

ABSTRACT

HENDLEY, KRISTY LEIGH. Parental Involvement in Youth Sports. (Under the direction of Michael Anthony Kanters.)

The purpose of this study was to examine the perceptions of parents and their children regarding the child's involvement in sports. The perceptions of the parents and their children were then compared in order to further examine discrepancies. 189 adolescents, ranging from eleven years old to nineteen years old, and 108 of their parents responded to a survey about their involvement in basketball. Using basketball as a medium over 29 variables, the child's perceptions of his/her parent, and the parent's perception of himself/herself and his/her relationship with the child we reviewed. Research showed the differences between the parents perceptions and the child's perceptions, gauging how parental support and parental pressure affected a child's success in and enjoyment of basketball. Parents tended to have more positive perceptions of themselves and their involvement in their child's extracurricular activities than what the child indicated he/she perceived. This suggests a gap in the parent-child relationship that can be further studied and used to educate parents and coaches. Recommendations for future study include expanding on this research and focusing on elite athletes in revenue sports in order to gauge their perceptions pressure and its effect on their enjoyment of and success in the game.

PARENTAL INVOLVEMENT IN YOUTH SPORTS

by
KRISTY LEIGH HENDLEY

A thesis submitted to the Graduate Faculty of
North Carolina State University
In partial fulfillment of the
Requirements for the Degree of
Master of Science

PARKS, RECREATION AND TOURISM MANAGEMENT
CONCENTRATION: SPORT MANAGEMENT

Raleigh

2004

APPROVED BY

Chair of Advisory Committee

BIOGRAPHY

KRISTY LEIGH HENDLEY was born in Dallas, Texas on October 20, 1977 to parents Jefferson L. Hendley and Libbi H. Hendley. After completing her B.A. in English at the University of North Carolina at Greensboro, she entered the workforce as a full time staff member of Young Life in Charlotte, NC. In an attempt to pursue her dream of a career in the sport industry, she enrolled in the Graduate Program at North Carolina State University in Parks, Recreation and Tourism Management in order to receive her M.S. degree in the Sport Management concentration. Upon graduation, Kristy will seek to combine her education and her passion for sports with a career in the sport industry. Her dream is to one day become the first woman commissioner of the Atlantic Coast Conference.

ACKNOWLEDGEMENTS

For those who have graciously served on the advisory committee: Dr. Michael Kanter, Dr. Robb Wade, and Dr. Judy Peel. Special thanks goes to Dr. Michael Kanter without whose guidance, suggestions and patience this research would have never been possible.

For the Department of Parks, Recreation and Tourism Management, thank you for the education and the life experience.

For my parents, thank you for your constant love and support.

TABLE OF CONTENTS

List of Tables.....	v
Introduction.....	1
Literature Review.....	6
Methods.....	28
Results.....	34
Discussion.....	60
Appendices.....	70
Appendix A: Parent Survey.....	70
Appendix B: Youth Survey.....	77
Appendix C: Data.....	84
Appendix D: Cohen's Kappa.....	85
Bibliography.....	91

LIST OF TABLES

Chart 1	Attitudes & Behaviors of Parents.....	43
Chart 2	Perceptions of Peers & Coaches.....	47
Chart 3	Attitudes & Behaviors of Children.....	51
Chart 4	Ability & Participation of Children.....	53
Cohen's 1.....		54
Cohen's 2.....		55
Cohen's 3.....		56
Cohen's 4.....		56
Cohen's 5.....		57
Cohen's 6.....		58
Cohen's 7.....		58
Cohen's 8.....		59

INTRODUCTION

Parents are involved, to some degree, in every aspect of their children's lives. That they are "parents" demands that their time, energy and resources be given to their children. That parents are involved in their children's sports is not a responsibility to be taken lightly. The benefits of children participating in sport all seem to revolve around "the optimum development of the child" (O'Dell and Tietjen, 1997). Athletics teaches children organization, time management and problem solving. These skills can be used in sports, in the classroom and in life. For children, physical play in the form of organized sport or unstructured play enables them to grow morally and socially (Crocker, 1996; Ewing, 1997; Lindner, 1999; Martin, Dale and Jackson, 2001; McGuire and Associates, 1998; Walker, 1993; White, Duda and Keller, 1998).

Children participate in sports for numerous reasons. Contrary to the competitive mindsets of adults, children participate primarily to have fun. Winning is rarely the sole motivation for children to play sports. A seemingly large 32% of children are motivated to participate in sports by their parents' desire for them to do just that – play a particular sport (O'Dell and Tietjen, 1997). Parents affect their child's success, enjoyment and duration in any sport. The desire that children have to win the approval of their parents carries over into every aspect of a child's life, thus giving a parent's opinion of a sport added value (Walker, 1993).

When children perceive pressure from their parents to participate and succeed in a given sport negative outcomes are inevitable. Competitive stress, "the force or pressure on a youth participant to perform well" (O'Dell and Tietjen, 1997), and burnout, a child's physical fatigue combined with loss of enjoyment for the sport, are two common

reactions children have to parental pressure. The child feels that his/ her talent and ability does not match up to the expectations placed on him/her and that he/she does not have what it takes to succeed in the given situation (Lindner, 1991; O'Dell and Tietjen, 1997).

A growing negative aspect of youth sports often stems from parental pressure. Specialization forces a child to exclude his/her participation in every sport and activity except the given sport. The risk of injury and burnout immediately increase once specialization is introduced into training. Specialization often starts when the parent and child are dreaming of the child's athletic career growing to the elite level. More often than not, forsaking all other dreams and goals for this one single passion leads to failure. Recent studies indicate that less than one-half of one percent of all high school athletes makes it to an elite level (Cumming, 2002; Hamstra, Cherubini and Swank, 2002).

Sport activities are merely one aspect of a child's life in which parents must be involved. Throughout every facet of life, parents must show the child and allow the child to see and feel "high levels of emotional warmth and encouragement of independence and low levels of strictness and aggravation" (Parker and Boak, 1999). A strong parent-child relationship can spur success in achievement oriented activities through the reduction of disruptive behavior, low aggression levels, respect for authority, self-control, and an environment free from harmful situations (DuBois and Eitel, 1994, Fagen and Cowen, 1996). Teenagers who perceive a strong, positive parent-child relationship have higher self-esteem and greater confidence than their peers without the same relationships. A strong parent-child relationship gives a foundation of consistency, support, and stability to children (Fagen and Cowen, 1996).

Fagen and Cowen (1996) termed parental involvement as “the amount of time the parent spent in activities with the child, and participation in relevant areas of the child’s life.” There are clear differences between the under-involved parent and the over-involved parent, but neither of them is positive for their children. In an ideal world, a child will perceive that his/her parent is child-centered and involved in their lives so that the child will grow to be socially responsible. These classifications are like that of the attachment theory which states that “children who lack a consistent, available attachment figure may fail to develop a sense of felt-security, which, in turn, diminishes a child’s sense of competence and self-efficacy” (Fagen and Cowen, 1996).

A close parent-child relationship is typically viewed as always positive, but this is not always the case. There are times when parents are living out their personal dreams, or re-living past accomplishments through the lives of their children (Oberschneider, 2002). This is, without a doubt, unhealthy for the child. Forcing dreams and expectations on a child may lead to some semblance of a close relationship but will deter the success and enjoyment of the child.

As children grow older, parental involvement, “the degree to which parents regulate the lives of their children” (Sabatelli and Anderson, 1991), is adjusted as the child becomes more independent and less attached to his/ her parents (Sabatelli and Anderson, 1991). As one would expect, young children are highly dependent upon parents for everything. As children develop mentally and socially, they become less dependent on their parents and more dependent on their peers. As adolescents further grow into their own person, they become less dependent on their peers and begin to develop personal independence. This emotional development of the child does not mean

that the parent-child relationship is severed. Ideally, as the child grows older, he/she begins to do the things and make the decisions that his/her parents used to deem their responsibility. It is in these moments that the child comes to know what he/she really wants (Sabatelli and Anderson, 1991).

When children begin to make decisions and pursue sports and other activities on their own they still need support and encouragement from their parents. Personal independence may be shaping, but involvement, approval and affirmation from parents is still a crucial key to success in and enjoyment of the sport (Cumming, 2002; Hoyle and Leff, 1999).

Research shows that children do perceive various levels of parental involvement in their sport activities. Conversely, children who do not perceive their parents negative involvement are not negatively impacted (Hoyle and Leff, 1999). Leff and Hoyle researched children's perceptions of their parents involvement in their sport activities in 1995 and discovered that children feel varying levels of support, pressure and involvement from their parents. Parental involvement ranged from a positive level of parental support to a negative level of parental pressure. Females perceived similar levels of support and pressure from both their mothers and fathers, whereas males perceived higher levels of support from their mothers and higher levels of pressure from their fathers. This research is accepted as proof that there is a direct correlation between parental involvement and success in such achievement oriented activities (Leff and Hoyle, 1995).

There is evidence of children's perceptions of their parent's involvement, but there is no such research on the perceptions of the parents on their own involvement in

their children's sports. Comparisons between what the child perceives to be true and what the parent perceives to be true could be nothing short of fascinating. Many possibilities exist when thinking about this research. Children may believe that their parents are overbearing and putting too much pressure on them to succeed in sport, while their parents believe that they are doing everything right. Perhaps a child feels that everything is fine, while the parent feels guilty and uninvolved.

It is necessary for parents to be involved to some extent in their child's choices and participation in sport. After all, children are dependent upon their parents for wisdom and guidance, for transportation, for money and supplies. Given this dependence, it is acceptable for parents to have some say in which sports their children choose to play. But, at some point, the child has to be allowed the freedom to explore and to make decisions for himself/herself. Without this freedom, children begin to feel pressured and trapped in their sport; frustration increases and enjoyment decreases. Being an involved parent demands balance. Should a parent be over-involved, a child feels pressured. Should a parent be under-involved, a child feels neglected. In order to spur success and enjoyment, a mixture of both levels is called for.

Consequently, the purpose of this study was to examine the perceptions that parents have about their own involvement in their child's sport activities, as well as to examine the perceptions that children have about their parent's involvement in their sports activities. Further, this study matched up the parent-child responses to compare perceptions on a variety of factors. The child's success in and enjoyment of basketball was determined by gauging parental support and parental pressure and noting the differences between the parents perceptions and the child's perceptions.

LITERATURE REVIEW

I. Youth Sport

In a recent study, Parker and Boak (1999) wrote, “Play is a child’s work.” The pioneers of the play movement of the late 1800’s made this notion a reality long before those words made it to paper. In an attempt to help children escape the problems of the day (immigration, urbanization, and industrialization), pioneers of that generation began to organize recreation. The services provided by agencies of the late 1800’s and early 1900’s did, in essence, what these same agencies do today: keep kids out of trouble and away from harm, as well as provide social development (Crocker, 1996; Reid, 1994). Between the hours of 3:00 p.m. and 6:00 p.m., children in today’s society get into the most trouble. The safety of school is done for the day, and, in too many cases, the shelter of parents has yet to arrive. Though it is a mere three hours of the day, this is a time in which a vast number of violent crimes occur. Along with crime, incidents of household accidents, experimenting with drugs, and sexual intercourse are alarmingly high during these hours. In an effort to combat these incidents, recreation departments and school systems provide organized activities for children of all ages (Witt and Estes, 2001).

Throughout the past century, children have come to fill their free time more and more with recreation that has been referred to as “free play” and “structured activity”. As children grow older, their participation in unstructured play decreases and emphasis on structured play, better known as organized sport, begins to dominate (Hofferth and Sandberg, 2001). Due to the rise of participants and spectators in the world of sports, children have a whole new set of role models they can strive to become. Sports stars have become heroes to countless young girls and boys impacting the career aspirations

and ideals of children around the world (Teigen, Normann, Bjorkheim and Helland, 2000).

In the 1980's, it was estimated that approximately 20 million children under the age of 18 were involved in sports outside of school sponsored events. At the same time, however, it has been shown that nearly 70% of children who begin to participate in organized sport will drop out of sports by the time they are 13 years old (O'Dell and Tietjen, 1997). Today the number of children estimated to play sports is over 48 million. The 70% dropout rate by the age of 13 remains the same. Further, it is estimated that 90% of children will drop out of team sports by age 15 (Butcher, Lindner and Johns 2002; Hirschhorn and Loughhead, 2000; Toffler – Brown University Letter, 2002; Walker 1993).

Among children, motives that cause drop out in sports include lack of playing time, focus on competition, stress, boredom, the coach, and not having fun (Butcher, Lindner and Johns, 2002; Pugh, Wolff, DeFrancesco, Gilley and Heitman, 2000). An additional reason for ending participation in sport is pressure. This pressure is felt by average athletes, as well as elite athletes (Butcher, Lindner and Johns, 2002; Lindner and Johns, 1991).

Children participate in sports for a variety of reasons. In one study, a group of athletes age twelve to seventeen were asked why they participated in sports. 90% of these athletes said that having fun was one of their major motivations. 80% of the group was motivated to participate by their desire to be physically fit. 38% wanted to make new friends. 32% of this group was motivated to participate in sports by their parents' desire for them to do just that – play sports (O'Dell and Tietjen, 1997). A nationwide

study indicated that the most popular reason, by far, that children participated in sports was “to have fun”. Winning was not among any of the top reasons given as a reason for participation (Cumming, 2002). In fact, when asked what they would change about their sports, a majority of children said that they would place less importance on winning (Clark, 1994.) In addition to having fun, being physically fit, and making friends, other motives identified as influencing sport participation are psychological health, appearance, excitement, skill improvement, and competition (Butcher, Lindner and Johns, 2002; Clark 1994; Gano-Overway, 2003; Kolvula, 1999; Martin, Dale and Jackson, 2001; McGuire and Associates, 1998; Pugh et al., 2000; Walker, 1993).

Parents are, without a doubt, a huge influence on whether or not a child participates in sport and in which sport they participate. Parents affect their child’s success, enjoyment and duration in any sport. Children desire to gain the approval of their parents. This further adds to the weight the parent’s opinion of sport has on his/her child (Walker, 1993).

Tiffany Vargas- Tonsing (2002) stated that “efficacy beliefs, or confidence, are defined as a person’s belief in his/her ability to perform a specific task. Using words, or “verbal persuasion”, is one way to instill this confidence in athletes. With greater confidence in themselves, athletes will have greater athletic performance (Vargas-Tonsing, 2002). At the same time, words have the power to hurt and to tear people apart (Humphrey, 1998). Kidman, McKenzie and McKenzie (1999) examined parents’ behavior during sporting events. The results indicated that 47% of all comments had a positive and encouraging nature, and that 35% of all comments were derogatory and negative.

Benefits of Sport Participation

The benefits of children participating in sport all seem to revolve around “the optimum development of the child” (O’Dell and Tietjen, 1997). In children under the age of 18, participation in sports has been said to be linked directly to academic achievement. Both athletics and academics require discipline, time commitment, motivation, and a desire for success. Sport benefits a child in many areas other than academics. Skills such as organization, time management, and problem-solving, coupled with social and communication skills are all skills that sports participation can teach children. Physical play, in general, be it competitive or non-competitive, enables children to further develop socially and morally. In an organized sport environment, children learn to get along with and work with their peers, as well as receive constructive and/or positive feedback from adults and peers. Additionally, while playing sports, children learn how to share and how to play by the rules. These skills and values are necessary for every phase of life (Crocker, 1996; Ewing, 1997; Lindner, 1999; Martin, Dale and Jackson, 2001; McGuire and Associates, 1998; Walker, 1993; White, Duda and Keller, 1998). As athletes progress through the levels of success, it has been discovered that they develop a necessary skill for dealing with pressure and stress. Like the other listed skills, this type of stress management will be useful in their lives long after the athletic careers have ended (Butcher, Linder and Johns, 2002).

