

Abusive Behaviors in Sport: When Does a Coach Cross the Line?

A Synthesis of the Research Literature

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Abstract

The purpose of this synthesis is to review current research about how to identify, prevent and respond to an abusive coach. A total of 12 articles were used for this literature review. Literature suggests that coaches hold a significant position of power over their athletes. (Misia, Rhind, & Luzar, 2016) There is reason to believe that coaches who have a certain type of coaching style have a higher chance of being emotionally, mentally, verbally, and physically abusive towards their athletes. This synthesis aims to identify what constitutes a tough coaching vs. abusive coaching.

From the literature review, a few major themes were noticed. These themes helped answer the research questions that were drawn up and provided the basis for the conclusions. Based on the literature the three conclusions were (1) the behaviors that reflect coaching abuse are accepted in sports when the intent of the coach is for the development and growth for the athlete; (2) teachers are trained and coaches are not always trained indicating a need for more formal training of coaches; and (3) high level athletes respond to different coaching styles that may include behaviors linked to coaching abuse and may, in fact prefer the behaviors.

Techniques used within sports are purposefully used in order to teach and produce winning teams. Depending on the intent of coaches, these techniques are a part of the culture of sports. The intent to develop and push an athlete will come at a cost. Depending on the level of competition, some coaches and athletes will endure whatever it takes to win.

Chapter 1: Introduction

In 1991, Coach Lou Holtz coached the football program at Notre Dame. He was seen on camera leading one of his players off the field by his face mask. After the incident took place Coach Holtz explained that the reason he did that was to make sure he had his players full undivided attention.

There are different perspectives when certain actions take place. A parent, an athletic director or a spectator might think that grabbing a player by their face mask is embarrassing, unnecessary and physically abusive. However, Coach Holtz's reason for this action was simply to make sure his player was paying attention. Certainly, all coaches want to build mental toughness in their players.

Mental toughness is the ability to face adversity, failure and negative events without loss of effort, attitude and enthusiasm (American Football Coaches Association Weekly, 2014). It is an essential component of winning and success. The question is, when do tough coaching, demanding behavior and high standards cross the line to abuse?

“Abuse,” according to Cambridge English Dictionary is bad or cruel treatment of a person or animal, or the use of something in an unsuitable or wrong way (Cambridge University Press, 2017). Abuse is not reflective of a particular style of coaching. There are three common styles of coaching: Autocratic, Democratic, and Laissez-Faire (2017, BrianMax Sports Coach). Every coach uses one of the three styles and any of the styles may result in behaviors that may be perceived as abusive.

Abuse comes in different forms. Abuse can be verbal, mental, emotional or physical. In 2014, Mike Rice was fired as head men's basketball coach at Rutgers University after footage of him mistreating his players was released. His behavior consisted of throwing basketballs at players along with shoving them, cursing at them, and using homophobic language. The news of this treatment was made public and jump started a national discussion ("A Hard Look", January 2015). In another example, seven former players from the Illini women's basketball team filed a \$10 million federal lawsuit against head coach Matt Bollant and former associate head coach Mike Divilbiss. The former athletes state that their coaches used verbal abuse and racially motivated decision making during their athletic careers (Wolff, 2015).

Abuse can have long term effects on athletes that may follow them into adulthood. (Kerr & Stirling, 2015). What is acceptable and what isn't acceptable in coaching? Sometimes behavior a coach believes is acceptable is behavior other people, including athletes, will perceive as unnecessary and abusive. Where is the line drawn?

Statement of the Problem

Experiencing any type of abuse can be harmful to an individual. Student-athletes have a higher risk of being exposed to abuse than non-athletes. Abuse can come in different forms and sometimes it's obvious while other times its more subtle. In addition, the techniques being employed may or may not be perceived as abuse depending on the individual at whom it is directed. In other words, people have different opinions and levels of tolerance in regard to what they consider abuse. Most coaches see their tactics as a motivational tool to enhance their athletes' performance while the player or the public may believe otherwise (Ridpath, 2016). Who is to say their tactics are abusive?

What exactly constitutes abuse in coaching? The Director of Sport Psychology and Leadership Programs for the Duke University athletic department, Greg Dale, believes that the difference between ‘tough love’ and abuse largely comes down to the coach’s approach (Murphy, 2015). Greg Dale believes that coaches can and should be demanding of their players, but they should never be demeaning. He also believes that emotional abuse happens when coaches get personal with their criticisms. (Murphy, 2015)

In sports, a coach’s approach can affect the type learning environment that’s established. At any level, a supportive, safe and healthy environment conducive to learning is fundamental for all teams (Lewallan, 2004). Depending on the type of learning environment created, results can be positive or negative. Positive results can be measured by the success of a program, retention of players and alumni support. Negative results can be measured by players experiencing psychological and physical health issues (Society for Public Health Education, 2010). These results usually lead to the termination of a coach or a player’s decision to quit or transfer (Ridpath, 2016).

Purpose of the Synthesis

The purpose of this synthesis will be to examine to what extent abusive coaching behaviors are a problem in sports. Specifically, what behaviors are considered abusive at different levels of sports, what types of issues impact males and females, which sports are most vulnerable to abusive coaching behaviors and what can be done to prevent abusive coaching. By exploring research related to this topic, the synthesis may help bring clarity and understanding to the question: “when does demanding behavior by coaches become abusive?”

Research Questions

- ▶ 1) To what extent is ‘abuse’ in coaching a problem?
- ▶ 2) What coaching behaviors are perceived as abusive in sports at each level- Youth/HS/College?
- ▶ 3) What are the issues involved in abusive coaching (for females, for males, or both)?
- ▶ 4) What sports are particularly vulnerable to abusive coaching?
- ▶ 5) What can be done to prevent abuse?

Operational Definitions

It is crucial to comprehend the key terms that will be identified throughout this synthesis.

The key terms consist of:

- 1) A Healthy Learning Environment: A healthy learning environment allows an individual to physically and emotionally feel safe in order to focus on their work (Education for Life, 2004).
- 2) Verbal Abuse: Verbal abuse is described as a negative defining statement told to the victim or about the victim, or withholding any response, thereby defining the target as non-existent (Wikipedia).
- 3) Mental abuse: Mental abuse is also known as psychological abuse. It is characterized by a person subjecting or exposing another person to behavior that may result in psychological trauma. The trauma can consist of anxiety, chronic depression or PSD (post-traumatic stress disorder). This type of abuse can lead to emotional instability (Wikipedia).
- 4) Emotional Abuse: A form of abuse characterized by a person subjecting, or exposing another person to behavior that may result in psychological trauma, including anxiety, chronic

depression, or post-traumatic stress disorder. Also known as psychological abuse.

(Wikipedia).

- 5) Physical Abuse: Any intentional act causing injury or trauma to another person or animal by way of bodily contact (Wikipedia).
- 6) DISC assessment: A behavioral assessment that consists of 4 human behaviors; Dominance, Influence, Steadiness and Compliance. It is a behavioral assessment used as a tool to improve work productivity, teamwork, leadership and communication (Marston 2017).
- 7) Sports Psychology: A profession that uses psychological knowledge and skills to address optimal performance and well-being of athletes, developmental and social aspects of sports participation, and systemic issues associated with sports settings and organizations (American Psychological Association, 2017).

Assumptions

- 1) It is assumed that all data collection is reliable and valid.
- 2) It is assumed that both male and females at all levels can be victims of abuse.

Limitations

Limitations to this synthesis include the following:

- 1) Review of literature often times does not represent a large enough sample size or all sports.
- 2) Not all sports or all levels are represented

Delimitations

This synthesis is delimited to the following:

- 1) Research articles collected for this synthesis were published in peer-reviewed journals no earlier than 2000.
- 2) Subjects and institution in the literature review are located in the United States and are in the youth/ HS/ College level only.

Chapter 2 - Methods

The purpose of this chapter is to review the methods utilized to collect information for the synthesis of what constitutes abusive coaching. A total of 22 research articles were identified for possible inclusion in this synthesis project. From those articles, 11 were selected for inclusion in this paper.

