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The Effects of Parenting Styles on Youth Sport Participation and Enjoyment

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The Effects of Parenting Styles on Youth Sport Participation and Enjoyment
A Synthesis of the Research Literature

A Synthesis Project
Presented to the
Department of Kinesiology, Sport Studies, and Physical Education
The College at Brockport
State University of New York

In Partial Fulfillment
of the Requirements for the Degree
Master of Science in Education
(Physical Education)

by
Casey Provost
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THE COLLEGE AT BROCKPORT
STATE UNIVERSITY OF NEW YORK
BROCKPORT, NEW YORK

Department of Kinesiology, Sport Studies, and Physical Education

Title of Synthesis Project: The Effects of Parenting Styles on Youth Sport Participation and Enjoyment? A Synthesis of the Research Literature.

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Abstract

Parenting styles affect youth sports participation and enjoyment in many ways. The purpose of this synthesis was to examine the effects of autonomy-supporting and controlling parenting styles on youth sports. The methods included the search and analysis on numerous studies that were organized using an article grid (See Appendix A). Common themes found were the effects of parenting styles on support, values passed on to children and pressures placed on the child. The autonomy-supportive parenting style showed to provide an open atmosphere for the child to participate in youth sport, allowed to feel the highest level of support, generated a task orientation, valued learning over status, as well as felt less pressure to perform from outside sources. The controlling parenting style however is shown to have closed communication between the child and parent, generating fear and the feeling of conditional love and support dependent on performance. The values passed on to these children tend to be more of status and comparing themselves to others as well as feeling added pressures to perform.

Keywords: Parenting styles, youth sports, support, pressures, values

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Introduction

The current worldwide trend in youth sports is having an alarming increase in dropouts from 19.38% in 2012 to some countries exceeding 30% today (Lavalley et al., 2019). Between the grades 2 and 10, 94.4% of children have left at least one sport with lack of enjoyment being the number one reasoning (Butcher et al., 2002). Berki and Piko (2017) showed that happiness and enjoyment are strongly correlated with one another, meaning that if an athlete is not happy in a sport, they are at a higher risk to leave the sport. These are the grades that children typically try new things and may alternate with sports.

There are many factors that affect enjoyment and not all can be controlled. Some of these variables include significant others or influencers in the child's life like parents, peers and coaches. Riding home with parents was the most common answer as to what the worst memory of a sporting experience (Goodman & James, 2017). This shows that parents are influencing the memories and the enjoyment in the sport even after the events are completed. Another variable Butcher et al., (2002) uncovered was a lack of support from parents as a reason for children to leave a sport. Parents are vital in enrolling youth in sport, supporting them both financially and emotionally provide a role model for their children (Martin et al., 2014). Parental involvement in their child's experiences in youth sport could be one of the causes for the increase in dropout rates worldwide.

Parenting styles can be broken down into three major types: autonomy supportive, controlling, and mixed (Sapieja et al., 2011). The autonomy supportive parents typically allow the child to always have a say in decisions made throughout their lives. A controlling parent is

described as the parent who is consistently dictating what their child does and how they act. This often is a child who is afraid of deciding on an action that would have a potential for the parent to get upset. Mixed parenting styles are when a parent demonstrates attributes of both controlling and autonomy supportive and can be carried out in two ways. The first, is a parent who controls a child's actions early on in life allowing very little decisions to be made if any by the child and providing support structure for autonomy as the child proves to be capable (Sapieja et al., 2011). The other form of mixed style can be done through having two parents having different styles or by the parents allowing some support for autonomy (e.g. allowing the decision for what sport they play) while controlling other aspects of the child's life (e.g. needing to do chores). Perfectionists tend to have increased anxiety over what outcomes occur throughout an event and if they are not able to achieve the attainment of their goals it can negatively affect happiness (Talebi et al., 2014). Although having these perfectionist tendencies is normal, the feeling of anxiousness and unrest can be harmful to a child's happiness and parents play a role in their child developing those tendencies. Unhealthy and healthy perfectionist tendencies originate from the support, values and pressures that are placed on the child. An unhealthy perfectionist generates from a controlling parenting style, giving perceived conditional love and support to the child based on performance (Sapieja et al., 2011).