Negative Outcomes Associated with Sport Participation

While the benefits are vast, there are negative aspects to children participating in sports. Competitive stress is defined as “the force or pressure on a youth participant to

perform well” (O’Dell and Tietjen, 1997). This stress, which is in direct opposition to the notion that children are involved in sports to have fun, occurs when a child feels that he/she cannot measure up to the demands put on them. The child feels that his/her talent and ability are not enough to succeed in the given situation. Too much competitive stress and anxiety leads to burnout. Burnout is a child’s physical fatigue combined with loss of enjoyment for the sport (Lindner, 1991; O’Dell and Tietjen, 1997).

Too much competition combined with certain situations and personalities can lead to over aggressive behavior. This aggression can lead to a child wanting to either physically hurt or emotionally hurt another athlete (O’Dell and Tietjen, 1997; Ramsey and Rank, 1997). While nervousness is natural in a competitive setting, some children feel an internal pressure that exceeds all normal amounts of nervousness. This excessive anxiety can be an internal result of the child’s personality in the given situation, or it can result from the pressure placed upon a child by parents, coaches and peers (O’Dell and Tietjen, 1997).

A subtle down-side to youth sports is a growing emphasis on specialization. While specialization itself is not inherently a bad thing, it does turn negative when a 10 year old feels pressure to focus only on one sport year round. Not only does this huge investment take away from a child having time to play and be a child, it also increases the chance for injury and burnout (Cumming, 2002; Hamstra, Cherubini and Swank, 2002). A child who desires to specialize in one sport at an early age tends to cultivate dreams of becoming a professional athlete. Encouraging this dream to the point that all other dreams are being forsaken could be setting the stage for failure. The latest statistics indicate that less than one-half of one percent of all high school athletes makes it to the

professional level. Children need to be able to develop and grow in all areas of their lives, not just sports. They need to be seen as complete individuals, not just athletes (Cumming, 2002).

It seems paradoxical that children participating in sports for fun are victims of stress. Children may have a hard time identifying stress in their lives. When it comes to sports, however, they are able to speak with certainty about situations they find stressful (Pugh et al., 2000). Two of the greatest sources of stress for both young male and young female athletes are “receiving a bad call from the umpire” and “making a physical game error”. The situations that have potential to be a source of stress to young athletes are numerous and extensive (Anshel and Delaney, 2001).

Winning is certainly not a negative aspect of any type of sport. But, when the focus is solely placed on winning, fun and enjoyment no longer have a place. As young athletes grow older, they are programmed to believe that winning is the only thing that really matters and they no longer participate in sports for enjoyment and fun. This follows suit with the obsession that our nation has for competition (Ramsey and Rank, 1997).

II. The Parent-Child Relationship

A brief review of the literature on the parent-child relationship makes it clear that this relationship is one that has the greatest impact on the child. According to Parker and Boak (1999), “an effective parent-child relationship is one that would include high levels of emotional warmth and encouragement of independence and low levels of strictness and aggravation.”

The socioeconomic status, employment, and educational background of parents, as well as the family composition, all have an effect on the achievements of children. In short, life at home directly affects a child's academic achievement. There is evidence that points to parent-child relationships playing a large role in a child's well-being. Being a product of a two-parent parent home offers no guarantee of well-being, just as coming from a single-parent home does not automatically lead to poor development and a life of struggle. Generally speaking, this may offer insight as to struggles faced by some children from single-parent homes (DuBois and Eitel, 1994; Videon, 2002).

A strong parent-child relationship provides support and encouragement to which a child can turn for help (DuBois and Eitel, 1994). This strong parent-child relationship can also indirectly affect academic success through the reduction of disruptive behavior, low aggression levels, respect for authority, self-control, and an environment free from harmful situations (DuBois and Eitel, 1994, Fagen and Cowen, 1996).

Parents' expectations of their child's performance and success in academics have been shown to be related to academic expectations, and the eventual performance, that the child has for his/ herself (Jodl et al., 2001; Kimiecik and Horn, 1998).

A positive parent-child relationship affects far more than just academics. High school students who perceive that they have a positive relationship with their parents have higher self-esteem and confidence levels than their peers whose relationships with their parents were not positive. A strong parent-child relationship gives a foundation of consistency, support, and stability to children (Fagen and Cowen, 1996).

Parent attitude is an aspect of the parent-child relationship that includes elements of "warmth, acceptance, affection, and support on the positive side, and hostility and

neglect on the negative side” (Fagen and Cowen, 1996). Children who experience these positive qualities in their relationships with their parents are found to be “more independent, friendly, creative, and less hostile” (Fagen and Cowen, 1996). They also have a more positive self-image (Fagen and Cowen, 1996).

Parent involvement is comprised of “the amount of time the parent spent in activities with the child, and participation in relevant areas of the child’s life” (Fagen and Cowen, 1996). Parents who are under-involved, also known as selfish parents, have children who lack self-control and who behave aggressively. Also dubbed child-centered, parents who are involved in their children’s lives produce responsible and socially developed children. These classifications are like that of the attachment theory which states that “children who lack a consistent, available attachment figure may fail to develop a sense of felt-security, which, in turn, diminishes a child’s sense of competence and self-efficacy” (Fagen and Cowen, 1996).

The development of a child requires sacrifice and investment on the part of the parents. Parents are expected to give generously of their time, money, and emotions. Parents are also expected to provide opportunities for their children to develop socially, and to gain knowledge- both common and educational. Plugging children into every organized event that claims to give children social skills and knowledge is not necessarily the way to go. A child’s learning is not limited to formal, organized environments. In such settings, parents have little, if any, contribution as to what their children are being taught. Also, it has been shown that children learn and develop well in free play settings (Hofferth and Sandberg, 2001). When parents come to understand the role of play and begin to facilitate play in their children’s lives, the children’s behavior is changed in

positive ways. Conversely, when parents are aggravated with their children and are overly strict, children become easily distracted and hostile (Parker and Boak, 1999).

For a child, decisions are often made by the parents. Parents have the power to shape their child's interests simply by choosing certain experiences over others. If the relationship between the parent and child is one of support and warmth, the child is more likely to take to heart and claim as their own the interests, values and beliefs of their parents (Jodl et al., 2001; Kimiecik and Horn, 1998; Kines, 1994; Leff and Hoyle, 1995; McMurray et al., 1993).

The influence that parents have over their children does not stop with interests, values and beliefs. Even as children enter the independent stage of adolescence, they set goals for themselves that they perceive as being the same goals that their parents have for them (Kimiecik And Horn, 1998). These goals and aspirations are not equal between girls and boys. Even the activities that girls and boys participate in are not necessarily equal. There is a lingering thought that parents believe that their girls are weaker and more frail than boys. This is one old-fashioned thought that still, even today, plays a role in determining the activities in which a child participates (Kimiecik and Horn, 1998). There is evidence that parents are more involved in the lives of their children who are of the same sex (McHale et al., 2000). In turn, studies point to children finding higher levels of satisfaction in the parent who is of the same sex (Videon, 2002).

Because of the closeness in which parents live with their children, children are not immune to the stress and pressure that parents deal with in their daily lives. Economic hardship leads to depression and anxiety in parents. This, in turn, leads to parents who are less involved in their children's lives. When this pressure continues for a long period

of time, parents tend to lower their standards and expectations for their children. Aside from performing below their potential, children may feel depressed, distressed and lonelier than they did when financial hardship did not exist (Lempers and Clark-Lempers, 1997).

A close parent-child relationship does not necessarily mean that it is a healthy relationship. There are times when parents are living out their personal dreams, or re-living past accomplishments through the lives of their children (Oberschneider, 2002). As scholars and common sense tell us, parents living out their dreams through the lives of their children does not change or add to past accomplishments and failures (Hirschhorn and Loughhead, 2000). The impact that parents have in shaping their children should not be underestimated. There is evidence that indicates that children incorporate words and actions that they have seen and experienced from their parents in their own relationships with their peers (Paley, Conger and Harold, 2000). As children grow older, parental involvement, “the degree to which parents regulate the lives of their children,” is adjusted as the child becomes more independent and less attached to his/her parents (Sabatelli and Anderson, 1991). Typical progression of an adolescent begins with high dependence upon parents. As parental dependence decreases, dependence upon peers increases. Once adolescents enter the later phases of development, dependence upon peers decreases, and personal independence begins to stabilize. When it comes to making choices about what to do during free time, children are swayed by the opinions of their peers. When it comes to making choices about performance and achievement, children are swayed by the opinions and guidance of their parents. Evidence points to parents,

who are influencing their children's decisions, inflating the characteristics in themselves and their children to greater impress their peers (Sabatelli and Anderson, 1991).

III. Parental Interactions in Sport

An appropriate degree of involvement from parents shows children that someone has taken a personal interest in them, that they are cared for, and that they are supported. Support from parents is a crucial determinant of whether or not a child will enjoy a given sport, and whether or not a child will continue to play a given sport (Cumming, 2002; Hoyle and Leff, 1999). Children require more than emotional and psychological support in sport. Parents must support their children with monetary assets, as well as give of their time and energy. Children who see, feel and experience support in sport from their parents have more confidence, enjoy sport more, and will, most likely, participate in sport for their lifetime (Cumming, 2002).

It seems that many parents are not aware of their responsibility that comes with supporting their child in sport. Educating parents as to what is expected of them in all areas will go a long way in helping to support their children. A supportive parent is a "non-interfering" parent who knows his/her place and stays there. This parent also makes it clear to his/ her child that winning is not what happens at the end of the game, but, rather, winning is determined by how the child performed and in the effort that they put forth. The family is considered one of the safest, most supportive places for a child. That needs to hold true in the sport world as well (Hirschhorn and Loughead, 2000; Gano-Overway).

Hoyle and Leff (1999) defined parental support as “behaviors by parents perceived by their children as facilitating athletic participation and performance.” This caters to children on an emotional level (support based on their perceptions) and on a physical level. As Leff and Hoyle (1995) point out, “parental support or pressure not perceived by the young athlete will likely have little impact on his or her behavior.” Parental support is seen as a positive thing that adds to a child’s self-esteem and enjoyment (Hoyle and Leff, 1999; Leff and Hoyle, 1995). Parents support their children in sports physically, emotionally and financially. In looking at a child’s enjoyment, success and participation in sport, the emotional support of parents seems to have the greatest impact (Leff and Hoyle, 1995).

Prochaska, Rodgers and Sallis (2002) made it clear that support can be “instrumental and direct (transportation, payment of fees), emotional and motivational (encouragement, praise), or observational (modeling).” Support from parents influences children greatly, but, so does support from peers (Prochaska, Rodgers and Sallis, 2002).

There are four different components of parenting that effect children’s achievement: support, performance goals, directiveness, and modeling. Parental support is defined as “unconditional acceptance of and warmth toward the child” (Power and Woogler, 1994). This aspect of parenting is seen as having a positive effect on a child’s performance, as it affirms a child’s self worth and builds confidence while helping the child define who they are. Parenting using modeling and goal setting aids in motivating a child toward the defined standards that have been communicated. Directiveness as a parenting concept is the degree to which a parent essentially coaches their child in achievement, spending large amounts of time on how the child can change his or her

failures and short-comings. Clearly, this approach has a negative connotation (Power and Woogler, 1994).

According to the literature, the antithesis of parental support is parental pressure. According to Hellstedt (1990), parental pressure is defined as “the amount of motivational influence the parent exerts on the child athlete to compete in sports, perform at a certain level, and continue sport participation.” Hoyle and Leff (1999) stated that “parental pressure is associated with discontent with sport participation, stress associated with evaluation of performance outcomes, and negative or uncertain appraisals of self-worth.” Also, Hoyle and Leff (1999) say that parental pressure is “behavior perceived by their children as indicating expectations of unlikely, even unattainable heights of accomplishment.” In short, parental pressure is seen as the differences between parents’ often over-inflated expectations for their child and the child’s more realistic expectations for him/ her self (Hoyle and Leff, 1999). This is a lot for a child to handle. Too much of this pressure leads to high levels of anxiety in the child, and tension in the parent-child relationship. These levels of pressure translate into the child being afraid of failure, which, in itself, sets a child up for unmeasurable amounts of stress. Elite athletes expressed that they felt a higher level of pressure was being placed on them, as compared to recreational athletes (Hellstedt, 1990). As was seen with parental support, parental pressure is based around the child’s perceptions of pressure. If the pressure is not perceived by the child, then it is irrelevant (Hoyle and Leff, 1999; Leff and Hoyle, 1995).

Butcher, Lindner and Johns (2002) revealed that pressure from parents was one of the main reasons that children withdraw from participating in sport. The study pointed out that parents of young athletes may not be aware of the intense pressure and

disappointment in failure that their children feel from them. These parents may not even be aware of putting any pressure on their children. The researchers suggested that an in depth study be performed looking at both the child's perceptions and the parents perceptions (Butcher, Lindner and Johns, 2002). Female athletes seem to be more sensitive to pressure in sport environments. For this reason, it has been suggested to coaches and parents that a conscious effort needs to be made to reduce the level of pressure and to increase the level of fun in girls' sports (Butcher, Lindner and Johns, 2002).

Pressure put on children to excel in sports is an issue that, in the present time, is something to which experts in athletics are giving attention. This pressure warrants the attention for said experts because it appears to be directly related to injury and burnout in the athletes, as well as to a destruction of self confidence and well-being (Hamstra, Cherubini, and Sank, 2002; Hoyle and Leff, 1999). The irony is that when a child is pressured to succeed in a given sport to the point that the child becomes injured or burned out, that child can no longer even participate in sport, much less excel to the level that the pressure demanded. Specialization in one sport has been said to be an unspoken, subtle form of pressure placed on children. Parents feel that their children will be one step ahead on the competition in a given sport if they invest more time and energy at an earlier age (Hamstra, Cherubini and Sank, 2002; Hill 1991).

Forcing children to focus on one sport at too early an age increases the pressure felt by the child, thus leading to greater anxiety to perform at an expected level, and possibly leading to burn out. Children may see this pressure as the necessity to attain certain success in sport in order to gain the approval of their parents. This parental

pressure of specialization is based on parents having often unrealistic athletic expectations for their children and only continues to escalate throughout the child's athletic career (Hamstra, Cherubini and Sank, 2002). As scholars have noted, less than one half of one percent of all high school athletes make it to a professional level (Cumming, 2002).

Parents often have unrealistic expectations of their child's athletic talents which results in perceived pressure by the child. Cumming (2002) pointed out that one way to control these expectations, and therefore minimizing pressure, is to find out what children hope to gain from their sport experience, and then to help them fulfill those desires. If a parent had a successful athletic career, it stands to reason that said parent will have greater expectations that his/ her child should also, in turn, be successful in sport. Occasionally, a parent who was once a successful athlete will have more realistic expectations of the level to which their own children will perform. Their personal knowledge of the hard work, sacrifice and discipline that it takes to make it as an elite athlete can help curb their fanatical dreams for their children. More times than not, however, once-athletic-parents have the desire and expectation that their own children will follow in their large footsteps (Cumming, 2002).

Children depend on their parents to help make their athletic dreams become a reality. It is up to parents to provide financially, and to give so freely of their time and energy to aid their children in their athletic pursuits. When parents invest such great amounts in their children's athletic careers, they often feel that it is the child's responsibility to succeed in sport, in order to pay back what the parents feel they are owed (Cumming, 2002).

Parents' expectations of their children's athletic endeavors are often evident in whether or not their children specialize in one sport; and, if so, at what age the child begins to specialize. Early specialization has been noted as a predictor of un-realistic expectations parents place upon their children (Hill, 1991). Parents have given various reasons for their inflated expectations for their children. Some parents want their children to take advantage of opportunities that they themselves did not have as a child. Other parents wish to live out their dreams through their children. They hope to gain honor, fame and prestige through the accomplishments of their kids. There lies a deranged notion that a child's performance is a direct reflection on the parents and their parenting (Hirschhorn and Loughhead, 2000; Kidman, A. McKenzie and B. McKenzie, 1999). Popular literature, specifically *Sports Illustrated* and *U.S. News & World Report*, affirms and makes public the ramifications of ambitious parents and the havoc they play in their children's lives (Lord, July 2000; Nack and Munson, July 2000).

