

The Association of Parental Involvement and Youth Athletes' Self-Esteem

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Abstract

The purpose of this study was to determine whether there was a connection between parental involvement and youth athletes' self-esteem in a youth boys' soccer team. The study used a descriptive design where 13 parents filled out a Parental Involvement in Sports Questionnaire and 16 youth soccer players filled out a Self-Description Questionnaire. The data showed that the youth soccer players were very confident in their skills and showed high self-esteem, while the parents placed little pressure on their children when it came to soccer. Additional research is needed to further explain the relationship between parental involvement and youth athletes' self-esteem.

CHAPTER I

INTRODUCTION

Overview

Youth sports are extremely popular in the United States. More than 45 million children and adolescents participate in team sports in the United States each year (Dorsch, Smith, & Dotterer, 2016). The question arises is why is youth sports so popular? Participation has increased because the importance of cultural and social factors. The sports culture is overwhelmingly popular in our society, specifically at the professional setting. More and more youth are wanting to grow up and become professional athletes. Socially, sports provide an opportunity for children to develop important social skills, values, attitudes and self-esteem (Schwebel, Smith, & Smoll, 2016).

As participation in youth sports continue to rise, parental involvement plays a pivotal role in the longevity of the youth athlete in their sport of choice. When it comes to sports, parents tend to introduce their children to specific sports and provide ongoing support throughout their childhood (Gardner, Magee, & Vella, 2016). Trends in today's society shows that parents who get over-involved in their athlete's sport can potentially lead to lower self-esteem for that youth athlete. Over-bearing qualities of parents can lead to an athlete's feelings of lack of acceptance and motivation, stress, failure and wind up quitting their sport altogether (Lindstrom Bremer, 2012).

In this study, the researcher will examine the effects of parental involvement in youth athlete's self-esteem. As a staff member in collegiate athletics and a new mom, the researcher is especially interested in how parental involvement can affect youth athlete's self-esteem in specific sports. The researcher is also interested in specific parenting styles

and how each style can potentially hurt or help youth athletes in continuing to participate in their respective sport.

Statement of Problem

The purpose of this study is to determine whether there was a connection between parental involvement in youth sports and the youth athletes' self-esteem.

Operational Definitions

Parental involvement in their child's sport was operationalized via Parental Involvement in Sport Questionnaire (PISQ) (see Appendix B). The youth athletes' self-esteem was measured via a Self-Description survey (see Appendix A).

CHAPTER II

REVIEW OF THE LITERATURE

This review of the literature discusses parental involvement and support and how that affects a youth athlete's self-esteem. The first section reviews the popularity of youth sports and why parents put their children in sports. The second section defines parental involvement and support in youth sports. It elaborates about the specific roles of parents, the environment, and gender ideology play in a youth athlete's self-esteem. Finally, the third and fourth sections discuss how parental involvement and support affect a youth athlete's self-esteem positively and negatively.

Introduction to Youth Sports

Youth sports are extremely popular in the United States. Youth sports is a term to define athletic participation in competitive sports by children up to age 18 (Lindstrom Bremer, 2012). More than 45 million children and adolescents, which is about 90 percent of American youth, participate in team sports in the United States each year (Dorsch et al., 2016). Millions more participate in individual sports like swimming and golf (Schwebel et al., 2016). Here is just one example of how popular youth sports are in the United States: in the 2008-2009 school year, more than 7.5 million teens competed in high school sports (Lindstrom Bremer, 2012).

Participation in youth sports has been steadily increasing since the 1950's due to cultural and social factors related to family and parenting. Parents like youth sports because sports keep their children off the street, out of trouble, and involved in a character-building activity that is enjoyable and valued in society (Coakley, 2006). Additionally, youth sports provide an opportunity for children to develop important social skills, values, attitudes, self-esteem and motivational styles (Schwebel et al., 2016). Parents represent a vital role in youth sports because

most of the time they introduce children to sports and provide on-going support throughout their childhood (Gardner et al., 2016).

