

The Impact of Parental Involvement on their Child's Participation in Organized Sports

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Abstract

As youth sports have become a foundation to developing skills and traits for young athletes, parents also play a crucial role in the development and wellbeing of the child. Analysis of previous research on parental involvement in youth sports shows both positive and negative factors relating to the child's experience and health. Research shows that parents that are negatively involved in their child's athletics can create stressful environments as well as decrease the child's confidence and self-esteem. Positive involvement, however, can create a strong bond between the parent and child and increase confidence and self-esteem. Finding the proper balance of involvement can allow the child to flourish and enjoy their sport as much as possible. The purpose of this synthesis project is to review the impact of parental involvement on their child's participation in organized sport.

Chapter 1: Introduction

Since the emergence of organized youth sports over a century ago, a multitude of studies have been conducted on youths' sport participation as well as the impact parents have on these participants. This latter category of research includes a focus on the involvement of parents surrounding their child's participation in an organized sport. In 2013, over 7.7 million children competed in high school sports (Friedman, 2013). Many more were involved in organized sport outside of school. The number of children competing in youth sports demonstrates why this topic is significant, as it allows parents to understand how their involvement can affect their child's performance in athletics.

Previous research has proven that individuals who participate in youth sports are more likely to be physically active, happier in their personal lives and career, and be more involved in their community (Athlete Assessment, 2021). The long-term benefits of youth sports are a key factor to keeping the child involved in organized sports, and thus it is important that parents should understand their role as a spectator and the importance of keeping their child happy and active in sport. Additionally, parents who are coaches, spectators or just involved in their child's athletic participation have the ability to impact their child based on their degree of involvement (Dorsch et al., 2016).

Parental involvement in their child's participation in youth sport can take many forms. Parental involvement can range on a scale of involved to not involved, as well as that involvement being positive or negative. Positive involvement can range from providing resources for success, to words of encouragement, to even just showing up for the game (Educated Sports Parent, 2015). Parents who show support and trust allow the child to have a more enjoyable athletic experience. Previous research has shown that parents can have positive

influences on their child's participation by providing motivation, financial support and overall support (Goodman & James, 2017). Positive parental involvement can be as simple as showing up to the game or providing transportation (Kanters & Casper, 2008). Negative involvement can be excessive pressure on a child from a parent to both perform and succeed up to their expectations (Bhalla and Weiss, 2010). Parents who are negatively involved tend to be over-involved in their child's athletics, verbally discouraging, and can create a stressful environment (Quinton, 2013). The role parents play when it comes to their involvement in their child's sport can also be a positive or negative. For example, parents can be heavily involved spectators, coaches, or just fans from a distance. Depending on the amount of involvement or the actions by the parents, this can be seen as a positive or negative to the child.

Coaches have been reported to have a different perspective on parental involvement. From a coach's perspective, parents can either be extremely helpful or a distraction; supportive or discouraging (Dunleavy, 2020). Dunleavy (2020) further described how coaches believe that parents with selfish priorities and unrealistic opinions of their children can have a disruptive effect on their team. Essentially, understanding the perspective of coaches on parental involvement can help parents recognize their impact not only on their child, but on the coach as well.

Parents also need to realize their level of involvement, and understand their child's desires when it comes to athletic participation (Mazer, 2020). Parents should understand the different levels of involvement because while they may think they are being supportive, they can actually be discouraging their child. Mazer (2012) described how parents often don't understand how their "push" or pressure is being perceived by their child. This means that parents may feel as if they are being supportive of their child, when in reality they can be putting too much

pressure on them. Mazer (2012) suggests that parents and children should come to an agreement on the level of involvement the parent should have in the athlete's sport. Communication between parents and children can be a major factor in the overall experience of the child's athletics.

Statement of Problem

Youth sports have the ability to allow children to express themselves, promote a healthy lifestyle, develop life skills and reduce the risk of substance abuse (Herren Wellness, 2020). It is safe to suggest that parents want the best for their children and providing their child the ability to participate in youth sports is important. With this, parental involvement can become beneficial or overwhelmingly stressful, depending on the type of involvement (Educated Sports Parent, 2015).

Depending on the level of involvement by parents, the long-term impact can be significant for both the child and the parent. If parents are able to understand the impact that they have on their involvement with their child's athletics, it can allow them to have a positive outcome in their child's lives (Educated Sports Parent, 2015).

Purpose of Study

The overall purpose of this synthesis project is to review the impact of parental involvement on their child's participation in organized sport.

Research Questions

The following research questions will be the focus of the synthesis:

1. What are children's perceptions of their parents' involvement?
2. What are parents' perceptions of parental involvement in their children's sport participation?

3. What positive outcomes are attributed to parents' involvement in their child's athletics?
4. What negative outcomes are attributed to parents' involvement in their child's athletics?

Limitations

1. Some studies were limited to one gender.
2. Some studies were limited to one socioeconomic class.

Delimitations

1. Articles used in this synthesis were peer reviewed.
2. The synthesis only included articles between 2010-2021.
3. Participants in this synthesis are from around the world resulting in different opinions surrounding the topic. Participants in this synthesis are both children and adults.
4. The synthesis is based on participants in organized sports, this includes school teams, club teams, and travel teams.

Chapter 2: Methods

The purpose of this synthesis project is to review the impact of parental involvement and influence on their child's participation in organized sport. Thorough investigation into previous research was used in order to gather information necessary for this synthesis. This chapter describes the methods used for gathering information to complete the synthesis.

The literature for this synthesis was found using the EBSCO database from SUNY Brockport's Drake Library website. The databases within the EBSCO website were found through the subject search of Kinesiology, Sport Studies & Phys. Ed. The subjects within the website resulted in the following databases: SPORTDiscus and Academic Search Complete.

Each article of the research found was searched using unique keywords. These keywords include *youth sports*, *involvement*, *parents*, and *children*. These keywords allowed the results of the search to be narrowed down and articles useful for the synthesis to be selected. Most of the articles were focused on *youth sports* which makes that topic a recurring theme.

The first search was conducted using the SPORTDiscus database using the keywords *youth sports AND involvement OR participation OR engagement*. This search resulted in 3,288 articles. The search then added the keyword *parental*, which limited the search down to 187 articles. Finally, adding the keyword *organized* to this list limited the search down to 23 articles. After limiting the search down to only peer-reviewed articles and those published between 2010-2021, the total number of articles was reduced to 14, with two articles chosen for the synthesis.

The second search was conducted using the SPORTDiscus database using the keywords *youth sports AND impact*. This search resulted in 829 articles. Adding the keyword *parental involvement* limited the search down to 14 articles. After limiting the search down to focus only

on peer-reviewed articles and articles published between 2010-2021, the total results became eight articles, with two articles chosen for the synthesis.