As a child becomes more and more successful in sport, parents, in innocent excitement, begin to dream about the future of their child. These innocent dreams often root themselves in the minds of the parents, and only grow from there. Expectations and dreams for a child's accomplishment quickly become inflated and unrealistic. As a result, parents begin to push and pressure a child who, up until that point, valued the fun and enjoyment of sport over his/ her success. Parents begin to exaggerate the smallest things. A trivial mistake becomes the end of the world and results in the parents' disappointment, embarrassment and anger. A normal victory is a celebration of the recognition that comes with the win, and results in joyful, encouraging and proud parents (Gano-Overway, 2003).

A study from the late 1980's indicated that, in addition to the 20 million children involved in youth sport at the time, over 30 million parents and coaches were involved in youth sport (O'Dell and Tietjen, 1997). Parents play a vital role in the existence of youth sports, and must be involved at every level. Parents affect "a child's physical, social, emotional and intellectual development through sports participation" (Hirschhorn and Loughhead, 2000).

Stein and Raedeke (1999) defined parental involvement as "the time, energy, and money parents invest in their child's sport participation and includes such things as providing transportation, attending practices and games, providing instructional assistance, and purchasing sport equipment." Through moderate and appropriate levels of involvement, parents increase their child's enjoyment of sport. On the other hand, parents who are either not involved enough or are too involved can cause their children stress, pressure, embarrassment, and anxiety (Stein and Raedeke, 1999). Researchers are quick to point out that involvement in and of itself is neither a positive quality nor negative quality. It is the level of involvement, the degree of support and pressure, and the personality of the child, as well as his/ her perceptions, that begin to turn involvement into a positive or a negative (Stein and Raedeke, 1999).

Parents face a great burden of responsibility in their position in the world of youth sport. All too often, parents are not ready for the mixture of emotions that they will face while watching their children play sports (O'Dell and Tietjen, 1997). This mixture of emotions can be perceived by the child in many different ways. Every child wants to feel that while their parents are watching them play a sport, there is a sense of pride. A surprisingly high number of children perceive that the only way to make their parents

proud is to succeed in their sport. Hirschhorn and Loughead (2000) illustrated this by citing a study that revealed that 240 out of 600 teenage boys attributed their athletic success as the reason for their parent's pride. In addition, it has been found that beginning in first grade, young boys believe that if they are successful in sports their parents will be proud of them (Kimiecik, 1998).

Barber, Sukhi and White (1999) noted that parents' involvement in their child's sport can be illustrated on a continuum that ranges from under-involved to over-involved. This continuum does not illustrate positive involvement and negative involvement quite as clearly. The positives and negatives depend upon elements such as the level of involvement, the type of involvement, and the degree of support, to name a few. Parents often claim that their involvement in their child's sport is strictly for the child's best interest. Whether or not this is true is dependent upon the type of involvement a parent exudes. Without a doubt, the majority of parents are involved at the appropriate moderate level that conveys support. An under-involved parent (namely, one who is detached and uses sport as a babysitter) is the negative side of parental involvement. There are a rising number of over-involved parents who do far more harm than good where their child's athletic pursuits are concerned. This level of over-involvement leads to feelings of stress, pressure, anxiety, injury, burnout, loss of enjoyment, embarrassment, and a general lack of control on the part of the child (American Academy of Pediatrics, 2001; Cumming, 2002). "Emotionally over-involved parents often think that it is their responsibility to push, persuade, or support the children's fantasies or sporting objectives, even if the athletes themselves do not share these aspirations. Athletes of parents that are

emotionally over-involved often feel that their parents view them as ‘athletes’ and not ‘individuals’” (Cumming, 2002).

Cumming (2002) points out that over-involved parents can be divided into two categories: excitable and fanatical. There are distinct differences between the two groups. Parents in the excitable group are, for the most part, positive and supportive towards their child’s athletic endeavors. But, they do get caught up in the excitement of the game in which their child is participating. These parents are quite vocal at sporting events and practices. They tend to yell and cheer, as well as loudly offer encouraging remarks to the athletes. In addition, these excitable parents are “overly concerned with the physical welfare of their child” (Cumming, 2002).

Fanatical parents place undue amounts of pressure upon their children to succeed. These parents will argue with coaches, officials and other parents if they feel that their child is being treated unjustly. Fanatical parents are confrontational, in rare cases even to the point of violence. They control their children in any way that they can so that there will be victory in the sport, glory and fame in the social realm, and, of course, the elusive college scholarship and professional status. The young athletes of these parents often have difficulty sleeping and eating due to high levels of anxiety. They tend to lose any enjoyment that they once felt playing sports, and eventually may drop out of sports completely (Cumming, 2002).

Parental involvement in a child’s life, both athletic and otherwise, is said to have ramifications that last for years. These ramifications will positively add to or negatively take away from a child’s athletic experience in those years that follow (Leff and Hoyle, 1995).

A healthy level of parental involvement in sport is one where parents are present at sporting events to support and encourage the child and the team to do their best. The involvement can take place at home, as well. It is effective for parents to participate in activities with children. Parents can practice and play with their children in a safe, non-competitive manner. This will help children to associate sports with having fun, and parents with positive support (O'Dell and Tietjen, 1997; Parker and Boak, 1999).

Kanters points to some of the numerous incidents of over-involved fanatical parents that have made it into the national spotlight. In examining several solutions to dealing with these parents, they eventually come to the conclusion that “parent’s play a critical role in their child’s sport and should not be excluded” (2002).

The role that parents play in their child’s sporting endeavors is not limited to any one thing. The majority of youth sport organizations are not able to function normally without the involvement and support of parents. “In addition to being the chauffeur, fan, nutritionist, physical therapist, and an expert at schedule juggling, parents must often become actively involved in the administration and coaching of these programs” (Barber, Sukhi and White 1999). It does not stop there. Another major role of parents in youth sports is that of providing emotional and psychological support. In order to do this, parents need to be aware of the emotional and psychological needs of children (Crocker, 1996; Cumming, 2002; Walker, 1993).

Children form their self-worth and self-confidence, as well as realistically gauge their abilities by processing the feedback that they get from their parents. Praise can send kids soaring with joy and criticism can devastate them. There is a responsibility on the part of parents to offer feedback that is both honest and positive (Ewing, 1997; Gano-

Overway, 2003). In dealing with young athletes, it is the parents who greatest influence children in sport. As a child reaches adolescence, these parents often play the roles of parent, friend, fan, teacher, and coach (Hellstedt, 1990).

Whatever the role that parents play at any given time, their children are sure to watch and listen. This enables children to learn what is important, and how to react in certain situations. While watching their parents, children look for signs (verbal and non-verbal) that their parents are pleased in them or disappointed in them. If parents are not careful, inconsistent words and actions may send mixed messages to children (Ewing, 1997).

In the world of sports, children have plenty of heroes after whom they can model their lives. As the media is quick to point out, the majority of these sports stars are not the best role models for children. This is another place where parents must step in and another role for them to play. It is especially needed in cases where young boys do not have a father to be a male role model. In these instances, the boys are quick to attach themselves to the first hero that seems to fit the bill. Fathers who are involved in their children's sport programs have a chance to be a role model for young boys who do not have that in their own lives (Benham, 2003).

Given all of the information that is available concerning the parent-child relationship, it is obvious that the topic is one of worth and value. Researchers have examined the child's perceptions of the parent, but little has been done with regards to the perceptions that the parent has of himself/herself. In addition, there is a gap in research where perceptions of the parent and the child are matched up and examined. This study, using sports as a medium over a variety of factors, will look at the child's perceptions of

his/her parent, and the parent's perception of himself/herself and his/her relationship with the child. Research will show the differences between the parents perceptions and the child's perceptions, gauging how parental support and parental pressure affect a child's success in and enjoyment of basketball.

METHODS

The purpose of this study was to examine the effects of parental involvement on a child's enjoyment and success in a given sport. Perceptions of the parent and perceptions of the child were surveyed separately, examined and then compared to each other.

Subjects

This study surveyed 189 adolescents, ranging from 6th grade through freshmen in college, that is eleven years old through nineteen years old. 108 of their parents were also surveyed. Basketball players were participating in training clinics through a local basketball program called Networks. Subjects were selected on the basis of pre-registration for a year-round basketball clinic. Each parent and child that showed up to the first basketball clinic of the year was informed of the study by the director and his staff and were asked to participate. The director of the Networks program fully supported and agreed to work with the study.

Instrumentation

Subjects filled out a survey booklet in which self report measures of attitudes and behaviors of the parent, perceptions of peers and coaches, attitudes and behaviors of the child, and ability and participation of the child. Subjects also provided additional information on demographics and experience. Information was given that aided in coding surveys so that the anonymous surveys of the parents and their children could be matched up during analysis.

The survey used was adopted from Stephen Leff and Rick Hoyle (1995) to gauge both the child's and the parent's separate perceptions of the parent's involvement in the

child's sport. Questions were modified in order to analyze basketball players. In addition, modifications were made by adding a separate parental survey such that the perceptions of the child and those of his/her parent could be compared to each other. Changes were also made to the survey in that a section examining the child's peers and coaches was added. Subjects responded on a four-point Likert scale (unless otherwise noted) with responses varying in degree from "not at all" on one end the spectrum to "very much" on the other end of the spectrum.

Attitudes and Behaviors of the Parent

Subjects answered eleven survey questions about the perception of the parents involvement in the child's playing basketball. Children offered information for both their mother/stepmother figure, as well as their father/stepfather figure. Parents offered information on how they perceived themselves to be involved in their child's basketball game. Similar to Leff and Hoyle (1995), perceived parental support and perceived parental pressure were measured. Perceived parental support was measured in the first six questions in section one of the survey. Children were asked to what degree their parents watched most of their basketball games; they enjoyed talking about their game with their parents; their parents help them be the best they can in basketball without pushing too hard; their parents spend the money they can afford to help them be a successful basketball player; their parents are proud of them regardless of a win or a loss; their parents help them feel better after a loss. Similarly, parents were asked to what degree they watch their child's basketball games; their child enjoys talking about their basketball game with them; they help their child be the best they can in basketball

without pushing too hard; they spend the money they can afford to help their child be a successful basketball player; they are proud of their child regardless of a win or a loss; they help their child feel better after a loss. Perceived parental pressure was measured in the last five questions of section one. Children were asked to what degree their parents expect them to play better than they usually do; their parents are critical of the way they play; their parents get upset after a loss; their parents are more concerned with winning than enjoyment; their parents put pressure on them to succeed in basketball. Similarly, parents were asked to what degree they expect their child to play better than they usually do; they are critical of the way their child plays; they get upset after their child loses; they are more concerned with their child winning than enjoying basketball and trying his/her best; they put pressure on their child to succeed in basketball.

Perceptions of Peers and Coaches

Subjects answered eight questions concerning the perceptions of the child's peers and coaches. The first question asks the parent and the child how many of the child's closest friends play basketball. The remaining seven questions ask the parent and child to what degree the child feels comfortable talking about the problems in his/her basketball game with his/her friends; the child's friends like him/her better after a win; the child's friends give him/her a hard time after a loss; the child's coach is his/her friend regardless of a win or a loss; the child's coach is proud of his/her participation regardless of a win or a loss; the child's coach is critical of the way he/she plays; the child's coach gets upset after a loss.

Attitudes and Behaviors of the Child

Subjects answered five questions concerning the attitudes and behaviors of the child. The focus of this section was the level of enjoyment the child has for basketball. Parents and children were both asked to what degree the child finds it easy to stay excited about basketball; the child enjoys playing basketball now more than ever; the child wishes he/she had chosen some other sport; there is a belief that the child will play basketball for the rest of his/her life; the child thinks that the time put into basketball is time well spent.

Ability and Participation of the Child

Subjects answered five questions in order to gauge the parents and child's perceptions of the child's ability and participation in basketball. In order to measure the importance of basketball to the subject, the first question asked the parent and the child to rank seven items in order of importance to them, from most important to least important. The seven items listed were family, friends, basketball, other sports, hobbies, work, church/temple. The second question asked the parent and the child to measure what percentage of players in his/her age group the child was better than. Answers were given in 10% intervals from 0% (the parent or the child perceive the child as being the worst in the age group) to 100% (the parent or the child perceive the child as being the best in the age group), with one blank left for an "I don't know" answer.

Basketball burnout was measured using the third question asking the parent and child to rate how much the child enjoys playing basketball as compared to one year ago. The answers were given on a five-point Likert scale with responses varying from "much less" at one end of the spectrum to "much more" at the other end of the spectrum. The

final two questions of this section focused on the esteem of the child. Parents were asked how they perceived their child felt about basketball and also about him/herself in general. Children were asked how they felt about their basketball game and also about themselves in general. Answers were gauged on a four-point Likert scale with responses ranging from “very bad” at one end of the spectrum to “very good” at the other end of the spectrum.

Other Variables

Children were asked their age and sex, while parents were asked their relationship to their child. Questions of experience were also included, asking how long the child had been playing basketball, as well as asking parents if they played, and to what level they played basketball. Subjects offered their address and their child’s birthday for coding purposes.

Comprehension

Subjects were asked two final questions to gauge their understanding and comprehension of the survey. First, parents and children were asked if they understood the questions in the booklet. Responses were given on a four-point Likert scale ranging from “none of them” on one end of the spectrum to “all of them” on the other end of the spectrum. The second question asked subjects if they understood how they were to respond to the questions in the booklet. Responses were given in a “yes” or “no” format.

Procedure

On Saturday August 23, 2003 and Sunday August 24, 2003 volunteers visited five different basketball clinics in various parts of Raleigh in order to obtain a wide cross section of children and adults. Parents were given the appropriate survey booklet and a golf pencil upon entering the building and filled out surveys while their children participated in the basketball clinic. Children were given the appropriate survey booklet and a golf pencil and filled out surveys in an allotted time at the end of each clinic. The staff and coaches of the Networks organization explained to the parents and children that research would be taking place on these days. Volunteers were present throughout the clinic to explain the format of the surveys and to answer any questions.

Once the surveys were completed, the data was entered into Microsoft Excel on two spread sheets (one for the results of the parent's surveys and one for the results of the child's surveys.) Simplistic coding was used in order to match a parent's survey with his/her child so that results could be looked at on an individual basis, as well as a group. The data on the spread sheets was analyzed in SPSS. This allowed for each question to be broken down and proven as valid or invalid. It also made know the mean score for each question. Data was also entered into Cohen's Kappa to determine whether or not the difference in mean scores between parents and children was significant.

RESULTS

Parents involvement in their children's basketball activity has the potential to create enjoyment and success for the child or to negatively impact and pressure the child. Perceptions of the parents involvement differs between how the parent perceives their involvement and how the child perceives that same involvement. The purpose of this study was to examine the differences between the parents and the child's perceptions and to gauge how parental support and parental pressure affect a child's success in and enjoyment of basketball.

Respondents

This study surveyed 189 adolescents, ranging from 6th grade through freshmen in college, that is, eleven years old through nineteen years old, and 108 of their parents were surveyed. Basketball players were participating in year-round training clinics through a local basketball program called Networks.

Among the parents who responded to the survey, 43.9% were mothers, 52.3% were fathers and 1.9% were stepfathers. Parents reported that 49.5% of the children were boys and 47.7% were girls. Parents reported that their children began playing basketball between the ages of 2 years old and 13 years old, and that they played in their first game between the ages of 4 years old and 13 years old. 56.1% of the children were said to be on their school's basketball team the previous year. 63.6% of parents surveyed said that they played organized basketball when they were growing up. Parents who played basketball growing up reported that they began playing between the ages of 4 years old and 15 years old, and that they played in their first game between the ages of 5 years old

and 19 years old.

Of the children surveyed, 54.5% were boys and 44.4% were girls. Kids indicated that they began playing basketball between the ages of 1 year old and 14 years old, with the mean age being 6.8 years old. First games were played by kids between the ages of 3 years old and 15 years old, with the mean age being 7.89. 58.7% of kids played on their school basketball team last year.

Levels of Parental Support and Pressure

The following sections describe phrases from the questionnaires and subsequent results.