The style of parenting a child receives may have an impact on his/her enjoyment and future participation in sport. Sports allow children to gain skills (emotional awareness/control, work ethic, dedication, goal setting, etc.) that are paramount to a child's development that might not be learned otherwise. If the intention of participating in youth sport is to make the child interested in sports in both early and later years of life, then providing a positive atmosphere

would be favorable in the years where most development occurs (Kolayış et al., 2017). Youth sports involve a wide range of athletes, parents and perspectives that give everlasting memories for each of them. Finding a cause for dropout rates to increase could give an avenue for parents to improve their child's enjoyment and better meet their child's needs.

Purpose Statement

The purpose of this study is to examine how parenting styles affect the participation in youth sports as well as enjoyment. Each style carries different effects on the child's development and happiness not only in sport but in development of the child's mental stability and happiness.

Operational definitions

Youth sport is defined as any organized athletic participation prior to graduating high school.

Parenting styles were defined as “a constellation of attitudes toward the child that are communicated to the child and that, taken together, create an emotional climate in which the parent's behaviors are expressed” (Darling & Steinberg, 1993).

Dropout is defined as the withdrawal from any/all youth sport(s).

Assumptions

Assumptions include the use of ethical research practices and biases are minimalized. Interviews are assumed to be separate between parents and children. The rate of children leaving sports is also assumed to be nearly the same rate as when the study was conducted in 2019 by Lavalee et al.

Delimitations

Delimitations for the study are the use of only scholarly journals. Qualitative and quantitative methods of research are not performed during the study but are examined by the research of other individuals. All studies were based on the participation of children in grade school (1-12). Most studies were performed with large sample sizes from specific sports and countries. Articles also needed to have results involving the parents' influence on the child.

Limitations

Limitations include the number of studies that have been performed and published by researchers. The biases of the study would include participation in organized sport by the researcher from youth to intercollegiate levels, experience with mixed parenting styles while observing both autonomy-supportive and controlling parenting styles.

Methods

Search Process

For the purposes of this synthesis, I began with the SPORTDiscus and Academic Search Complete databases. All searches consisted of peer reviewed and full text articles. The initial search was for any article containing “parental involvement and youth sports” and yielded 85 articles. Having a large volume of articles and the most relevant articles did not fit search criteria below, I decided to adjust the wording of the search to “parenting styles and youth sport.” This search produced 26 articles that were refined to 9 after removing unscholarly and articles that lacked full text (5 after removing the one written in Spanish as well as 3 that were duplicates). There were differing definitions of parenting styles and subcategories that varied depending on articles so a search needed to be made for a clear definition of parenting styles and what subcategories would be used. A separate search for “Parenting styles and Youth Sport Participation” was used to find these and produced 4 additional articles. An additional search was made to find the correlation between parental involvement and happiness within sport as happiness is a value that is needed when participating in anything for an extended time. The search consisted of “Parents in Youth Sport Happiness” which initially produced 5 articles prior to removing unscholarly articles which produced 2 articles. Only one was used however because the other article consisted of only coaching practices and did not have information relating to parental involvement. Although the article offered useful information there was a need for more information, so the search was adjusted to “Parent Involvement and Youth Sport Enjoyment” which, in turn, produced another 8 articles.

Inclusion/Exclusion Criteria

After finding a range of articles, a criterion was made to reduce the number of articles. I only included articles that were either written in only English or had an appropriate English translation provided throughout the research because of a lack of knowledge in different languages and direct translations not being a reliable source of information. Initially the inclusion criteria included only adolescents with grade 6 being the oldest. However, throughout the research it became apparent that parents' roles shift throughout the child's experiences and broadening the age to seniors in high school, would result in a greater understanding. To be included in the synthesis articles must also include participation of both the athlete/child and the parents of the child. After applying the inclusion criteria, there were a total of 13 articles included in the critical mass (See Figure 1).