The third search was conducted using the SPORTDiscus database using the keywords *youth sports AND involvement, AND parent*. This search resulted in 160 articles. Adding the keywords *support AND pressure* limited the search down to nine articles. After limiting the search down to focus on peer-reviewed articles and articles published between 2010-2021, the total results became six, with three articles chosen for the synthesis.

The fourth search was conducted using the SPORTDiscus database using the keywords *youth sports AND involvement AND children*. This search resulted in 313 articles. After limiting the search down to only focus on peer-reviewed articles and articles published between 2010-2021, the total results became 129, with two articles chosen for the synthesis.

The fifth search was conducted using the SPORTDiscus database using the keywords *youth sports AND parents*. This search resulted in 1363 articles. The search then added the keywords *influence and perceptions*, which limited the search down to 53. After limiting the search down to only focus on peer-reviewed articles and articles published between 2010-2021, the total results became 29, and one chosen for the synthesis.

Articles were produced from journals such as, *The International Journal of Sport and Society, Research Quarterly for Exercise and Sport, Psychology of Sport and Exercise, Journal of Sport Behavior, Sport & Exercise Psychology Review, African Journal for Physical Health Education, Recreation and Dance, Journal of Physical Education & Health, Journal of Sport and Exercise Psychology, and Sport, Education and Society*.

This synthesis comprised of 11,959 participants. Of these participants, 8,582 of them were youth athletes and 3,377 of them were parents. Parents made up a smaller percentage of the

sample because the main focus of the synthesis was based on the child-athletes' perception of their parents. The demographic of the sample was both male and female participants, and both mothers and fathers of the children. The demographics of the participants reflected citizenship in seven different countries: the United States, Canada, India, England, South Africa, Spain, and Norway. The different demographics allowed for a broader and wider scope of results from participants.

Studies in this synthesis were conducted using both qualitative and quantitative methods of data collection. Of the ten articles, three used qualitative methods, five used quantitative methods and two used a combination of qualitative and quantitative methods in nature. The qualitative methods of data collection included interviews, open-ended questions on quantitative measures, and observations in the field of study, while numerical data was collected from quantitative measures that utilized Likert scales.

The data in this synthesis was analyzed using a collection of software programs as well as research interpretation and T-tests. Some of these programs include the Statistical Package for Social Sciences (SPSS) program, Sport Multidimensional Perfectionism Scale, and Multitrait-Multimethod analysis. Also, linear regression analysis and multivariate multiple regression models were used to analyze quantitative data, while inductive and deductive analyses and constant comparative analysis were used for qualitative data. Each study in this synthesis used unique analysis to reveal findings.

Chapter 3: Review of Literature

Youth sports is one of the best ways to help children develop and learn life skills and traits that they will use in their future. With this being said, parents often feel the need to become involved in youth sports to help push them to develop these traits and showcase their skills. This leads to the question of just how important is parental involvement? The focus of this chapter then, is to present a review of literature regarding the impact of parental involvement on their child's participation in organized sport. The following topics will be investigated: the importance of parental involvement in youth sports, perspectives of involvement from parents and children, and parental involvement being too much or too little. These three themes will prove vital to understanding the importance of parental impact in youth sports.

The Importance of Parental Involvement

Just how important is parental involvement in youth sports? Andrews and Carrano (2018) completed an extensive longitudinal design following over 7,000 youth athletes between grades 5-12 and over 3,000 parents between the years of 2002-2010. The purpose of the study was to examine parents' levels of involvement in organized sports and overall PYD (Positive Youth Development) outcomes and each of the five C's (Confidence, Caring, Competence, Connection, and Character). This study created two hypotheses, the first being a higher level of parental involvement in organized sports will be associated with higher PYD scores, reflecting a positive linear association, and the second being levels of PYD may be highest among youth whose parents exhibit moderate levels of involvement. Using qualitative and quantitative methods, interviews with open-ended questions were asked of children on the topic of engagement related to parental involvement. Parents were also asked to categorize their levels of engagement on a scale of 0-6. Student athletes were asked to answer questions about PYD using a self-reported

questionnaire. This questionnaire assessed each of the athletes' answers and scores and categorized them into variables known and as the five C's (caring, confidence, competence, connection and character). The scores ranged from 0-100, where the higher the score, the higher the "C" value. Using a regression analysis, Andrews and Carrano were able to examine the levels between parental involvement in sport and each of the variables. The results of the study found that parents can find ways to involve themselves more easily than they may think and play a crucial role in supporting children become involved in organized sports. For example, parents can be involved in their child's athletics by just signing them up for the sport. This can be important because it can allow the child to understand that athletics is a place for them to develop skills, improve their self-confidence, social lives and improve relationships. It was also found that lower and higher levels of involvement resulted in lower confidence than moderate involvement. These results partially supported the hypothesis based on the results indicating that both a moderate level of involvement provided the most positive result.

Similar to the study by Andrews and Carrano, Dorsch et al. (2016) found several factors of why it is important for parents to be involved in their child's athletics. A quantitative research study followed 561 total participants including 226 children between ages 11-13 and 335 parents. The study was conducted to assess the concordance among self, partner, and child reports of fathers and mothers. Also, the study examined warmth and conflict in the parent-child relationship, parent positive and negative affect, and mastery and ego dimensions of the coach-created motivational climate as collective predictors of father and mother involvement in organized youth sport. Participants completed five quantitative surveys answering questions on a 1-5 scale. Surveys described parent-child warmth in sport, parent-child conflict in sport, parent positive and negative affect, coach-created motivational climate, parent support and pressure in

sport. An MTMM or Multitrait-Multimethod analysis was used to facilitate the interpretation of discriminant validity of the research as well as a multivariate multiple regression model was also used to measure variables used in the study. The results found that both the child and parent perceived high levels of warmth, meaning that both the child and parent enjoy the involvement of the sport. Dorsch et al. (2018) also explains how parental involvement is important because not only do parents help to get their child involved in sport, but they also support their child financially and emotionally. This support can help reinforce the bond between parents and child as they are able to spend more time together and connect over an activity that they both understand.

This theme of connection through common interests is comparable to a study by Stefansen et al. (2018) that aimed to research the understanding of the cultural processes that drives what we see as a marked generational change in the relationship between organized sports and the practice of parenthood. A qualitative design followed 100 participants in 8th grade from two separate schools in Norway using interviews and observations. The athletes were filmed and observed doing activities and interviewed along with their parents, teachers and coaches. The approach of the interviews was to try to follow the lead of the interviewee to access the motivations and ideas of the participants following the main topics of school, leisure, and family life. The data was analyzed by interpretation by the authors to find important themes of the research through analysis of the interviews and was categorized into three social classes and evaluated factors within each class (Information, Education, Work). The interviews found data that describes how parents and children are able to build a strong connection to the specific sport. Parents described look back on their childhood and thinking of their parents attending their little league game or soccer game, and being so happy. The intention is that the parents want to have

the same experience for their children. Moving forward, the perception of parental involvement can vary from child to child and parent to parent.