Parental Involvement and Support

Definition

The idea of parental involvement is multi-dimensional, as it takes on many factors. Parental involvement can be described as, “the time, energy, and money parents invest in their child’s sport participation and includes things such as transportation, attending practices and games, providing instructional assistance, and purchasing sports equipment” (Knight, Dorsch, Osai, Haderlie, & Sellars, 2016, p. 161). Involvement can break down into roles such as provider, interpreter and role model. As a sports provider, parents make sports available through transportation and financial support. The interpreter role influences children’s perceptions of competence and the value they place on sports involvement. Parental beliefs and expectations are related to their child’s self-esteem. Parents can provide a supportive environment that brings the athlete enjoyment, higher levels of self-esteem, and overall longevity of sports participation. On the other hand, parental involvement and pressure can have a negative impact, including stress, anxiety, burnout and ultimately the child quitting the sport. (Dorsch et al., 2016). Finally, parents are role models to their young athlete. They can influence the child’s behavior by modeling reactions to situations, demonstrating how to perform sport skills and how to interact with those involved in the sport, including coaches, officials and other players (Lauer, Gold, Roman, & Pierce, 2010).

A parent can also affect his or her child’s self-esteem through their direct behavior in sports. Their direct behavior or involvement in youth sports can be described in three phases: initiation, development, and mastery (Wuerth, Lee, & Alfermann, 2004). In the initiation phase,

parents introduce a sport to their child and have fundamental influence. The most important aspect of parental behavior is to be engaging, supportive, and most importantly, to have help the child have fun. Parental direct behavior decreases during the developmental phase because the child becomes more independent by relying on specialty coaching. However, parents are expected to continue to support their child and remain important figures. Finally, in the mastery phase, a parent's direct role decreases significantly, but they still have an impact, usually in the background (Wuerth et al., 2004).

Ideally, the role of a parent in youth sports is that they should support, encourage and reinforce a child's decision to participate in sports (Apache, 2004).

Environment

Parental involvement in youth sports is affected by environmental factors including styles of parental involvement and the creation of either supportive or pressured environments. According to Lindstrom Bremer (2012), there are three different styles of parental involvement: under-involved, moderately-involved and over-involved.

Under-involved parents show little to no interest in the child's sport, talent or progress. Those parents lack investment of emotional, financial or practical energy in the child's activities and do not spend much effort guiding their child athlete in sport. Moderately-involved parents balance firm parental direction with the child's power to make his or her own decisions about goals, participation and commitment. Parents provide financially, attend events, but leave the coaching of their child up to the coach. Over-involved parents are emotionally over-involved with their child's athletic experiences and performance, and tend to live vicariously through their child's sports success. Parents' behaviors

include being over-bearing with coaches and focusing on wins rather than their child's skill development, happiness or health. (p. 237)

Under-involved and over-involved parental styles can potentially lead to lower self-esteem for the youth athlete. The lack of support or over-bearing qualities of parents can lead to an athlete's feelings of lack of acceptance, boredom, lack of motivation, stress and ultimately failure. Youth athletes with moderately involved parents tend to feel more support from their parents and are happier and more motivated to continue to play their sport (Lindstrom Bremer, 2012).

Youth athletes need their parents to provide a supportive environment that promotes autonomy, competence and relatedness support (Amado, Sanchez, Gonzalez, Pulido-Gonzalez, & Sanchez, 2015). Parents in an autonomy-supportive environment encourage their youth athlete to be involved in his or her interests and encourage him or her to control his or her behavior in a positive way. A competence-supportive environment includes parents that help their child optimize his or her athletic ability, giving time to achieve goals while using positive feedback and recognizing effort and progress. Finally, a relatedness-supportive environment refers to the social environment in which parents help their youth athlete develop healthy relationships with others. This includes coaches, referees and other youth athletes (Amado et al., 2015).

Gender Ideology – Mom vs. Dad

One question that arises in parental involvement and support of youth sports is as follows: is there a difference between involvement and support between mother and father? Does each gender's specific support or involvement affect his or her youth athlete's self-esteem differently? Research indicates that mothers and fathers take different roles of involvement when it comes to youth sports. Studies show that research is mixed when it comes to which parent initiates their child's involvement in sports. Hasbrook (2005) states, "some studies indicate that

the mother most often plays with and provides physical skill instruction to daughters, whereas others indicate the father's involvement is greater. Studies also report that fathers, rather than mothers, most often play and teach physical skills to their sons.”