Figure 1

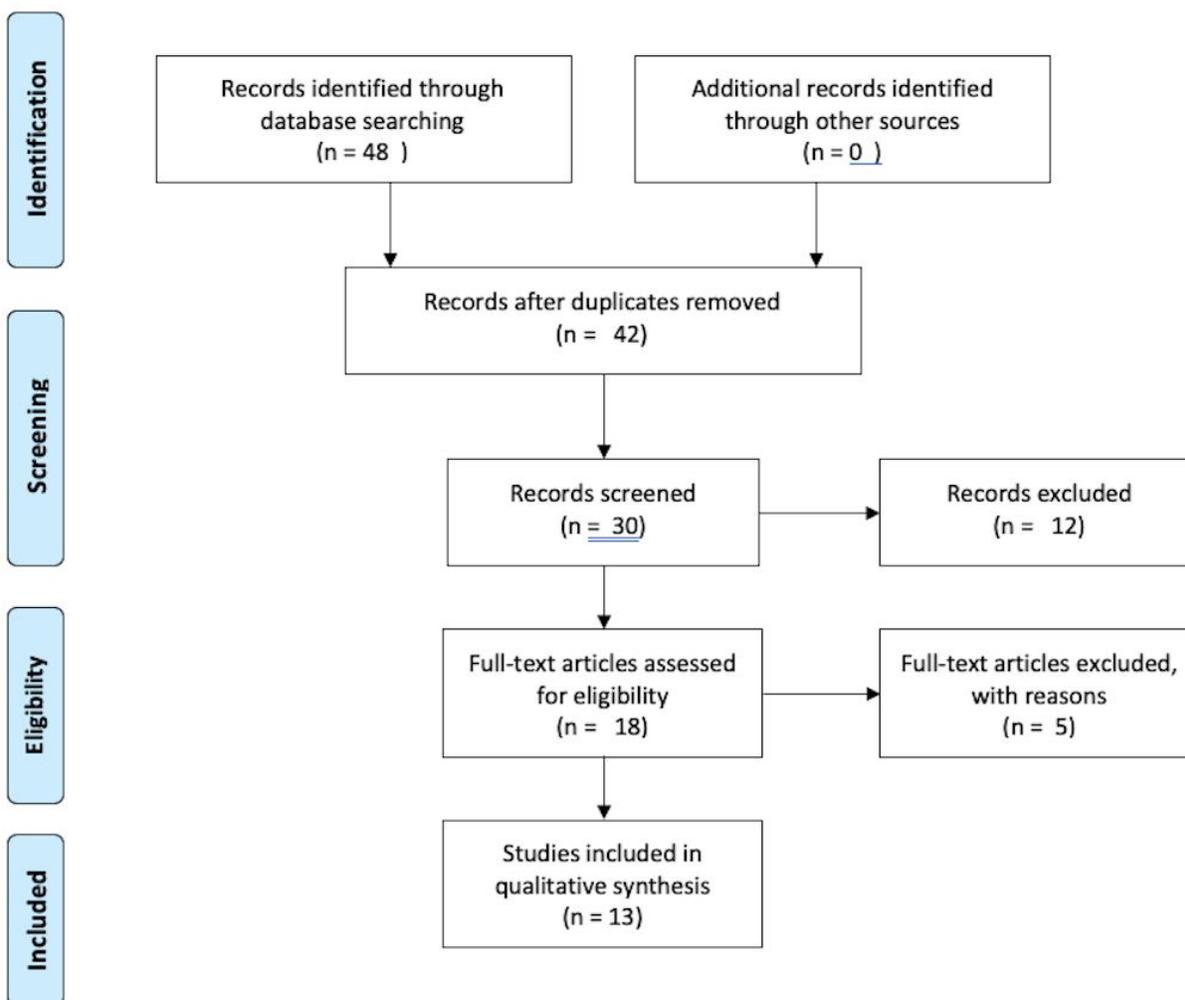


Figure 1. Generic article grid demonstrating the process to be included in the critical mass of this qualitative synthesis.