Perspectives from both sides

Introducing the perspective of the parents, a questionnaire conducted by Pulido (2018) was created to assess the opinions of parents and their children concerning parental involvement in grassroots football. A quantitative approach followed 176 participants of young athletes from Spain between ages of 14-16. Using 20-item questionnaire, three main factors were measured including managerial behaviors, support and understanding, and active involvement. The study contained 5-point Likert scale ranging from 1 (nothing) to 5 (a lot) for participants to answer. The data was analyzed using the SPSS-21 statistical program to mine data and find average and standard deviation. Also, relationships between variables such as father-coach relationship, satisfaction, father-son relationship, involvement, interventions in matches and interest-expectations were calculated. The research from this study found that these parents show high levels of involvement. More specifically, parents are involved because they want to maintain a positive relationship with their child. As it pertains to their active involvement during a sporting event, parents oppose their own interactions. This means that they understand how poor behavior such as screaming and yelling is more of a negative than positive. Furthermore, it is suggested that parents should understand their position in the stands and keep the focus on positive reinforcement and respecting their kids, coaches and the game itself. This perspective of parents' understanding of their position as a spectator is for the overall experience of the young athlete and to help them feel comfortable and confident in their sport.

Similarly, the idea of positive reinforcement and praise that parents provide for their child was further researched in a study by Goodman and James (2017). This study was designed to

examine the views of parents and children, comparing opinions of parental involvement on the youth athlete's development. Using a quantitative design, the study followed 68 total participants from England including 34 parents and 34 children with an average age of 11. A PISQ or Parental Involvement in Sport Questionnaire was used to question parental behaviors and attitudes towards their children as 20 items were measured in three separate categories comprising of direct behavior, praise and understanding, and active involvement. These answers were measured using a 5-point Likert scale ranging from very unhelpful (1) to very helpful (5). The data was analyzed using the SPSS statistics program and T-tests were used to compare both sets of data. The results of the study found that praise and understanding was heavily encouraged by parents. The idea of being supportive and encouraging to the child both on and off the field is a parental instinct. Being able to positively encourage the young athlete was a very important factor for the parents. Parents rated themselves very high when it came to this category, and suggested that they are more likely to encourage their child to open up and talk to them about their problems whether it is about their performance or anything else. While children rated this scale much lower than their parents, this is an important factor as it relates to their involvement in their child's athletics.

Likewise, a qualitative study performed by Lauer et al. (2010), found that parents believe the best experience for their child involves them using effective communication. The study was designed to examine the role parents played in developing professional tennis players. Specifically, positive and negative attitudes and behaviors that influenced talent development as well as describing how specific parental behaviors exhibited change as a function of talent development the child experienced. A qualitative approach followed 25 participants including nine athletes between the age of 16-24, eight parents, and eight coaches. Interviews were

conducted and recorded using an audio recording and notes taken by the researcher. The participants were asked questions about the player's development and stages in their careers. The main questions analyzed characterization traits, behaviors, and attitudes as they relate to development and perceptions. Interviews with the players were administered in person and parents and coaches' interviews were over the phone.

Patterns of the data and meaning from the interview were categorized using content analysis and constant comparative analysis. A four-person peer debrief was conducted to reduce researcher bias and a log was created to collect and describe emerging themes and provide trustworthiness. Each participant had a profile made for them as well as spreadsheets being created to further categorize data and find patterns between subjects. Although there were mixed feelings about pushing your kid to be the best, support was always intended to help them develop skills and traits such as hard work and respect, understanding the balance of having a normal life. Parents also heavily stated how keeping sports separate as much as possible was a way to relieve stress and allow the child to live their life without too much pressure. The parents in this study comprehended the idea of not being overly involved in their child's athletics to the point where it was unhealthy. The results also stated that parents teamed with the other spouse at times to help balance the relationship with the child. For example, if the mother was focusing a conversation on athletics too much, the father would jump in and ask about school, friendships or other hobbies. This is important because balancing sports and social lives can help relieve stress and provide a break that youth athletes need (Lauer, 2010).

When it comes to the perspective of the child, it is important to note that every child is different and the way each one perceives feedback support is different. A study by Pule et al. (2014) was designed to assess the youth's perception of parental involvement in school sport.

Using a quantitative approach, the study followed a total of 773 athletes between ages 12-18 from 18 different schools in South Africa. Using a self-administered questionnaire comprised of 12 questions, participants answered questions formatted as a 5-point Likert scale ranging from strongly disagree (1) to strongly agree (5). The main sections of the questionnaire asked about the athlete's demographic profile and perceptions on parental involvement. The data was analyzed using an SPSS statistical program as well as T-tests to examine differences in primary and secondary schools. The results found that children believe their parents are more involved in their sports as they are in the early stages of athletics. As children start their athletic careers, parents feel the need to help that and develop their skills, and as they move on with their athletics, parents start to have a hands-off approach. With this, youth athletes feel that their parents become more distant and do not feel as supported as they had been previously.

Additionally, in a study by Ede et al. (2012), results found that youth athletes were both satisfied and dissatisfied with the level of involvement from their parents. The study was created to gain an understanding of youth hockey athletes' perceptions and satisfaction of their parent's level of involvement. A qualitative and quantitative approach followed 58 athletes between 13-15 years old. Participants must have met the criteria of participating in bantam level hockey, playing in Minnesota Youth Hockey Association, and receive consent to participate. The PISQ was used to question the athletes' perceptions of their parents' involvement comprising of a 19-item questionnaire to measure the perceptions of behavior, praise, understanding and active involvement of the athletes. Surveys of the questionnaire were completed both in person and online. Data attained from the questionnaires were entered into an SPSS software was analyzed using descriptive statistics. While participants stated how they observe their parents using more praise and understanding, they felt unfulfilled with direct behavior and active involvement. Ede

et al. (2012) explains that this can be because of the change in family dynamic. Families tend to work longer, increases in single parent households and increased sport schedules. Children may perceive this as their parents not putting enough effort into being involved with their sports.