The databases utilized for this synthesis consisted of EBSCO host, SPORTDiscus, and Google Scholar. Initial searches were conducted by using the EBSCO host database through The College at Brockport's library website. Once EBSCO host was exhausted, the search for articles continued through Google Scholar. The next step was to use specific databases within EBSCO host. These specific databases contained topics on Kinesiology, Sports & Physical Education and Exercise Science Resources. SPORTDiscus was another search engine used to collect articles. In SPORTDiscus, the same key words that were used in the EBSCO host database were used again to gather information.

To begin the data collection process, keywords that were most relevant to the synthesis topic were selected. These keywords consisted of: "*coaching styles*", "*abuse*", "*abusive coaching*", "*coaching behaviors*", "*definition of abuse*", "*abusive characteristics*", "*emotional abuse*", "*verbal abuse*", "*mental abuse*", and "*sports psychology*". Other keywords were attempted but provided limited results. Keywords were also used in Google Scholar while searching for articles.

The first keyword used was "*coaching styles*", which resulted in 1,296 hits in the EBSCO host database. The second attempt of the keyword search was a combination of "*coaching styles*" and "*abuse*", which resulted in fewer results (270 hits) than the first search in the EBSCO host database. The third attempt of the keywords search included "*coaching behaviors*", "*abusive*

coaching”, and “*emotional abuse*”, which resulted in 20 hits. Three of those 20 hits were used for the critical mass of this synthesis. The articles that were not used for the synthesis were not appropriate because the articles did not help answer the research questions stated in chapter one. During the data collection process words like ‘and’ were implemented in between key words in order to locate articles that may have been using different formats but were related to the synthesis topic. Another technique using parenthesis were used to separate words to locate more articles related to the topic. (e.g. (*coaching*) AND ((*emotional AND abuse*)). This technique resulted in six new hits.

In order for articles to be used in the literature review they must have had specific criteria. One criterion consisted of research articles that were published in peer-reviewed academic journals. In addition, the articles must have been published no earlier than the year 2000. The articles also had to focus on coaching and abuse in sports. In the beginning, the focus of the synthesis was coaching abuse in college basketball. The total hits collected amounted less than 50. The search was expanded to focus on coaching abuse at all levels of basketball. A few more articles were available, however, it was not enough to develop a critical mass. By expanding the focus further to include coaching abuse at all levels in all sports, more articles were available. A total of ten articles were chosen as appropriate to represent the critical mass.

The ten articles used in the synthesis were obtained from the following journals: *Journal of Sport Psychologist*, the *International Journal of Coaching Science*, *Sport in Society, Cultures, Commerce, Media, and Politics*, the *International Journal of Sports Science & Coaching*, the *International Journal of Applied Sports Science*, and the *Journal of Park and Recreation Administration*.

The subjects in the chosen articles were a combination of males and females that were 18-25 years of age and participated on a youth level or high school level sports team. The subjects were recruited from college level settings or interviewed by request. The sample size consisted of: coaches and players who are college students, current coaches, managers / administrators of a competitive gymnastics program.

The required criteria for the subjects in the articles were at least one of the following:

- 1) Participated on a competitive sport team
- 2) Coached for a competitive sport team

The selected group of articles for this synthesis consisted of seven qualitative studies, and three quantitative studies. The quantitative studies used purposive sampling to ultimately analyze the phenomenon associated with participant's knowledge of abusive coaching in sports as a former athlete or former coach. The qualitative studies mention the use of student surveys and statistical data analyses to draw conclusions.

An article grid was used throughout the literature review to record information the research articles used in this synthesis. The article grid was organized into columns that required certain information from each article. The information collected consisted of: Author, Title, Source, Purpose, Methods and Procedures, Analysis, Findings, and Recommendations. The use of an article grid helped in summarizing important and relevant information from the articles used in this synthesis.

Chapter 3 – Review of Literature

The purpose of this chapter is to review the literature selected from the critical mass for this synthesis. There were a total of ten articles that met the criteria, seven qualitative studies, and three quantitative studies. Themes were developed based on the review of those articles and the way in which each article related to the research questions. The themes were: (1) Abusive coaching is a learned behavior; (2) The culture of competitive sports; (3) Prevention of abusive coaching. These themes were developed to help answer the research questions mentioned previously and possibly assist individuals in how to identify an abusive coach.

Abusive Coaching is a Learned Behavior

The Perceptions of Emotional Abuse in the Coach-Athlete Relationship in Youth Sport: The Influence of Competitive Level and Outcome (Gervis, Rhind, & Luzar, 2016) was a study that analyzed the perceptions of emotional abuse in the coach-athlete relationship in youth sports. In this study emotional abuse within the sporting context was defined as: “A pattern of deliberate non-contact behaviors by a person within a critical relationship role that has the potential to be harmful. Acts of emotional abuse include physical behaviors, verbal behaviors, and acts of denying attention and support. These acts have the potential to be spurning, terrorizing, isolating, exploiting/corrupting, or deny emotional responsiveness, and may be harmful to an individual’s affective, behavioral, cognitive or physical well-being. (Stirling, & Kerr, 2010).

In this study a series of vignettes were developed based on real accounts of abuse in previous research. All vignettes described a coach’s emotionally abusive behavior from a 14-year-old perspective. This was done to think and understand the vignettes through the feelings and thoughts of a young individual who is impressionable.

The vignettes were then distributed to a sample of 15 coaches and 15 athletes to read. The sample size of coaches was made up of six females and nine males around the age of 33 with at least seven years of experience. The sample size of athletes was made up of eight females and seven males with at least four years of experience. After reading each vignette in the study all 15 coaches and 15 athletes were then asked a series of 4 questions. Each participant then provided ratings on a five-point scale. The scale rated the following:

- How common is this coach's behavior in youth sport?
- What impact is the coach's behavior having on the athlete's performance?
- What impact is the coach's behavior having on the athlete's well-being?
- How acceptable is this coach's behavior?

The five-point scale for each question consisted of the following:

- 1) Very common 2) Common 3) Likely to happen 4) Rare 5) Very rare
- 1) Very positive 2) Positive 3) Neutral 4) Negative 5) Very negative
- 1) Very positive 2) Positive 3) Neutral 4) Negative 5) Very negative
- 1) Very acceptable 2) Acceptable 3) Neutral 4) Negative 5) Very unacceptable

Each vignette was displayed for one minute. After the reading, the participants were given 15 seconds to respond to each question. This was done in order to have each response correlate directly to their perception.

The desire to achieve sporting excellence can result in young athletes being pushed physiologically and psychologically (Brackenridge, & Rhind, 2010). Due to the fact that pushing young athletes beyond their limit can cause physiological and psychological harm it is challenging to distinguish the difference between abuse and training. (Stirling, & Kerr, 2009). A

series of four two-way ANOVAs were conducted. Within each case, the two independent variables were competitive level and performance outcome. The four dependent variables were the ratings given for each vignette.

The emotionally abusive behavior was perceived to be more common in the unsuccessful condition as one progressed through the competitive levels. It was perceived to be most common for the unsuccessful elite athlete. Within this study, results conclude that emotionally abusive coaching is viewed as a necessary tool needed in order to achieve peak performance at this level. These findings support previous research and indicate that emotionally abusive behavior is experienced more by those competing at higher competitive levels.

The study *Relationship Between Collegiate Athletes' Psychological Characteristics and Their Preferences for Different Types of Coaching Behavior* (Horn, Bloom, Berglund & Packard, 2011) was based on a Multidimensional Model of Leadership (MML). Previous research conducted has provided support for the hypothesized link between an athlete's positive outcome and a coach's behavior (Chelladurai, 2007 & Horn, 2008). The types of behavior / leadership styles put forth by coaches can either undermine or facilitate the psychosocial development and growth of their athletes (Riemer, 2007). The article states that previous research obtained evidence that the two constructs that are present when analyzing the link between athletes' psychological characteristics and the link to coaching behaviors and styles are motivational orientation and competitive trait anxiety.

