, 10 males) between 10 and 18 years of age were individually interviewed using a semi-structured qualitative interview guide.	Using the constant comparative method. The 23 interviews were recorded, transcribed and checked for accuracy. The constant comparative method was used to analyze the data and identify key themes within and across the interviews	Results indicated that the participants found the program to be socially rewarding, including and enjoyable. It also concluded that it kept participants out of trouble and on track academically. Participants also indicated that they transferred life lessons learned within the program to other areas of their life.	This study has shown that life skills can be developed through sports, more research needs to be conducted how or if it is effectively transferred from sport to non-sport scenarios in an individual's life.
Bolter & Kipp (2018)	Sportspersonship coaching behaviors, relatedness need satisfaction, and	International Journal of Sport & Exercise Psychology	The purpose of this study was to examine the behaviors coaches uses to	Two hundred and forty six youth athletes participated in a survey.	The survey was a cross-sectional, creational design. The survey was built on a five-	Analysis showed modeling good sportsmanship was associated with greater	Further study needs to be conducted on the cognitive development and understanding of adolescent and

	early adolescent athletes' prosocial and antisocial behavior		teach athletes about sportspersonship and how those behaviors relate to athletes psychosocial outcomes.	(143 boys, 102 girls)	factor model. The SCBS is a 24 item scale used to assess perceptions of coaching behaviors focused on developing sportspersonship. Participants also completed a Basic Psychological Needs Scale and Prosocial and Antisocial Behavior in Sport Scale.	prosocial and fewer antisocial behaviors through relatedness with coaches and teammates.	prosocial and antisocial development.
Bolter, Kipp & Johnson (2018)	Teaching sportsmanship in physical education and youth sport: comparing perceptions of teachers with students and coaches with athletes	International Journal of Sport & Exercise Psychology	The purpose of this study to clarify the degree of alignment between leader and youth perceptions of sportsmanship.	Physical education sampled 27 teachers, 424 boys and 410 girls. The Sport sampled 32 coaches, 143 boys and 102 girls	The youth completed a survey using the Sportsmanship Coaching Behavior Scale about their leaders behaviors related to sportsmanship. Leaders completed a parallel survey about their own behaviors	Teachers rated themselves as significantly more often reinforcing and modeling good sportsmanship and punishing poor sportsmanship than students reported. Coaches rated themselves as significantly	There is a misalignment between leaders and youths' perceptions of several sportsmanship behaviors. There is a need for leaders to more accurately assess their own behaviors and how it effects them and their players and students

						more often reinforcing and teaching good sportsmanship than perceived by their athletes.	
Camire & Trudel (2010)	High school athletes' perspectives on character development through sport participation	Physical Education and Sport Pedagogy	The purpose of this study is to document the perspectives of high school athletes on the development using Rudd's framework of character development in sport participation	Twenty student athletes (10 boys, 10 girls) took part interviews	Interviews transcribed verbatim. The NVivo software was used to assist coding and management of the data. Athletes responses categorized according to the social and moral values found in Rudd's Framework.	Majority of the athletes believe social character occurs in sport and gamesmanship is in fact a part of the game.	Adolescents may have a limited understanding of the meaning of these core values such as character and moral development, a need to further define and explain these meaning is necessary for youth athletes to comprehend how to develop moral and social characteristics.
Daud & Carruthers (2008)	Outcome study of an after-school program for youth in a high-risk environment	Journal of Park and Recreation Administration	The purpose of this qualitative study was to investigate the development impact of an afterschool program for youth that reside in high-risk environments.	Twenty five students participated in this study (12 boys, 13 girls) the study was conducted with semi-structured interview questions, focus groups.	Triangulation of the data was achieved through youth participant individual and focus group interviews, after-school coordinator interviews and field observations	Results showed the participants experienced a nurturing and enjoyable environment, learned positive values and behavior and developed a perception of competence	This study shows that sport participation can lead to positive youth development but further research needs to be completed following the participants after the program is over. Do these athletes continue to take what they have

						through the activities and developed a positive plan for the future	learned and apply it throughout their life?
Fuller, Percy Bruening & Cotrufo (2013)	Positive Youth Development: Minority Male Participation in a Sport-Based Afterschool Program in an Urban Environment	Research Quarterly for Exercise and Sport	The purpose of this study was to explore what attracted minority boys to participate in youth development programs, what kept them involve and whether their involvement translated into positive developmental outcomes	This study used semi structured individual interviews from 8 boy participants and their parents.	Research was deductively coded interviews in accordance with the a-priori framework of the Five C's and Sixth C of youth development	Research found individuals participated due to the fact that it was a sport-based program where they felt safe and would be kept out of trouble. Promoting providing positive relationships and opportunities can lead to positive youth development.	While this study was conducted with minority boys would the outcome be the same for the majority of the population? Research has shown most positive youth programs lead to development of character.
Riciputi, McDonough & Ullrich-French (2016)	Participant Perceptions of Character Concepts in a Physical Activity-Based Positive Youth Development Program	Journal of Sport & Exercise Psychology	This case-study examined youth perspectives of character development of low-income families	Twenty four individuals participated in a physical activity based summer PYD program.	Semi-structured interviews were analyzed using inductive thematic analysis and constant comparative methods	The study found that when the participant are at the center of the guidance understanding and development becomes more meaningful.	Further study is needed to examine how what is learned and developed is used over time.

Schwab, wells & Arthur-Banning (2010)	Experiences in Youth Sports: A Comparison Between Players' and Parents	Journal of Sport Administration & Supervision	The purpose of this study is to examine the differences between players and parents perspectives on youth sports	Questionnaires were collected from a total of 367 participants. 143 parents and 224 players. Questions asked about sportsmanship, skills, teamwork among other variables	Questions were developed in conjunction with the league administration and questions were completed on a four point Likert-type scale. (1 Needs a lot of improvement, 4 could not be better)	Results showed that players perceive the experience of playing a youth sport more positively than parents in most aspects of this study such as, teamwork, character development, sportsmanship and fun.	This study was limited to a youth football program. Further research can be conducted on different sports at different levels
Vella, Oades & Crowe (2011)	The Role of the Coach in Facilitating Positive Youth Development: Moving from Theory to Practice	Journal of Applied Sport Psychology	The purpose of this study was to determine whether or not youth sport coaches viewed themselves as being responsible for positive youth development.	Twenty two coaches participated in qualitative semi-structured interviews of which consisted with seven open-ended questions	Interviews were transcribed verbatim and a thematic analysis was used.	Results showed coaches believed they are responsible for the development of Competence, confidence, connection, character, life skills, climate, positive affect and positive psychological capacities.	Further study should continue with the athletes they coached to see how their perceive the idea that their coach believes they help develop these characteristics and trait.
Vella, Oades & Crowe (2013)	The relationship between coach leadership, the coach-athlete	Physical Education and Sport Pedagogy	The purpose of this study was to see the relationship	455 (274 boys, 181 girls adolescent athletes	DTLI-YS – Transformational Leadership. Coach- Athlete	Results showed that Transformational leadership	How we determine the quality of the coach should be further examined.

	relationship, team success, and the positive developmental experiences of adolescent soccer players		between coach and player when it comes to transformational leadership behaviors.	completed the Differentiated Transformational Leadership Inventory for Youth Sport, The Coach – Athlete Relationship Questionnaire. And the Youth Experience Survey for Sport.	Relationship, CART-Q. Positive Developmental Experiences YES-S.	behavior and the coach-athlete relationship have a positive connection. The more positive the coach is the more receptive the athlete usually is.	
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