Data Analyses

Data was extracted and organized with the use of an article grid (See Appendix A). Information was organized by author name, title of the article, source, purpose of the study, methods and procedures, analysis, findings and recommendations for future research. Common themes of what parenting styles consisted of became apparent through analyses, with the topic of

the synthesis being the effects of parenting styles on youth sports. Other common themes that appeared were the effects of different parenting styles in the values participants have, happiness in sport, and support given. Values appeared in multiple areas throughout analysis, with the child's values changing dependent on parenting styles, which also indicated an effect later on in life. Support (or a lack of) was a common reasoning for children to continue or discontinue participation as well. Added pressures increase stress and anxiety in athletes which was also shown to decrease happiness, which is the main reason for continued participation in sport. Other articles also showed there is a need for evaluation of parenting styles, due to being unaware of added perceived pressures.

Results

The purpose of this section is to synthesize the critical mass of articles to examine the impact of parenting styles on youth sport participation and enjoyment. There were a total of 13 articles in the critical mass and each was examined during the synthesis and the information gathered from them are presented below. The results are organized into the following themes: support, values, and pressures placed on the child.

Support

Athletes participate in sport for a variety of reasons but influential figures in their life guide them to the decisions they make. Parents' support positively influences enjoyment in sport as well as the timing of them initially starting their sports experience (Hoyle & Leff, 1997). Positive influences of sport were led by coaches with parental influence closely followed by 3% meaning that they are the most influential people in a child's sport participation (Martin et al., 2014). Martin et al., (2014) also showed that the differences in support resulted in the child developing either a task orientation or an ego orientation. This is because of the values the child's influences present to them, which will be addressed in the values section.

Even though the support of parents plays an important role in the child's experiences, many young athletes are not receiving adequate support. For example, youth hockey players ages 13-15 perceive their parents as not providing enough support (Ede et al., 2012). This comes from the desired level of support being significantly higher than the support being perceived to be delivered. Parents in youth hockey spend a significant amount of time and money, generally

speaking, for ice time, equipment, etc. which could show that children don't perceive financial support of high importance. Healthy perfectionist tendencies tend to generate from a stipulation that love and/or support from parents is unconditional from the child's success which is gained from an autonomy-supportive parent (Sapieja et al., 2011). This is a positive for the child because they feel that they have support and love from their parents regardless of performance. This is compared to the controlling and mixed styles where you could see conditional love/support based on performance.

Another issue is parents often view themselves through the child's participation in youth sport and view their parenting along with others parenting as a form of validation (Trussel & Shaw, 2012). This is important to note because parents will negatively criticize other parents and their children because the parents are not able to attend a sporting event. This creates a negative atmosphere at the events which could result in parents providing too much or too little support to the child. Parents who participated in a sport parenting seminar and read a sport parenting guide were also found to demonstrate more support and warmth towards children and less conflicts with other parents (Dorsch et al., 2017). This shows that those parents who were open to having a guide or help with their demeanor during sporting events presented less conflicts and more support for not only their child but other children as well.

Values

Athletes tend to build on one of two orientations that identify themselves. Martin et al., (2014) discovered that the differences in support resulted in the child developing either a task orientation or an ego orientation. A task orientation is where the child focuses on a given task and is generally associated with being humble when completing extraordinary tasks. This is due

to the child being focused on their own or their team's development. A task oriented person is going to show a greater understanding, willingness to learn and a greater drive to develop their knowledge on the sport. Task orientations are generally taught by an autonomy-supportive parent while an ego orientation is learned from a controlling parenting style. An ego orientation is where the child focuses on how their performance was compared to others. This could result in arrogance if they are performing at a higher level than the athletes they compare themselves to. It could also result in decreased happiness, if they are consistently not performing better than their comparison. Lee et al. (2008) also addressed that when a child is taught competency values, they are apt to develop task orientations rather than ego orientation from learning status values. This can be shown as an indicator that when the autonomy-supportive parent(s) are seen taking a moral high ground or showing more task-oriented values they pass those values and motivations along to their child.