Motivational orientation in athletes has been examined from the perspective of the Self-Determination Theory (SDT; Ryan 2000). Athletes who exhibit the most self-determined forms of motivation engage in their selected sport and work hard at it for the satisfaction and pleasure they derive from it. Athletes who do not express as much self-determined forms of motivation

might express motivated behavior in sport contexts but are persuaded to do so by external factors (Vallerand, 2001). This article also states that a third group of athletes' exhibit amotivation. This term is defined as having a lack of any type of motivation. In previous research, athletes who are less self-determined might prefer coaches who display a dictatorial leadership style along with the type of feedback they provide. In contrast, athletes who are self-determined might prefer coaches who display a less controlling leadership style. With these results in mind, the first aspect of the current study was to examine the hypothesized link between collegiate athletes' motivational orientation and their preferred coaching style.

The other dimension that was explored was athletes' competitive trait anxiety levels as a correlate of their preferred coaching style. According to Smith, Smoll & Shultz (1990), competitive trait anxiety is defined as a relatively stable individual difference characteristic that affects the degree to which athletes perceive threat in competitive contexts, which in turn, determines the level, intensity of their anxiety and arousal responses in specific sport situation. Anxiety proffered by Smith (1998) states two causes of threat in the sport context, (1) the possibility of failure in performance, and (2) the possibility of receiving negative feedback from significant others. In summary, previous research was to determine whether athletes' psychological characteristics would be correlated with their preferences for different types of coaching styles. The results were that athletes who exhibited more self-determined forms of motivation would show greater preferences for coaches who provide high frequencies of training and instruction and informationally-based feedback while athletes who exhibited non-self-determined forms of motivation would prefer coaches who provide high frequencies of punishment-oriented feedback.

The sample size for this study consisted of 195 athletes from NCAA DIII teams that ranged from 18 to 26 years old. A series of self-report questionnaires were specifically selected to measure the variables of interest. The first was the Leadership Scale for Sports (LLS). The scale was developed to measure five dimensions of leader behavior: 1) Democratic Behavior; 2) Autocratic behavior; 3) Training & training behavior; 4) Social support; 5) Positive feedback.

Five subscale scores were calculated by taking the mean average of the items comprising each subscale. The second questionnaire was used to assess athletes' preference for their coaches' behavior and was a preferred version of the Coaching Feedback Questionnaire. (CFQ). The CFQ includes 16 items representing eight different types of preferred feedback responses. For each of the 16 items athletes are asked to indicate on a five-point scale (ranging from preferred to very much preferred) how much they would prefer to receive a type of feedback from their coaches after a successful or unsuccessful performance.

Descriptive statistics for all relevant study variables were computed and screened for linearity and normality. Univariate correlational analysis was used to assess the strength of the relationship between the variables in each of the two data sets and to determine whether any multicollinearity within the two sets existed. The main study analysis, canonical correlational procedures, were used to determine if there was a multivariate relationship between athletes' psychological characteristics and their preference for different types of coaching behavior and leadership styles.

The results of the multivariate analyses revealed a strong link between the two sets of data. Athletes' preferred coaching behavior varied as a function of both their own personal characteristics and factors in the sport context. Athletes' coaching behavior preferences were also be linked to their psychological characteristics. The results also contribute to the broader

literature on coaching behavior by providing reinforcement or further support of the connection between coaches' leadership styles and behaviors and athletes' psychosocial status. Also, these results show support for the idea that the behaviors exhibited by coaches in practice and competitive contexts do have a significant impact on their athletes' level of anxiety and motivational orientation.

It should be noted that the sample was limited to NCAA Division III Schools. Furthermore, only athletes from team sports were included. The sample of this study included male and female athletes. For future research, the focus of all levels of sports should be included to see if there is a difference between youth sports, high school sports and college level sports (Junior College, DI, DII, & DIII).

The study *Young Athletes Perceptions of the Relationship between Coaching Behaviors and Developmental Experiences* (Guold & Carson, 2011) examined the link between athletes' perceptions of their coaches' behaviors and their self-assessed developmental experiences. To explore other potential modifiers of the developmental experiences- sport type difference in reported developmental experiences were investigated.

Participants consisted of 297 junior high school student-athletes who were attending one of ten university sponsored summer sport camps. One hundred twenty one were male, and 174 were female. The average age of the participants were 15 years old. The racial and ethnic make-up of the sample were 2.7% African American, 2.4% Asian America or Pacific Islander, 87.2% Caucasian, 2.4% Latino, <1% Native American, and 15% opted not to respond on race/ethnicity questions. Participants also identified what they considered to be their primary school sport

(PSS). Sports listed were: cross country, soccer, ice hockey, track & field, softball and baseball. 85.9% identified as starters or members of the 'A' team and 33.7% reported being the captain of their PPS. The participants had to complete a series of surveys: 1) Demographic survey; 2) Youth Experience survey 2.0 (YES-2); 3) Coaching Behavior Scale for Sport (CBS-S); 4) Coaching Life Skills Behavior Composite Items.

Descriptive statistics and scale reliabilities of the survey data were reported using all major scale and subscale scores of the YES-2 and CBSS instruments and the coaching behavior item. To examine potential gender difference in the types of developmental experiences reported by the participating youth, a multivariate analysis of variance (MANOVAs) was run. Results showed that there were a number of significant relationships between young athletes' perceptions of their coaches' behaviors and development experiences they reported from their primary sport participation. Coaches who were perceived as teaching their players more about mental preparation, competitive strategies, goal setting and emphasizing hard work, etc. Had athletes whose developmental experiences reflected personal development outcomes like goal setting.

An observation from these findings is that positive youth development seems to encompass 'instrumental skills' like goal setting, effort, teamwork as well as values and attitudinal outcomes such as learning about helping others. Note that a person's emotion / attitude affects the group that is why a positive youth development is important. There are gender differences in youth experiences in sport as well as the mechanisms that underlie these discrepancies in reports that deserve further attention by researchers.

The study *Association between Coaches' Behaviors and Players' Aggressive and Assertive Actions* (Vaez Mousavi & Shojaei, 2005) examined the association between coaches' behaviors and players' aggressive and assertive actions. In the study, experienced high school

male and female coaches acted as research assistants. The subjects were high school students who played in a national high school championship.

The assistants took part in a two-day workshop aimed to advance their ability to apply their knowledge about aggressive acts in a sport setting. In that workshop, they were asked to distinguish players' goal aggressions, instrumental aggressions, and assertive behaviors in several real competitions.

Descriptive statistics were used to describe findings. A non-parametric Pearson chi square test and Pearson's correlation coefficient was used for a cross-examination purpose. It was found that the frequency of athlete's aggressive behaviors correlates with several categories of coach's behaviors. In a previous study (Smith 1971), it was found that coaches' behavior and reactions are associated. The results found seven cases of girls' instrumental aggressions, twenty cases of their goal aggressions, and also three cases of their assertive behaviors coincided with coaches' reinforcement. When coaches' punishment is under scrutiny goal aggressions and the proportion of frequencies in instrumental alters. Ignoring mistake was the most frequent behavior coaches' displayed. General encouragement and general unrelated communication were relatively less frequent behaviors. There was a difference between types of sports but the number of matches did not correspond in boys and girls therefore, no comparison between gender was possible.

These results show if coaches' behaviors provoke aggression. Present findings indicate that certain coaching behaviors may be related to players' aggression. This should be used by coaches as a precaution in their communication technique with young players. The overall findings of the present study are applicable for junior athlete programs. The frequency of

players' aggressive behaviors correlates with coaches' behaviors. Coaches' behavior and reactions associate with the nature and frequency of players' behavior and shape various patterns of aggressive behaviors.

The study *Servant Leadership in Sport: A New Paradigm for Effective Coach Behavior* (Rieke, Hammermeister, & Chase, 2008) examined how coaches who were perceived by their athletes to possess “servant leader” characteristics are associated with their athletes use of mental skills, motivation, satisfaction and performance.