Attitudes and Behaviors of Parents

“I watch most of my child’s basketball games.” The answers from parents ranged from “not very much” to “very much.” No parent answered by marking “not at all,” and only one parent answered by marking “not very much.” The mean score for the responses was 3.876 with a standard deviation of .359 (see Chart 1 or Appendix C). Thus, it was the rare parent who did not watch most of his/her child’s basketball games.

“My parents come to watch most of my basketball games.” Kids responded to this statement by saying that it was “not at all true” for 1.1% of their mothers/stepmothers, and 2.6% of their fathers/stepfathers. The statement was “very much” true for 65.1% of mothers/stepmothers, and 67.7% of fathers/stepfathers. It seems that parents show up equally (or do not show up) for their kids basketball games. The mean response for mothers/stepmothers was 3.562 with a standard deviation of .690. For fathers/stepfathers, the mean response was 3.559 with a standard deviation of .749 (see Chart 1 or Appendix C).

“My child enjoys talking about his/her basketball game with me.” Although parents answered this question with each response from “not at all” to “very much,” 91.6% of parents perceived that their child enjoyed talking about basketball with them. The mean score was 3.590 with a standard deviation of .675 (see Chart 1 or Appendix C).

“My parents and I enjoy talking about my basketball game.” For both mothers/stepmothers and fathers/stepfathers, the responses to this statement range from “not at all” to “very much.” Kids indicated that they enjoy talking to their fathers/stepfathers more about basketball. (70.4% “very much” enjoyed talking basketball with their father/stepfathers while 49.7% “very much” enjoyed talking basketball with their mothers/stepmothers.) The mean response for mothers/stepmothers was 3.357 with a standard deviation of .761. The mean response for fathers/stepfathers was 3.624 with a standard deviation of .688 (see Chart 1 or Appendix C).

“Without pushing too hard, I do all I can to help my child become the best basketball player he/she can be.” The answers to this question were split between “pretty much” and “very much,” with the latter having 69.2% of the responses. The mean score was 3.705 with a standard deviation of .458 (see Chart 1 or Appendix C). Parents, on the whole, perceive themselves as doing all that they can to be helpful in a non-pressuring way to their child’s basketball career.

“Without pushing me too hard, my parents do all they can to help me become the best basketball player I can be.” Here again, the responses fell all along the continuum with regards to both mothers/stepmothers and fathers/stepfathers. 55.6% of kids

perceived that their mothers/stepmothers were “very much” in line with this statement, while 73.0% of kids perceived that their fathers/stepfathers were “very much” in line with it. It seems that some parents may push too hard, and others may not help their kids become the best they can be. For the most part, kids feel that their parents help them become better athletes without the added pressure. The mean response for mothers/stepmothers was 3.398 with a standard deviation of .801. For fathers/stepfathers, the mean response was 3.672 with a standard deviation of .628 (see Chart 1 or Appendix C).

“I spend as much money as I can afford to buy the things my child needs to be a successful basketball player.” No parent claimed “not at all” to this question and only 3.7% of parents answered by marking “not very much.” The mean score was 3.590 with a standard deviation of .567 (see Chart 1 or Appendix C). Parents believe that they spend as much as they can afford, or close to it, in order to add to their child’s success on the court.

“My parents spend as much money as they can afford to buy the things I need to be a successful basketball player.” The responses indicated that kids feel that their mothers/ stepmothers were equally as willing as the fathers/stepfathers to spend the money that they could afford in order to support the child’s basketball endeavors. Survey responses indicated that kids perceived their parents financial support to be across the spectrum, indicating that this statement is “not at all” like the parents in question to “very much” like the parents in question. The percentages of those kids indicating that their parents were not financially supportive were small (a combined 10.0% of “not at

all” and “not very much” responses for the mothers/stepmothers and a combined 13.8% of “not at all” and “not very much” responses for the fathers/stepfathers). The mean response for the mothers/stepmothers was 3.432 with a standard deviation of .735. For fathers/ stepfathers, the mean response was 3.368 with a standard deviation of .818 (see Chart 1 or Appendix C).

“I am proud of my child’s participation in basketball no matter if he/she wins or loses.” 87.9% of parents overwhelmingly acknowledged their pride in their child’s basketball participation by marking “very much” on the survey. The other 10.3% of parents responded with an answer of “pretty much.” The mean score was 3.895 with a standard deviation of .308 (see Chart 1 or Appendix C).

“My parents are proud of my participation in basketball no matter if I win or lose.” The responses indicate that the kids surveyed perceived their mothers/stepmothers as being more proud of their basketball participation despite winning or losing. Not one child answered that their mother/stepmother was “not at all” proud of them, while 1.6% answered that their father/stepfather was “not at all” proud of them for basketball participation alone. 85.7% of kids felt that their mothers/stepmothers were proud of them no matter the outcome of a game, while 78.3% of kids surveyed felt that their fathers/stepfathers were proud of them whether they won or lost. The mean response for mothers/stepmothers was 3.855 with a standard deviation of .396. The mean response for fathers/stepfathers was 3.731 with a standard deviation of .600 (see Chart 1 or Appendix C).

“I help my child feel better when he/she loses a basketball game.” Only one

parent admitted to a response of “not very much.” 72.9% of parents responded saying that this statement was “very much” like them. The mean score was 3.78 with a standard deviation of .458 (see Chart 1 or Appendix C).

“My parents help me feel better when I lose a basketball game.” The responses show that kids perceived their mothers/stepmothers as the parental figure that helped them feel better after a loss. Kids answers fell in a wide range along the continuum. Some felt that this statement resembled their mothers/stepmothers and fathers/stepfathers “not at all” (3.7% and 5.8% respectively), while other felt that this statement was “very much like” their mothers/stepmothers and fathers/stepfathers (59.7% and 48.7%, respectively). The mean response for mothers/stepmothers was 3.452 with a standard deviation of .785. For fathers/stepfathers, the mean response was 3.274 with a standard deviation of .873 (see Chart 1 or Appendix C).

“I expect my child to play basketball better than he/she usually plays.” Surprisingly, 15% of parents admitted to this statement being “very much” like them. At the other end of the spectrum, 9.3% of parents said that this was “not at all” like them. The other 75.7% of parents split the middle range answers, although the majority of those responses (43.9% of the whole) revealed that parents “pretty much” expected their child to play better than he/she usually does. The mean score was 2.670 with a standard deviation of .856 (see Chart 1 or Appendix C).

“My parents expect me to play basketball better than I usually play.” The answers to this statement were fairly equal. Regarding both mothers/stepmothers and

fathers/stepfathers, kids perceived a range of responses. This statement was “not at all” like mothers/stepmothers and father/stepfathers for 11.6% and 8.5% of kids, respectively. In addition, this was “not very much” like mothers/stepmothers and fathers/ stepfathers for 21.2% and 18.0% of kids, respectively. 34.4% and 32.3% of kids felt that their mothers/stepmothers and fathers/stepfathers were “pretty much” like this statement. 31.2% and 39.7% of kids felt that their mothers/stepmothers and fathers/stepfathers “very much” expected them to play better than they normally do. The mean response for mothers/stepmothers was 2.866 with a standard deviation of .996. For fathers/stepfathers, the mean response was 3.048 with a standard deviation of .966 (see Chart 1 or Appendix C).

“I am critical of the way my child plays basketball.” Responses ranged from “not at all” to “very much,” though, only 4.7% of parents perceived statement as being “very much” like them. 23.4% of parents claimed to be “not at all critical” of their child’s basketball play. 49.5% and the 20.6% of parents who responded with “not very much” and “pretty much,” respectively. The mean score was 2.067 with a standard deviation of .800 (see Chart 1 or Appendix C).

“My parents are critical of the way I play basketball.” Similar to the previous question, kids regarded their parents’ criticism of the way that they play basketball on every level, from “not at all” to “very much” true. Answers were fairly equally spread across four responses. In addition, responses given for mothers/stepmothers were comparable to those given for fathers/stepfathers. The mean response for mothers/stepmothers was 2.188 with a standard deviation of .998. The mean response for

fathers/stepfathers was 2.527 with a standard deviation of 1.066 (see Chart 1 or Appendix C).

“I get upset after my child loses a basketball game he/she should have won.”

Parents perceived themselves as being mild tempered when faced with their child losing a game. No parent agreed that this statement was “very much” like them. Only 9.3% of parents said that this was “pretty much” like them. The mean score was 1.657 with a standard deviation of .648 (see Chart 1 or Appendix C).

“My parents get upset after I lose a basketball game I should have won.” The responses indicate that the majority kids did not feel too much, if any, anger from their parents if they lost a game that they should have won. At the same time, 18.5% of kids felt that this statement was “pretty much” true or “very much” true of their mothers/stepmothers; and 26.4% of kids felt that this statement was “pretty much” true or “very much” true for their fathers/stepfathers. The mean response for mothers/stepmothers was 1.731 with a standard deviation of .914. The mean response for fathers/stepfathers was 1.995 with a standard deviation of 1.011 (see Chart 1 or Appendix C).

“I am more concerned about my child winning at basketball than about them just having a good time and doing their best.” The responses to this statement varied across the board, but 92.6% of parents said that this was “not at all” or “not very much” like them. The mean score was 1.400 with a standard deviation of .659 (see Chart 1 or Appendix C).

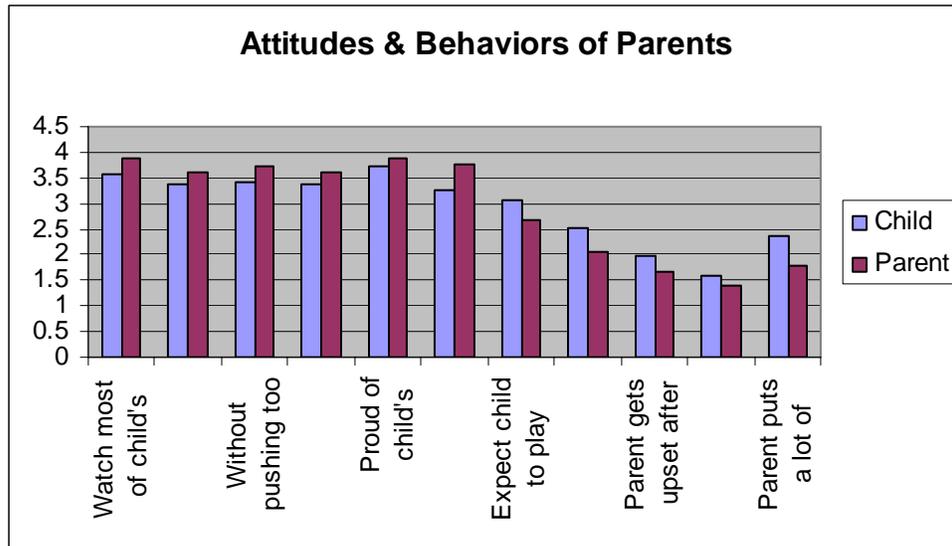
“My parents are more concerned about me winning in basketball than just having a good time and doing my best.” The vast majority of kids felt that their parents were not more concerned with winning than having fun and their child doing his/her best. Only 2.1% of kids felt that their mothers/stepmothers were solely concerned with winning, while 5.8% of kids felt that fathers/stepfathers were solely concerned with winning. The mean response for mothers/stepmothers was 1.438 with standard deviation of .743. For fathers/ stepfathers, the mean response was 1.589 with a standard deviation of .881 (see Chart 1 or Appendix C).

“I put a lot of pressure on my child to do well in basketball.” While no parent admitted to this statement being “very much” like them, 15.9% of parents said that this was “pretty much” like them. The remaining parents were spread between “not at all” putting pressure on their child, or “not very much.” The mean score was 1.800 with a standard deviation of .699 (see Chart 1 or Appendix C).

“My parents put a lot of pressure on me to do well in basketball.” It seems that kids responding to this question felt some degree of pressure from their parents when it came to basketball. Only 34.9% of kids felt no pressure from their mothers/stepmothers, while only 25.4% of kids felt no pressure from their fathers/stepfathers. Every other response indicated some level of pressure perceived by the child. 11.6% of kids felt that this statement was “very much” like their mothers/stepmothers, and 18.5% of kids felt that this statement was “very much” like their fathers’/stepfathers. The mean response for mothers/stepmothers was 2.081 with a standard deviation of 1.013. The mean response for fathers/stepfathers was 2.355 with a standard deviation of 1.062 (see Chart 1

or Appendix C).

Chart 1



Perceptions of Peers and Coaches

“Of your child’s five best friends, how many of them play basketball regularly?” Parents responded that any number (from 0 to 5) of their child’s best friends played basketball regularly, although only 5.6% of parents said that that number was zero. The mean score for this question was 2.618 with a standard deviation of 1.456.

“Of your five best friends, how many of them play basketball regularly?” Kids responded that any number (0 through 5) of their best friends played basketball. Only 4.2% of kids responded that none of their closest friends played basketball. The mean score for this question was 2.968 with a standard deviation of 1.391 (see Chart 2 or Appendix C).

“If your child has a problem with his/her game, does he/she feel comfortable talking to his/her friends about it?” The responses ranged from “not at all” (3.7%) to “very much” (17.8%). 20.6% of parents said that this was “not very much” like their child, while 52.3% said that this was “pretty much” like their child. The mean score was 2.89 with a standard deviation of .747 (see Chart 2 or Appendix C).

“If you have a problem with your game, do you feel comfortable talking to your friends about it?” The majority of kids responded that, on some level, they felt comfortable talking to their friends about problems with their basketball game. 5.8% of kids indicated that they were “not at all” comfortable discussing these problems with their friends. The mean response was 3.096 with a standard deviation of .881 (see Chart 2 or Appendix C).

“Do you feel like your child’s friends like him/her more when he/she wins?” The majority (67.3%) of parents felt that this was “not at all” the case, while 3.7% felt that this was the case “all the time.” The rest of the responses were evenly split between “sometimes” and “most of the time.” The mean score was 1.515 with a standard deviation of .873 (see Chart 2 or Appendix C).

“Do you feel that your friends like you more when you win?” Only 4.2% of kids responded that they felt like their friends liked them more when they won a game. 61.4% of kids felt that this was “not at all” the case. The mean score was 1.572 with a standard deviation of .848 (see Chart 2 or Appendix C).

“Do your child’s friends give him/her a hard time when he/she loses?” No parent responded that this happened “all the time,” and only one parent said that this happened “most of the time.” 69.2% responded that this was “not at all” the case. The mean score was 1.277 with a standard deviation of .472 (see Chart 2 or Appendix C).

“Do your friends give you a hard time when you lose?” The vast majority of responses indicated that kids felt that their friends did “not at all” give them a hard time or only “sometimes” gave them a hard time when they lost. Only 2.6% of kids felt that their friends gave them a hard time “all the time” after they lost a game. The mean score was 1.615 with a standard deviation of .71 (see Chart 2 or Appendix C).

“Do you feel that your child’s coach is his/her friend whether he/she wins or loses?” 8.4% of parents felt that this was “not at all” true or “not very much” true, indicating that the coach’s friendship was not conditional upon wins and losses. The remaining responses were evenly split between this question being “pretty much” true and “very much” true. The mean score was 3.320 with a standard deviation of .803 (see Chart 2 or Appendix C).

“Do you feel that your coach is your friend whether you win or lose?” 50.8% of kids responding to the survey felt that their coach was “very much” their friend regardless of a win or a loss. But, 6.9% of kids felt that their coach was only their friend if they won. The mean response was 3.348 with a standard deviation of .837 (see Chart 2 or

Appendix C).

“Is your child’s coach proud of his/her participation in basketball whether he/she wins or loses?” Similar to the previous question, the answers ranged from one end of the spectrum to the other. In this instance, though, 47.7% of parents felt that their child’s coach was “pretty much” proud of their child despite wins or losses. The mean score was 3.300 with a standard deviation of .704 (see Chart 2 or Appendix C).