As children begin to get more involved with sports, research shows that mothers provide a traditional ideology with consistent emotional and material support for their child's long-term participation (Coakley, 2006). Mothers are emotionally more positive and supportive, spend more time transporting their children to and from practice and games, washing uniforms, buying equipment and preparing meals for their young athlete (Hasbrook, 2005). Mothers believe they express themselves more by giving increased positive support and being more actively involved in their youth athletes' lives (Wuerth et al., 2004). For example, there is a recent study that states, in a sample of youth soccer players, mothers were shown to be a more prominent and important figure than fathers when it came to continuation of sport participation (Amorose, Anderson-Butchner, Newman, Fraina, & Iachini, 2016).

Research shows that fathers are involved in youth sports through a more critical presence, especially in their athlete's sports performances (Hasbrook, 2005). Fathers are expected to support and guide their child as he or she learns to play sports, and they tend to serve as teachers, coaches, managers, mentors and advocates of their youth athlete (Coakley, 2006). Fathers are more direct and instrumental in their behavior, as they give specific sport advice and push their child to train harder and give their best at all times (Wuerth et al., 2004).

Positive Effects on Self-Esteem

Parental involvement and support for their youth athlete can affect their child's self-esteem in many positive ways, including high levels of enjoyment and an increase in longevity of participation in the child's specific sport. Parents can be encouraging but provide accurate

feedback of their child's ability to instill a sense of personal confidence (Kanters, 2002; Marcen, Gimeno, Gómez, Sáenz, & Gutiérreza, 2013). It also helps parents to be empathetic to their child when he or she struggles with certain skills or aspects of a sport and demonstrate positive attitudes towards losing or poor performances (Lauer et al., 2010).

When parents provide positive, supportive and motivational involvement in youth sports, the athlete tends to continue to play that sport because he or she is having fun and satisfied (Amado et al., 2015). It all starts when parents offer different kinds of support including: tangible (financial costs and transportation), socio-emotional (encouragement and understanding), informational (explanation of rules), and companionship (watching events) (Gardener et al., 2016). Another important concept that affects youth athletes' self-esteem is positive communication by the parents. Positive communication emerges in youth-parent relationships that are effective and valued by both parties. Research states that "significant others who formulate positive relationships contain nurturance, approval and support, help the child internalize favorable images of self" (Jowett & Cramer, 2010, p. 141).

Finally, parents' motivational styles play important roles in their children's self-esteem. Parental mastery motivational techniques help protect and increase the youth athlete's self-esteem. Mastery motivational techniques focus on helping youth athletes achieve personal goals while exhibiting maximum effort and dedication (Schwebel et al., 2016).

Negative Effects on Self-Esteem

In today's society, there has been a rise in escalation of violent and vulgar behavior by parents at matches between teams, ranging from elite teams for teenagers down to recreational sports for five-year-olds (Kanters, 2002). In 2005, the Youth Sports National Report Card gave parental behavior and involvement a "D." The report states that youth athletes are suffering from

over-invested parents who maintain unrealistic expectations and fail to behave in a way that promotes development of their own child (“2005 Youth Sports National Report Card,” 2006). Bach (2006) states examples of some parental violent incidents. For example, in Iowa, an irate mother attacked a pregnant referee at a 10-year-old basketball game. She grabbed the referee by the hair, threw her to the ground, and kicked her. Another incident occurred when a father attacked a referee after a boys’ soccer game in Massachusetts. He attacked the referee from behind as he was walking to his car and knocked him unconscious. Finally, a coach was beaten unconscious by the opposing team’s coach and parents at a girls’ rugby tournament in California (p. 16).

This type of parental involvement and behavior is detrimental to the youth athlete’s self-esteem and development. For example, there was a study that focused on youth athletes who played competitive tennis. The study showed that over-involved parents led to increased anxiety of the young athlete (Salla & Michel, 2014). The voice of the child is lost in these situations because he or she cannot achieve his or her own personal goals for playing sports, which includes having fun, making friends, maintaining fitness, and working on skill development (“2005 Youth Sports National Report Card,” 2006).

When parents become more controlling, youth athletes tend to become less motivated and less self-determined to participate in their sport (Amorose et al., 2016). Negative communication from the parent, including control, rejection and hostility, can emerge into ineffective and less valued relationships by the youth athlete (Jowett & Cramer, 2010). The pressure from the parent can lead to emotional damage including feeling overwhelmed and having heightened anxiety (Holt, Tamminen, Black, Sehn & Wall, 2008). This constraint leads to burn-out and eventually quitting of the sport altogether (Amado et al., 2015; Bach, 2006; Gardner et al., 2016).