However, Goodman and James (2017) found that children found their parents engagement helpful and more involved. As previously stated, this study was designed to examine the views of parents and children, comparing opinions of parental involvement on the youth athlete's development. When it comes to the ratings of parental involvement, the youth athletes rated the parents more involved in their athletic development than the parents did of their behavior. This suggests that the parents felt more involved to dive deeper in conversation and talk about problems about their performance. This can lead to the athletes feeling overwhelmed and feeling criticized by their performance. Goodman and James (2017) stated that children found feedback different based on the approach parents used to convey their message. When criticism was used in a way to teach rather than berate, it was taken in a positive manner by the athlete. Regardless of the controversial parent feedback, the children found most of the behavior useful. This is because going over the topic of sport can create a bond that the athletes have with their parents.

How much involvement is too much or too little?

Parental involvement has proven the ability to impact youth athletes. This impact can result in positives and negatives. For example, in a study by Bhalla & Weiss (2010), the purpose was to examine parental influence on self-perceptions, task values, and achievement behaviors among female adolescents from two cultures. Using a qualitative approach, 12 female participants with the average age of 15 from Canada and East India were participants in this study. Conducting interviews, predetermined and open-ended questions were asked to all 12

participants. Four sections of questions focused on participant background, family involvement, perceptions of parental beliefs, and wrap up questions. Inductive and deductive analyses were used to discover information and themes of proposition. The researchers coded the transcripts and discussed raw data to review and categorize findings as well as having additional credited researchers assist in reviewing the results to provide trustworthiness. The results of the study were positive and found that the athletes feel success when their parents attend their events. They also feel accomplishment when parents can understand that their hard work is paying off, as well as parents helping them achieve their goals. One of the participants described how when their parents support their participation and are proud of their accomplishments it proved that their time and effort was valuable.

Similarly, the theme of positive parental support was reinforced in a study by Stefansen et al. (2016). As previously stated, this study aimed to research the understanding of the cultural processes that drives what we see as a marked generational change in the relationship between organized sports and the practice of parenthood. The research described the reoccurring factor of emotional closeness described between parents and athletes. This means the parental involvement developed a bond with the child. Something as simple as driving the child to practice is viewed as a positive because of conversations created. Many parents stated how this conversation can access the emotional state of their child. Likewise, parents that participated in sports growing up were able to connect on a deeper level because of both talking and practicing sports with their child.

Andrews & Carrano (2018) continued the idea of positive parental impact with their study. As previously stated, the purpose of the study was to examine parents' levels of

involvement in organized sports and overall PYD (Positive Youth Development) outcomes and each of the five C's (Confidence, Caring, Competence, Connection, and Character).

The research found that parents who are moderately involved in organized sports provide a healthy and supportive environment for their child. They are also able to enhance the child's performance, enjoyment, and personal development. Parents who are not over-involved, ended up supporting their child's independence, which provided structure leading to the child's development in sports. This was also associated with higher self-esteem among children.

Alternatively, parents can provide a negative impact on their child, even if they have positive intentions. A study by Sapieja et al. (2011) was created to determine whether perceptions of parenting styles differ as a function of adolescent athletes' perfectionist orientations. A hypothesis was created that athletes with unhealthy with perfectionist orientations would be inclined to report heightened perceptions of authoritarian parenting. A quantitative design followed 194 male youth soccer players from 18 teams across Canada. The participants were required to complete four questionnaires about parenting styles in youth sports- demographic, sport-multidimensional perfectionism, and two versions of parenting styles. A 5-point Likert scale was to measure perfectionism ranging from 1-strongly disagree to 5-strongly agree. Three main factors were measured including emotional responsiveness, demandingness, psychological autonomy-granting, using a 7-item Likert scale ranging from strongly disagree (1) to strongly agree (7). This study found that youth athletes who are raised in non-controlling and supportive surroundings are less likely to develop unhealthy perfectionist tendencies because they do not feel as much pressure to meet the performance expectations forced on them by their parents. However, youth athletes who are raised in over demanding environments are more likely develop perfectionist tendencies based on the stress from their parents. This means parents that

over involve themselves into their child athletic lives can create a more stressful and unhealthy environment and be detrimental for their athletic future.

Correspondingly, Bhalla and Weiss (2010) found results that show overinvolvement lead to negative responses by youth athletes. As previously stated, the purpose was to examine parental influence on self-perceptions, task values, and achievement behaviors among female adolescents from two cultures. The results found that the children described instances of devalue and felt unsupported when parents did not show up to support them in their sporting events. While overinvolvement can cause stress, a lack of involvement can be just as damaging resulting in lack of confidence and a decrease in self-worth. As for overinvolvement, the participants described that their parents put too much pressure on them, and push them too hard. This can be because many parents see themselves in their child and where that failed to succeed in youth sports, they want to see their child thrive. Regardless, this idea of pushing your child to be the best because you were not can be stressful and demanding to the youth athlete.

Lastly, in a study by Goodman and James (2017), results found continuing factors of negative perceptions by youth athletes on their parents' involvement. As previously stated, this study was designed to examine the views of parents and children, comparing opinions of parental involvement on the youth athlete's development. While parents praised their children often for both playing well and trying hard, children found other factors to be much more dissatisfying. These factors from the study included parents getting upset and appearing to look disappointed. It can be nerve-wracking enough for a child to compete and try to do their best, but when you add a parent that is over-demanding and critical about your play after the match can be very stressful. The youth athletes in this study described that the least enjoyable aspect of sport was the post-game scolding they would receive from their parents. This berating may happen in a car

ride home after a poor performance where the parents scold them about their play. It was a consensus among the participants that this factor led to a negative perception of their parents' involvement.

Summary

The research provided information about how parental involvement can impact youth athletes. This involvement can be positive or negative based on the level of involvement. The research provided information about how both youth athletes and parents perceive their involvement. While every child is different and can perceive levels of involvement differently, the research has shown that communication and support can create a bond that allows the child to open up more about their feelings when it comes to youth sports. Providing transportation, purchasing equipment, or even just showing up to the event can be enough to show support and encourage the child. Parents need to understand their role as both a spectator and parent to their child. Providing a positive environment not only allows the child to enjoy the sport, but it can also help them gain confidence and self-esteem outside of sport. Being aware of the level of involvement can be a difference between pushing the youth athlete away from sport, and creating a stronger bond between parent and child.

Chapter 4

Results, Discussion and Recommendations for Future Research

The purpose of this chapter is to present the results of the review of literature on the impact of parental involvement on their child's participation in organized sport and how these results align with the purported research questions which guided this synthesis project. In addition, recommendations for future research as it relates to parental impact on organized youth sports.

The results of this review of literature revealed a mix of opinions from both the perspectives of the child and the parent. While there is no perfect answer, the research provides answers from a broad sample size to allow conclusions to be made. For example, conclusions can be drawn about how parental involvement can create a bond between parent and child. Also, providing communication and a positive environment can allow the child to not only enjoy the sport but gain confidence and self-esteem.