There are many things that can motivate an athlete but the two common sources of motivation are either intrinsic or extrinsic. Danioni et al., (2017) study showed that the values of an autonomy-supportive parent showed benefits to the development of intrinsic motivation in a child as well as adopted more of the parents' values. Intrinsic motivation is when someone puts their resources (e.g. time, money, effort) into a task because of an internal desire to improve or because they want to perform the task. The autonomy-supportive parent in turn is going to show a greater desire to gather knowledge on a given sport, demonstrating competency values that will be passed on to the child. This is compared to the controlling parents who tend to be extrinsically motivated. This is where someone is motivated by external reasons such as money, trophies or appraisal. Parents play a leading role in the child's development of values as, when they observe

their parents taking moral high ground or valuing education the child is more apt to develop an internal motivation for it as well (Lee et al., 2008).

Pressures

There are a few areas that someone can feel pressure from, including, internal stress over a performance or coming from outside sources. Some reasoning for a large decrease in youth sport participation could be the parents being unaware of pressures being added to the child (Butcher et al., 2002). Parents can use words like “work” to make the sport feel like it’s a job rather than something that is intended to be fun for the child. A parent may have good intentions of practicing a sport with their child and place added pressures by the use of words that make the child feel an obligation to perform. Significant others place added pressures on an athlete whether intentional or not (Chan et al., 2019). Athletes place pressures on themselves based on performance or improvement which is related to a decline in happiness but outside pressures to perform will also accelerate the decline in happiness when expectations are not being met (Talebi et al., 2014). Parenting styles also affect the perceived pressures on young athletes and can cause perfectionist tendencies as stated throughout numerous studies in this synthesis. Pressures by parents carry a higher role early in a child’s participation with the perceived pressures shifting towards coaches and other outside sources, later in life (Madigan et al., 2019). Heightened concerns over mistakes was negatively associated with mental toughness and motivation in sport as well (Cowden et al., 2019). This being paired with parents who are perceived to withhold love and support based on performance can cause an increase in heightened concerns for mistakes and decrease their motivation to continue in the sport. Sapieja et al., (2011) study demonstrated that autonomy-supportive parents produced less perceived pressure on their child and the opposite for

controlling parenting styles, causing the child to lie at an earlier age to avoid punishment. Parents may also view other parents as supporting less of their children due to an inability to attend competitions or practices, generating pressure on some parents' status values (Trussel & Shaw, 2012). This is important to note because parents will also feel pressure to attend their child's events to avoid having a lower status among peers and passing those status values on to their child.

Summary

There are many factors that can lead to the dropout of sports. While the pressure put on the child by the parents may shift away from parents later in life, arguably the most influential time of the child's sport experience is at a time when parents are perceived to be providing the most support and pressure on the child. The autonomy-supportive parenting style allows for unconditional love and support towards the child regardless of performance which relieves added stressors to perform (Sapieja et al., 2011). At the core, athletes need to enjoy participating in the sport and the controlling parenting style has become apparent as the style to hinder the child's enjoyment within sport. The support provided from parents to child and parents to other parents can affect the child's values as they continue to develop. As practitioners, parents and peers we need to be cautious of unintentional pressures we may place on youth sport participants as it is shown to decrease the enjoyment of the child (Talebi et al., 2014).

Discussion

The current synthesis sought to find how parents could be impacting youth sport participation and enjoyment. The styles parents use as the child develops has many effects on their happiness within the sport. If a child is not enjoying participating in a sport they will be more likely to drop out of the sport. Parental support can play a hand in motivating their child to improve by helping them plan their day or helping to improve a skill in accordance with coaching staff to motivate the child to attend the next training session (Berki & Piko, 2017).

