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PARENT-COACH AND CHILD-ATHLETE RETROSPECTIVE PERCEPTIONS OF THE DUAL ROLE IN YOUTH SPORT

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PARENT-COACH AND CHILD-ATHLETE RETROSPECTIVE PERCEPTIONS OF THE DUAL ROLE IN YOUTH SPORT

By

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ABSTRACT

PARENT-COACH AND CHILD ATHLETE RETROSPECTIVE PERCEPTIONS OF THE DUAL ROLE IN YOUTH SPORT

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The purposes of this study were: (a) to explore how the parent-coach dual role influences the relationship between the parent-coach and child, both positive and negative; and (b) to explore the influence of the parent-coach's feedback in forming the athlete's self-perceptions, affective responses, and motivational outcomes. Using Harter's (1978, 1981) Competence Motivation Theory as a framework, four research questions were addressed: (a) What is the role of feedback on self-perceptions, level of enjoyment, and motivational outcomes over time?, (b) How does the dual role of the parent as coach influence the relationship between the child-athlete and parent-coach?, (c) What are the positive outcomes for children who have parents as coaches and for parents who coach their own children?, and (d) What are the negative outcomes for children who have parents as coaches and for parents who coach their own children? Five father-daughter, five father-son, and one mother-daughter dyads were interviewed retrospectively. Interviews were transcribed and analyzed by three researchers using content analysis procedures.

The results revealed nine general dimensions for child-athletes including dual-role influence on relationship, positive outcomes for child-athlete, negative outcomes for child athlete, perception of feedback type, general interpretation of feedback, impact on child-athlete's confidence in ability, motivational orientation for child-athlete, instilled values and beliefs about sport, and impact on enjoyment. Seven general dimensions emerged

for parent-coaches: dual-role influence on relationship, positive outcomes/personal rewards for parent-coach, frustrations of parent-coach, parent-coaches' perception of their feedback, interpretation of child's response to feedback, perception of child's motivation to continue in sport, perception of child's enjoyment. These results indicated that child-athletes and parent-coaches perceived their experiences in a congruent manner and, overall, these experiences were positive and ultimately strengthened the relationship. Parent-coaches who were moderately involved in their child's experiences created the most harmony in the relationship. Additionally, support for Harter's (1978, 1981) model emerged. Athletes, who perceived positive and instructional feedback from their parent, indicated that they had heightened levels of self-perceptions as well as enjoyment and a desire to continue sport participation. For these athletes, a positive relationship developed with their parent that is maintained today. One athlete indicated that the experience was negative and feedback was perceived as pressuring and controlling, which resulted in lowered self-perceptions as well as enjoyment and a desire to continue in the sport. The child currently views the relationship as unidimensional, existing through common sport interests only.

Perceptions of feedback appeared to be mediated by age and gender. Athletes were open to parent-coach feedback during younger years, but were resistant to feedback during adolescence, especially if provided outside the sport arena. However, these adolescents were open to additional feedback and instruction when they requested it. Additionally, daughters viewed expectations from their father-coach as pressuring, whereas sons viewed expectations as an indication of their competence.

For my parents:
To my mom who has always provided encouragement, love, and support in whatever I have chosen to do. In loving memory of my father, who faced so many obstacles with courage. To both, for instilling the value of hard work and never giving up on my dreams.

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CHAPTER ONE

Introduction

In the United States the number of children involved in organized sports has grown exponentially over the past several decades. An estimated 45 million children under the age of 18 participate in either school sponsored or agency sponsored programs (Ewing & Seefeldt, 2002). The rise of organized youth sports for children is an outgrowth of the changing family structure (e.g., one parent households and two-parent working families) and how both families and children are viewed (e.g., need for structure in children's lives) in society (Coakley, 2004). With this outgrowth of organized programs, a growing number of adults have and continue to become involved in children's lives. Significant adults, such as coaches and parents have the capacity to influence children's self-perceptions, affective responses, and motivational processes in the sport and physical activity domain. Therefore, it is important that both coaches and parents understand their roles in making the sport experience positive for children.

Moreover, with the addition of organized youth sport programs a growing number of parents are coaching their own children. In a survey of 423 volunteer youth sport coaches, Gould and Martens (1979) found that 52% of the volunteers coached their own children. This trend appears to have increased overt the past 25 years. Recently, it has been estimated that approximately 90% of the youth sport coaches in this country are a parent to at least one member on the team (Brown, 1998). Because so many parents are involved in coaching their own children, research is warranted to provide insight into how these parents keep the relationship positive both on and off the playing field or court. The purposes of this study were: (a) to explore how the parent-coach dual role influences

the relationship between the parent-coach and child, both positive and negative; and (b) to explore the influence of the parent-coach's feedback in forming the athlete's self-perceptions, affective responses, and motivational outcomes.

The behaviors of parents and coaches are crucial to the development of competence and self-esteem in young children (Harter, 1978, 1981, 1990). Particularly, Harter's Model of Competence Motivation (1978, 1981) highlights how feedback, manifested through modeling and reinforcement from significant adults, can enhance or impede positive developmental outcomes for children in many domains, including sports, academics, and social situations. Essentially, when children experience success and receive approval and reinforcement from adults and peers, they experience increased perceptions of competence and control, positive affect, and an increased desire to demonstrate competence in that achievement domain. On the other hand, if children experience unsuccessful mastery attempts and receive inappropriate or no reinforcement from significant others, anxiety in mastery situations increases, external perceptions of control develop along with a dependence on others as a reward system, and perceptions of competence and enjoyment diminish.

Developmentally, as children cognitively mature and receive the needed reinforcement and feedback from adults and peers when performing mastery attempts, their reliance on external information (e.g., socializing agents) will shift toward an internal standard for judging their performance (i.e., improvement and effort) (Harter, 1978, 1981). In sport, parents are essential to the developing processes in early childhood. If young children receive encouraging and informative feedback from parents during the years they are developing their skills, and subsequently their perceptions of

competence, it is highly likely that they will develop an internal reward system. If, however, children receive evaluative feedback and/or continuously fail to meet parents' expectations, then it is highly likely that they will come to depend on the parent for information about their successes and failures, which becomes controlling and reduces enjoyment and the desire to continue participating. Once children reach middle childhood to early adolescence they should develop this internal system for judging their success in achievement domains. If by the time they reach adolescence, these young individuals have not received appropriate feedback from significant others, they will continue to rely on external sources of information (e.g., significant others) for judging their competence.