“Is your coach proud of your participation in basketball whether you win or lose?” Responses indicated that, for the most part, kids felt that their coaches were proud of them despite winning or losing. There was a minority of responses that showed that kids felt that their coaches were only proud of them if they won a game. The mean response was 3.326 with a standard deviation of .793 (see Chart 2 or Appendix C).

“Is your child’s coach critical of the way he/she plays basketball?” 10.3% of parents felt that this was “not at all” true, while 8.4% of parents felt that this was “very much” true. The remaining responses were evenly split between that question containing “not very much” truth and being “pretty much” true. The mean response was 2.480 with a standard deviation of .810 (see Chart 2 or Appendix C).

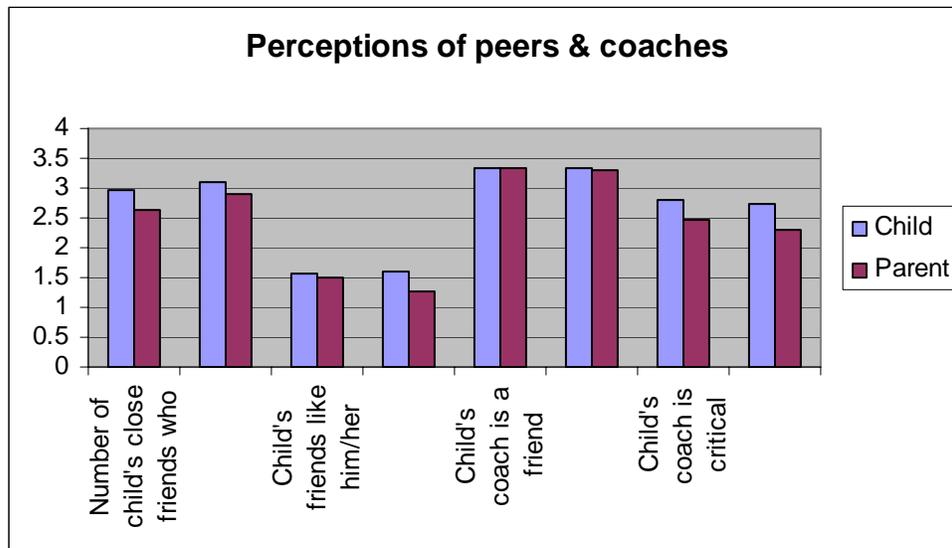
“Is your coach critical of the way you play basketball?” 28.0% of kids felt that their coaches were “very much” critical of the way that they play basketball. The other responses were somewhat evenly distributed across the other responses. The mean

response was 2.784 with a standard deviation of .993 (see Chart 2 or Appendix C).

“Does your child’s coach get upset after they lose a basketball game he/she should have won?” 14% of parents said that this was “not at all” the case. The rest of the parents agreed that this was the case “sometimes,” if not “most of the time” or “all the time.” The mean response was 2.300 with a standard deviation of .835 (see Chart 2 or Appendix C).

“Does your coach get upset after you lose a game you should have won? Kids perceived that their coaches got upset after they lost a game that they should have won. Only 10.6% of kids responded that their coaches do not get upset. The mean response was 2.722 with a standard deviation of 1.041 (see Chart 2 or Appendix C).

Chart 2



Attitudes and Behavior of Children

“He/she finds it easy to stay excited about basketball practice.” No parent felt that this was “not at all” the case, and only 3.7% felt that this was “not very much” the case. The majority of the responses were split evenly between this statement being “pretty much” true and “very much” true. The mean response was 3.438 with a standard deviation of .570 (see Chart 3 or Appendix C).

“I find it easy to stay excited about basketball practice.” For the most part, kids felt that it was easy to stay excited about practice “most of the time.” Only one child indicated that it is “not at all” easy to stay excited about practice. The mean response was 3.232 with a standard deviation of .638 (see Chart 3 or Appendix C).

“He/she is playing basketball as much or more now than ever.” No parent responded that this statement is “not at all” true, and only 4.7% felt that this was “not very much” the case. 54.2% of parents felt that this statement was very much true. The mean response was 3.505 with a standard deviation of .590 (see Chart 3 or Appendix C).

“I enjoy playing basketball as much or more now than I ever have.” 62.4% of kids responded that this statement was “very much” like them. The remaining percentage of kids scattered their answers among the other choices. The mean response was 3.543 with a standard deviation of .682 (see Chart 3 or Appendix C).

“He/she sometimes wishes he/she had chosen a sport other than basketball.” No parent responded that this statement was “very much” the case, and only one parent said that this was “pretty much” true. The majority of parents (78.5%) of parents felt that this

statement was “not at all” true. The mean response was 1.202 with a standard deviation of .427 (see Chart 3 or Appendix C).

“I sometimes wish I had chosen some sport other than basketball.” Not one child responded that this statement was “very much” like them. Nearly 70% of kids said that this statement was “not at all” like them. The mean response was 1.355 with a standard deviation of .600 (see Chart 3 or Appendix C).

“He/she will probably play basketball the rest of his/her life.” Only one parent felt that this was “not at all” the case, and 4.7% felt that this statement contained “not very much” truth. The slight majority (56.1%) of parents felt that this statement was “pretty much” true. The mean response was 3.284 with a standard deviation of .603 (see Chart 3 or Appendix C).

“I will probably play basketball the rest of my life.” Over half of the kids responding to the survey indicated that they believe that they will be playing basketball for the rest of their life. A 2.6% said that this statement was “not at all” like them. The mean response was 3.432 with a standard deviation of .792 (see Chart 3 or Appendix C).

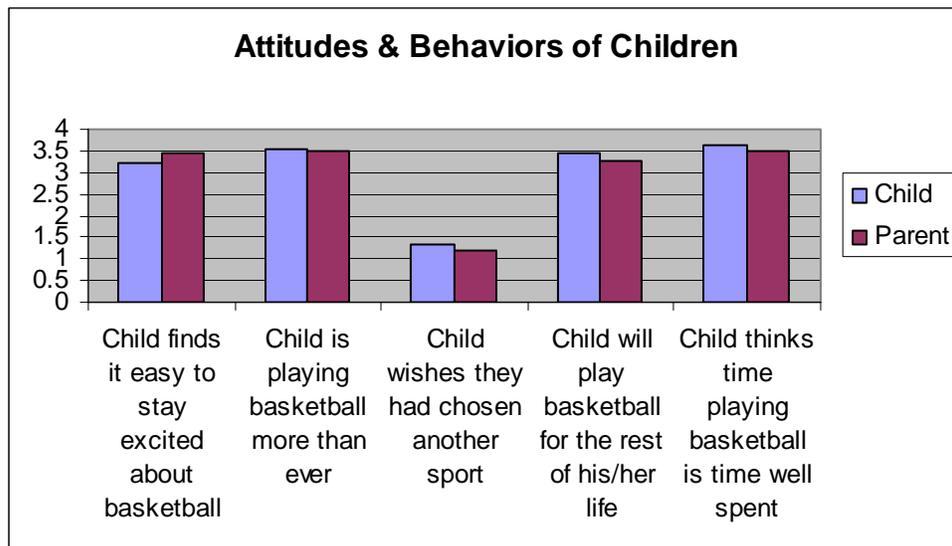
“He/she thinks that the time he/she puts into his/her basketball game is time well spent.” The responses from parents ranged from “not very much” true (2.8%) to “very much” true (53.3%). Parents believed that their children perceived the time they put into basketball was time well spent. The mean response was 3.514 with a standard deviation of .557 (see Chart 3 or Appendix C).

“I think that all the time I put into my game is time well spent.” The majority of responses indicated that kids felt that the time that they invested in basketball was well spent. 28.6% felt that this statement was “pretty much” like them. The mean response was 3.640 with a standard deviation of .564 (see Chart 3 or Appendix C).

“Rank the following areas of your life from most important to least important.” For the most part, “family” was ranked as most important, only occasionally put into second place behind “church.” Second and third places were split mainly between “church,” “friends” and “work.” Following these areas of life was “basketball.” “Other sports” and “hobbies” finished in last place.

“Rank the following areas of your life from most important to least important.” Kids responded that “family,” “friends” and “church” were the most important things in their lives. The next group of importance contained “basketball,” “other sports” and “school.”

Chart 3



Ability and Participation of Children

“Compare your child’s basketball skills and abilities to the other basketball players in their division.” Responses ranged from parents believing that their child was better than 20% of the players his/her age to parents believing that their child was better than 100% of players his/her age. 2.8% of parents did not know how to respond. The majority response was that 29% of parents believed that their child was 80% of players his/her age (see Chart 4 or Appendix C).

“Compare your own skills and abilities to the other basketball players in your age division.” Kids seemed to believe that their skills ranged from being 10% better than of the other folks in their age group to being 100% better than the other folks in their age group. 13.8% of kids did not know how to respond to the question. The most popular response indicated that kids thought that they were better than 80% of the other folks their age, while the mean response was 7.460 (see Chart 4 or Appendix C).

“Please rate how your child enjoys playing basketball this year compared to a year ago.” No parent responded that their child enjoyed basketball “much less” this year, and only 1.9% said that their child enjoyed basketball “a little less” this year. The majority of parents felt like their child enjoyed basketball “much more” this year than last. The mean response was 4.437 with a standard deviation of .775 (see Chart 4 or Appendix C).

“Please rate how much you enjoy playing basketball this year compared to a year ago.” Only 5.8% of kids indicated that they enjoy basketball less than they did last year. 10.1% of kids said that they enjoy basketball about the same amount. 83.1% of kids said

that they enjoy basketball more now than they did last year. The mean response was 4.321 with a standard deviation of .969 (see Chart 4 or Appendix C).

“Overall, how does your child feel about their basketball game right now?” No parent felt like their child felt very bad about his/her basketball game. 1.9% felt like their child felt “pretty bad” about his/her basketball game. The large majority (71.0%) believed their child felt “pretty good” about his/her basketball game at the time of the survey. The mean response was 3.200 with a standard deviation of .488 (see Chart 4 or Appendix C).

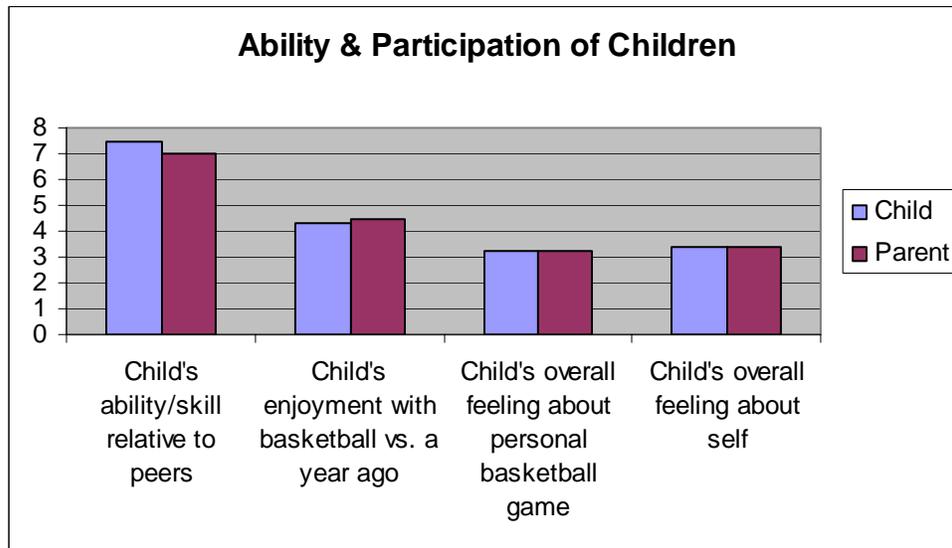
“Overall, how do you feel about your basketball game right now?” 92.6% of kids indicated that they felt “pretty good” or “very good” about their basketball game when surveyed. Only one child responded that he/she felt “very bad” about their game. The mean response was 3.199 with a standard deviation of .548 (see Chart 4 or Appendix C).

“Overall, how does your child feel about himself/herself in general right now?” Similar to the previous question, no parent believe that their child felt “very bad” about him/herself, and 4.7% of parents believed that their child felt “pretty bad” about him/herself. Unlike the previous question, parents’ perceptions of their child’s feelings were split pretty evenly between their child feeling “pretty good” and “very good” about him/herself at the time of the survey. The mean response was 3.419 with a standard deviation of .585 (see Chart 4 or Appendix C).

“Overall, how do you feel about yourself in general right now?” 93.1% of kids indicated that they felt “pretty good” or “very good” about themselves when surveyed.

2.1% of kids responded that they feel “very bad” about themselves. The mean response was 3.419 with a standard deviation of .663 (see Chart 4 or Appendix C).

Chart 4



Cohen's Kappa

In looking at the data overall, parents had a more positive view of their involvement in their child's basketball activities than the children had of their parents involvement. The disparity between the child's perceptions and the parents perceptions led to the data being analyzed through Cohen's Kappa. In short, Cohen's Kappa analyzes two variables that need to be compared in order to see if the disparity of responses is significant. If the Kappa level is less than .70, then the difference in scores of said variable is significant and not just chance.

Differences in perception were vast even in looking at whether or not parents watch most of their child's games. The Cohen's Kappa score for this variable is .0854.

This simply indicates that parents perceive that they watch most of their child's games while the child does not hold that same perception.

Cohen's 1: Watch most of child's basketball games

	P1	P2	P3	P4	SUM
C1	0	0	1	2	3
C2	0	0	0	14	14
C3	0	0	1	29	30
C4	0	1	7	49	57
SUM	0	1	9	94	104

Cohen's Kappa : -0.085427135678392

Parents and children have varying views in whether or not the child enjoys talking to his/her parents about basketball. The Cohen's Kappa score for this variable is .0901. The score indicates that parents perceive that their children enjoy talking to them about basketball. The child's perception of this variable does not match the parents. Either the child does not enjoy talking to his/her parents about basketball, or the child does not perceive that his/her parent enjoys discussing basketball with him/her.

Cohen's 2: Child enjoys talking about basketball with parent

	P1	P2	P3	P4	SUM
C1	0	0	1	1	2
C2	0	0	5	8	13
C3	0	1	4	20	25
C4	2	4	16	41	63
SUM	2	5	26	70	103

Cohen's Kappa : -0.0901459854014599

The difference is evident in parents and children's responses when asking whether or not parents help children become the best basketball players they can be without pushing too hard. The Cohen's Kappa score for this variable is .1147. Parents perceive that they do help their children become the best basketball player possible without pushing too hard. Children perceive one of two things in this instance: 1) that their parents do, indeed, push them too hard, or 2) that their parents do not help them become the best basketball player possible. Regardless of the particular perception of the child, it is clear that it does not match the perception of the parent.

Cohen's 3: Without pushing too hard, parent helps child become best player possible

	P1	P2	P3	P4	SUM
C1	0	0	2	6	8
C2	0	0	3	14	17
C3	0	0	5	18	23
C4	0	0	21	33	54
SUM	0	0	31	71	102

Cohen's Kappa : -0.114563769848045

There is a difference in perception when examining whether or not a parent helps a child feel better after a loss. The Cohen's Kappa score for this variable is .0655. It is obvious that the perceptions of the parents and children do not match. Parents believe that they help their children feel better after a loss. Children do not perceive their parents helping them feel better after a loss.

Cohen's 4: Parent helps child feel better after a loss

	P1	P2	P3	P4	SUM
C1	0	0	1	5	6
C2	0	0	8	8	16
C3	0	1	3	25	29
C4	0	1	12	40	53
SUM	0	2	24	78	104

Cohen's Kappa : -0.0655021834061135

Perceptions vary between the parents and children when looking at the variable that asks if the parent is critical of the way that the child plays basketball. The Cohen's Kappa score for this variable is .0645. Parents do not perceive themselves to be critical of their child's basketball skills. Children perceive that their parents are, indeed, critical of the way that they play basketball.