Summary

The rise in youth sport participation in the United States is not hard to understand. Youth love to play with their friends, learn new skills and ultimately have fun. Parents like that their children are in a safe environment, where they get to do physical activity and learn life lessons through organized sports. Parents are supposed to be involved by being supportive, being encouraging and reinforcing participation in the sport. Questions arise when parents become too involved and their behavior affects their youth athlete's self-esteem. Sometimes the parental pressure can cause so much stress that the athlete quits the sport altogether.

CHAPTER III

METHODS

Design

This study uses a descriptive design which examines the connection between parental involvement and youth athlete's self-esteem. The two variables in this study are parental involvement and the youth athlete's self-esteem. The researcher used a convenience sample. This study was conducted in March 2017.

Participants

The participants were selected from a local youth travel soccer team in the Baltimore area. There were sixteen youth boys soccer players, ranging in age from nine to 11. Eight participants were Caucasian, three were Hispanic, three were Multiracial and two were African American. Because the athletes were underage, the parent or guardian of the athlete had to sign a consent form. Once permission was received, then the researcher administered the survey to the athlete's after one of the team's training sessions. Thirteen parents filled out the online survey via accessing the link to the Survey Monkey website.

Instrument

There were two instruments used for this study. First, a modified Parental Involvement in Sports Questionnaire (PISQ) gauged the involvement of each parent specifically to their child as a youth soccer player. Lee and MacLean (1997) created the survey and established reliability and validity of the questionnaire. The survey was accessed online via the website Survey Monkey. The survey consisted of 33 questions, mostly multiple choice, asking questions like "do you attend your child's practices or games"; "do you talk about soccer at home"; etc. Second, a modified Self-Description Questionnaire was assessed by the youth athletes to collect data on

their level of self-esteem. The content validity and reliability of the Self-Description Questionnaire is highly supported through the foundation of Shavelson, Hubner, and Stanton's (1976) model of self-concept. The survey consisted of 14 questions which described certain feelings youth athletes have. The athlete had four choices to choose from, not, a little, fairly much, and very much. Both instruments were anonymous, as youth athletes and parents were not specified.

Procedure

The researcher reached out to a local youth soccer organization to receive contact information for the youth boys' soccer team. After speaking with the under eleven boys' soccer coaches, the researcher was approved to move forward with the process. The researcher emailed the coaches the parental permission form, which was handed out to the players after a training session. Once the parental permission forms were returned to the coaches, the researcher emailed the parents the link to the survey for them to fill out. The parents were given a two week period to fill out the specified survey, and thirteen parents responded. Once they filled out the survey, the data was collected online by Survey Monkey. The researcher administered the self-esteem survey to the youth athlete after one of the team's training sessions in early March, 2017. The survey took approximately 15 minutes for all the boys to fill out.

CHAPTER IV

RESULTS

The purpose of the descriptive study was to see if there was a connection between parental involvement and youth athletes' self-esteem in a local youth boys' soccer team. There were two types of questionnaires that were given. First, the parents filled out a modified Parental Involvement in Sports Questionnaire (PISQ) that was tailored to the sport of soccer. Second, sixteen youth soccer players filled out a modified Self-Description Questionnaire containing of fourteen statements with regard to self-esteem. A copy of both questionnaires can be found in Appendix A.

Self-Description Questionnaire

Figures 1 and 2 show youth athletes' responses from the Self-Description Questionnaire.