Research supports this tenet of Harter's (1978, 1981) model. Young children (prior to the age of 7 years) garner information about their competence from adult feedback, especially parents, while older children (8-14 years) rely on peer comparison and the coach's feedback (Horn, Glenn, & Wentzell, 1993; Horn & Hasbrook, 1986; Horn & Weiss, 1991; Weiss, Ebbeck, & Horn, 1997). In addition, children 10 to 14 years of age with high perceived physical competence and an internal perception of control rely on peer comparison, feedback from coaches, internal standards, and affective reactions to their sport as information sources. Those athletes having an external sense of control exhibit a greater orientation toward the use of the outcome of the game, and parent and spectator feedback as sources of competence information (Horn & Hasbrook, 1987; Weiss, Bredemeier, & Shewchuk, 1986). Thus, those athletes who have reached middle childhood or early adolescence and exhibit an external motivational orientation will continue to rely on others for judgments about their successes and failures.

In the physical activity domain, parents, peers, and coaches are the key sources of information regarding competence, however it is not known how the parent as coach may influence his/her child's self-perceptions. Likewise, it is not known how youth select or determine if information from someone who serves a dual role is controlling or not. Perhaps the parent's perceived value of the activity will affect the type of feedback given to the child, and ultimately, the relationship between the parent and child.

Previous research provides a glimpse into parents' and children's perceptions of the dual role relationship. Evans (1985) found that most parent-coaches and their children perceived positive experiences as a result of their relationship in sport. What is most interesting, however, is the impact the dual role had on the parent-coaches' perceptions of what was expected of them and the coaches' subsequent behavior toward their child. Some reported giving less frequent positive feedback and reduced playing time for their child. In addition, others reported an inability to "let go" of their coaching role when they should be in their parental role.

Weiss and Fretwell (in press) provided a more detailed account of how having a parent in a dual-role impacts both the parent and child. They argued that simultaneously the relationship can be cordial, contentious, and create a conundrum. A cordial relationship occurred between the parent-coach and his son when the parent had positive responses to his child's performance, the parent provided skill instruction, the parent provided social support, the parent held positive competency beliefs, and when the parent and son spent time together in sport-related activities. In addition, other positive dimensions mentioned by the players highlighted parental influence in the form of providing experiences and interpreting experiences. A contentious relationship occurred

when sons interpreted their father's behavior as pressuring, having high expectations, creating conflict, being critical, having lack of empathy, and receiving preferential treatment. Fathers reported a contentious relationship when their sons displayed negative feelings and rebellious behavior. A conundrum occurred when the dual role of parent-coach or child-athlete was not separated when the child perceived that it was appropriate to do so.

This research had limitations, however, as Weiss and Fretwell (in press) examined father-son dyads only. Anecdotally, it is evident that an abundance of fathers *and* mothers coach their sons and daughters. Additionally, the coaching style, feedback, and instructional methods employed by mothers and fathers may differ whether coaching a son or daughter, which in turn may impact children differently. Therefore, research must address the impact of fathers coaching daughters and mothers coaching their daughters as well as their sons. The current study attempted to do so. Additionally, Weiss and Fretwell reported positive and negative outcomes only. From their research, it is not known the long-term impact of having a parent as a coach nor is it known what mechanisms facilitate or restrain the relationship, such as feedback. The current study addressed these limitations as well.

To provide insight into how feedback from parent-coaches might facilitate the parent-coach and child-athlete relationship, an examination of the literature on parent and coach influences is necessary. Parents are especially important to children in the early sport socialization years and have been described as the most important influence on their child's involvement and continued involvement in sport (Greendorfer & Lewko, 1978; Woogler & Power, 1993). When children perceive that parents are exhibiting low

pressure, are encouraging, and are supportive, more positive developmental outcomes occur. For example, Brustad (1988, 1993) found that low perceived parental pressure was associated with higher-season long enjoyment for both boys and girls and parental encouragement and parental enjoyment of physical activity were significantly related to children's perceived physical competence and attraction to physical activity. Similarly, Leff and Hoyle (1995) found that tennis players between the ages of 6 and 18 who perceived high parental support, reported higher levels of enjoyment and self-esteem. Finally, Babkes and Weiss (1999) found that children who perceived that their mothers and fathers had more positive beliefs about their soccer competence, who gave higher amounts of positive contingent responses for success, and who served as positive role models through their own exercise behavior, reported greater preference for optimal challenges and use of internal criteria to determine competence, as well as higher perceived soccer competence and enjoyment of soccer participation. Taken together, these results might indicate that parent-coaches can positively impact their child's self-perceptions by reducing the pressure placed on the child and increasing support.

Additionally, the level of parental encouragement that children receive may depend on the expectations parents have for their children, which, in turn, affect the children's sense of their own abilities. Green and Chalip (1997) found that higher paternal expectations inspired more encouragement and bolstered children's level of involvement as well as their child's level of perceived skill competence in soccer. Expectations of parents may also be dependent on both the gender of the child and the parent. For example, boys have been found to perceive greater support from parents than girls; and boys reported being more physically active than girls (Anderson & Wold,

1992) implying that parents may have higher expectations for boys in the physical activity domain.

Furthermore, fathers and mothers have been found to hold differential expectations for their sons' and daughters' future success in sport. In a very recent study, boys were more likely to believe that they could compete at all levels especially the professional level, fathers were more likely than mothers to believe that their children could become Olympians, and fathers believed that their daughters had a greater chance of becoming Olympians than did their sons (Martin, Richardson, Weiller, & Jackson, 2004). These results indicate that fathers tend to have higher expectations for their children in sport and they have more positive beliefs about their daughter's future success than their son's future success. Generally, fathers have held higher beliefs about their sons' future success in sport than for their daughters (Averill & Power, 1995; Leff & Hoyle, 1995); which indicates that fathers' beliefs about their daughters' participation in sport are changing with the current times in society. Girls are offered more opportunities to participate, are receiving more media exposure, and have opportunities to compete at more elite and professional levels. These results indicate that differences in coaching style may occur between fathers who coach a son as compared to a daughter. Mothers may demonstrate a consistent style of coaching both sons and daughters, although very little is known about mothers coaching their sons.