The literature also discussed how parents need to be aware of their level of involvement. Becoming too involved can create stress, while being too little involved can be detrimental to the youth athlete's confidence and self-worth.

Discussion

Interpretations

As part of this literature review, several research questions were investigated. The first research question explored was, what are children's perceptions of their parents' involvement? The research on this topic found opinions from the youth athletes themselves. Pule et al. (2014) found that children believe that parents are much more helpful at a young age and that they then become more hands off as they grow older. Parents try to help their children develop life skills at

a young age through sport, and when they become more distant while the child is growing up, confusion and lack of confidence can be developed by the child. This is because they feel as if they are not good enough to be supported by their parents.

Similarly, Ede et al. (2012) found both positive and negatives when it came to parental involvement. Youth athletes explained how parents using praise and understanding can be positive for them, but when it comes to direct behavior and active involvement the athletes are unfulfilled and view this as a negative. Children can have this perception when parents may not be as attentive as they desire and can create the assumption that parents may not care to put enough effort in. Goodman and James (2017) found that youth athletes find their parents involvement very helpful. The children found that when feedback was used positively, rather than criticize, it was taken more positively.

The second research question examined was, what are the parents' perceptions of involvement in their children's sport participation? Pulido (2018) found that parents are involved in their child's athletics because they want to maintain a positive relationship with them. Furthermore, it was found that most parents understand their level of involvement and choose to stay positive rather than over involving. Similarly, Goodman and James (2017) found that parents choose to be more supportive and encouraging when it comes to active involvement. The parents in this study understood the benefits of being actively involved in their child's athletic life, resulting in a more positive experience for the child. Allowing the child to know and understand that their parents support them in their athletics is very important, because this support can lead to the child opening up more and talking about problems on and off the field to build a stronger connection between parent and child. Finally, in a study by Lauer et al. (2010), it was found that while there were mixed feelings about pushing the child to be the best, support

was always the end result. Parents described how they understood the balance for sport and social life and wanted to keep that in check. This break allows for the athletes to find other hobbies they enjoy and relieve stress.

The third research question examined was, what positive outcomes are contributed to parental involvement on their child's athletics? The previous research on this topic found many positive aspects that relate to parental involvement. Bhalla and Weiss (2010) described how youth athletes feel a sense of achievement when their parents attend their events. Athletes also feel accomplished when parents can understand that their hard work is paying off and when parents can help them achieve their goals. Stefansen et al. (2016) found that emotional closeness was a common factor connecting parents and their athletes. Developing a close bond was important and created through conversation or attending events. This connection can also be developed through common interests like playing the same sport, and giving feedback or tips about how to improve the child's skill. Andrews and Carrano (2018) conducted a study that found that parents who provide moderate involvement provided a healthy and supportive environment for their child. Parents who involved themselves in moderation rather than over-involvement supported their child's independence. This led to improved development of the child both in and out of sport, and resulted in higher levels of self-esteem among the athletes.

The final research question was, what negative outcomes are contributed to parental involvement on their child's athletics? The research on this topic found negative aspects associated with parental involvement. Sapieja et al. (2011) found that athletes raised in over controlling and demanding households are more likely to develop perfectionists' tendencies created by stress from parents. Parental involvement that expects perfection can be detrimental to the athlete's health. Bhalla and Weiss (2010) describe opinions of lack of support when parents

fail to attend events due to lack of involvement. Under involvement from parents can be just as damaging to the athlete, and cause a decrease in confidence and self-worth. Also, it was found that over-involvement created too much stress because parents pushed them too hard to be the best. Goodman and James (2017) found that parents who show disappointment or frustration can be damaging to the child's confidence. It was also a consensus among the youth athlete participants that their least enjoyable moments of their sports careers were the post-game drive home lectures.

Implications

The previous research on the impact of parental involvement on youth athletes shows a broad perspective of opinions. These opinions draw both positive and negative conclusions from the parents and children. The results of this synthesis offer implications that can assist both parents and children to understand each other's perspective.

When parents involve themselves in their child's sport, they can easily get carried away and over involve themselves to the point where it is no longer enjoyable for the youth athlete. The majority of parents agree that this over-involvement can be detrimental to the progression of sports and be damaging the child's wellbeing. Expecting perfection from your child can create stress and ruin confidence in themselves.

It is important for parents to understand the balance of involvement. This implies that they are able to support without being overbearing. The children in the research supported their parent's involvement when they were able to have stability between athletics, family time, and social life. When parents understand the perspective of the child, they can create a bond that has the potential to improve the relationship between parent and child.

It should be noted that every child is different and the perception of involvement will vary from child to child. Nevertheless, the research proved that the children enjoy their parents support and appreciate when effort is put in to see them perform. Parents don't need to be at every practice, they just need to show support and understanding for the child, while also not crossing the line.

Recommendations for Future Research

In reviewing the data base on the impact of parental involvement on youth athletes, the following limitations were noted within the literature. The first limitation was that most of the studies were limited to a small sample size. Many of the participants belong to one team or school. With this, some studies' samples were limited to only boys or to only girls. This prevented to researching how gender roles would play a part in some studies. The second limitation is that most studies geographic and economic status were similar. This is because the majority of the research came from families in the same location, social class and economic status. Again, since the participants of most studies belong to the same school or team, the status among the participants were similar. As more studies on this topic eventually come to light, there will be a broader sample that takes into account geographic and economic status. Another limitation on the previous literature was the integrity to answering interview questions. It is always a touchy subject when parents have to answer honestly about their involvement with their children. Having the parents consistently answer about how supportive they are can possibly lead to dishonest responses.

Based on these limitations and other insights related to the literature the following recommendations for future research should be considered:

1. Further research should continue to develop new variables that can impact the relationship between the parent and the child as it relates to youth sport involvement. These variables can be positive or negative to better understand how it can impact the youth athlete's success, mental health, long-term development and relationship with the parent.
2. Further research should further investigate how gender roles play a difference in parental involvement. This can be for boys and girls as well as mothers and fathers' involvement.
3. Further research into how parenting styles can lead to unhealthy tendencies in their children. What other parenting styles outside of sport involvement can lead to children developing unhealthy tendencies such as perfectionism.

Summary

The overall purpose of this synthesis project was to review the impact of parental involvement on their child's participation in organized sport. An extensive search of online databases using specific delimitation techniques and key words resulted in 10 articles selected for this synthesis. These articles were used to determine if the impact parent involvement on youth athletes and how the involvement resulted positively and negatively as well as the opinions by parents and children on the topic.