Cohen's 5: Parent is critical of the way child plays basketball

	P1	P2	P3	P4	SUM
C1	4	14	6	1	25
C2	11	17	6	4	38
C3	4	14	5	0	23
C4	7	8	5	0	20
SUM	26	53	22	5	106

Cohen's Kappa : -0.0645242279688677

There is a difference in the perceptions of the parents and the children when asking whether or not parents get upset after the child's team loses a game. The Cohen's Kappa score for this variable is .1013. Parents indicate that they do not get upset after their child's team loses a game. Children perceive that their parents do get upset when their team loses a game.

Cohen's 6: Parent gets upset when child loses game

	P1	P2	P3	P4	SUM
C1	18	25	7	0	50
C2	14	12	3	0	29
C3	9	6	0	0	15
C4	6	6	0	0	12
SUM	47	49	10	0	106

Cohen's Kappa : -0.101298701298701

Perceptions differ when asking the parents if they put a lot of pressure on their child to do well in basketball. The Cohen's Kappa score for this variable is .0742. Parents perceive that they do not put a lot of pressure on their children to do well in

basketball. Children, on the other hand, perceive that their parents do, indeed, put a lot of pressure on them to do well in basketball.

Cohen's 7: Parent puts a lot of pressure on child to do well in basketball

	P1	P2	P3	P4	SUM
C1	10	11	6	0	27
C2	13	12	6	0	31
C3	9	15	1	0	25
C4	5	12	4	0	21
SUM	37	50	17	0	104

Cohen's Kappa : -0.0742157612853864

There are even varying perceptions in examining whether or not the child's coach gets upset after a loss. The Cohen's Kappa score for this variable is .0035. Parents perceive that their child's coach does not get upset after a loss. Children indicate that their coaches do get upset after a loss. This variance in perception could stem from a lack of communication about basketball between parents and children.

Cohen's 8: Child's coach gets upset after a loss

	P1	P2	P3	P4	SUM
C1	1	5	3	0	9
C2	7	22	10	4	43
C3	2	8	5	3	18
C4	5	13	9	2	29
SUM	15	48	27	9	99

Cohen's Kappa : 0.00350109409190371

DISCUSSION

Generally speaking, parents seemed to have a handle on the trials and tribulations that their basketball minded children faced. While there were certainly exceptions to each rule, most parents seemed to be involved in their child's basketball "career" at a balanced level. Gauging the information in this study led one to believe that parents viewed many aspects of themselves and their children, with regards to basketball, through veils of optimism. Certainly, it was all about perception.

Children did perceive their parents as being involved and coming to watch their games, but they believed that their parents showed up less than the parents themselves believed to be true. Interestingly, the statistics on the child's perceptions of their parents were remarkably similar for the mother/stepmother and the father/stepfather. This gap in perceptions could potentially lead to gaps in other areas of the parent/child relationship.

Perceptions were similar from both the child's point of view and the parents' point of view when looking to see if the child enjoyed discussing basketball with his/her parents. Both groups agreed that there is an enjoyment factor there. As can be expected, data indicates that children enjoyed discussing basketball more with their fathers/stepfathers than with their mothers. This mutual interest and enjoyment was a common bond between the parent and the child and can be used to further the relationship.

Children perceived their fathers/stepfathers as being the parental figure who did all he could to help the child succeed in basketball without pushing too hard. Mothers/

stepmothers believed this to be true of themselves, but some children felt that this was not the case. Perhaps it was naturally easier for a father figure to be more involved in his child's sports. It did not seem that the mothers/stepmothers in question here pushed their children too hard; but it did seem that the children did not perceive them as doing all that they could do for them. This may make it easier and more enjoyable for kids to discuss sports with their fathers/stepfathers and leaves other areas of life for the mothers/stepmothers to deal with.

The majority of parents and children perceived that parents spent all the money that they could afford to help their child become a success in basketball. Children who did not perceive their parents in this way may fall into one of three categories: 1) the parents did not noticeably contribute financially to their child's participation basketball; 2) the child was unaware of what the parent did and did not spend money on; and 3) the child was demanding for financial contributions that were outside of reasonable expectation.

It is imperative for children to feel that their parents are proud of them. Participation in basketball warrants a certain level of pride. Children felt that their mothers/stepmothers were proud of them for simply playing the game. There was a clear difference, though, where the fathers/stepfathers were concerned. Some children perceived that their fathers/stepfathers were proud of them when they won instead of being proud of them for simply participating. Both mothers/stepmothers and fathers/stepfathers were quick to respond on a survey that they were proud of their child for participation alone.

Perceptions in how parents consoled their children after a loss differ between parents and child. Parents, for the most part, felt that they do this all of the time. It was part of their role as a parent. Children did not perceive this to be true. They did not feel that their parents helped them feel better after they lost a game. This perception of the child could lead to the child feeling pressure to win or to the child feeling like the parent is only proud of them if they win the game.

Children felt pressure from their parents to play better than they normally play on the court. They were quick to respond that this pressure was present in their relationships with their parents. Parents were not so quick to admit this. In fact, not many parents perceived themselves as putting pressure on their child to play better than he/she normally plays. But, the gap in perceptions was obvious. This, too, could lead to a child feeling like his/her parents are proud only if the game is won.

Similarly, children felt that their parents were critical of the way that they played basketball; much more critical than the parents admit to being. This perception of criticism, too, could be linked directly with a child feeling that his/her parent is proud. Children perceived that their fathers/stepfathers were more critical than their mothers/stepmothers. This may stem from a father/stepfather trying to live out his past basketball days or his dreams of playing basketball through his child. This criticism that a child feels can lead to added pressure and decreased enjoyment of the sport. It can also contribute to problems in the parent/child relationship, as a child may become fearful of his/her parent.

Another gap in perceptions was seen when asking a child if he/she felt that his/her parent got upset after they lost a game that they should have won. Parents, for the most

part, felt that they were supportive of their children in these circumstances. Children perceived that their parents did, indeed, get upset. There was some degree of anger felt from the mothers/stepmothers, but, most, children felt that their fathers/stepfathers were angry when a game that should have been won was lost instead. Like other situations, this leads children to feel pressure from their parents. They also may fear their parents reactions and begin to play basketball to please their parents, instead of for the love and enjoyment of the game.

Interestingly, parents and children had similar perceptions when it came to what was important in playing basketball: doing you best and having fun. The majority of children believed that their parents were more concerned with them having fun and doing their best. Parents, too, agreed that this was the case. There were situations when children felt that their parents believed that winning was the most important thing. In those situations, children perceived that winning was more the concern of the father/stepfather as opposed to the mother/stepmother. The emphasis that parents place of enjoying basketball and encouraging their child to do their best can help bridge the gap that may be brought on by other circumstances in the parent/child relationship.

There was a large discrepancy in how much pressure a child felt that his/her parent was putting on him/her and how much pressure the parent felt that he/she was putting on the child. A large number of children said that they did feel pressured by their parents. In those cases, the pressure felt was indicated as having come from the father/stepfather rather than from the mother/ stepmother. That perception of pressure, at the very least, needs to be communicated between the parent and child. It can certainly

decrease the enjoyment that the child feels for basketball. Also, it can lead to break downs in the parent/child relationship.

Children felt more comfortable talking to their friends about problems in basketball than their parents knew. It speaks highly of the parent/child relationship if the parent is aware of who his/her child friends are and how comfortable the child is with them. The closer the relationship between the parent and the child, the more the parents will know about with whom the child surrounds himself/herself.

Regardless of how comfortable parents believed that their children are discussing problems with their friends, parents were confident that their child's friends liked them regardless of a win or a loss in basketball. Kids were a bit more insecure with this. They perceived that, sometimes, their friends acceptance of them did depend on a win or a loss in basketball. This insecurity can be attributed to human nature. Kids feel down and a bit more insecure after a loss. Their friends may treat them the same as they do when they win a game, but the child may be more sensitive at these times and take things more personally.

Similarly, some kids felt that their friends gave them a hard time (or a harder time than normal) after they lost a basketball game. Parents were not quick to pick up on these situations and felt that their kid's friends did not give them a hard time after a loss. This is just another one of the intangibles that kids deal with as they strive to become a success on the basketball court.

As far as a child and his/her coach was concerned, parents and kid's both had similar perceptions of how the coach acted towards the child after a win and after a loss. The majority of kids and parents felt that the coach was a friend and was proud of the

child despite a win or a loss. There are circumstances, however, where the parents and children both felt that the coach's friendship level and pride in the athlete was directly proportional to success or failure on the court.

At the same time, though, kids perceived a much higher level of criticism towards them from their coaches than what the parents perceived. It is doubtful that this criticism was considered constructive or given a positive spin. It seems like a contradiction that a child can feel like his/her coach is a friend and proud of him/her whether the game is won or lost, and also feel that he/she is being criticized. This only adds to the pressure that a child feels when trying to perform on the court.

Many kids felt like their coaches always get upset after they lose a game that they should have won. Parents were not as quick to pick up on these situations. Other children and parents perceived that coaches sometimes got upset after these losses. What coaches say and do off the court after games is not typically shown to parents. One would expect that if a child is tormented by an upset coach that the child would share that with his/her parents.

There was a slight difference in the perceptions of parents and children when discussing if it was easy for children to stay excited about basketball practice. Kids were able to admit that most of the time they were able to stay excited. Parents felt that their children stayed excited about practice all of time, or at the very least, most of the time. It is possible that kids do not share their true feelings about practice with their parents - especially if they feel pressure and receive criticism from their parents.

Burnout was examined by asking a question about how much kids enjoyed playing basketball now as compared to a year ago. Kids felt free to admit responses that

ranged from enjoying playing ball now more than a year ago to not enjoying playing ball more now. For the most part, parents were accurate in figuring out their child's enjoyment level. For those kids who admitted to not enjoying basketball at the moment, their parents tried to put a positive spin on it and did not admit their child's displeasure. A child's enjoyment of basketball is affected by many things: success of the court; level of improvement; relationship with the coach; relationships with the team; relationships with friends; relationship with parents. If kids are enjoying basketball now more than they did a year ago, there is the assumption that the majority of these factors are positive. If kids are not enjoying basketball now more than they were a year ago, there is the assumption that burnout is taking place.

A surprising number of kids admitted to wishing they had chosen to pursue a sport other than basketball. The perceptions of the parents did not equally compare to the responses of their kids. It seems plausible that kids are afraid to tell their parents that they want to play another sport, especially if they feel pressure from their parents to play, to perform and to succeed.

Kids were more optimistic with the hopes that they will be playing ball for the rest of their life than were their parents. This optimism spoke well of the kid's enjoyment of the sport. Enjoyment and success breed lifelong participation. Overbearing, over-involved parents could very easily lead to kids who choose not to continue playing basketball throughout life.

Time invested in basketball was thought to be time well spent by more kids than their parents. The reasoning behind this gap in perceptions is unclear.

To both kids and their parents, the important things in life ranked fairly similarly. Family, church and friends, more times than not, ranked as the top three most important aspects of life. Basketball and work/school typically followed in the rankings. While there certainly were exceptions on nearly every survey, these areas dominated in importance.

Kids and parents had similar perceptions when gauging the child's talent, skill and ability against the rest of the child's age group. While some parents and children were modest, or even pessimistic, in ranking talent, responses were evenly spread across the field.

Parents had accurate perceptions as to how their children were feeling about their basketball game and about themselves in general. While some of this knowledge could be gained by simply observing the child as he/she went about his/her day and his/her life, some of the knowledge could only be gained through conversation. The child whose parents are under-involved may simply go through the motions of life and/or basketball or, to the other extreme, seek attention from everyone. The child whose parents are over-involved may try to push his/her parents away because they feel that they have no life of their own.

It was evident from the research that there was indeed a discrepancy between the perceptions of parents and their children. This discrepancy can be attributed to many things; the most obvious being a lack of communication between parent and child. Another reason for the differences between parents and their children may be that one party, or both parties, felt that they had to embellish their responses to be more positive. When comparing the responses of the parents and the child, it was the responses of the

parent that were consistently more positive than those of the child. Perhaps the parents were not confident that their identities would remain anonymous. Perhaps what took place was more subtle and on a subconscious level, meaning that parents did not want to admit to themselves their true levels of involvement in their child's basketball lives.

As this study was primarily inspired by Leff and Hoyle's (1995) study of young tennis players perceptions of parental support and pressure, it seems natural to compare this study to what was already done. The findings of this study were consistent past research in showing that levels of parental support and pressure are different between mothers/stepmothers and fathers/stepfathers. Using Leff and Hoyle's study as a starting point, this study went further into the examination of perceptions of parental support and pressure by incorporating the perceptions of the parents, as well as the perceptions of the child athlete and then comparing the two. Also taken into consideration in this study was peer support and criticism felt by the child. This came at the recommendation of Leff and Hoyle.

This research can be used in practical and applied settings by taking the knowledge gained and educating parents and coaches. Programs through local Parks and Recreation Departments would benefit from responsible parents involved to the appropriate degree in their child's extracurricular activities. National programs such as Fun First can use this research as further evidence of the problems in youth sports. In addition, Fun First can educate parents on a national level. Popular media runs stories on a weekly basis about irresponsible parents in youth sports. If the media would run excerpts from research such as this in magazines and newspapers read by these same irresponsible parents, perhaps positive steps could be taken to rectify this problem.

This research is the next step in examining parental involvement in children's sport activities. The comparison of the parents perceptions and the child's perceptions is enlightening and can be explored to no end. Future research may choose to focus on elite athletes in revenue sports at the collegiate level, examining the pressure and support they feel from their parents. In looking at the athletes who play football and men's basketball, it would be valuable to not only examine parental support and pressure, but to gauge the pressure and support of coaches and peers. The mixture of pressure and support from parents, coaches and peers is bound to affect an athletes enjoyment and success in a sport. When the sport has the potential to pay large dividends in the future, there is an added layer of expectation. Future research could shed light on the modern day revenue sport student-athlete and offer valuable insight into the pressure, enjoyment and success that they feel, along with the unstable dynamic between education and athletics.

The groundwork laid here can begin, or further, the education of parents, coaches and the public in youth sports. Future research can strengthen this foundation and continue to bring change to the issues in youth sports. The parent-child relationship can be strengthened as parents are made aware of the perceptions of their children, acknowledging that there are differences and discrepancies.

APPENDIX A

Parent Survey:

Each of the first eleven questions asks about the way you feel and act toward your child's participation in basketball. For each statement check one answer. Check the answer that best describes you. For example, "not at all" means the sentence does not describe you at all; "pretty much" means that the description in the sentence is pretty much like you. The other two choices, "not very much" and "very much" work the same way.

1. I watch most of my child's basketball games.

- not at all
- not very much
- pretty much
- very much

2. My child enjoys talking about his/her basketball game with me.

- not at all
- not very much
- pretty much
- very much

3. Without pushing too hard, I do all I can to help my child become the best basketball player he/she can be.

- not at all
- not very much
- pretty much
- very much

4. I spend as much money as I can afford to buy the things my child needs to be a successful basketball player.

- not at all
- not very much
- pretty much
- very much

5. I am proud of my child's participation in basketball no matter if he/she wins or loses.

- not at all
- not very much
- pretty much
- very much

6. I help my child feel better when he/she loses a basketball game.

- not at all
- not very much
- pretty much
- very much

7. I expect my child to play basketball better than he/she usually plays.

- not at all
- not very much
- pretty much
- very much

8. I am critical of the way my child plays basketball.

- not at all
- not very much
- pretty much
- very much

9. I get upset after my child loses a basketball game he/she should have won.

- not at all
- not very much
- pretty much
- very much

10. I am more concerned about my child winning at basketball than about them just having a good time and doing their best.

- not at all
- not very much
- pretty much
- very much

11. I put a lot of pressure on my child to do well at basketball.

- not at all
- not very much
- pretty much
- very much

The next eight questions ask about the way other people act towards your child's participation in basketball. Please check one answer for each item.

1. Think of your child's five best friends right now. Put their initials in the five spaces:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____.

How many of them play basketball regularly?