Finally, parents who have strong beliefs about their child's physical competence, influence their child's self-perceptions, value toward sport, and decision to engage in sport and physical activity. Eccles and Harold (1991) found that children's perceptions of the value of their sport involvement to their parents was significantly related to

children's self-perceptions of physical ability. In turn, children's perceptions of their ability were linked to their levels of participatory involvement in sport. Girls reported that their parents placed lower value on their sport participation than the parents of the boys. Similar findings have been reported by other studies examining children's and parents' beliefs about moderate-to-vigorous activity (Dempsey, Kimiecik, & Horn, 1993; Kimiecik, Horn, & Shurin, 1996). Therefore, parent-coaches who believe that their child has competence in sport may positively influence their child's perception of competence.

The perceptions that children have of their coaches' behaviors and feedback are also linked to their motivational processes. Coaches who provide instructional and supportive feedback are more likely to coach children who report higher levels of enjoyment and lower attrition rates than those coaches who engage in less of this type of feedback. Those athletes who perceive more instructional and supportive feedback have greater positive changes in self-esteem, particularly those athletes who had reported low self-esteem prior to the start of the season (Barnett, Smoll, & Smith, 1992; Smith & Smoll, 1990).

Moreover, children may interpret feedback differently based on self-perceptions, coaches' perceptions, and the context in which the feedback is delivered. For example, Horn (1984, 1985) found that athletes' interpretation was dependent on the performance expectations of both the coach and player. Results suggested that greater frequency of no reinforcement was associated with lower perceptions of competence. Surprisingly, greater instances of positive reinforcement for mastery attempts and performance were associated with lower perceived softball competence as well. And, criticism for performance errors were linked to increases in perceived competence. Athletes who were

low in expectancies for success as compared to athletes expecting higher levels of success, likely received more frequent positive reinforcement for easy tasks, therefore, perceiving this information as an indication that they possessed low competence in softball. On the other hand, those athletes expecting success, who frequently received criticism from coaches, may have perceived this information as coaches having higher expectations, thereby resulting in more positive competence beliefs. These results highlight the complex nature of feedback from significant adults and how interpretations of feedback often are not what are intuitively expected.

Finally, there have been conflicting reports on how boys and girls may interpret feedback from coaches. Female and male swimmers aged 10-18 who perceived that their coaches provided more praise and information following desirable performances and who perceived more frequent encouragement and encouragement plus information following undesirable performances demonstrated increases in positive self-perceptions (Black & Weiss, 1992). Conversely, Allen and Howe (1998) found female field hockey athletes aged 14 to 18 years interpreted encouragement and instruction differently following a mistake. Adolescent females experienced lower perceptions of competence when they received frequent encouragement and corrective information for skill errors. It may be that females are more sensitive to corrective information from coaches. Specifically, adolescent females who receive a high frequency of corrective information from the coach following mistakes, although encouraging, may still perceive this information as an indication of failure, which in turn results in lower perceptions of competence. In addition, encouragement and corrective information in response to errors is a form of helping behavior indicating a need for improvement and, hence, lower perceptions of

competence. These contradictory findings require additional investigation. Moreover, having a parent as a coach may further complicate the child's interpretation of the feedback.

Common throughout the research on the parent, coach, and parent as coach is how feedback can directly impact the child's motivational processes, whether it is the development of an internal/external sense of control, high/low perceptions of competence, levels of enjoyment, or motivation to continue. Not known, however, is how children who are coached by their parents interpret and use feedback from their parent-coach. Additionally, a void exists in parent-coaches' interpretation of the feedback they provide their own children and how their feedback impacts their children. Therefore, questions to consider in this study were: (a) What is the role of feedback on self-perceptions, level of enjoyment, and motivational outcomes over time?, (b) What is the parent-coach's perception of his/her feedback?, and (c) What is the child-athlete's perception of the feedback?

Also not known is how positive and negative experiences on the field or court influence the parent-child relationship over time. How does the dual role of the parent as coach influence the relationship between the child-athlete and parent-coach? What are the positive outcomes for children who have parents as coaches and for parents who coach their own children? What are the negative outcomes for children who have parents as coaches and for parents who coach their own children?

The research on parent and child/adolescent relationships provides a vision of what one might expect to happen with the relationship in a sporting context. Wylleman (1995) found that talented athletes had positive perceptions of their relationships with

parents and coaches that were context specific, such as on the court/field or at home. If a parent were to assume a dual role of coach, however, the perceptions of the child may differ. For example, conflict may occur between the parent and child because of this dual role. It seems that most adolescents report having a happy and content relationship with their parents, but it is unknown how the dual-role may impact this relationship. Relationships with parents have been found to have both continuity and transformation and most conflict (e.g., disagreements and behavioral opposition of the child) between parents and adolescents is reported to occur because of conflict that occurred prior to adolescence (Larson, Richards, Moneta, Holmbeck, & Duckett, 1996; Savin-Williams, & Small, 1986). There is an immense opportunity for parents to coach their children at earlier ages due to a need in this country for coaches at the youth sport level. Coaching an early or late maturing child may complicate the parent's ability to have a symbiotic relationship with his or her child in and outside of sport. It appears that adopting an authoritative parenting style might buffer against some of the conflict that may occur in these relationships (e.g., Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994).

Differences between relationships with mothers and fathers may further complicate the issue of coaching one's child. Sons and daughters have reported feeling closer to their mothers than their fathers. Most children have also reported that they view their father as the authority figure and feel uncomfortable talking with their father about personal issues (e.g., Youniss & Smollar, 1985). If children are to be coached by their father, it is likely they will feel uncomfortable talking with their father about conflictual issues. Conversely, sport may offer the opportunity to draw children closer to their parents, especially their fathers.

In sum, the purpose of this study was (a) to explore how the parent-coach dual role influences the relationship between the parent-coach and child, both positive and negative; and (b) to explore the influence of the parent-coach's feedback in forming the athlete's self-perceptions, affective responses, and motivational outcomes. Additionally, the following research questions were addressed via retrospective interviews with parents who had coached their children and their now adult-child: (a) What is the role of feedback on self-perceptions, level of enjoyment, and motivational outcomes over time?, What is the parent-coach's perception of his/her feedback?, and What is the child-athlete's perception of the feedback?, (b) How does the dual role of the parent as coach influence the relationship between the child-athlete and parent-coach?, (c) What are the positive outcomes for children who have parents as coaches and for parents who coach their own children?, and (d) What are the negative outcomes for children who have parents as coaches and for parents who coach their own children?