Recommendations

The use of autonomy-supportive parenting styles appears to have positive effects on the happiness and development of a child in youth sports. Recommendations for those using the research would be to create an open atmosphere for a child to come to the parent(s) to decide what sports they participate in, giving them control over their sporting experience. Some ways in which they can create that open atmosphere is to give the child the opportunity to decide on what sport they want to play without bias. While a parent may feel really excited or be very energized at the thought of their child playing a specific sport it is important that parents avoid excitement or enticing their child to choose a specific sport. This could be done by having a list of the different sports offered during a season and showing them videos of how the sport is played and after seeing them all having them rate their desire to play the sport. Demonstrating competency values such as attending seminars, classes or other ways to better yourself will also motivate your child intrinsically rather than for extrinsic reasons. Further recommendations for practical use would include leading by an example, performing acts of kindness, strong work-ethics and

cheering for others will provide the child with positive actions to adopt. A situation of not having funding may raise concerns amongst parents as well.

Having a lack of funding for the child to participate in a sport they may be interested in is a concern amongst parents that could be addressed in a few ways. When coming up with the list of sports the child could participate in during the given season, they could exclude the sports that would cause too much of a financial impact. While this may hinder the opportunities of the child to participate in a sport they may want to try, it would allow for the decrease in feeling of added pressures on the parent which could lead to a sense of wanting a return on investment (e.g. the child playing at a high level). Another way practitioners may be able to address the funding issue is to provide assistance programs to allow the child to play a sport or rent equipment at a reduced cost, taking away the pressures of financial burdens.

The time the child felt the worst experiences in sport was the ride home with the parents. This is because the parent usually added criticisms on the ride home after already talking to the coaches post competition. Recommendations for this would be having meetings with parents prior to the season starting to tell them that the coaches are going to give them things to improve on throughout their experiences and on rides home from sporting events avoid giving criticisms and feedback. Instead urge parents to talk about something other than the sporting performance to allow them to relax and think about what the coaches have talked to them about. Having a coaching staff that is open to talking to parents about what feedback they are giving after games would build trust in the coaching staff as well as giving parents more reasons to not feel the need to give more feedback while emotions are already high.

Limitations

Limitations for this study are that the researcher is limited to the studies that have been performed. The ability to generalize the studies could be difficult as different sports have different requirements by all participants (I.e. transportation, what sports are offered, funding, etc.) Another limitation was the lack of qualitative studies performed, not providing in depth interviews for what children view as supportive and beneficial behavior by the parents. The lack of practical studies also made it difficult to suggest recommendations. The studies analyzed were also done primarily for sport specific purposes which limits the information found for use across all sports.

Future Research

Future research might include how children and parents respond to intervention programs for correcting behaviors that lead to a decrease in enjoyment. Some intervention programs may include the use of a sport psychologist, counseling, parent and child assessments and meetings throughout the season and a ban on spectators from attending the child's sporting events. The worst part of the child's sport experiences does not seem to be a loss or a poor performance but the ride home with their parents due to the feedback provided immediately following the game (Goodman & James, 2017). The removal of an audience from the group could show potential for an increase in enjoyment by the children as they would not have the added pressures of people watching or criticizing them and it gives the child and parent the opportunity for an open conversation of the experiences. Another recommendation would be to research high level college and professional athletes to see which parenting styles they were exposed to throughout their youth sporting experiences.

Conclusion

With over 90% of children in North America participating in sport at least once during their childhood (Dorsch et al., 2017) and an increase in dropout rates around the world there is a need for correction and further research into why. There are many different reasons for the dropout in youth sport and to state that it is caused by parental involvement would do a disservice. Significant others (i.e. parents, coaches, spectators) play a role in the child's happiness in sports, or lack of, which is the leading cause to the dropout in sports. I recommend that parents use an autonomy-support style of parenting especially when the child begins participating in sports as it is a time where the child is easily influenced by their parents. Giving them the ability to choose what sports to participate in without bias would allow the child to enjoy the sport without feeling as much pressure from an outside source. Parents need to remember that the youth sport experience is one of their children's memories that they will carry throughout their lives. Making sure it is an experience they can look back fondly of should lead to a decrease in dropout rates and an increase in happiness.