The research revealed several variables that can impact parental involvement on youth athletes. These include parents understanding their role as a spectator, balancing sport and social life, and finding balance in their involvement to best support their child. Parents who are able to understand their role as a spectator and supporter for their child can give the youth athlete confidence, relieve stress and build a stronger connection with their parents. Also, parents that

over involve or under involve themselves with their child's athletics can result in unhealthy tendencies such as perfectionism, increased stress and a lack of confidence.

Moving forward, further research will be needed to analyze a more in-depth analysis on gender roles, parenting styles and geographic and economic statuses of participants. The information in these syntheses can be used to help parents understand the role they play in their child's lives as it relates to youth sport involvement. Every child is different, so finding the perfect balance of involvement will allow the child to reach a top athletic experience and increase their relationship with their parents.

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- Stefansen, K., Smette, I., & Strandbu, Å. (2016). Understanding the increase in parents' involvement in organized youth sports. *Sport, Education and Society*, 23(2), 162–172.

**Appendix A
Synthesis Article Grid**

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
<p>Andrews, L., & Carrano, J. (2018). Is parental participation in organized sports associated with positive youth development? <i>The International Journal of Sport and Society</i>, 9(4), 45–59.</p>	<p>*Purpose: To examine parents’ levels of involvement in organized sports and overall PYD (Positive Youth Development) outcomes and each of the five C’s (Confidence, Caring, Competence, Connection, and Character)</p> <p>*Hypothesis 1: A higher level of parental involvement in organized sports will be associated with higher PYD scores, reflecting a</p>	<p>*Qual & Quan methods</p> <p>*Longitudinal design: followed subjects from gr. 5 to gr. 12 (2002-2010) (part of a larger 4-H study)</p> <p>*Subjects: -7,000 students -3,000 parents</p> <p>Measures:</p> <p>*Interviews: parents were asked open-ended questions</p> <p>*Engagement: asked parents to categorize levels of engagement on scale of 0-6.</p> <p>*Positive Youth Development:</p>	<p>*Quantitative: -Linear regression analysis between parents’ involvement and outcome variables. -first set tested for curvilinear associations between parents’ involvement and outcomes.</p> <p>*All quant analyses were conducted using SPSS and included a set of covariates (gender, race)</p> <p>*Qualitative: did not state how analyzed</p>	<p>*Hypotheses partially supported</p> <p>*Found that parents that are moderately involved in organized sports provide a healthy, supportive environment for their child athlete, optimizing the child’s performance, enjoyment, and personal development.</p> <p>*Results also showed that higher levels of parental involvement in organized sports</p>	<p>*This study showed that higher levels of parental involvement in organized sports was associated with children exhibiting greater connection to parents, peers, coaches, teachers, and the community.</p> <p>*Moderate involvement can lead to more confidence, but over-involvement can result in excessive pressure and lead children into internal feelings of conflict and doubt.</p> <p>*Supports previous literature that sports allow children a pathway for developing social skills like teamwork, self-</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
	<p>positive linear association</p> <p>*Hypothesis 2: Levels of PYD may be highest among youth whose parents exhibit moderate levels of involvement.</p>	<p>Students self-reported using questionnaire that rated each of the following variables on a scale of 0-100. These variables are Confidence, Caring, Competence, Connection, and Character.</p>		<p>were associated with an increase in children’s connection to parents, peers, coaches, teachers, and the community.</p> <p>*Moderate parental involvement resulted in higher confidence, whereas over involvement can lead to stress, conflict and lack of self-esteem.</p>	<p>control, compassion, and responsibility.</p> <p>*This work can be used in the future to teach, develop and harness youth outcomes.</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
<p>Bhalla, J. A., & Weiss, M. R. (2010). A cross-cultural perspective of parental influence on female adolescents' achievement beliefs and behaviors in sport and school domains. <i>Research Quarterly for Exercise and Sport</i>, 81(4), 494–505.</p>	<p>*Purpose: To examine parental influence on self-perceptions, task values, and achievement behaviors among female adolescents from two cultures.</p>	<p>*Qual research design followed 12 female participants with the average age of 15 from Canada and East India.</p> <p>Measures: *Interviews: Predetermined, open-ended questions were asked to all 12 participants. *Four sections of questions focused on participant background, family involvement, perceptions of parental beliefs, and wrap up questions.</p>	<p>*Two content analyses were conducted (Anglo Canadian and East Indian).</p> <p>*Inductive and deductive analyses to discover information and themes of proposition.</p> <p>*Researchers coded the transcripts and discussed raw data to review and categorize findings.</p> <p>*Additional credited researchers assisted in reviewing the</p>	<p>*Positive – results found that the girls feel success when their parents attend their events and understand their hard work paying off, as well as parents helping them achieve their goals.</p> <p>*Negative – results found some parents didn't come to their athletic events and made the girls feel devalued.</p> <p>*Girls whose parents over-involve themselves put too much pressure on them, and push them too hard. They believe this is because the parents see</p>	<p>*Parents from single house families were not conducted</p> <p>*Parents believe that since they support their child in the academics, they should support them athletically as well.</p> <p>*Experiences based on culture may be different. For example, Indian culture is male dominated, meaning certain gender roles are divided and parents may prevent their daughters from participating fully in their sport.</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
			<p>results to provide trustworthiness.</p>	<p>themselves in their child, and where they “failed” they want to see their child succeed.</p>	