Significance of the Problem

Results of this study will be valuable to parents who wish to coach their children. More specifically, parents will be provided with insight into coaching one's child from those who have experienced it. It is hoped that parents will be provided with information on effective and ineffective methods for helping their child, as well as maintaining harmony in the relationship. Research results may provide insight into possible differences in coaching a son as opposed to a daughter. Parents will also gain an understanding of how conflict created by the dual roles may not necessarily lead to long-term conflict in the relationship

Additionally, coaching education programs will benefit from information found in this study in training their coaches, many of whom are parents with a child on the team. It is reasonable to assume that results will indicate that coaching one's child will have similarities to coaching children in general, but it is reasonable to assume that differences will exist as well. Results may lead coaching educators to consider specific training for parents who coach their own children.

Need for Study

The current study is important in order to provide empirical information about positive and negative outcomes for parent-coaches and child-athletes, as well as mechanisms for keeping the relationship positive. Currently, there is little or no information on this topic. With the enormous numbers of parents coaching their own children, it is important to provide guidance to these individuals. It is safe to assume that most parents are "learning as they go" when coaching their child. Parent-coaches must understand that it is important to enhance their child's self-perceptions (as well as other children on the team), but they must understand how the dual role can or may create conflict in the relationship. Consequently, parent-coaches must be provided scientific information about how to keep the relationship harmonious and understand how the relationship can be impacted over the long-term.

Delimitations, Limitations, and Assumptions

Delimitations for this study included a small sample of participants and the use of retrospective interviews. The sample was delimited to adult-children and their parent coach. Children must have been coached between the ages of 10 and 18 years. Therefore, the specificity of the population limits the generalizability of the results. The

small sample size limits the generalizability as well. The study was delimited by the use of retrospective interviews as well. Obviously, the use of retrospective interviews presents limitations, such as the possibility that respondents will experience some degree of forgetfulness (Hardt & Rutter, 2004; Loftus, 1994; Rutter, Maughan, Pickles, & Simonoff, 1998). However, people tend to remember whether an event occurred more so than the sequence of events (Hardt & Rutter, 2004). An additional limitation to the study was that the interviewer was able to conduct face-to-face interviews with five participants only. Therefore, due to financial constraints, 17 interviews were conducted via telephone as travel was not feasible. Having a face-to-face interview as opposed to a telephone interview may have influenced participants' responses, although this did not seem apparent to the interviewer. Assumptions of the study included that participants would be honest in responding to questions. In addition, it was assumed that respondents would provide accurate information that they were able to remember as well as providing their own perspective of the events that occurred rather than what would be considered as socially acceptable. Providing respondents with a copy of the questions prior to the interview was done to facilitate recall and assure the veracity of responses.

CHAPTER TWO

Literature Review

The literature review will begin with an overview of the theoretical framework that provided the conceptual basis for this study. Major tenets within the theory will be discussed as well as studies conducted in sport that have addressed these tenets. Additional research examining parents' and coaches' influence on child and adolescent developmental outcomes will be covered as well. Pertinent information within the parent-child/adolescent relationship literature will be addressed as well as issues surrounding the use of retrospective recall methodologies. The review of literature will conclude with a synthesis of the literature and concluding remarks.

Competence Motivation Theory

A useful paradigm for studying young athletes' development in sport and the influence of significant adults on that development is Competence Motivation Theory (Harter, 1978, 1981). Harter asserts that judgments children form about their capabilities (perceived competence) in specific achievement domains (e.g., athletic, academic, and social), will affect their motivation, self-worth, and subsequent performance in those domains. However, the level of motivation to be competent in each domain will differ within and between children. Also, contributing to the differences in motivation is the influence of parents and teachers/coaches.

According to Harter (1978, 1981, Figure 1), children have an intrinsic desire to develop competence in achievement arenas, such as academics, sports, or peer relationships. It is theorized that young children become involved in mastery attempts in

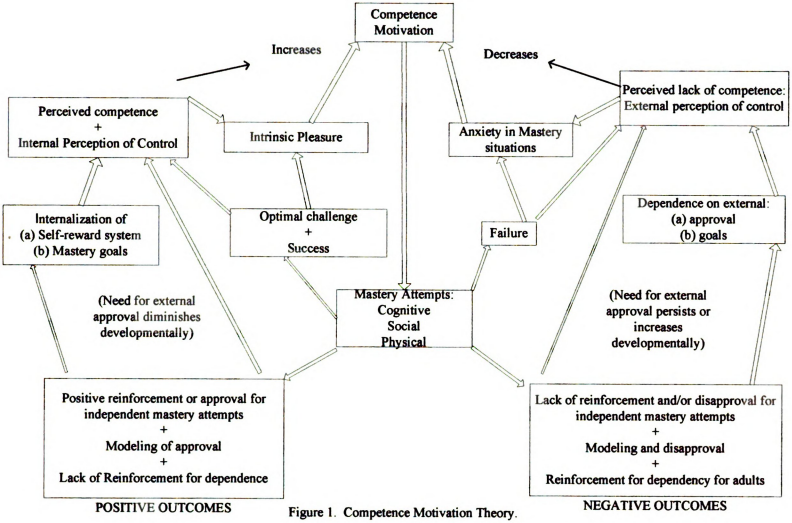

Figure 1. Competence Motivation Theory.

Reprinted with permission from Harter, S. (1978). Effectance motivation reconsidered: Toward a developmental model. *Human Development, 21*, 34-64.

a particular domain to satisfy their need to be competent. Children high in intrinsic desire to be competent in a domain will seek optimally challenging tasks compared to children low in intrinsic desire. If children experience success at optimally challenging tasks, they will experience heightened levels of self-perceptions (perceived competence and internal control) and positive affective responses in the form of enjoyment, pride, and pleasure. In addition, if children receive appropriate reinforcement and approval from significant adults and peers that is contingent to their mastery attempts, perceptions of competence and control should be positively influenced. Levels of enjoyment and other positive emotions should increase as well as a desire to continue demonstrating competence in that achievement domain. Conversely, if children experience unsuccessful mastery attempts and receive inappropriate or no reinforcement from significant others, anxiety in mastery situations increases, external perceptions of control develop along with a dependence on others as a reward system, and perceptions of competence and enjoyment diminish.