Participants consisted of 195 male high school basketball athletes that ranged from 15-19 years old. A series of questionnaires were distributed to head coaches of each high school team and given to the student-athletes. The series of questionnaires consisted of:

- Revised Servant Leadership Profile for Sport (PRSL-S)
- Intrinsic Motivation Inventory. (IMI)
- Athlete Satisfaction Questionnaire (ASQ)
- Task and Ego Orientation in Sport Questionnaire (TEOSQ)
- Ottawa Mental Skills Assesment Tool-3 (OMSAT-3)
- Basketball Athletic Performance Questionnaire (BAPQ)

Data analysis consisted of three separate statistical methods to examine the relationship between servant leader coach behaviors and the different sport variables of interest. Methods included: Multivariate analysis of variance (MANOVA), Pearson Correlation Technique, and the t – test technique to examine difference between the perceived versus the preferred versions of the RSLP-S.

These are the results, athletes who perceive their coach to have servant leader qualities also displayed higher intrinsic motivation, were more task oriented, more satisfied, “mentally tougher”, and performed better than athletes coached by non-servant leaders. Results also showed that high school basketball athletes preferred the servant-leader coaching style to more traditional styles. Also, coaches who use the methods advocate by the servant-leader model produce athletes with a healthier psychological state.

The Culture of Competitive Sports

The study *You don't realize what you see!': the institutional context of emotional abuse in elite youth sport* (Jacobs, Smits, & Knoppers, 2017) was a study that explored the institutional context of emotional abuse in elite youth sport. This study drew on a framework to analyze the technologies and rationalities used by directors and coaches of elite women's gymnastics clubs to legitimize and challenge current coaching behaviors. The rationale is that adults have a huge influence and are held responsible for the well-being of their athletes. (Taylor & Garratt, 2010). In addition, participation in youth is to be a source of fun (Singer 2004). Lastly, discussed in this study is abuse of athletes by coaches has received a lot of attention. (Stirling & Kerr, 2008). The issue of athlete abuse has led to a discourse of child protection and policies that make sure this protection is put into place.

A national policy called 'A Safe Sport Culture'(ASSC) is meant to make sure that sport is a safe space for all children and free from abuse, violence, and exploitation. The focus on children suggests that the goal is fun and positive development should be the number one priority in youth sports. Although coaches and directors should make sure that positive development and enjoyment of sports is their main concern, goal to performance may be used to justify coaching

behaviors that normalize that emotional abuse in order to create winning athletes (Owusu-Sekyere & Gervis. 2014).

This study focuses on how abusive coaching behaviors still exists after policies and rules were put in place in order to eliminate them. This study suggests that although there are policies in place, the goal of fun and positive development is put behind the goal of producing winning athletes. Within this study, the focus is on understanding the views and experiences of directors and coaches of sport clubs where elite athletes train.

Data was gathered were through a series of interviews. Subjects consisted of five coaches (36-53 years of age) and five members (ages 42-61 years of age) of boards of directors of the National Gymnastics Association (NGA) and sports clubs that train elite female gymnasts. The respondents had an average of 15-20 years of coaching experience. All respondents were male.

Topics of discussion were: perceptions of the culture in elite women's gymnastics (including their interactions with other actors such as parents, athletes, other coaches and board members); goals for the elite program at the club; adoption and integration of 'A Safe Sport Culture' and other policies from different organizations associated with gymnastics. Semi-structured interviews were used to explore goals and related technologies and rationalities.

The questions asked to coaches were:

- 1) How do you involve your gymnasts in the decision-making processes?
- 2) What does an athlete need to do to reach the top?
- 3) How do you try to implement policies such as ASSC?

The questions asked to directors were:

- 1) What are your goals for the elite gymnastics program in this club?
- 2) How do you try to ensure that these goals are realized?

The results found within directors/ managers were that some have adopted a laissez-faire attitude with respect to coaching behavior. They saw themselves as facilitators of elite programs. They trusted that the coaches they hire will abide by the policies to ensure a safe and positive learning environment but also acknowledge that coaches could be emotionally abusive at times. The directors insisted that positive development and pleasure are not so important in their club due to the fact that elite sport is about winning. Directors acknowledged that the idea of winning is more important than fun and positive development and it comes at a price. Coaches behave this way because they want to control their athletes and set a tone for their program. This behavior creates a culture of retribution to achieve that control. There is a clear set of boundaries provided to coaches; kicking, hitting or humiliating is not tolerated however, directors admit that coaches come close to that boundary but it is only to produce a winning athlete.

The purpose of the study *Understanding the Use of Emotionally Abusive Coaching Practices* (Stirling, 2013) explored coaches' reflections on their previous use of emotionally abusive practices in the coach-athlete relationship. Participants that were recruited by email included nine elite coaches, seven males and two females. All coaches had been previous athletes themselves but not all competed at a high performance level. In-depth semi-structured interviews were conducted. In the interviews the coaches were asked to reflect on their own coaching careers and with the benefit of experience, any coaching practices they retrospectively viewed as having been emotionally harmful to athletes.

Responses to these questions reflected the definition of emotional abuse described in the data analysis. Recordings of the interview were reviewed in full and specific meaning units and themes of data were identified. Data were coded using inductive coding techniques. Emergent themes along with their properties and dimensions were then compared with themes identified in the previous interviews. The following themes emerged from the raw data: descriptions of harmful coaching behaviors; perceived reasons for use of harmful coaching practices; the benevolence of the coach; and perceived reasons for change in coaching behavior. Findings from this study are interpreted to suggest two distinct origins for the use of emotionally abusive coaching practices- expressive and instrumental. Expressive coaching can occur athletes have a poor performance and a coach has no emotional control. The coach begins to lash out at athletes with anger and behaviors that reflect emotional abuse out of frustrations and stress. Instrumental coaching is used to achieve a desired outcome. In other words, instrumental coaching is used to teach lessons. Findings on the benevolence of the coach are interpreted to suggest that despite the reported use of harmful coaching practices, these coaches are well-intentioned individuals who care significantly for their athletes.

Prevention of Abusive Coaching

The purpose of the study '*Professionalization of Coaches to Reduce Emotionally Harmful Coaching Practices: Lessons Learned from the Education Sector*' (Stirling, 2013) focused on emotional abuse of athletes in the coach-athlete relationship, and how it is normal within sports.

The authors of this article compared previous research that studied the difference between abuse, punishment, and discipline as well as understand the history behind corporal punishment

in schools in order to stop abusive coaching practices in youth sport. The literature reviewed previous findings of those who have supported the use of corporal punishment in schools and who claim that children who experience corporal punishments are better controlled, learn appropriate appreciation for authority, develop better social skills and demonstrate improved moral character and self-discipline. Those who use or support corporal punishment were likely exposed to the same treatment. The historical use of corporal punishment in schools and the general acceptance of this practice was considered a way to ‘discipline’ young people in the classrooms. The risks associated with the use of punishment include low self-esteem, feelings of guilt, anxiety, mental health issues, aggression, lowered academic performance and lack of social competence.

In education, teachers are taught how to conduct themselves, and must pass criteria before interacting with children by law. They know how to ensure a safe learning environment. Education is mandatory for children. Coaches have a code of conduct but do not have the same “training” as teachers. Education and sport cannot / should not be viewed as comparable due to the fact that (in Westernized countries education) is mandatory by law and sport is voluntary. In addition, there is a lack of awareness of the associated risks that come with corporal punishment. Axlrod (2010) wrote that the elimination of ‘the strap’ could only occur when teachers and principals received education about alternative ways of discipline. The point relates directly to sports when coaches often have good intentions when using emotionally abusive practices but do not realize the harmful effects of the actions for athlete development. The idea of the research gathered was to highlight the lack of professional development requirements for coaches.

The study proposed that coaches should receive preparatory training and undergo education regarding the teaching and mentoring of young individuals. The idea of professionalism

and humanistic, child-centered views need to be part of the coaching criteria. Otherwise the health and development of young individuals may be compromised due to the reason that winning is the only priority. The belief that professionalization of coaches with a child-centered approach may be the best way to address the use of emotionally abusive coaching practices.