Figure 1

Youth Athletes' Response to Failure

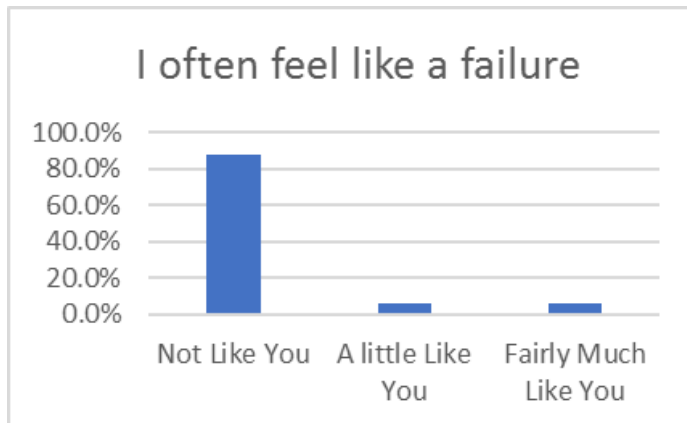


Figure 2

Youth Athletes' Response to Confidence

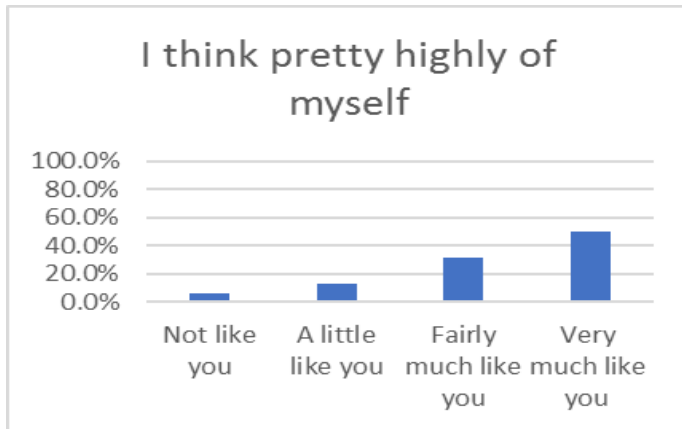


Figure 1 shows that over 88% of the youth do not feel like a failure in terms of self-esteem and soccer (“not like” and “a little like you”). Figure 2 states that over 81% of the athlete’s think highly of themselves (“fairly,” “much,” and “very much like you”).

Other results include that over 94% of the youth athletes felt confident in their soccer skills (“fairly much” and “very much like you”), while 75% of the athletes (“very much like you”) felt proud of themselves. All of the athletes (100%) do not feel like giving up at soccer, and none felt like a loser.

Parental Involvement in Sports Questionnaire

Figures 3 and 4 show results from the Parental Involvement in Sports Questionnaire.

Figure 3

Parents' Response to Pressure Put on Son

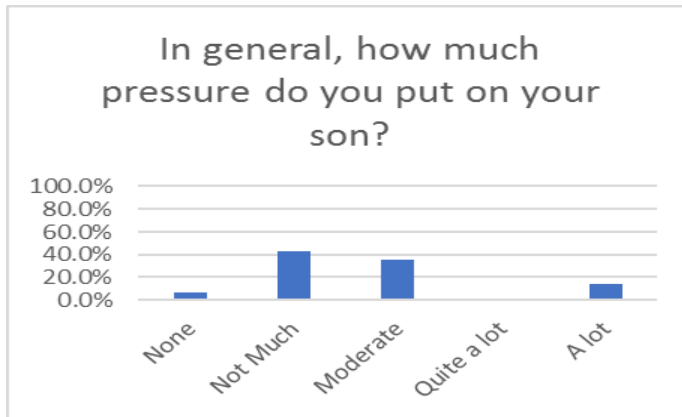


Figure 4

Parents' Response to Attendance of Soccer Games

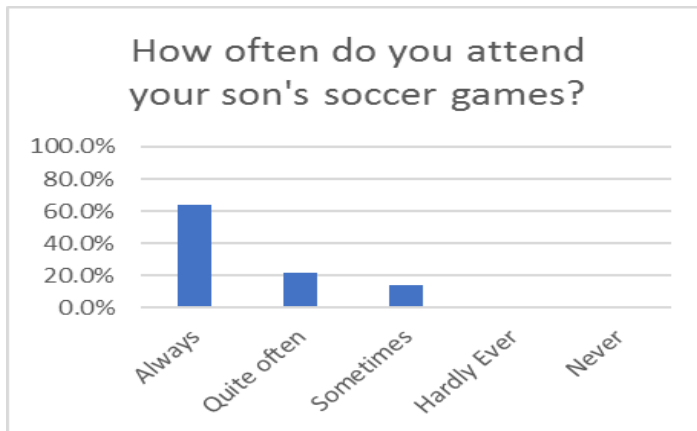


Figure 3 shows that over 50% of parents put little pressure on their son (“none” or “not much”), while 15% put a lot of pressure on their son. Figure 4 indicates that over 85% of parents regularly attend their son’s soccer games (“always” and “quite often”).