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
<p>Dorsch, T. E., Smith, A. L., & Dotterer, A. M. (2016). Individual, relationship, and context factors associated with parent support and pressure in organized youth sport. <i>Psychology of Sport and Exercise</i>, 23, 132–141.</p>	<p>*Purpose - to assess the concordance among self, partner, and child reports of fathers and mothers.</p> <p>*Purpose (2) - To examine warmth and conflict in the parent child relationship, parent positive and negative affect, and mastery and ego dimensions of the coach-created motivational climate as collective predictors of father and mother involvement in organized youth sport.</p>	<p>*Quan research design followed 226 families including 561 participants consisting of 226 children (90 female, 136 male, ages 11-13) and 335 parents.</p> <p>Measures: *Participants completed five quantitative surveys answering questions on a 1-5 scale. *Surveys described parent-child warmth in sport, parent-child conflict in sport, parent positive and negative affect, coach-created motivational climate, parent support and pressure in sport.</p>	<p>*Multitrait-multimethod analyses were used to facilitate the interpretation of discriminant validity of the research.</p> <p>*A multivariate multiple regression model was also used to measure variables used in the study.</p>	<p>*Participants observed moderate to high levels of warmth in the parent-child relationship, positive parent affect, coach-created mastery climate, and support.</p> <p>*Participants perceived relatively low levels of conflict in the parent-child relationship, negative parent affect, coach-created ego climate, and parent pressure.</p>	<p>*Study found data that shows a difference between how mothers and fathers impact their child.</p> <p>*Future research can work on a similar study using more limitations. This study was used on parents and children at one level, in the future this research can broaden out.</p> <p>*Parents will tend to be more honest and willing than children.</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
<p>Ede, S., Kamphoff, C. S., Mackey, T., & Armentrout, S. M. (2012). Youth Hockey Athletes' Perceptions of Parental Involvement: They Want More. <i>Journal of Sport Behavior</i>, 35(1).</p>	<p>*Purpose - To gain an understanding of youth hockey athletes' perceptions and satisfaction of their parent's level of involvement</p> <p>*RQ1: How do youth hockey athletes perceive their parent's level of involvement?</p> <p>*RQ2: Does youth hockey athlete's perceptions of their parent's level of involvement correlate with their enjoyment of hockey?</p> <p>*RQ3: Are youth hockey athletes satisfied with their parent's actual</p>	<p>*Qual and Quan research design followed 58 male athletes between 13-15 years old. *Participants must have met the criteria of participating in bantam level hockey, playing in Minnesota Youth Hockey Association, and receive consent to participate.</p> <p>Measures: *A PISQ was used to question the athletes' perceptions of their parents' involvement. *19-item questionnaire measured perceptions of behavior, praise,</p>	<p>*Data attained from the questionnaires were entered into an SPSS software was analyzed using descriptive statistics. *RQ1 was measured on three scales, direct behavior, praise and understanding, and active involvement. *RQ2 was measured using a Pearson correlation analyses. *RQ3 was analyzed using a dependent t-test rating their parent's involvement on a scale of -4 to +4.</p>	<p>*RQ1 found that athletes perceived their parent's using more praise and understanding than active involvement and directive behavior. *RQ2 found that there was no relationship between both the athletes' level of enjoyment in hockey practice and in hockey games and their perception of their parent's level of involvement. *RQ3 used quan measures to determine that youth hockey athletes were unhappy with their</p>	<p>*Parents can be involved in other ways than being an over or under involved spectator. They can take an active role in team booster clubs or committees, helping with social events, providing transportation for their child etc.</p> <p>*Every athlete is different and parents may need to find their niche with their kid to help them enjoy and participate in the sport to their full potential</p> <p>*The author suggests further research on how parental pressure may impact youth athletes' enjoyment.</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
	<p>level of involvement in comparison to desired level of parental involvement?</p> <p>*RQ4: Do difference exist amongst youth hockey athletes' satisfaction of their mothers and fathers' level of involvement?</p>	<p>understanding and active involvement.</p> <p>*Surveys of the questionnaire were completed both in person and online.</p>	<p>*RQ 4 was analyzed using independent samples t-tests that measured athletes' perceptions of their mother's level of involvement in comparison to fathers.</p>	<p>parent's level of involvement suggesting that they want more involvement.</p> <p>*RQ4 found non-significance between athletes' perceptions of their mothers and fathers' levels of involvement.</p>	

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
<p>Goodman, M., & James, I. A. (2017). Parental involvement in young footballers’ development: A comparison of the opinions of children and their parents. <i>Sport & Exercise Psychology Review</i>, 13(1).</p>	<p>*Purpose - To examine the views of parents and children, comparing opinions of parental involvement on the youth athlete’s development.</p>	<p>*Quan design followed 68 total participants from England as 34 fathers and 34 male children. with an average age of 11 were studied.</p> <p>Measures: * A Parental Involvement in Sports Questionnaire was used to question parental behaviors and attitudes towards their children.</p> <p>*20 items were measured in three categories: direct behavior, praise and understanding, and active involvement</p> <p>*Answers were measured using a 5-</p>	<p>*Data was analyzed using a Package for Social Sciences statistics program and T-tests to compare both sets of data.</p> <p>*Holm sequential Bonferroni adjustments were also made for multiple comparisons being undertaken.</p>	<p>*Results reveal that the children were praised often for both playing well and trying hard, and they found this parental feedback helpful.</p> <p>*Young athletes consider their parents are more involved in their development compared to the parents’ ratings of their own behavior.</p> <p>*NEGATIVE – The two items viewed as least helpful were ‘parents getting upset during a match when the child was playing badly’, and</p>	<p>*Study suggests that sports are an area for parents to bond with their child. Connect emotionally and develop shared interests.</p> <p>*The structuring of the parental feed- back changes the nature of how criticism is perceived by each child.</p> <p>*This study suggests a more in-depth analysis relating to gender roles between the mother and the father and how they influence various sports.</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
		<p>point Likert scale from very unhelpful to very helpful.</p>		<p>‘parents appearing let down after a match’.</p> <p>*Children can feel berated after games, especially when they perform poorly. The “Post-morteming” of performances can leave young athletes with a memory of their parents being upset with them (scolded in the car ride home).</p>	

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
<p>Lauer, L., Gould, D., Roman, N., & Pierce, M. (2010). Parental behaviors that affect junior tennis player development. <i>Psychology of Sport and Exercise, 11</i>(6), 487–496.</p>	<p>*Purpose - To examine the role parents played in developing professional tennis players and, specifically, the full array of positive and negative attitudes and behaviors that influenced talent development.</p> <p>*This study describes how specific parental behaviors exhibited changed as a function of the stage of talent development the child experienced.</p>	<p>*Qual design followed 25 participants including nine athletes (five females, four males) between the age of 16-24, and eight parents and eight coaches.</p> <p>Measures: *Interviews were recorded using an audio recording and notes taken by the researcher. *Interview: Participants were asked questions about the player’s development and stages in their careers. *Main questions analyzed characterization, behaviors and</p>	<p>*Patterns of data and meaning from the interview was categorized using content analysis and constant comparative analysis.</p> <p>*A four-person peer debrief was conducted to reduce researcher bias.</p> <p>*A log was created to collect and describe emerging themes and provide trustworthiness.</p> <p>*Each participant had a profile made for them.</p> <p>*Spreadsheets were created to</p>	<p>*Results found that their children have a more positive experience when effective communication is used.</p> <p>*Supportive language and understanding rather than screaming or silence.</p> <p>*Parents perceptions on pushing their child to train constantly was not unanimous.</p> <p>*All parents supported their children and</p>	<p>*Common themes of research provided emphasis on teaching values through game and learning life skills.</p> <p>*A sense of balance between sport and life, which was often facilitated by parents, is important.</p> <p>*Future research on this topic is to explore the question, “What is appropriate parental push?” Mixed opinions emerged during interviews and some parents pushed and others did not.</p> <p>*The author suggests looking for athletes and parents that invested time into high school play and did not receive college scholarships.</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
		attitudes as they relate to development and perceptions. *Interviews with the player were performed in person and parents and coaches' interviews were over the phone.	further categorize data and find patterns between subjects.	motivated them to do their best. *All parents agreed that a balanced life was important and that they didn't want sports to take over their lives. *Having an outlet to take their mind of sports was important to relieving stress.	