The study *The Relationship Between Ethical and Abusive Coaching Behaviors and Student-Athlete Well Being* (Yukhymenko-Lescroart, Brown, & Paskus, 2015) examined the relative impact of abusive coaching behaviors for team gender as well as contextual influences of the profile of the sport, NCAA Division, and ethical climate at the school. Student-athletes took part in the Growth, opportunities, aspirations, and learning of students (GOALS) survey. The GOALS data were collected at a single point time. Hypotheses were tested using cross-sectional data and participants for the study included 19,920 student-athletes from 1,321 teams across 609 NCAA institutions. The teams consisted of 11 men's sports and 13 women's sports. Participants came from all levels of NCAA's three divisions. The sports were grouped into two categories for the purpose of analysis.

The GOALS survey was administered on the randomly selected sports teams then distributed among student-athletes for completion on a confidential and voluntary basis.

Team inclusion climate was measured with three Likert-Scale items on a one (strongly disagree) to six (strongly agree) response scale. Preliminary analyses were conducted in SPSS version 21.0 statistical package and included descriptive, reliability, and correlation analysis. To answer the research questions, a multilevel approach to data analyses was used in HLM 6 Hierarchical Linear and Nonlinear Modeling software version 6.08.

This study used two-level models with student-athletes at level 1 and teams at level 2. All scale scores were standardized using SPSS prior to the multilevel analyses. Before introducing predictors into the two-level models, unconditional models (one-way ANOVAs with random effects) were run for each outcome variable to obtain intraclass correlation coefficients. The ethical leadership behavior of coaches was positively associated with student-athletes' perception of an inclusion climate on the team and satisfaction with their choice of a college. Findings showed differences across the sports. Women's teams are slightly more likely to report higher inclusion climate. Men's teams are much more willing to cheat to win a game than women's. The men's football, basketball, and baseball players reported the highest willingness to cheat.

The study *Authoritative Coach: Building Youth Through Sport* (Brinton, Hill, & Ward, 2017) applied Baumrind's Parenting Typology (2000) to adolescent sports to determine the existence and extent of the relationship between coaching styles and adolescent athletes' psychological needs in terms of Self Determination Theory (SDT).

The purpose of the study was to determine the existence and extent of the relationship between coaching styles and young athletes' psychological needs in terms of Self Determination Theory. Participants were student volunteers enrolled in a university. The sample consisted of 194 participants (ages 17-28 & 75.3% were female), but only 177 cases were used in the data analysis because some responses were incomplete. Professors distributed an online survey hosted by Qualtrics through email to the participants. The survey consisted of 67 questions regarding coaching styles, relatedness level, competence level, and personal autonomy. The participants were also asked some questions about how long they played their selected sport and how many years they played for that coach.

Data were analyzed using Statistical Package for social Sciences (SPSS) Version 23.0 computer software. Surveys with missing responses were eliminated. From there the descriptive statistics were computed based on gender, age, years in sports, and years with coach. Block-entry method linear multiple regression analyses were used for autonomy, relatedness and competence. Multivariate analyses were computed with block-entry method linear multiple regressions to examine the relationship between authoritarian, authoritative, and permissive coaching styles and athletes' perception of each.

Results indicated youth sports athletes' experience with coaching styles have been linked to Baumrid's Parenting Typology. Authoritative coaching styles increase feelings of autonomy and competence in young athletes. However, the feelings of relatedness are not statistically significant for coaching style and permissive coaching styles weren't found in the sample. Authoritative coaching appears to be the best style for improving adolescent athletes' self-determination and positive youth development.

Chapter 4- Summary of Results

The purpose of this chapter is to summarize the results of the literature review on how to identify an abusive coach. In order to address the research questions, it was important to examine the literature to find rooted similarities and differences. As mentioned in the previous chapter the three themes adopted from the literature review included; (1) Abusive coaching is a learned behavior; (2) The culture of competitive sports; and (3) Prevention of abuse in coaching.

Themes led to the answers to the following research questions: 1. To what extent is ‘abuse’ in coaching a problem? 2. What coaching behaviors are perceived as abusive in sports at each level- Youth/HS/College? 3. What are the issues involved in abusive coaching (for females, for males, or both)? 4. What sports are particularly vulnerable to abusive coaching? and 5. What can be done to prevent abuse? While the purpose was to help answer the listed research questions above, some research shed light on other issues that emerged.

To what extent is ‘abuse’ in coaching a problem?

The most discussed type of abuse in the selected articles for the synthesis was emotional and psychological abuse. It was found that emotional and psychological abuse was in fact a learned and experienced behavior. In *Understanding the Use of Emotionally Abusive Coaching Practices* (Stirling, 2013, perceived reasons for using emotionally abusive coaching behaviors emerged. Reasons that abusive coaching practices were perceived to be necessary were to contribute to the athletes’ developmental process and to attain successful athletic performance. The practice of breaking an athlete down in order to build them up fits the mold when it comes to sports. Breaking down an athlete refers to their mental toughness and skill to perform under pressure. Abuse becomes a problem and prohibited when the intentions of the coach are out of

line. If the practice of emotionally abusive coaching is used without reason, then it becomes a problem. It also becomes a problem if a coach takes advantage of their authority and psychologically harms the athlete. When “breaking down an athlete” is used as a teaching tool it seems to be perceived as a norm.

Expressive and Instrumental coaching were styles of emotionally abusive coaching. Coaches in the study claimed their actions were utilized out of emotion and wanted to push some athletes’ to perform better. Another coach explained that she was thinking about the development of her athlete when she used harmful behavior. These coaches perceived their behaviors as “necessary”.

In You Don’t Realize What You See!’: The Institutional Context of Emotional abuse in Elite Youth Sport, (Jacobs, Smits, & Knoppers, 2017), directors and coaches of elite programs believed that the most important task in coaching is creating winning athletes. It was noted that if athletes wanted to be the best, coaches and directors had to push athletes physically, mentally, and emotionally in order to compete at a high level. Directors and managers understood that in order to create an elite athlete, coaches needed to be emotionally abusive at times, however, this coaching style was utilized with good intentions. As long as coaches abide by the policies to ensure a safe and positive learning environment, the use of tough coaching behaviors were considered “normal”. Athletes of the coaches interviewed in the study mentioned that they understood the reasons for some coaching techniques and accepted it because they wanted to become elite athletes.

What coaching behaviors are perceived as abusive in sports at each level?

The selected articles mostly examined sports at youth levels and the issues involved in abusive coaching. The perception of abusive coaching depended on the individual and the age. Coaches who indicate the use of this technique perceive the tough teaching style as a tool to develop athletes, therefore, it was not perceived as abusive. *In Understanding the Use of Emotionally Abusive Coaching Practices*, (Stirling, 2013) interviews were conducted with nine elite coaches that ranged between 38-68 years of age with 18-47 years of coaching experience. Five coaches worked with many athletes who competed at the Olympic Games and the remaining coaches coached at semiprofessional levels. Interviews were conducted with the coaches and were presented with the definition of emotional abuse. Participants were asked to reflect on their own coaching careers and determine if any of their practices correlated with the definition of emotional abuse.

Athletes who are now coaches stated that they inherited the coaching style and their behaviors are similar to how they were taught. Therefore, former athletes who were exposed to this behavior do not perceive it to be abusive as long as the intent is positive and does not cause detrimental harm to an athlete. Abusive supervisors model negative behaviors. Athletes who observe and experience abusive coaching behaviors may come to mimic such behaviors.

One of the issues involved in abusive coaching is the effect it has on the ability to compete and be successful at a high level. In *Relationship Between Collegiate Athletes' Psychological Characteristics and Their Preferences for Different Types of Coaching Behaviors* (Horn, Bloom, Berglund, & Packard, 2011) athletes who were high in self-determined forms of motivation and somatic trait anxiety preferred coaches who exhibited a democratic leadership style and provided high amounts of training, positive and informational feedback and support,

while athletes who were high in amotivation indicated a preference for coaches who exhibited an autocratic style and provided high amounts of punishment oriented feedback. There were other factors that played a role in whether the coaching style was productive or not. Some factors consisted of location or residence, gender, and family demographic. Sometimes athletes do not respond to abusive coaching, therefore it may limit their growth process and their motivation to continue their sport will decline. In *You don't realize what you see! The institutional Context of Emotional Abuse in Elite Youth Sport* (Jacobs, Smits, & Knoppers, 2017) the gymnastic coaches who were interviewed stated that the difficulty they face when striving to develop an athlete to compete at the highest level is the pressure that is applied on them in order to achieve that goal. The directors and managers of the selected gyms/ clubs in the study implement prevention programs and guidelines in order to create and maintain a healthy learning environment for their athletes. However, it was believed that elite sports are primarily about winning, therefore, athletes are often exposed to emotionally abusive coaching. The directors interviewed in the study acknowledged that this emphasis on winning comes at a price.