Developmentally, socializing agents are key to the child's subsequent ability to develop either an external motivational orientation or an internal motivational orientation. An internal motivational orientation is the tendency for an individual to use self-rewarding behavior, internal criteria for judging competence, and independent judgments to define success. Individuals who are extrinsically motivated, however, will continue to rely on others as a reward system and use external means (i.e., the outcome of the competition) to define success and competence. Specifically, as children cognitively mature and receive the needed reinforcement and feedback from adults and peers when performing mastery attempts, their reliance on external information (e.g., socializing

agents) will shift toward an internal standard (i.e., improvement and effort) for judging their performance (Harter, 1978, 1981). In sport, parents are essential to the developing processes in early childhood. If young children receive the needed feedback from parents during this time period and this feedback is perceived as enhancing rather than controlling, it is highly likely that children will develop an internal reward system. If, however, these children do not, then it is highly likely that they will come to depend on the parent for information about their successes and failures, which becomes controlling and reduces enjoyment and the desire to continue participating. Once children reach middle childhood to early adolescence they should develop this internal system for judging their success in achievement domains. If by the time they reach adolescence, these young individuals have not received appropriate feedback from significant others, they will continue to rely on external sources of information (e.g., significant others) for judging their competence.

Perceptions of control are critical to the socialization processes of children into sport. Perceived control is the degree of responsibility children feel for their successes and failures (Harter, 1978, 1981). Children who develop an internal sense of control believe that they are responsible for their successes and failures; whereas, children who develop an external sense of control believe that others are responsible for their successes and failures. Children with an unknown sense of control do not know who is responsible for their successes and failures (Harter & Connell, 1984). Harter and Connell have indicated the type and frequency of feedback that children receive is crucial to the development of perceptions of control. During the middle childhood years (6 to 12 years) the development of the internalization process occurs (Harter, 1978, 1981) and,

hence, the feedback from significant others becomes ever important. The cognitive limitations that these children experience allow for some judgments of the self, but are predominantly based on the judgments of significant others (Harter, 1999). Therefore, the type of feedback from teachers, coaches, parents, and peers becomes extremely important during this time. It is not known how the parent as coach may influence his/her child's self-perceptions. Likewise, it is not known how youth select or determine if information from someone who serves a dual role is controlling or not. Perhaps the parent's perceived value of the activity will affect the type of feedback given to the child, and ultimately, the relationship between the parent and child.

Related research in sport and physical activity. Competence Motivation Theory (Harter, 1978, 1981) as applied to the youth sport setting would argue that young athletes must develop an adequate perception of competence to experience positive affective reactions to their sport, and to develop a sense of control about the outcomes in their sport. Research has demonstrated that children who have high perceptions of physical competence are more likely to experience greater benefits from their sport participation than those children with low perceptions of competence. For example, children higher in perceptions of physical competence have been found to demonstrate more adaptive causal attributions for success than children lower in perceptions of competence (Weiss, McAuley, Ebbeck, & Wiese, 1990). These researchers examined the relationship between perceived physical competence and causal attributions for athletic performance in children 8 to 13 years of age who were attending a sports camp. Children with high perceptions of physical competence and performance success made attributions that were personally controllable, internal, and stable while children low in perceptions of physical

competence and success perceptions made attributions that were less personably controllable, less internal, and less stable. In addition, those high in perceived competence perceived greater success in the sports camp, expected to be more successful in sport, and rated their success due to more stable factors than those children low in perceived competence.

Enjoyment has been linked to perceptions of competence as well. Boyd and Yin (1996) found that for boys (M_{age} = 15.04 years) who had participated in sport for at least one year perceived competence accounted for the greatest amount of variance in explaining enjoyment. In addition, it was discovered that adopting a task orientation resulted in the greatest level of perceived competence. Hence, these results suggest that adopting a task orientation leads to higher levels of perceived competence and ultimately higher levels of enjoyment in sport.

Additionally, higher perceptions of competence have been linked to participation motivation and attrition from sport. Klint and Weiss (1987) found that motives differed for gymnasts aged 8-16 years based on their perceptions of competence. These researchers found that those gymnasts high in perceived physical competence rated skill development as a more important reason for participation than did those low in perceptions of competence. In addition, those perceiving themselves as physically competent in their sport cited affiliation/team atmosphere as a more important motive than those low in physical competence. It was surmised that participants viewed team atmosphere as a vehicle for improving skills and reaching higher levels of competition. Overall findings indicated that those high in perceptions of competence cited reasons for participation that were more intrinsic in nature. These results further support the need for

coaches to develop competence by focusing their practices and feedback on self-referenced means, such as improving individual skills.

Self-referenced criteria for the development of competence are essential to encourage and keep children involved in sport participation. For example, there is some indication that those low in perceived competence tend to either not participate in sport or drop-out of sport. Roberts, Kleiber, and Duda (1981) found that athletes aged 9 to 11 reported higher levels of perceived physical competence, cognitive competence, and general self-worth compared to non-participants. In addition, Feltz and Petlichkoff (1983) found that interscholastic athletes reported higher perceptions of competence than drop-outs of interscholastic athletics.

Finally, it seems that there are developmental differences in the level and accuracy of perceived physical competence as well as perceptions of control, motivational orientation, and affect. In two studies conducted by Weiss and Horn (1990, 1991) it was found that children became more accurate in their perceived competence as they aged. Children 8-9 years of age were significantly less accurate than children 10-13 years of age based on teachers' ratings. In addition, gender differences have been found in relation to those children who are underestimators, accurate estimators, and overestimators of their competence. Girls who were underestimators of their ability rated external sources of control higher than accurate raters, but were not different on unknown sources of control. These results suggest that girls who underestimate their ability may be more likely to make attributions to lack of ability for one's failures and attributions to others for one's successes. Boys who underestimated their ability rated unknown control higher than boys who were accurate or overestimators of their abilities, but similar on

external control sources. These results suggest that boys who underestimate their ability may be less willing to disclose what they thought were the reasons for winning and losing games or simply did not know what the sources for these outcomes were. Boys who were accurate in their estimates of ability were significantly higher on perceived external control than boys who overestimated and girls who were accurate in their estimates. In addition, girls who were underestimators were less intrinsically motivated to pursue optimally challenging activities than were accurate estimators or overestimators. Boys' scores on challenging motivation for under-and accurate estimators were similar in intrinsic motivation and these scores were lower than those of overestimators. And finally, girls reported higher levels of anxiety than boys. The authors suggested that gender differences could be explained by the saliency of what is a good and bad performance to boys and girls and the differing expectations placed on them by coaches, parents, and peers. These gender and developmental differences in perceptions of competence, control, and other constructs might best be explained by examining how children come to form their competence in sport and from what sources children draw information about their competence.