- none of them
- 1 of them
- 2 of them
- 3 of them
- 4 of them
- all 5 of them

2. If your child has a problem with his/her game, does he/she feel comfortable talking to his/her friends about it?

- not at all
- not very much
- pretty much
- very much

3. Do you feel that your child's friends like him/her more when he/she wins?

- not at all
- sometimes
- most of the time
- all the time

4. Do your child's friends give him/her a hard time when he/she loses?

- not at all
- sometimes
- most of the time
- all the time

5. Do you feel that your child's coach is his/her friend whether he/she wins or loses?

- not at all
- not very much
- pretty much
- very much

6. Is your child's coach proud of his/her participation in basketball whether he/she wins or loses?

- not at all
- not very much
- pretty much

___ very much

7. Is your child's coach critical of the way he/she plays basketball?

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

8. Does your child's coach get upset after they lose a basketball game he/she should have won?

- ___ not at all
- ___ sometimes
- ___ most of the time
- ___ all the time

Please answer some questions about how your child feels about his/her participation in competitive basketball.

1. He/she finds it easy is to stay excited about basketball practice.

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

2. He/she is playing basketball as much or more now than ever.

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

3. He/she sometimes wishes he/she had chosen some sport other than basketball.

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

4. He/she will probably play basketball the rest of his/her life.

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

5. He/she thinks that all the time he/she puts into his/her basketball game is time well spent.

- not at all
- not very much
- pretty much
- very much

6. Rank the following areas of your life from most important to least important. Put a 1 in the blank beside the most important, 2 in the blank beside the next most important, and so on until there is a number in the blank beside each area.

- family
- friends
- spouse
- basketball
- other sports
- hobbies
- work
- church/temple

7. We would like for you to compare your child's basketball skills and abilities to the other basketball players in their age division. Check the blank beside the percentage of basketball players in his/her division that you think he/she is better than. For example, 00% means that he/she is better than no one, 100% means that he/she is better than everyone and 50% means that he/she is better than half the children in his/her age division. Think carefully and do your best to give an accurate answer.

- | | | | |
|------------------------------|------------------------------|------------------------------|-------------------------------|
| <input type="checkbox"/> 00% | <input type="checkbox"/> 30% | <input type="checkbox"/> 60% | <input type="checkbox"/> 90% |
| <input type="checkbox"/> 10% | <input type="checkbox"/> 40% | <input type="checkbox"/> 70% | <input type="checkbox"/> 100% |
| <input type="checkbox"/> 20% | <input type="checkbox"/> 50% | <input type="checkbox"/> 80% | Don't know |
| | | | how to answer |
| | | | this: _____ |

8. Please rate how much your child enjoys playing basketball this year compared to a year ago?

- much less
- a little less
- about the same
- a little more
- much more

9. Overall, how does your child feel about their basketball game right now?

- very bad
- pretty bad
- pretty good
- very good

10. Overall, how does your child feel about himself/herself in general right now?

- very bad
- pretty bad
- pretty good
- very good

Please tell us a little bit more about you. Answer each of the questions below.

1. Circle your relationship to your child:

Mother Stepmother Father Stepfather

2. Is your child a boy or a girl? (circle one) boy girl

3. How old were you on your last birthday? _____

4. What is your child's birthday? _____

5. How old was your child when they started playing basketball? _____

6. How old was your child when they played in their first game? _____

7. Where does your child go to school? _____

8. Was your child on the school basketball team last year? _____
If yes, what jersey number did your child wear? _____

9. Have **you** ever played basketball? _____

10. How old were **you** when you started playing basketball? _____

11. How old were **you** when you played your first game? _____

12. What is your address? (This is for coding and demographic purposes ONLY.)

Finally, we would like to know what you think about the study of basketball players we are doing. Answer the two questions below.

1. Did you understand the questions in this booklet? (check one)

- none of them
- some of them
- most of them
- all of them

2. Did you understand how you were supposed to mark your answer for all of the questions in this booklet?

(circle one) yes no

Thank you very much for your help!

APPENDIX B

Youth Survey:

Each of the first eleven questions asks about the way your parents or stepparents feel and act toward your participation in basketball. For each statement check one answer for each parent or stepparent. Check the answer that best describes you and your parents. For example, “not at all” means the sentence does not describe you and your parent or stepparent at all; “pretty much” means that the description in the sentence is pretty much like you and your parent or stepparent. The other two choices, “not very much” and “very much” work the same way.

1. My parents come to watch most of my basketball games.

<u>Mother or Stepmother</u>	<u>Father or Stepfather</u>
<input type="checkbox"/> not at all	<input type="checkbox"/> not at all
<input type="checkbox"/> not very much	<input type="checkbox"/> not very much
<input type="checkbox"/> pretty much	<input type="checkbox"/> pretty much
<input type="checkbox"/> very much	<input type="checkbox"/> very much

2. My parents and I enjoy talking about my basketball game.

<u>Mother or Stepmother</u>	<u>Father or Stepfather</u>
<input type="checkbox"/> not at all	<input type="checkbox"/> not at all
<input type="checkbox"/> not very much	<input type="checkbox"/> not very much
<input type="checkbox"/> pretty much	<input type="checkbox"/> pretty much
<input type="checkbox"/> very much	<input type="checkbox"/> very much

3. Without pushing too hard, my parents do all they can to help me become the best basketball player I can be.

<u>Mother or Stepmother</u>	<u>Father or Stepfather</u>
<input type="checkbox"/> not at all	<input type="checkbox"/> not at all
<input type="checkbox"/> not very much	<input type="checkbox"/> not very much
<input type="checkbox"/> pretty much	<input type="checkbox"/> pretty much
<input type="checkbox"/> very much	<input type="checkbox"/> very much

4. My parents spend as much money as they can afford to buy me the things I need to be a successful basketball player.

<u>Mother or Stepmother</u>	<u>Father or Stepfather</u>
<input type="checkbox"/> not at all	<input type="checkbox"/> not at all
<input type="checkbox"/> not very much	<input type="checkbox"/> not very much
<input type="checkbox"/> pretty much	<input type="checkbox"/> pretty much
<input type="checkbox"/> very much	<input type="checkbox"/> very much

5. My parents are proud of my participation in basketball no matter if I win or lose.

Mother or Stepmother

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

Father or Stepfather

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

6. My parents help me feel better when I lose a basketball game.

Mother or Stepmother

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

Father or Stepfather

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

7. My parents expect me to play basketball better than I usually play.

Mother or Stepmother

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

Father or Stepfather

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

8. My parents are critical of the way I play basketball.

Mother or Stepmother

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

Father or Stepfather

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

9. My parents get upset after I lose a basketball game I should have won.

Mother or Stepmother

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

Father or Stepfather

- ___ not at all
- ___ not very much
- ___ pretty much
- ___ very much

10. My parents are more concerned about me winning in basketball than just having a good time and doing my best.

Mother or Stepmother

- not at all
- not very much
- pretty much
- very much

Father or Stepfather

- not at all
- not very much
- pretty much
- very much

11. My parents put a lot of pressure on me to do well in basketball.

Mother or Stepmother

- not at all
- not very much
- pretty much
- very much

Father or Stepfather

- not at all
- not very much
- pretty much
- very much

The next eight questions ask about the way people besides your parents act toward your participation in basketball. Please check one answer for each item.

1. Think of your child's five best friends right now. Put their initials in the five spaces:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____.

How many of them play basketball regularly?

- none of them
- 1 of them
- 2 of them
- 3 of them
- 4 of them
- all 5 of them

2. If you have a problem with your game, do you feel comfortable talking to your friends about it?

- not at all
- not very much
- pretty much
- very much

3. Do you feel that your friends like you more when you win?

- not at all
- sometimes
- most of the time
- all the time

4. Do your friends give you a hard time when you lose?

- not at all
- sometimes
- most of the time
- all the time

5. Do you feel that your coach is your friend whether you win or lose?

- not at all
- not very much
- pretty much
- very much

6. Is your coach proud of your participation in basketball whether you win or lose?

- not at all
- not very much
- pretty much
- very much

7. Is your coach critical of the way you play basketball?

- not at all
- not very much
- pretty much
- very much

8. Does your coach get upset after you lose a basketball game you should have won?

- not at all
- sometimes
- most of the time
- all the time

Please answer some questions about how you feel about your participation in competitive basketball.

1. I find it easy is to stay excited about basketball practice.

- not at all
- not very much
- pretty much
- very much

2. I enjoy playing basketball as much or more now than I ever have.

- not at all
- not very much
- pretty much
- very much

3. I sometimes wish I had chosen some sport other than basketball.

- not at all
- not very much
- pretty much
- very much

4. I will probably play basketball the rest of my life.

- not at all
- not very much
- pretty much
- very much

5. I think that all the time I put into my game is time well spent.

- not at all
- not very much
- pretty much
- very much

6. Rank the following areas of your life from most important to least important. Put a 1 in the blank beside the most important, 2 in the blank beside the next most important, and so on until there is a number in the blank beside each area.

- family
- friends
- spouse
- basketball
- other sports
- hobbies
- work
- church/temple

7. Compare your own basketball skills and abilities to the other basketball players in your age division. Check the blank beside the percentage of basketball players in your division that you think you are better than. For example, 00% means that you are better than no one, 100% means that you are better than everyone and 50% means that you are better than half the people in your age division. Think carefully and do your best to give an accurate answer.

00% 30% 60% 90%
 10% 40% 70% 100%
 20% 50% 80% Don't know
how to answer
this: _____

8. Please rate how much you enjoy playing basketball this year compared to a year ago?

much less
 a little less
 about the same
 a little more
 much more

9. Overall, how do you feel about **your basketball game** right now?

very bad
 pretty bad
 pretty good
 very good

10. Overall, how do you feel about **yourself in general** right now?

very bad
 pretty bad
 pretty good
 very good

Please tell us a little bit more about you. Answer each of the questions below.

1. Are you a boy or a girl? (circle one) boy girl
2. When is your birthday? _____
3. How old were you when you started playing basketball? _____
4. How old were you when you played in your first game? _____
5. Where do you go to school? _____

6. Did you play on your school basketball team last year? _____

7. What is your address? _____

Finally, we would like to know what you think about the study of basketball players we are doing. Answer the two questions below.

1. Did you understand the questions in this booklet? (check one)

- none of them
- some of them
- most of them
- all of them

2. Did you understand how you were supposed to mark your answer for all of the questions in this booklet?

(circle one) yes no

Thank you very much for your help!

APPENDIX C

Parent's attitudes and behaviors	Child Mean	Parent Mean
Watch most of child's basketball games	3.559	3.876
Enjoy talking with parent/child about basketball games	3.357	3.59
Without pushing too hard, help child become best player	3.398	3.705
Spend as much money as they can on child's basketball	3.368	3.59
Proud of child's participation regardless of W or L	3.731	3.895
Help child feel better after a loss	3.274	3.748
Expect child to play better than usual play	3.048	2.67
Critical of child's performance	2.527	2.067
Parent gets upset after child's team loses	1.995	1.657
Parent more concerned with winning than enjoyment	1.589	1.4
Parent puts a lot of pressure of child to do well	2.355	1.8
Child's attitudes and behaviors	Child	Parent
Child finds it easy to stay excited about basketball	3.232	3.438
Child is playing basketball more than ever	3.543	3.505
Child wishes they had chosen another sport	1.355	1.202
Child will play basketball for the rest of his/her life	3.432	3.284
Child thinks time playing basketball is time well spent	3.64	3.514
Child's ability and enjoyment	Child	Parent
Child's ability/skill relative to peers	7.46	7
Child's enjoyment with basketball vs. a year ago	4.321	4.437
Child's overall feeling about personal basketball game	3.199	3.2
Child's overall feeling about self	3.419	3.419
Child's peers and coach	Child	Parent
Number of child's close friends who play basketball	2.968	2.618
Child feels comfortable sharing basketball struggles with friends	3.096	2.891
Child's friends like him/her more after a win	1.572	1.515
Child's friends give him/her a hard time after a loss	1.615	1.277
Child's coach is a friend regardless of W or L	3.348	3.32
Child's coach is proud of participation regardless of W or L	3.326	3.3
Child's coach is critical	2.784	2.48
Child's coach gets upset after the team loses a game	2.722	2.3

APPENDIX D

Cohen's Kappa

<http://www.kokemus.kokugo.juen.ac.jp/service/kappa-e.html>

Question A1... 1,2,3,4... watch most of child's games

The Result of Computing Cohen's Kappa

2004/06/24 03:33 JST

Matrix: 4 x 4

Data : 104

	1	2	3	4	SUM
1	0	0	1	2	3
2	0	0	0	14	14
3	0	0	1	29	30
4	0	1	7	49	57
SUM	0	1	9	94	104

Kappa : -0.085427135678392

Po : 0.480769230769231

Pc : 0.521634615384615

Se : 0.102417018163833

Sk : 0.0522371202350526

Z : -1.63537222752697

Question A2... 1,2,3,4... child enjoys talking about game with parent

The Result of Computing Cohen's Kappa

2004/06/22 07:19 JST

Matrix: 4 x 4

Data : 103

	1	2	3	4	SUM
1	0	0	1	1	2
2	0	0	5	8	13
3	0	1	4	20	25
4	2	4	16	41	63
SUM	2	5	26	70	103

Kappa : -0.0901459854014599

Po : 0.436893203883495
Pc : 0.483457441794703
Se : 0.0946146326539308
sk : 0.0736343335442266
Z : -1.22423849123746

Question A3... 1,2,3,4... without pushing too hard, parent helps child become the best

The Result of Computing Cohen's Kappa

2004/06/23 03:27 JST

Matrix: 4 x 4
Data : 102

	1	2	3	4	SUM
1	0	0	2	6	8
2	0	0	3	14	17
3	0	0	5	18	23
4	0	0	21	33	54
SUM	0	0	31	71	102

Kappa : -0.114563769848045

Po : 0.372549019607843
Pc : 0.437043444828912
Se : 0.0850367487315602
sk : 0.0658474332346073
Z : -1.7398365315147

Question A6... 1,2,3,4... help child feel better after a loss

The Result of Computing Cohen's Kappa

2004/06/23 03:28 JST

Matrix: 4 x 4

Data : 104

	1	2	3	4	SUM
1	0	0	1	5	6
2	0	0	8	8	16
3	0	1	3	25	29
4	0	1	12	40	53
SUM	0	2	24	78	104

Kappa : -0.0655021834061135

Po : 0.413461538461538

Pc : 0.449519230769231

Se : 0.0877216889210725

Sk : 0.0658947308355736

Z : -0.994042810032268

Question A8... 1,2,3,4... critical of the way child plays ball

The Result of Computing Cohen's Kappa

2004/06/23 03:30 JST

Matrix: 4 x 4

Data : 106

	1	2	3	4	SUM
1	4	14	6	1	25
2	11	17	6	4	38
3	4	14	5	0	23
4	7	8	5	0	20
SUM	26	53	22	5	106

Kappa : -0.0645242279688677

Po : 0.245283018867925
Pc : 0.291028835884656
Se : 0.0589446370708679
sk : 0.0569488464370457
Z : -1.13302080736958

Question A9... 1,2,3,4... get upset when child loses game

The Result of Computing Cohen's Kappa

2004/06/23 03:32 JST

Matrix: 4 x 4
Data : 106

	1	2	3	4	SUM
1	18	25	7	0	50
2	14	12	3	0	29
3	9	6	0	0	15
4	6	6	0	0	12
SUM	47	49	10	0	106

Kappa : -0.101298701298701

Po : 0.283018867924528
Pc : 0.348967604129583
Se : 0.0672056871097899
sk : 0.0638471311171232
Z : -1.58658187965996

Question A11... 1,2,3,4... put a lot of pressure of child to do well in basketball