Athletes in any sport can be exposed to coaching abuse. '*The Relationship Between Ethical and Abusive Coaching Behaviors and Student-Athlete Well-Being*', (Lescroart, Brown, & Paskus, 2015) the ability of coaches to impact the performance of their athletes is well established. Coaching abuse can lead to reduction in self-esteem, anxiety, and depression. The way coaches behave will affect the satisfaction of the athlete in their sport. Negative or positive, coaches have a responsibility to maintain the well-being of the athlete.

What can be done to prevent abuse?

One way to prevent coaching abuse is to implement a coaching curriculum to teach coaches. The purpose of the curriculum would be to teach coaches how to coach effectively and

how to handle emotional situations. In *Professionalization of Coaches to Reduce Emotionally Harmful Coaching Practices: Lessons Learned from the Education Sector*, (Kerr, & Stirling, 2015) the authors pointed out that teachers and coaches are similar. Teachers and coaches work with youth and different age levels. Both are educators in a certain subject. The only major difference between the two is that education is mandatory and sports are not. They are classified as extra-curricular activities. Therefore, coaches do not obtain the same certification that teachers do. Teachers are required to be educated on how to teach and how children learn. Coaches must also be educated on how to coach and engage their athletes properly.

Chapter 5 – Conclusion

This synthesis set out to examine abusive coaching behavior in sports. Specifically, a goal of this synthesis was to answer five research questions which included: (1) To what extent is ‘abuse’ in coaching a problem?; (2) What coaching behaviors are perceived as abusive in sports at each level?; (3) What are the issues involved in abusive coaching (for females, for males, or both)?; (4) What sports are particularly vulnerable to abusive coaching?; and (5) What can be done to prevent abuse?

After a thorough review of the literature, three themes emerged. These themes helped answer the research questions and provided the basis for the three conclusions. Based on the articles and research questions the three conclusions were: (1) the behaviors that reflect coaching abuse are accepted in sports when the intent of the coaches is for the development and growth for the athlete; (2) teachers are trained and coaches are not always trained indicating a need for more formal training of coaches and (3) high level athletes respond to different coaching styles that may include behaviors linked to coaching abuse and may, in fact, prefer it.

A few recommendations to further study in this area would be to explore the impact of the coach’s gender on the athlete’s gender. (Ex: male coaches’ vs female coaches’ & male athletes’ preferences vs female athletes’ preferences). Another recommendation would be to separate level of competition and further explore the impact of abuse on athletes at different ages.

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Citation	Purpose	Method and Procedures	Analysis	Findings	Recommendations
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Appendix A

<p>Gervis, M., Rhind, D., & Luzar, A. (2016). Perceptions of emotional abuse in the coach-athlete relationship in youth sport: The influence of competitive level and outcome. <i>International Journal Of Sports Science & Coaching</i>, 11(6), 772-779.</p>	<p>To Explore how situational factored depicted in a fictitious scenario influence perceptions of emotional abuse in relation to how common it is perceived to be, the perceived impact that it is having on performance, the perceived acceptability of the behavior</p>	<p>Vignette Development.</p> <p>Participants were shown a series of vignettes (16). Then were asked to answer a series of four questions on a 5-point rating scale.</p> <p>Participants were given 1 minute to read each vignette and 15 seconds to respond to each question.</p> <p>Participants were recruited through announcements made in college lectures. Participants had to be at least 18 years of age. Participants had to be a current athlete or coach.</p> <p>A sample of 208 undergrads (106 males, 102 females) were recruited. Of this sample 107 were athletes and</p>	<p>Participants indicated their responses via a personal response system (PRS), operating with Interwrite Response software. Participants' responses to each question were transmitted with their unique radio ID and recorded by the PRS receiver.</p> <p>A series of four two-way ANOVAs were conducted.</p> <p>The two independent variables were competitive level and performance outcome. The four dependent variables were the rating given for each vignette regarding how common is the behavior in youth sport, what impact the coach's behavior had on the athlete's performance, what impact the coach's behavior had on the athlete's well-being and how acceptable was the coach's behavior.</p>	<p>Abusive scenario is judged based on the context as a whole rather than simply considering the specific behaviors being enacted.</p> <p>Perceived commonality: The behavior was viewed as being most common when associated with an unsuccessful elite athletes and least common for unsuccessful club athletes.</p> <p>Perceived impact on performance: The behavior was perceived as having a negative impact on performance. The behavior was perceived to have the most positive impact on the performance of successful club athletes and the most negative impact on the performance of unsuccessful club athletes.</p> <p>Perceived impact on well-being:</p>	<p>There is a clear potential to employ the approach used in this study to explore the role of other factors in shaping perceptions of abuse. Perceptions of other forms of abuse could also be studied including sexual harassment and abuse as well as physical abuse. This method could be replicated with other key stakeholders such as parents, spectators, and sports administrators</p>
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		101 were coaches.		The behavior was perceived as having a negative impact on well-being. Perceived acceptability; The behavior was perceived as being unacceptable.	
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<p>Jacobs, F., Smits, F., & Knoppers, A. (2017). 'You don't realize what you see!': the institutional context of emotional abuse in elite youth sport. <i>Sport In Society</i>, 20(1), 126-143.</p>	<p>To examine the institutional context and utilizing notions of governmentality or of competing discourses and how they play out in technologies and rationalities can help scholars and practitioners understand the continuation of emotional abuse, despite attempts to eradicate it</p>	<p>Semi-Structured interviews were conducted in order to explore the discourses and their related technologies and rationalities.</p> <p>Iterative methods were used to analyze the resulting data. This involved reading and rereading data several times to check and confirm the relationship of various coding categories pertaining to discourses, technologies and rationalities for participants.</p>	<p>The respondents used various rationalities to justify and legitimize the use of these technologies. The technologies that were most often used consisted of assigning responsibility for the coach's behavior and/or its consequences to parents, athletes, and other coaches and to the gendered nature of the sport.</p>	<p>The results found within directors/managers were that some have adopted a laissez-faire attitude with respect to coaching behavior. They saw themselves as facilitators of elite programs. They trusted that the coaches they hire will abide by the policies to ensure a safe and positive learning environment but also acknowledge that coaches could be emotionally abusive at times</p>	<p>The participants of this study were coaches and directors of elite programs. For future research and better results, the pool of participants could be extended out to current athletes of the sports club in order to gain a different perspective.</p>
<p>Horn, T. S., Bloom, P., Berglund, K. M., & Packard, S. (2011). Relationship Between Collegiate Athletes' Psychological Characteristics and Their Preferences for Different Types of Coaching</p>	<p>To examine the strength of the relationship between collegiate athletes' psychological characteristics and their preferred coaching</p>	<p>The sample recruited for this study included 207 athletes from NCAA DIII teams. A series of self-report questionnaires were specifically</p>	<p>Descriptive statistics for all relevant study variables were computed and screened for linearity and normality. Univariate correlational analysis was used to assess the strength of the relationship between the variables in each of</p>	<p>The results of the multivariate analyses revealed a strong link between the two sets of data. Athletes' preferred coaching behavior will vary as a</p>	<p>Note, that the sample was limited to NCAA Division III Schools. Furthermore, only athletes from team sports were included. The sample of this study included male and female</p>