Information sources of physical competence. Inherent in competence motivation theory (Harter, 1978) is the need to discover how positive self-perceptions are formed. In other words, what criteria are used to help form perceptions of physical competence? Several studies have, in fact, investigated this very question.

One of the first studies in sport to investigate this question occurred with youth soccer players ages 8 to 14 years (Horn & Hasbrook, 1986). The children were assigned to age groups (i.e., 8-9 years; 10-11 years; and 12-14 years). Each completed an

adaptation of the Competence Information Scale. This instrument contains 12 information sources (e.g., coaches' feedback, teammates' feedback, and teammates' performance). Results revealed that the dependence on adult feedback, particularly parents, declined with age, whereas, peer comparison increased with age. In other words, younger children tended to rely on feedback from adults to form perceptions of their competence and the older children were dependent on peer comparison, such as outperforming their peers in a sport.

In a follow-up study, Horn and Hasbrook (1987) were interested in determining if children's level of perceived competence and perceived control constituted additional factors affecting the self-evaluation process. Results for this study indicated that for younger children (i.e., 8 and 9 years) perceived competence and control were not related to sources of information. This finding supported the postulate that younger children would not understand the relationship between variables due to insufficient cognitive maturity and ability to internalize standards. For the older age groups higher perceived competence and control revealed a greater dependence on peer comparison, internal standards, affective reactions to the sport, game outcome, and parental feedback.

Horn and colleagues (Horn, Glenn, & Wentzell, 1993) then extended their interest regarding information sources into the adolescent years. These researchers were interested in adolescents in two age groups (14-15-year-olds and 16-18-year-olds) and competitive levels (freshman or junior varsity and varsity). Younger adolescents aged 14 to 15 relied more heavily on peer comparison, whereas older adolescents aged 16 to 18 relied on more internal standards, goal achievement, sport attraction, and enjoyment. In addition, gender differences emerged. Males cited competitive outcomes (win vs. lose

and performance statistics) and speed and ease of learning skills as significantly more important sources for judging their physical competence than females. Conversely, females cited self-comparison, internal information, and evaluation by peers, coaches, and spectators as more important in judging their competence.

An additional study conducted by Halliburton and Weiss (2002) examined how skill level may relate to sources of competence information. These researchers conducted a study with female gymnasts aged 12 to 14 within a wide range of skill levels (levels 5-10). Gymnasts competing at lower levels (5, 6, and 7) used effort and enjoyment sources, such as self-comparison sources more than gymnasts competing at higher levels (8, 9, and 10). For those competing at higher levels, gymnasts used feelings of nervousness and spectator feedback as information sources. These results indicate that skill level as well as age variability is important to consider when investigating sources of competence information.

Other research has examined the relation of children's accuracy judgments of physical competence (Horn & Weiss, 1991), self-perceptions of perceived physical competence, global self-esteem, and competitive trait anxiety (Weiss, Ebbeck, & Horn, 1997), and individual goal orientations (Williams, 1994) to sources of competence information. This line of research has revealed that children do differ in respect to these constructs and reliance on particular information sources. Specifically, children who overestimate their abilities use internal criteria (e.g., effort, skill improvement, and speed of learning) to judge their ability in sport, while accurate and under-estimators use external sources including peer comparison (Horn & Weiss, 1991). In addition, 10-13 year-old children with lower perceived physical competence, low self-esteem, and high

competitive trait anxiety identify peer comparison and evaluation, coach evaluation, and game outcome as the primary sources of competence information (Weiss, Ebbeck, & Horn, 1997). Finally, goal orientation has been found to be related to sources of information for high school athletes. Specifically, those high in task orientation were found to use information sources of internal criteria (i.e., reaching their goals, learning and improving, pre-game attitude), comments from parents, and degree of enjoyment. Those high in ego orientation preferred peer comparison, internal sources (i.e., reaching goals, learning and improving, and pre-game attitude), comments from parents, and degree of enjoyment (Williams, 1994).

Influence of Significant Others on Competence Motivation Constructs

Parental influences. Parents have been described as the most important influence on their child's involvement and continued involvement in sport (Woogler & Power, 1993). Competence Motivation Theory (Harter, 1978, 1981) highlights the role significant others, particularly parents, play in shaping children's self-perceptions, affect, and motivational orientation. Harter (1978, 1981, 1990) contends that parents are important sources of information about their child's competence and communicate this information through modeling and reinforcement. In the literature, parental influence has been examined by researching the impact of parental behaviors generally manifested in encouragement and expectations, parental beliefs such as the value placed on physical activity, and parental attitudes including the level of the parent's enthusiasm. Following is an account of each of these parental influences and supporting literature on children's perceived competence and enjoyment in physical achievement domains.

Parental behaviors. In a series of studies, Brustad (1988, 1993, 1996) found a link between parental behaviors and children's perceptions of physical competence, attraction to physical activity, enjoyment, and anxiety. In his first study, Brustad (1988) investigated young athletes' perceptions of season long enjoyment and competitive trait anxiety. Children (N=207) between the ages of 9 and 13 participating in an agency-sponsored youth basketball league participated in this study. Results indicated that an intrinsic motivational orientation was the strongest predictor of high enjoyment for both boys and girls. In addition, low perceived parental pressure was associated with higher-season long enjoyment for both boys and girls. The purpose of the second study was to test a model linking parental physical activity orientations, parental socialization practices, and children's self-perceptions with children's attraction to physical activity (Brustad, 1993). Results indicated higher parental encouragement was linked to greater perceived competence for children and perceived physical competence was an extremely important variable in explaining the differences in children's attraction to physical activity. Parental encouragement and parental enjoyment of physical activity were significantly related to children's perceived physical competence and attraction to physical activity. Findings supported the importance of parental expectancies as reflected by encouragement levels and suggests that parents affective orientations to exercise may be a more important role-modeling behavior than level of physical activity. Gender was also an important consideration in the study. The parents of boys reported providing greater encouragement of physical activity than parents of girls. Perceived competence was also higher in boys and was linked in part to the greater level of encouragement received.