Some other important results included that 35% of parents regularly watched their son’s training sessions or practices (“always” and “quite often”) while 29% hardly ever watched. 85% of parents regularly encouraged their son after a game (“always” and “quite often”), even if he played badly. Finally, 50% of parents responded that they regularly push their son to train and practice harder (“always” and “quite often”), while 28% of parents do not push their son to train and practice harder (“never” and “hardly ever”).

CHAPTER V

DISCUSSION

The researcher examined if there was an association between parental involvement in youth sports and the youth athlete's self-esteem. Does a parent's involvement (over or under) impact their child's self-esteem when it comes to youth soccer? The descriptive study's results show that the youth athletes have a high level of self-esteem in terms of their soccer skills and sense of confidence. The Parental Involvement in Sports Questionnaire (PISQ) results show that a large amount of the parents who filled out the questionnaire attended their son's games while putting minimal pressure on their son.

Theoretical Consequences

From a theoretical standpoint, this specific research shows that high parental involvement is associated with high self-esteem in youth athletes. Certain theories show parents represent a vital role in youth sports because most of the time they introduce their children to sports and provide on-going support throughout their childhood (Gardner et al., 2016). The research shows that youth soccer players did not feel like giving up on soccer and were very confident in their soccer skills, while parents provided support and little pressure. This supports the theory: when parents do not put a great amount of pressure on their child and tend to be empathetic when he struggles with certain skills or aspects of a sport, the youth athlete enjoys playing the sport and tends to have more fun (Lauer et al., 2010).

Threats to Validity

This study has internal and external threats to validity. One type of internal threat is the distribution of both surveys: the Parental Involvement in Sport Questionnaire and the Self-Description Questionnaire. The PISQ questionnaire was emailed to the parents and their answers

were recorded anonymously. The Self-Description Questionnaire was filled out by the youth athletes during their training session, and their answers were anonymous too. The researcher cannot establish a relationship between each athlete and his parent given the anonymous surveys. Another threat is the generalization of the research by just focusing on one sport. The researcher cannot make a clear connection between parental involvement and youth athletes' self-esteem based on data from one sport.

The external threat to validity is the size and sample of the survey. The researcher chose a convenience sample due to access to youth soccer teams in the area. By just choosing one team, the sample size for the youth questionnaire was very small.

Connections to Existing Literature

As stated in Chapter II, there are studies that confirm connections between parental involvement and self-esteem (positive or negative) in youth athletes. This study can be connected to other studies in showing that parental involvement can affect youth athletes' self-esteem in the sport of soccer. For example, the idea of parental involvement is multi-dimensional, as it takes on many factors. This specific research can be connected to the definition of parental involvement describing it as, "the time, energy, and money parents invest in their child's sport participation and includes things like attending practices and games" (Knight et al., 2016, p. 161).

Research shows that parents can be over involved or under involved, and that can cause the self-esteem of the youth athlete to fluctuate into a positive or negative state. The lack of support from under involved parents or the overbearing qualities of over-involved parents can lead to youth athletes feeling a lack of acceptance, boredom, lack of motivation, stress and ultimately failure. Youth athletes with moderately involved parents tend to feel more support

from their parents and are happier and more motivated to continue to play their sport (Lindstrom Bremer, 2012). When parents provide positive, supportive, and motivational involvement in youth sports, the athlete tends to continue to play that sport because he or she is having fun and feels satisfied (Amado et al., 2015).

Implications for Future Research

This study can be researched more effectively in the future by focusing on two important factors: using a larger sample size and making the connection between the parents and their youth athlete. To increase the sample size, instead of just distributing to one youth soccer team, the researcher could expand the sample to multiple teams, and potentially different youth soccer organizations throughout the state of Maryland. The researcher could even expand the sample further by utilizing both youth boys' and girls' soccer teams. The sample size would eventually get even bigger when implementing the Parental Involvement in Sports Questionnaire.

Instead of making the questionnaires anonymous, the researcher can connect the youth's responses about self-esteem to his parent's responses about involvement in their child's sport. By making that connection, the researcher can establish a valid relationship between parental involvement and youth athlete self-esteem.

Conclusions

This study shows that parental involvement relates to youth athletes' self-esteem in an early adolescent boys' soccer team. The results were strong when all of the athletes answered that they did not feel like giving up at soccer, and none felt like a loser. Also, results show more than 85% of parents are involved by attending games and practices. This research is worth continuing to establish a stronger relationship between parental involvement and self-esteem of youth athletes.