<p>Behavior. Sport Psychologist, 25(2), 190-211.</p>	<p>behavior.</p>	<p>selected to measure the variables of interest.</p> <p>The first was the Leadership Scale for Sports (LLS) The scale was developed to measure five dimensions of leader behavior:</p> <ol style="list-style-type: none"> 1)Democratic Behavior 2)Autocratic behavior 3) Training & training behavior 4)Social support 5) Positive feedback <p>Five subscale scores were calculated by taking the mean average of the items comprising each subscale.</p> <p>The second questionnaire used to assess athletes' preference for</p>	<p>the two data sets and to determine whether any multicollinearity within the two sets existed. The main study analysis, canonical correlational procedures were used to determine if there was a multivariate relationship between athletes' psychological characteristics and their preference for different types of coaching behavior and leadership styles.</p>	<p>function of both their own personal characteristics and factors in the sport context. Athletes' coaching behavior preferences can also be lined to their psychological characteristics. The results also contribute to the broader literature on coaching behavior by providing reinforcement or furth support of the connection between coaches' leadership styles and behaviors and athletes' psychosocial status. Also, these results show more support that the behaviors exhibited by coaches in practice and competitive contexts do have a significant impact on their athletes' level of anxiety and motivational orientation.</p>	<p>athletes. For future research, the focus of all levels of sports should be included to see if there is a different between youth sports, high school sports and college level sports (Junior College, DI, DII, & DIII).</p>
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		<p>their coaches' behavior was a preferred version of the Coaching Feedback Questionnaire. (CFQ)</p> <p>The CFQ includes 16 items representing eight different types of preferred feedback responses.</p> <p>For each of the 16 items athletes are asked to indicate on a 5-point scale (preferred to very much preferred) how much they would prefer to receive that type of feedback from their coaches after a successful or unsuccessful performance.</p>			
<p>Stirling, A. E. (2013). Understanding the Use of Emotionally Abusive Coaching Practices. International Journal Of Sports</p>	<p>To explore coaches' reflections on their previous use of emotionally abusive practices in the</p>	<p>Participants that were recruited by email included nine elite coaches, seven males and two females. All</p>	<p>Responses to these questions that reflected the definition of emotional abuse described were used in the data analysis. Recordings of the interview were</p>	<p>The following themes emerged from the raw data; descriptions of harmful coaching behaviors,</p>	<p>In future studies, the results gathered may have given more information if the number of the sample size was greater. In that sample size, the</p>

<p>Science & Coaching, 8(4), 625-640.</p>	<p>coach-athlete relationship.</p>	<p>coaches had been previous athletes themselves but not all competed at a high performance level. In-depth semi-structured interviews were then conducted. In the interviews the coaches were then asked to reflect on their own coaching careers and with the benefit of experience, any coaching practices they retrospectively view as having been emotionally harmful to the athletes.</p>	<p>reviewed in full and specific meaning units and themes of data were identified. Data were coded using inductive coding techniques. Emergent themes along with their properties and dimensions were then compared with themes identified in the previous interviews.</p>	<p>perceived reasons for use of harmful coaching practices, the benevolence of the coach, and perceived reasons for change in coaching behavior. Findings from this study are interpreted to suggest two distinct origins for the use of emotionally abusive coaching practices; expressive and instrumental. Findings on the benevolence of the coach are interpreted to suggest that despite the reported use of harmful coaching practices, these coaches are well-intentioned coaches who care significantly for their athletes.</p>	<p>inclusion of more female participants may give different data. Also, for future studies questions that should be included would allow the participants to reflect on current coaching styles, behaviors and techniques not just ones from past experiences.</p>
<p>Kerr, G. A., & Stirling, A. E. (2015). Professionalization of Coaches to Reduce Emotionally Harmful Coaching Practices: Lessons</p>	<p>To focus on emotional abuse of athletes in the coach-athlete relationship, highlighting the normalization</p>	<p>The authors of this article compares previous research that studies the difference between abuse,</p>	<p>Review of Literature</p>	<p>Those who have supported the use of corporal punishment in schools claim that children who experience corporal</p>	<p>Include more practices or solutions to eliminate abuse in sport. Include experiences from</p>

<p>Learned from the Education Sector. International Journal Of Coaching Science, 9(1), 21-35.</p>	<p>of these experiences.</p>	<p>punishment, and discipline as well as understand the history behind corporal punishment in schools in order to stop abusive coaching practices in youth sport.</p>		<p>punishments are better controlled, learn appropriate appreciation for authority, develop better social skills and improved moral character as well as self-discipline. Those who use or support corporal punishment were likely exposed to the same treatment. The historical use of corporal punishment in schools and the general acceptance of this practice as a way to ‘discipline’ young people in the classrooms.</p> <p>Risks associated with the use of punishment include; low self-esteem, feelings of guilt, anxiety, mental health issues, aggression, lowered academic performance and social competence.</p> <p>In education, teachers are</p>	<p>previous studies.</p>
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				<p>taught how to conduct themselves, and must pass a certain criterion before interacting with children by law. They know how to ensure a safe learning environment. Education is mandatory for children. Coaches have a code of conduct but do not have the same “training” as teachers Education and sport cannot / should not be viewed as comparable due to the fact that (in Westernized countries) is mandatory by law and sport is voluntary.</p>	
<p>Gould, D., & Carson, S. (2011). Young Athletes Perceptions of the Relationship between Coaching Behaviors and Developmental Experiences. International Journal Of Coaching Science, 5(2), 3-29.</p>	<p>To examine the link between athletes’ perceptions of their coaches’ behaviors and their self-assessed developmental experiences.</p> <p>To explore other potential modifiers of the</p>	<p>Participants consisted of 297 junior high school student-athletes who were attending one of ten University sponsored summer sport camps. 121 were male, 174 were female and two</p>	<p>Descriptive statistics and scale reliabilities of the survey data were reported using all major scale and subscale scores of the YES-2 and CBSS instruments and the coaching behavior item.</p> <p>To examine potential gender difference in the types of</p>	<p>Results showed that there were a number of significant relationships between young athletes’ perceptions of their coaches’ behaviors and development experiences they reported from their primary</p>	<p>To give the participants an opportunity to elaborate why they rated the surveys the way they did. This would provide more detail for the intent of each situation.</p>

	<p>developmental experiences-sport type difference in reported developmental experiences were investigated.</p>	<p>participants declined to identify their gender.</p> <p>The average age of the participants were 15 years old.</p> <p>The racial and ethnic make-up of the sample were;</p> <p>2.7% African American</p> <p>2.4% Asian America or Pacific Islander</p> <p>87.2% Caucasian</p> <p>2.4% Latino</p> <p><1% Native American</p> <p>15% opted not to respond on race/ethnicity</p> <p>Participants also identified what they considered to be their primary school sport (PSS)</p> <p>Sports listed were: cross</p>	<p>developmental experiences reported by the participating youth, a multivariate analysis of variance (MANOVAs) was run.</p>	<p>sport participation.</p> <p>Coaches who were perceived as teaching their players more about mental preparation, competitive strategies, goal setting and emphasizing hard work, etc. would have athletes whose developmental experiences reflected personal development outcomes like goal setting.</p> <p>An observation from these findings is that positive youth development seems to encompass ‘instrumental skills’ like goal setting, effort, teamwork as well as values and attitudinal outcomes such as learning about helping others and that one emotion/ attitude affects one’s group.</p> <p>Gender</p>	
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		<p>country. Soccer, ice hockey, track & field, softball and baseball.</p> <p>85.9% identified as starters or members of the 'A' team and 33.7% reported being the captain of their PPS</p> <p>The participants had to complete a series of surveys.</p> <p>1) Demographic survey 2) Youth Experience survey 2.0 (YES-2) 3) Coaching Behavior Scale for Sport (CBS-S) 4) Coaching Life Skills Behavior Composite Items.</p>		<p>differences in youth experiences in sport as well as the mechanisms that underlie these discrepancies in reports deserve further attention by researchers</p>	
VaezMousavi, S. M., & Shojaei, M. (2005). Association between Coaches' Behaviors and Players' Aggressive	To assess the association between coaches' behaviors and players'	Experienced high school male and female coaches acted as research	Descriptive statistics were used to describe findings. Non-parametric Pearson chi square test was used. Pearson's correlation	Seven cases of girl's instrumental aggressions, 20 cases of their goal aggressions,	The focus of distinguishing differences in data between male and female student athletes.