Finally, Brustad (1996) was interested in extending his previous work by examining environmental variables that had not been explored, such as socioeconomic level. The purpose of this study was to identify the mechanisms of parental socialization influence on their children's physical activity levels. Participants included 107 fourth, fifth, and sixth graders from physical education classes in a large school district in Los Angeles. There were 48 boys and 59 girls. Each completed assessments on attraction to physical activity, perceived physical competence, and parental socialization influence. Findings indicated that boys who perceived that their parents demonstrated personal enjoyment of physical activity experienced a greater liking of games and sports, had higher levels of perceived competence, and experienced more fun in physical exertion than their peers who received less parental support. Girls who perceived higher levels of parental enjoyment in physical activity and greater encouragement to be physically active experienced a stronger attraction to physical activity because of favorable peer relations. Moreover, these girls had a greater interest in games and sports and had enhanced perceptions of physical competence compared to peers who received less parental support. Encouragement was the parental variable that most strongly related to the favorability of boys' attraction to physical activity and physical competence. For girls, parental enjoyment contributed most to their attraction and competence. The reseachers concluded that boys like the exertional characteristics of physical activity and exercise more, anticipate favorable peer relations in physical activity more, and have higher levels of perceived competence than girls.

Additional studies conducted by Scanlan and Lewthwaite (1984, 1986) further indicated that parents can be a source of both stress and enjoyment in their child's youth

sport experience. These investigators were interested in the influence and stability of individual difference and situational factors on the competitive stress experiences and predictors of enjoyment by seventy-six 9 to 14-year-old wrestlers. Results indicated that the most influential and stable predictors of pre-match stress were competitive trait anxiety and personal performance expectations. Pre-match worries about failure and perceived parental pressure to participate were predictive of round 1 pre-match stress. These results may be indicative of the individual nature of wrestling. The parental pressure to wrestle factor may represent how wrestlers perceive the overall role of parents in their sport experience. For those experiencing stress, this role may be a negative one. In addition, boys who felt that their parents and coaches were more satisfied with their performance experienced greater enjoyment, perceived less pressure, and had fewer negative performance interactions with their mothers. Finally, more positive perceptions of adult involvement and interactions with the child in the sport context tended to be related to greater enjoyment. Possibly higher perceived ability and more positive adult influences resulted in greater enjoyment or more complex bi-directional relationships are at work.

Weiss and Hayashi (1995), in fact, did find support for the bi-directional nature of parent-child relationships in sport. The purpose of this study was to examine parent-child and child-parent influences within the context of competitive sport. The focus of this study was on young athletes' perceptions of their parents' behaviors, as well as parents' perceptions of the benefits and sacrifices as a result of their child's involvement in sport. They were also interested in whether parent-child influences were associated with age, gender, and level of perceived competence. The participants included 24 male and

female gymnasts between the ages of 7 and 16. Parents were interviewed about their perceptions of personal family benefits and sacrifices as a result of their child's sport participation. Children completed a survey assessing perceived parental influences and perceived gymnastics competence. Results indicated that both athletes and their parents perceived influences from one another in regard to sport involvement. Parents felt that their behaviors modified or changed as a result of their child's participation in areas such as attending practices and meets, rearranging family schedules, investing time and finances, watching and reading about sports, and deriving benefits such as pride, enjoyment, and feeling good about their child's achievements. Children also perceived parental influences in the form of beliefs and behaviors such as cheering, yelling and giving instructions at meets; interest in and encouragement to participate; and positive affect such as being pleased and proud about their involvement. In addition, the gymnasts reported perceiving that their parents held positive beliefs and realistic expectations about their competence. A percentage of children (10 to 25%), however, did report negative interactions with parents resulting in negative affective responses.

Parental encouragement may depend on the expectations parents have for their children, which, in turn, affect the children's sense of their own abilities. Green and Chalip (1997) examined the dynamics of parents and children enduring involvement (the level of perceived personal importance and/or interest evoked by a stimulus) in sport. In all, 153 parent/child pairs participated. Of the children, 153 were boys and 25 were girls ranging in age from 5 to 13 years. Of the parents, 95 were mothers and 58 were fathers. Both child and parent completed measures of parent's satisfaction, child's satisfaction, parent's enduring involvement, and child's enduring involvement. The children also

completed a survey on their perceptions of soccer skill, and parents completed surveys on parental expectations, encouragement, and organizational commitment. Results revealed that the parents' satisfaction with their children's soccer program fostered parents' organizational commitment; higher organizational commitment yielded higher parental expectations for their children and higher parental enduring involvement in soccer; higher parental enduring involvement prompted more encouragement of the child; higher paternal expectations inspired more encouragement and bolstered children's level of involvement; and higher perceived skill promoted children's satisfaction; children's satisfaction furthered children's enduring involvement. Children's enduring involvement in soccer is most affected by their satisfaction with the program and hence how coaches structure practices and learning. As a result, these authors suggested parental and coach training. Instruction from parents must be less intrusive as children mature and want to have control.

Gender differences in parental expectations and support have been examined in the literature as well. Anderson and Wold (1992) examined the parental and peer influence on adolescents' self-reported levels of leisure-time physical activity through measures of a) perceived leisure-time physical activity of significant others, b) perceived direct support for physical activity from significant others, c) direct help from parents in exercising vigorously, and d) perceived value of physical activity of significant others. The participants included 904 seventh graders (498 boys, 406 girls). Results revealed that boys reported being more physically active than girls. For boys, physical activity levels were most associated with direct help from parents, the physical activity level of their best friend, and with support from parents. For girls, the strongest associations were

with direct help and the physical activity level of their best friend. These results indicate that boys seem to perceive greater support from parents than girls. These results might best be explained by examining boys and girls perceptions of parental expectancies in sport, particularly for reaching higher levels of competitive participation.