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Appendix A

Self-Esteem Questionnaire

This is a modified version of the Washington Self-Description Questionnaire

Below are some sentences which describe certain feelings that people have. Read each sentence carefully and think about yourself. Each feeling will either be (1) NOT like you, (2) A LITTLE like you, (3) FAIRLY MUCH like you, or (4) VERY MUCH like you. Circle the number that shows how you feel. There are no right or wrong answers. Be as *accurate* and *honest* as you can about your feelings when it **comes to soccer**.

		NOT	A LITTLE	FAIRLY MUCH	VERY MUCH
1.	I feel pretty sure of myself with my soccer skills.	1	2	3	4
2.	I often wish I were someone else on the field.	1	2	3	4
3.	I feel proud of myself.	1	2	3	4
4.	I feel disappointed in myself.	1	2	3	4
5.	I wish I could change a lot of things about my soccer skills.	1	2	3	4
6.	I often feel like a failure.	1	2	3	4
7.	I like being the way I am.	1	2	3	4
8.	I feel like I'm going to be a success.	1	2	3	4
9.	I often feel ashamed of myself.	1	2	3	4
10.	I think pretty highly of myself.	1	2	3	4
11.	I'm usually so poor at soccer, I feel like giving up.	1	2	3	4
12.	I often feel like a loser.	1	2	3	4
13.	I feel I'm as good as anyone else.	1	2	3	4
14.	I wish I were a better person.	1	2	3	4

Age:

Race/Ethnicity:

Appendix B

Parental Involvement in Sports Questionnaire

Thank you!

Thank you for participating in this questionnaire. I appreciate the time and feedback. Please note that the surveys will be anonymous so information will not be connected to you or your individual child at all.

1. How often do you attend your son's soccer games?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

2. Before a game, do you talk to your son about how to play in the game?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

3. Do you congratulate your son after a game where he played well?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

4. Do you talk to your son after he has a disappointing game?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

5. After a game, do you tell your son what he needs to work on?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

6. How often do you watch your son's training sessions or practices?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

7. Do you know your son's personal best performances (i.e. how many goals scored/saves etc)?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

8. After a poor game, do you point out the things you think he did badly?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

9. Do you tell your son how important it is to train hard?

- Always
- Quite often
- Sometimes
- Hardly ever

Never

10. In general, how much pressure do you put on your son?

None

Not much

Moderate

Quite a lot

A lot

11. After a game, do you praise your son for how well he played?

Always

Quite often

Sometimes

Hardly ever

Never

12. Do you compare your son to other soccer players?

Always

Quite often

Sometimes

Hardly ever

Never

13. Before a game, do you tell your son particular things he needs to work on in order to play well?

Always

Quite often

Sometimes

Hardly ever

Never

14. Do you change mealtimes so that your son can train and play on the team?

Always

Quite often

- Sometimes
- Hardly ever
- Never

15. After your son's game, do you say something encouraging to him - even if he played badly?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

16. How much do you help and encourage your son in soccer?

- None at all
- Not much
- Moderately
- Quite a lot
- A lot

17. After a game, do you tell your son that he did not try hard enough?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

18. Do you tell your son how you think you can improve his technique (i.e. shot selection, dribbling etc)

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

19. During training sessions or games, do you tell your son or signal him what he should do?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

20. Do you yell and cheer during games?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

21. Do you let your son decide whether he goes to training/practice or not?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

22. After a great game, do you point out things that you think your son did not do very well?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

23. After a game, do you praise your son for trying hard?

- Always
- Quite often
- Sometimes

- Hardly ever
- Never

24. Do you push your son to train/practice harder?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

25. Do you get upset with your son if you think his soccer skills are not going as well as it should be?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

26. Do you encourage your son to talk you about any problems or worries that he may have with soccer?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

27. After a game do you tell your son he should have played better?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

28. Do you take an active role in being apart of club team? - i.e. help with fundraising, team parties, supply food etc

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

29. How interested are you in soccer?

- Not at all
- A little
- Moderate
- Very much
- Extremely

30. Do you discuss your son's progress with his coach?

- Always
- Quite often
- Sometimes
- Hardly ever
- Never

31. What is your relationship to your child?

- Mother
- Father
- Step-mother
- Step-father
- Other

32. What is your age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54

- 55 to 64
- 65 to 74
- 75 or older

33. Please describe your race/ethnicity.