<p>and Assertive Actions. International Journal Of Applied Sports Sciences, 17(2), 35-43.</p>	<p>aggressive and assertive actions</p>	<p>assistants. The subjects were high school students who played in a national high school championship. Assistants took part in a two-day workshop aimed to advance their ability for applying their knowledge about aggressive acts in sport setting. In that workshop they were asked to distinguish players' goal aggressions, instrumental aggressions, and assertive behaviors in several real competitions. For each competition two individuals observed events one for each team. Events included: -Type of player behavior aggression and assertive -Type of coaches' behavior and</p>	<p>coefficient was also used for a cross-examination purpose.</p>	<p>and also 3 cases of their assertive behaviors corniced with coaches' reinforcement. When coaches' punishment is under scrutiny, the proportion of frequencies in instrumental/goal aggressions alters and corresponding frequencies changes to 11, 9, and 1. Ignoring mistake was the most frequent behavior coaches' committed in all cases.</p> <p>The frequency of players' aggressive behaviors correlates with several categories of coaches' behaviors. Coaches' behavior and reactions associate with the nature and frequency of players' behavior and shape various patterns of aggressive behaviors.</p>	
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		scores of the game at the time aggressive behavior occurred.		The present findings specifically indicate that which part of coaching behavior may be associated with players' aggression. This may well be used by coaches as a precaution in their communication with young players.	
Yukhymenko-Lescroart, M. A., Brown, M. E., & Paskus, T. S. (2015). The relationship between ethical and abusive coaching behaviors and student-athlete well-being. <i>Sports, Exercise & Performance Psychology</i> , 4(1), 36-49.	To examine the relative impact of these coaching behaviors controlling for team gender as well as contextual influences of the profile of the sport, NCAA Division, and ethical climate at the school.	Student-athletes took part in the Growth, opportunities, aspirations, and learning of students (GOALS) survey. The GOALS data were collected at a single point time. Hypotheses were tested using cross-sectional data. Participants for the study included 19,920 student-athletes from 1,321 teams across 609 NCAA institutions. The GOALS	Preliminary analyses were conducted in SPSS version 21.0 statistical package and included descriptive, reliability, and correlation analysis. To answer the research questions, a multilevel approach to data analyses was used in HLM 6 Hierarchical Linear and Nonlinear Modeling software version 6.08. This study used two-level models with student-athletes at level 1 and teams at level 2. All scale scores were standardized using SPSS prior to the multilevel analyses. Before introducing predictors into the two-level models,	The ethical leadership behavior of coaches was positively associated with student-athletes' perception of an inclusion climate on the team and satisfaction with their choice of a college. Findings showed differences across the sports. Women's teams are slightly more likely to report higher inclusion climate. Men's teams are much more willing to cheat to win a game than women's. The men's football,	To avoid bias results, data would be collected by coaches' views on student athletes instead of self-reported measures. Or Having participants report on their teammates' willingness to cheat as opposed to self-reporting their own cheating intentions

		<p>survey was administered on the randomly selected sports teams then distributed among student-athletes for completion on a confidential and voluntary basis.</p> <p>Team inclusion climate was measured with three Likert-Scale items on a 1 (strongly disagree) to 6 (strongly agree) response scale.</p>	<p>unconditional models (one-way ANAOVAs with random effects) were run for each outcome variable to obtain intraclass correlation coefficients.</p>	<p>basketball, and baseball players reported the highest willingness to cheat.</p> <p>Division II teams reported lower college choice satisfaction than Division I teams.</p>	
<p>Rieke, M., Hammermeister, J., & Chase, M. (2008). <i>Servant Leadership in Sport: A New Paradigm for Effective Coach Behavior</i>. <i>International Journal Of Sports Science & Coaching</i>, 3(2), 227-239.</p>	<p>To examine how coaches who were perceived by their athletes to possess “servant leader” characteristics were associated with their athletes’ use of mental skills, motivation, satisfaction and performance.</p>	<p>Participants were 195 male high school basketball athletes that ranged from 15-19 years old.</p> <p>A series of questionnaires were distributed to head coaches of each high school team and given to the student-athletes.</p> <p>The questionnaires</p>	<p>Three separate statistical methods were utilized to examine the relationship between servant leader coach behaviors and the different sport variables of interest.</p> <p>Methods included:</p> <ol style="list-style-type: none"> 1) Multivariate analysis of variance (MANOVA) 2) Pearson Correlation Technique 3) t – test technique to examine difference 	<p>Athletes who perceive their coach to have servant leader qualities also displayed higher intrinsic motivation, were more task oriented, more satisfied, “mentally tougher”, and performed better than athletes coached by non-servant leaders.</p> <p>Results also showed that high school basketball athletes preferred</p>	<p>Include female high school student-athletes.</p> <p>Also, expand the research to all sport not just basketball.</p> <p>Include student-athletes at different levels. Ex: college/ Division I, Division II, Division III Junior College</p>

		<p>consisted of the:</p> <p>Revised Servant Leadership Profile for Sport (PRSL-S)</p> <p>Intrinsic Motivation Inventory. (IMI)</p> <p>Athlete Satisfaction Questionnaire (ASQ)</p> <p>Task and Ego Orientation in Sport Questionnaire (TEOSQ)</p> <p>Ottawa Mental Skills Assessment Tool-3 (OMSAT-3)</p> <p>Basketball Athletic Performance Questionnaire (BAPQ)</p>	<p>between the perceived versus the preferred versions of the RSLP-S</p>	<p>the servant-leader coaching style to more traditional styles. Also, coaches who use the methods advocate by the servant-leader model produce athletes with a healthier psychological state.</p>	
<p>Brinton, C. S., Hill, B. J., & Ward, P. J. (2017). Authoritative Coach: Building Youth Through Sport. Journal Of Park & Recreation</p>	<p>The purpose of this study was to adapt and apply Baumrind's Parenting Typology to adolescent</p>	<p>This article began with a full Literature Review on the Self-Determination Theory, competence,</p>	<p>Data were analyzed using Statistical Package for social Sciences (SPSS) Version 23.0 computer software.</p> <p>Surveys with missing</p>	<p>Youth sports athletes' experience with coaching styles have been linked to Baumrid's Parenting Typology.</p>	<p>The study should include individuals that participated in recreation or intramural sports. Another measure should include the impact of coaching</p>

<p>Administration, 35(1), 51-65. doi:10.18666/JPRA-2017-V35-I1-7296</p>	<p>sports to determine the existence and extent of the relationship between coaching styles and adolescent athletes' psychological needs in terms of Self Determination Theory (SDT)</p>	<p>relatedness, Baumrid's Parenting Typology, permissive, authoritarian, & authoritative.</p> <p>The method to assess the themes above was an online survey.</p> <p>Participants were student volunteers enrolled in a university. The sample consisted of 194 participants (ages 17-28 & 75.3% were female), but only 177 cases were used in the data analysis.</p> <p>Professors distributed an online survey hosted by Qualtrics through email to the participants.</p> <p>The survey consisted of 67 questions regarding coaching</p>	<p>responses were eliminated. From there the descriptive statistics were computed gender, age, years in sports, and years with coach.</p> <p>Block-entry method linear multiple regression analyses were used for autonomy, relatedness and competence.</p> <p>Multivariate analyses were computed with block-entry method linear multiple regressions to examine the relationship between authoritarian, authoritative, and permissive coaching styles and athletes' perception of each.</p>	<p>Authoritative coaching styles increase feelings of autonomy and competence in young athletes. However, the feelings of relatedness are not statistically significant for coaching style and permissive coaching styles weren't found in the sample. Authoritative coaching appears to be the best style for improving adolescent athletes' self-determination and positive youth development.</p>	<p>style on intrinsic motivation, and other positive psychology variables. Also include a different sample population that includes younger children and youth during their sport experiences</p>
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		styles, relatedness level, competence level, and personal autonomy.			
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