The Result of Computing Cohen's Kappa

2004/06/23 03:58 JST

Matrix: 4 x 4

Data : 104

	1	2	3	4	SUM
1	10	11	6	0	27
2	13	12	6	0	31
3	9	15	1	0	25
4	5	12	4	0	21
SUM	37	50	17	0	104

Kappa : -0.0742157612853864

Po : 0.221153846153846

Pc : 0.274963017751479

Se : 0.0561301572791315

Sk : 0.0551441855286883

Z : -1.34584925996914

Question B8... 1,2,3,4... child's coach gets upset after a loss

The Result of Computing Cohen's Kappa

2004/06/24 03:32 JST

Matrix: 4 x 4

Data : 99

	1	2	3	4	SUM
1	1	5	3	0	9
2	7	22	10	4	43
3	2	8	5	3	18
4	5	13	9	2	29
SUM	15	48	27	9	99

Kappa : 0.00350109409190371

Po : 0.303030303030303
Pc : 0.300581573308846
Se : 0.0660382127262632
sk : 0.0577038850758003
Z : 0.0606734553020935

Bibliography

- Alexander, Virginia; Krane, Vikki. "Relationships Among Performance Expectations, Anxiety, And Performance in Collegiate Volleyball Players." *Journal of Sport Behavior*. Aug96, vol. 19, issue 3, p246, 24p.
- Anshel, Mark H., & Delaney, Jennifer (2001). Sources of acute stress, cognitive appraisals, and coping strategies of male and female child athletes. *Journal of Sport Behavior*, 24, 329-354.
- Bach, Greg. "Time out for a change: a program that helps reduce violence in youth sports programs." *Parks & Recreation*. Oct 2002 v37 i10 p54(2).
- Bach, Greg. "Youth sport organizers call time out!" *Parks & Recreation*. June 2002 v37 i6 p60(5).
- Barber, Heather, Sukhi, Holly, & White, Sally A. (1999). The influence of parent-coaches on participant motivation and competitive anxiety in youth sport participants. *Journal of Sport Behavior*, 22, 162-181.
- Benham, Bob. "Role Models in Sports: An Endangered Species?"
<http://ed-web3.educ.msu.edu/ysi/1994%20Winter%20Role%20Model1.htm>
retrieved July 1, 2003.
- Butcher, Janice; Lindner, Koenraad; Johns, David. "Withdrawal from competitive youth sport: a retrospective ten-year study." *Journal of Sport Behavior*. June 2002 v25 i2 p145(19).
- Chase, Melissa. "Children's Self-Efficacy, Motivational Intentions, and Attributions in Physical Education and Sport." *Research Quarterly for Exercise and Sport*. 2001. Vol. 72, No. 1, pp. 47-54.
- Clark, Michael. "Winning! How Important Is It in Youth Sports?"
<http://ed-web3.educ.msu.edu/ysi/SpotlightF94/winning.html> retrieved July 1, 2003.
- Crocker, Peter; Fry, Don; McClements, Jim. March 1996. "Sporting participation by youth and the quality of community life in Rural Saskatchewan."
<http://www.lin.ca/lin/resource/html/rural.htm> retrieved July 1, 2003.
- Cumming, Sean; Ewing, Martha. "Parental Involvement in Youth Sports: The Good, the Bad and the Ugly." http://ed-web3.educ.msu.edu/ysi/Spotlight2002/parental_involvement_in_youth_sp.htm
retrieved July 1, 2003
- De Martelaer, Kristine; De Knop, Paul; Theeboom, Marc; Van Heddegem, Lies. "The

- UN Convention as a Basis for Elaborating Rights of Children in Sport.” *Journal of Leisureability*. Volume 27, Number 2 (2000), pg 3-10.
- DuBois, David; Eitel, Susan. “Effects of family environment and parent-child relationships on school adjustment.” *Journal of Marriage and Family*. May94. vol. 56, issue 2, p405, 10p.
- Dunn, John. 27 May, 1996. “An examination of the relationship between athletic ability, organized team sport participation, social satisfaction, and peer-group acceptance in elementary school children.” <http://www.lin.ca/lin/resource/html/research.htm> retrieved July 1, 2003.
- Dunn, John. 27 May, 1996. “The economic impact of children’s weekend sport tournaments in Saskatchewan: four case studies involving the 1995 pee wee girls provincial softball finals.” <http://www.lin.ca/lin/resource/html/dunn.htm> retrieved July 1, 2003.
- Ewing, Marty. “Promoting Social and Moral Development Through Sports.” <http://ed-web3.educ.msu.edu/ysi/Spotlight1997/social.html> retrieved July 1, 2003.
- Fagen, Douglas; Cowen, Emory. “Relationships between parent-child relational variables and child test variables.” *Child Study Journal*. 1996. vol. 26, issue 2, p87, 7p.
- Ferguson, Andrew, Liss, Steve, Dowell, William, Drummond, Tamala, Grace, Julie, Harrington, Maureen, Monroe, Sylvester, & Shannon, Elaine (1999). Inside the crazy culture of kids sports. *Time*, 154, 52-61.
- Gano-Overway, Lori. “Creating Positive Experiences for Youths: What Parents Can Do to Help.” http://ed-web3.educ.msu.edu/ysi/creating_positive_experiences_fo1.htm retrieved July 1, 2003.
- Giacobbi Jr., Peter R.; Whitney, Joe; Roper, Emily; Butryn, Ted (2002). College coaches’ views about the development of successful athletes: a descriptive exploratory investigation. *Journal of Sport Behavior*, 25, 164-181.
- Gray-Lee, Jason; Granzin, Kent. “Understanding Participation in Exercise and Sport: An Extended Application of Personal Investment Theory.” *Journal of Sport Behavior*. Mr97, vol. 20, issue 1, p37, 17p.
- Hamstra, Karrie; Cherubini, Jeffrey; Swanik, Buz. “Athletic Injury and Parental Pressure in Youth Sports.” *Athletic Therapy Today*. Nov 2002 7(6) pp36-41.
- Heinzmann, Gregg. “Parental violence in youth sports: facts, myths, and videotape.” *Parks & Recreation*. March 2002 v37 i3 p66 (11).

- Hellstedt, Jon C. (1990). Early adolescent perceptions of parental pressure in the sport environment. *Journal of Sport Behavior*, 13, 135-145.
- Hill, G.M. (1991). One-sport high school athletes. *Education Digest*, 56, 70-73.
- Hirschhorn, Douglas; Loughead, Teri. "Parental Impact on Youth Sport: The Physical Educator's Role." *The Journal of Physical Education, Recreation & Dance*. Nov 2000 v71 i9 p26.
- Hofferth, Sandra L., & Sandberg, John E. (2001). How American children spend their time. *Journal of Marriage & Family*, 63, 295-309.
- Hoyle, Rick H. & Leff, Stephen S. (1999). The role of parental involvement in youth sports. ARTICLE BASED ON LEFT'S SENIOR THESIS.
- Humphrey, Nicholas. "What shall we tell the children?" *Social Research*. Winter 98, vol. 65, issue 4, p777, 29p.
- "Is Parental Involvement a Liability in Youth Sports?" *The Journal of Physical Education, Recreation & Dance*. March 2003 v 74 i3 p16(3).
- Jambor, Elizabeth A. (1999). Parents as children's socializing agents in youth soccer. *Journal of Sport Behavior*, 22, 350-361.
- Jodl, Kathleen; Michael, Alice; Malanchuk, Oksana; Eccles, Jacquelynne; Sameroff, Arnold. "Parents' Roles in Shaping Early Adolescents' Occupational Aspirations." *Child Development*. July/Aug 2001 Vol. 72 No. 4 pg 1247-1265.
- Kanters, Michael. "Parents and youth sports: the good, the bad and why we need them." *Parks & Recreation*. Dec 2002 v37 i12 p20(8).
- Kanters, Michael, & Estes, Cheryl A. (2002). "Parents and youth sports." *Parks and Recreation*, 37, 20-28.
- Kaplan, Kalman. "Isaac and Oedipus: A re-examination of the father-son relationship." *Judaism*. Winter 1990. vol. 39, issue 1, p73, 9p.
- Kidman, Lynn, McKenzie, Alex, & McKenzie, Brigid (1999). The nature and target of parents' comments during youth sport competitions. *Journal of Sport Behavior*, 22, 54-69.
- Kimiecik, Jay; Horn, Thelma. "Parents beliefs and children's moderate-to-vigorous physical activity." *Research Quarterly for Exercise and Sport*. June 1998 v69 n2 p163 (13).

- Kines, Barbara (1994). The parent connection. *Teaching pre-k-8*, 24, 47-49.
- Koerner, Brendan I. (1999). Parental power. *U.S. News & World Report*, 126, 72-76.
- Koivula, Nathalie (1999). Sport participation: differences in motivation and actual participation due to gender typing. *Journal of Sport Behavior*, 22, 360-381.
- Kruger, Heinz-Hermann; Buchner, Peter. "The family culture of negotiation – a result of changing parent-child relationships." *Innovation: The European Journal of Social Sciences*. Mar94. vol. 7, issue 1, p29, 12p.
- Leff, Stephen S., & Hoyle, Rick H. (1995). Young athletes' perceptions of parental support and pressure. *Journal of Youth and Adolescence*, 24, 187-203.
- Lempers, Jacques; Clark-Lempers, Dania. "Economic hardship, family relationships and adolescent distress: An evaluation." *Adolescence*. Summer 97, vol. 32, issue 126, p339, 18p.
- Lindner, Koenraad. "Sport Participation and Perceived Academic Performance of School Children and Youth." *Pediatric Exercise Science*. 1999, 11, 129-143.
- Lindner, Koenraad J.; Johns, David P. (1991). Factors in withdrawal from youth sport: a proposed model. *Journal of Sport Behavior*, 14, 3-19.
- Lombardo, John; Kemper, T.R. "Sex roles and parental behaviors." *Journal of Genetic Psychology*. Mar92. vol.153, issue 1, p103, 11p.
- Lord, Mary (2000). Parents are dying to win. *U.S. News & World Report*, 129, 28-29.
- Lord, Mary (2000). When cheers turn into jeers (and tears). *U.S. News & World Report*, 128, 52-53.
- Martin, Scott; Dale, Gregory; Jackson, Allen. "Youth Coaching Preferences of Adolescent Athletes and Their Parents." *Journal of Sport Behavior*. Vol. 24, No. 2.
- McGuire Associate Consultants. 1998. "Involving children and youth in organized sport: working with provincial sport organizations."
<http://www.lin.ca/lin/resource/html/involv.htm> retrieved July 1, 2003.
- McHale, Susan M., Updegraff, Kimberly A., Tucker, Corinna J., & Crouter, Ann C. (2000). Step in or stay out? Parents' roles in adolescent siblings' relationships. *Journal of Marriage & Family*, 62, 746-761.

- McMurray, Robert; Bradley, Chyrise; Harrell, Joanne; Bernthal, Paul; Frauman, Annette; Bangdiwala, Shirkant. "Parental influences on childhood fitness and activity patterns." *Research Quarterly for Exercise and Sport*. Sept. 1993, v64, n3, p249 (7).
- Morrison, Gwen. Parent rage in youth sports – giving the game back to our children. *Psychology of Sports*.
- Morse, Jodie, August, Melissa, & Bacon, John U. (2001). When parents drop out. *Time*, 157, 80-84.
- Nack, William, & Munson, Lester (2000). Out of control. *Sports Illustrated*, 93, 86-96.
- Oberschneider, Michael. "Understanding Transference in Parent Guidance." *Bulletin of Menninger Clinic*. Spring 2002, vol. 66, issue 2, p184, 22p.
- O'Dell, Irma, & Tietjen, Laura L. (1997). Kids, parents, coaches and recreation activities. *Parks and Recreation*, 32, 70-77.
- Paley, Blair; Conger, Rand; Harold, Gordon. "Parents' Affect, Adolescent Cognitive Representations, and Adolescent Social Development." *Journal of Marriage and Family*. Aug2002, vol. 62, issue 3, p761, 16p.
- Parker; Boak, Faith. "Parent-child relationship, home learning environment, and school readiness." *School Psychology Review*. 1999, vol. 28, issue 3, p413, 13p.
- Phares, Vicky; Renk, Kimberly. "Perceptions of parents: A measure of adolescents' feelings about their parents." *Journal of Marriage and Family*. Aug98, vol. 60, issue 3, p646, 14p.
- Policy Statement: Organized Sports for Children and Preadolescents (RE0052). *American Academy of Pediatrics*. June 2001. pp 1459-1462.
- Power, Thomas; Woolger, Christi. "Parenting practices and age group swimming: a correlational study." *Research Quarterly for Exercise and Sport*. March 1994, v65, n1, p59(8).
- Prochaska, Judith; Rodgers, Mike; Sallis, James. "Association of Parent and Peer Support With Adolescent Physical Activity." *Research Quarterly for Exercise and Sport*. June 2002. Vol. 73, No. 2, pp. 206- 210.
- Pugh, Steven; Wolff, Robert; DeFrancesco, Charmaine; Gilley, William; Heitman, Robert. "A Case Study of Elite Male Youth Baseball Athletes' Perceptions of the Youth Sport Experience." *Education*. Summer 2002 v120 i4 p773.
- Ramsey, Georgianna; Rank, Bryan. "Rethinking Youth Sports." *Parks & Recreation*. Dec

1997 v32 n12 p30 (6).

- Reid, Ian; Tremblay, Mark. December 31, 1994. "Canadian youth: does activity reduce risk?" <http://www.lin.ca/lin/resource/html/document.htm> retrieved July 1, 2003.
- Sabatelli, R.M.; Anderson, S. "Family system dynamics, peer relationships, and adolescents' psychological adjustment." *Family Relations*. Oct91, vol. 40, issue 4, p363, p7.
- Solomon, Gloria B. (1998). Coach expectations and differential feedback: perceptual flexibility revisited. *Journal of Sport Behavior*, 21, 298-311.
- Solomon, Gloria; DiMarco, Alicia; Ohlson, Carl; Reece, Shannon. "Expectations and Coaching Experience: Is More Better?" *Journal of Sport Behavior*. Dec98, vol. 21, issue 4, p444, 12p.
- Stein, Gary L., & Raedeke, Thomas D. (1999). Children's perceptions of parent sport involvement: it's not how much, but to what degree that's important. *Journal of Sport Behavior*, 22, 591-602.
- Teigen, Karl Halvor, Normann, Hanne-Trine Engdal, Bjorkheim, Jan Ove, & Helland, Sturla (2000). Who would you most like to be? Adolescents' ideals at the beginning and end of the century. *Scandinavian Journal of Educational Research*, 44, 5-27.
- Vargas-Tonsing, Tiffanye. "Using Verbal Persuasion to Build Confidence in Athletes." http://ed-web3.educ.msu.edu/ysi/Spotlight2002/using_verbal_persuassion_to_build.htm retrieved July 1, 2003
- Videon, Tami. "The Effects of Parent-Adolescent Relationships and Parental Serparation on Well-Being." *Journal of Marriage and Family*. May 2002, vol. 64, issue 2, p489, 15p.
- Walker, Hal J. (1993). Youth sports: parental concerns. *Physical Educator*, 50, 104-113.
- Walter, Susan. "Working Effectively With Parents." <http://ed-web3.educ.msu.edu/ysi/SpotlightSpring94/parents.html> retrieved July 1, 2003.
- Watts, Richard; Broaddus, Jenny. "Improving parent-child relationships through filial therapy: An interview with Garry Landreth." *Journal of Counseling and Development*. Summer2002. Vol. 80, Issue 3, p372, 8p.
- White, Sally A., Duda, Joan L., Keller, Michael R. (1998). The relationship between goal

- orientation and perceived purposes of sport among youth sport participants. *Journal of Sport Behavior*, 21, 474-484.
- Williams, L.R.T.; Anshel, Mark. "Cognitive Style in Adolescent Competitive Athletes as a Function of Culture and Gender." *Journal of Sport Behavior*. Jun97, vol. 20, issue 2, p232, 14p.
- Winters, Rebecca, & August, Melissa (2001). Pulling in the parents. *Time*, 157, 76-77.
- Witt, Peter; Estes, Cheryl. "Re-Examining the Role of Recreation and Parks in After-School Programs." *Parks & Recreation*. Jul2001, vol. 36, issue 7, p20, 7p.
- Woolger, Christi, & Power, Thomas G. (1993). Parent and sport socialization: views from the achievement literature. *Journal of Sport Behavior*, 16, 171-190.