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Appendix A

Author	Title	Source	Purpose	Methods & Procedures	Analysis	Findings	Recommendations
Butcher, Linder, & Johns	Withdrawal From Competitive Youth Sport: A Retrospective 10 Year Study	Journal of Sport Behavior	To provide a description of the extent, context and timing of the withdrawal from youth sport.	50 grade 10 classrooms answered questionnaires to gain details of why they dropped out of sports	Participants dropped out of at least one sport between grade 2-10, participated in an average of 4 sports and on average competed in 1.4.	The most common and important reasoning for them to drop sport was enjoyment	Reasoning for the change may be that parents were unaware of pressures being placed on children.
Chan, Derwin K. C. <u>Keegan, Richard L,</u> <u>Yang, Sophie X,</u> <u>Zhang, Lei</u> <u>Rhodes, Ryan E,</u> <u>Lonsdale, Chris</u>	Toward a better assessment of perceived social influence: The relative role of significant others on young athletes.	Scandinavian Journal of Medicine & Science in Sports	To assess the relative social role of significant others in youth sport.	Interviews of athletes on how parents, coaches and teammates socially impact behaviors in sports.	Analysis was completed through 3 studies performed with differing subscales	Parents, coaches and teammates all put added pressure on children whether or not it's intentional	The effects of significant others in sport.
Cowden, Crust, Jackman, and Duckett	Perfectionism and Motivation in Sport: The Mediating Role Model of Mental Toughness	South African Journal of Science	Examine interrelationships between MT, Perfectionism and motivation	318 tennis players, 15-25 to a standardized survey to determine motivation, mental toughness and perfectionist tendency	Mediating efforts broken into direct and indirect effects	Residual Concern for mistakes was negative for MT and self determination	Leaders should use self-comparative appraisals to set expectations and evaluations.

Danioni, Barni, and Rosnati	Transmitting Sport Values: The Importance of Parental Involvement in Children's Sport Activity.	Europe's Journal of Psychology	To analyze adolescent athletes' acceptance of the sport values their parents want to transmit to them and to examine the relationship between parental involvement in children's sportive activity and adolescents' acceptance of their parents' socialization values.	One hundred and seventy-two Italian adolescents (48.3% male, 51.7% female) who regularly practice team sports were asked to fill out two questionnaires on youth sport values and parental involvement in sport.	They calculated correlations between the adolescent athletes value acceptance and perceptions of patterns of parental involvement.	parents provided few examples of controlling behaviors.	suggest that autonomy-supportive parenting is more beneficial for enhancing children's and adolescents' well-being and intrinsic motivation than controlling parenting.
Dorsch, King, Dunn, Osal and Tulane	The Impact of Evidence-Based Parent Education in Organized Youth Sport: A Pilot Study	Journal of Applied Sport Psychology	To design, implement and assess an education program for parents in organized youth sport	Members of families including at least one parent read literature on sports parenting as well as attended a seminar.	The use of scales to assess pressure were used.	When parents participated in the programs they were perceived by the child as more supportive and providing less pressure	Added studies to see if the initial program can be associated with general use in America.
Sarah Ede, Cindra S. Kamphoff, Theresa Mackey, Suzannah MorkArmentrot Minnesota State University, Mankato	Youth Hockey Athletes' Perceptions of Parental Involvement: They Want More	Journal of Sport Behavior	To understand youth hockey perceptions and satisfaction of their parents level of involvement	58 youth hockey athletes (13-15) were given two questionnaires to assess enjoyment in youth hockey	Data was analyzed through SPSS	The desired level of involvement of parents was much higher than the perceptions of their involvement	Youth hockey players want more from their parents (13-15)