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
<p>Pule, R. E. J., Drotsky, G. A. P., Toriola, A. L., & Kubayi, N. A. (2014). Children’s Perceptions of Parental Involvement in Sport at Public Township Schools in Tshwane, South Africa. <i>African Journal for Physical Health Education, Recreation and Dance</i>, 20(4), 1564–1571.</p>	<p>*Purpose - To assess the perception of parental involvement in school sport.</p>	<p>*Quan design followed a total of 773 athletes between ages 12-18 from 18 different schools in South Africa.</p> <p>Measures: *A self-administered questionnaire comprised of 12 questions. * Questions were formatted as a 5-point Likert scale ranging from 1- strongly disagree to 5- strongly agree. *Sections of the questionnaire asked about the athlete’s demographic profile and perceptions on parental involvement.</p>	<p>*Quan data was analyzed using a Statistical Package for Social Sciences program and descriptive Statistics were also used. *T-test was used to examine differences in primary and secondary schools. *A probability level of .05 or less was used to indicate significance.</p>	<p>*Revealed that primary school athletes positively perceived parental support more than secondary school</p> <p>*Young athletes that perceive parental involvement as encouraging and supportive are more likely to have a positive attitude toward sport and have higher perceived levels of competence.</p>	<p>*Parents play an important role in the early athletic socialization of their children, but their influence decreases as they grow older.</p> <p>*The study suggests a more in-depth analysis on how parental involvement is different between gender and race among different sports.</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
<p>Pulido, D. (2018). Parental involvement in grassroots football: The opinions of parents and their children. <i>Journal of Physical Education & Health</i>, 7(11), 31–37.</p>	<p>*Purpose - To show the opinions of parents and their children concerning parental involvement in grassroots football.</p>	<p>*Quan design followed 176 participants of young athletes from Spain between ages of 14-15-16.</p> <p>Measures: *A 20-item questionnaire on three main factors – managerial behaviors, support and understanding, active involvement.</p> <p>*Questionnaire contained answers on a 5-point Likert scale ranging from 1-nothing to 5- a lot.</p>	<p>*Quan Methods: *Data was analyzed using a Package for Social Sciences statistical program calculating average and standard deviation. *Study calculated the following variables- father-coach relationship, satisfaction, father-son relationship, involvement, interventions in matches and interest-expectations.</p>	<p>*Athletes mention that while their parents’ active involvement is not enough, parents feel that their involvement is one of their strengths.</p> <p>*Parents must be aware of their presence and understand the proper environment for the child in order for young athletes to feel comfortable competing.</p>	<p>*There are no significant differences between the interventions of fathers and mothers</p> <p>*Parents analyzed in the present study think that their relationships with coaches are almost non-existent.</p> <p>*The author described the current age range is limited to 14–16-year old’s, emphasizing that future research should look at a broader age range.</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
<p>Sapieja, K. M., Dunn, J. G. H., & Holt, N. L. (2011). Perfectionism and perceptions of parenting styles in male youth soccer. <i>Journal of Sport and Exercise Psychology</i>, 33(1), 20–39.</p>	<p>*Purpose - To determine whether perceptions of parenting styles differ as a function of adolescent athletes' perfectionist orientations</p> <p>*Hypothesis: Athletes with unhealthy with perfectionist orientations would be inclined to report heightened perceptions of authoritarian parenting</p>	<p>*Quan design followed 194 male youth soccer players from 18 teams across Canada.</p> <p>Measures:</p> <p>*Completed four questionnaires about parenting styles in youth sports-demographic, sport-multidimensional perfectionism, and two versions of parenting styles.</p> <p>*A 5-point Likert scale was to measure perfectionism ranging from 1-strongly disagree to 5-stringly agree.</p> <p>*Three factors were measure -emotional responsiveness,</p>	<p>*All questionnaires had its own software program to collect information (Sport Multidimensional Perfectionism Scale and Sport-Multidimensional Perfectionism Scale).</p> <p>*A single-composite-scale for the PSI-2 proved how higher scores reflecting higher perceptions of parental authoritativeness.</p>	<p>*Youth athletes who are raised in noncontrolling and supportive environments are more protected from developing perfectionist tendencies in sport because they do not feel pressure to meet the expectations of their parents.</p> <p>*Youth athletes who are raised in over demanding homes will develop perfectionist tendencies that can carry over to their athletic life, supporting the hypothesis.</p>	<p>*All parenting styles are different and kids may take the styles of parenting the wrong way and develop tendencies such as being a perfectionist.</p> <p>*The author described how there are several factors other than parental influence that can force an individual to develop perfectionist tendencies.</p> <p>*Future research is needed to analyze what other parenting styles can develop these tendencies.</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
		demandingness, psychological autonomy-granting, using a 7-item Likert scale ranging 1-strongly disagree to 7-strongly agree.			

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
<p>Stefansen, K., Smette, I., & Strandbu, Å. (2016). Understanding the increase in parents’ involvement in organized youth sports. <i>Sport, Education and Society</i>, 23(2), 162–172.</p>	<p>*Purpose - To further the understanding of the cultural processes that drive what we see as a marked generational change in the relationship between organized sports and the practice of parenthood.</p>	<p>*Qual design followed 100 participants in 8th grade from two separate schools in Norway.</p> <p>Measures: *Interviews: the athletes were filmed and observed doing activities and interviewed along with their parents, teachers and coaches.</p> <p>*The approach of the interviews was to try to follow the lead of the interviewee to access their motivations and ideas. *Interviews followed the main topics of school,</p>	<p>*The data was analyzed by interpretation by the authors, and finding important themes of the research through analysis of the interviews.</p> <p>*Data was categorized to three social classes and evaluated factors within each class (Information, Education, Work).</p>	<p>*Normalized Involvement – Parents engaging in conversation about the sport.</p> <p>*Understanding the fun experiences sports can have for their child, and wanting to be there to enjoy it with their child.</p> <p>*Emotional Closeness – Parents involving themselves with their child’s sport to help build a bond.</p>	<p>*Parents seem to think about sports participation as a right for the child and their own involvement as a corresponding moral duty.</p> <p>*It is a right for the child because sports represent experiences and values intrinsic to ideas of a good childhood.</p> <p>*Further research is needed to analyze how parental involvement may affect the field of organized sport.</p>

Citation	Purpose	Methods & Procedures	Analysis	Findings	Discussion/ Recommendations Research Notes – Commonalities/Differences
		leisure, and family life.			