Hoyle & Leff	The Role of Parental Involvement in Youth Sport Participation and Performance	Academic Search Complete	To examine the effects of parental pressures and support with enjoyment, performance, self-esteem and others of youth tennis players.	24 participants of tennis players (9-17) answered questionnaire s which rated performance, enjoyment, etc. and returned to coach	Canonical correlation was analyzed to gain a general association between parental involvement and characteristics	Partial correlations were concluded between parental support and enjoyment, state rank and performance .	Parental support positively influences enjoyment, enjoyment is also effected by time they start participation.
Martin J. Lee, Jean Whitehead, Nikos Ntoumanis, and Antonis Hatzigeorgiadis	Relationships Among Values, Achievement Orientations, and Attitudes in Youth Sport	Journal of Sport & Exercise Psychology	To examine the value of expression in achievement goal theory in predicting moral attitudes.	Data was collected from 892 12-15 year olds through questionnaire s over the course of 2 months after the start of winter and summer sport seasons.	Indicators were selected by three judges for the hypothesis testing.	Competence values tend to generate task orientation while status values have more ego orientation.	Urge parents and other influencers to motivate by competence and morales rather than status. Encourage understanding of moral dilemmas.
Madigan, Curran, Stoeber, Hill, Smith, & Passfield	Development of Perfectionism in Junior Athletes: A Three-Sample Study of Coach and Parental Pressure.	Journal of Sport & Exercise Psychology	To examine how parental and coach pressures effect perfectionism over time.	Questionnaires were distributed to 456 junior athletes at various times in their seasons.	Only coach pressure tended to produce perfectionist tendencies and concerns.	Parental pressures are seen less important to older athletes as the progress with perfectionist tendencies.	Adopt a mini meta-analytic approach for future studies
Eric M. Martin, Martha E. Ewing, and Daniel Gould	Social Agents' Influence on Self-Perceived Good and Bad Behavior of American Youth Involved in Sport: Developmental Level,	Sport Psychologist	To assess what sport social agents carried the greatest influence on behavior.	USADA sponsored an online survey of 8,934 people to answer questions to measure attitudes, beliefs and behaviors of	descriptive data analysis and MANOVA testing.	The most positive influencers were coaches at 79.5% and parents at 75.9%	Even with instances that get publicized by the media the adult figures of parents and coaches are the highest rated positive influencers.

	Gender, and Competitive Level Effects			the general population			
Sapieja, Dunn and Holt	Perfectionism and Perceptions of Parenting Styles in Male Youth Soccer	Journal of Sport & Exercise Psychology	To find a relationship between perfectionist tendencies and perceptions of authoritative parenting.	194 male youth soccer players (across 18 teams) who competed in the highest level of youth soccer answered 4 questionnaires regarding perceptions of parenting styles.	adolescent athletes who are raised in demanding, non-controlling and emotionally supportive home environments may be protected from developing unhealthy perfectionist tendencies because they do not feel the pressure to meet performance standards that may be imposed upon them by their parents.	Authoritative parenting styles were found to produce more unhealthy perfectionist tendencies.	Future research in if/how different parenting styles influence the development of different perfectionist tendencies in adolescent athletes.
Talebi, Rezai, Aramoun, Darabi, Gharloghi, and Hal Ataee	Relationship between personality type and happiness with perfectionism in university students	Indian Journal of Positive Psychology	To analyze the relationship between happiness and personality type with perfectionism	400 random participants completed questionnaires	Data was analyzed through personality assessments, happiness and perfectionism scales.	Perfectionism may result in the decline in happiness and outside pressures (parents) increase perfectionist tendencies.	Negative perfectionism should be avoided in pursuit of happiness.
Dawn E. Trussel & Susan M. Shaw	Organized Youth Sport and Parenting in Public and Private Spaces	Leisure Sciences	To examine the emotional, physical and financial support parents provide.	Interviews of 13 parents (7 mothers 6 fathers) who had a child	Interview transcription and quotes	Support from parents and thoughts of funding and other	Parents view themselves through their child's youth sport participation.

				between the ages 12-15		parents of children.	
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