To examine this question, Martin, Richardson, Weiller, and Jackson (2004) sought to explore young athletes' perceptions of sport role models, encouragement to participate in sport, and future expectancies of adolescent athletes. Children (aged 9 to 18 years) and their parents participated. The parents consisted of 199 fathers and 227 mothers. The make-up of the four possible dyad combinations was fairly equal. Results indicated that 99% of the boys and fathers chose a male as a sport role model, whereas 43% of the females and mothers chose a male sport role model. In addition, 53% of the boys and 64% of the girls felt they received encouragement to participate equally from both parents. Only 16% of the girls believed their fathers provided the greatest support, whereas 37% of the boys believed so. Finally, parents believed that both parents provided encouragement. Expectancies for future success, such as future success at college, Olympic, and professional levels, indicated that boys were more likely to believe that they could compete at all levels especially the professional level, fathers were more likely than mothers to believe that their children could become Olympians, and fathers believed that their daughters had a greater chance of becoming Olympians than did their sons.

Parental beliefs. Parental beliefs and values have been examined to determine their impact on children's self-perceptions and participation in the sport domain. Jacobs and Eccles (1992) examined the influence of mothers' beliefs in relation to their 11-and

12-year-old children's self-perceptions of ability in sport, mathematics, and social domains. Findings indicated that gender-role stereotypes did exist in relation to each of the achievement areas. Mothers exhibited more favorable stereotypic beliefs for sons in the sport and mathematics domains, and more favorable stereotypic beliefs for daughters in the social domain. The researchers concluded that mothers' appraisals of their children's natural abilities in each achievement area were affected by the strength of their gender-role stereotypes. With regard to sports, mothers who had stronger beliefs that boys were more naturally gifted in sports had higher perceptions of athletic ability of their sons and lower perception of athletic ability of their daughters than did parents with weaker stereotypical beliefs. Children's own perceptions of ability tended to be congruent with their mothers' appraisal of their ability

Eccles and Harold (1991) revealed that children's perceptions of the value of their sport involvement to their parents was significantly related to children' self perceptions of physical ability. In turn, children's perceptions of their ability were linked to their levels of participatory involvement in sport. Girls reported that their parents placed lower value on their sport participation than the parents of the boys. Overall, this research supported theoretical predications that children's perceptions of their parents' beliefs would be significantly related to children's own beliefs about their sport involvement, which in turn would predict levels of involvement.

Dempsey, Kimiecik, and Horn (1993) took this research a step further and examined how parental beliefs and role-modeling impacted fourth and fifth grade children's levels of participation in moderate-to-vigorous physical activity (MVPA). A moderate relationship was found between parents' perceptions of their children's'

competence in MVPA and children's actual levels of participation. No relationships were found between parent's own physical activity level and their children's MVPA involvement. A moderate relationship was found between children's expectancies of success in moderate-to-vigorous activity and their actual participation in these activities.

In a follow-up study, Kimiecik, Horn and Shurin (1996) were interested in examining children's beliefs and perceptions of their parents' beliefs about the children's moderate-to-vigorous physical activity. Participants included 81 children between 11 and 15 years of age. They completed assessments on their beliefs, fitness values, perceived fitness competence, goal orientations, perceptions of parental beliefs, and moderate-to-vigorous activity. Results indicated that children's perceptions of fitness competence and task orientation were significantly related to their reported moderate-to-vigorous physical activity. In addition, children's perceptions of their parents' beliefs were linked to their own beliefs, but children's parental perceptions were not related to their estimates of moderate-to-vigorous physical activity.

Parental attitudes. Both mothers' and fathers' reported support was positively associated with parents' rating of their child's enjoyment (Averill & Power, 1995). These results may represent a bi-directional effect in which both are enjoying the experience and, therefore, parents provide more support based on the child's response. Boys with the lowest levels of ability, competitiveness, and effort had fathers who reported being the most likely to actively instruct their child. Mother directiveness showed no significant correlations. The findings suggest very different patterns of maternal and paternal involvement. Mothers may follow the child's lead and gear their level of support and expectations to child enjoyment. Fathers may be more attuned to

ability and effort and may get most involved when the child's ability and effort are low. These results may reflect differences in perceived socializing roles or may reflect the negative effects of an over-involved father on the child's desire to achieve. Mothers may feel less responsible for their child's success and focus more on ensuring the child's level of enjoyment. Finally, the more involved the parent was, the less cooperative the child was with the coach. Overall the findings suggest that fathers and mothers differ in the responsibility that they feel for helping their child who is experiencing difficulty in sport and in some cases the father's attempts may undermine the child's effort and enjoyment.

Power and Woolger (1994) were interested in parental attitudes as well. Findings indicated that parents who are supportive and show moderate levels of performance pressure and instruction had children with the greatest level of enthusiasm for the sport. These effects are bi-directional: greater support and guidance leads to child enthusiasm, which leads to greater parental support and guidance and so on. Although a moderate level of directiveness and performance outcome may be optimal, this may vary as a function of the age and ability of the child as well as the nature of the sport activity.

Similarly, tennis players between the ages of 6 and 18 who perceived high parental support, reported higher levels of enjoyment and self-esteem (Leff & Hoyle, 1995). Gender differences, however, did exist in the players' perceptions of support from their mothers and fathers. Females perceived greater support from both parents than did males. In addition, males perceived higher levels of pressure from their fathers than from their mothers, whereas females perceived similar levels of pressure from both parents. These results point to the importance of examining the subjective interpretation of athletes from the perspective of their socialization histories. Males and females are often

socialized differently into sport and this socialization is often a reflection of the parents, particularly the father (Greendorfer & Lewko, 1978).

Parental attitudes can have an impact on their child's subsequent affective response as well (Hellstedt, 1990). He examined the perceptions of parental support and pressure with 13- year-old male and female alpine ski racers. Overall, 52% indicated that their father was the most influential in their athletic development, whereas, 44% indicated that both parents were equally influential. The results indicated that the majority (73%) of the athletes, both male and female, perceived a moderate to excessive level of pressure from their parents. In addition, 26% felt that their parents forced them to compete. What was surprising, however, was that many of the athletes did not perceive this pressure as negative, but rather positive and supportive. A small subgroup of athletes did perceive excessive pressure from parents and did view this pressure as negative. It was also found with this group that they were apprehensive of their parents' emotional reaction when they performed poorly. It was feared that this group might be continuing in their sport in order to please their parents. Finally, low amounts of pressure were related to a positive reaction from the child, whereas, high levels of pressure were related to a negative emotional reaction by the child. Conclusions were that that young athletes can be pressured too much and that sport can create harmony in the family.

Finally, Babkes and Weiss (1999) examined the relationship among parent's reported behaviors and attitudes, young athletes' perceptions of their parent's behaviors and attitudes toward their sport participation, and children's perceptions of their own competence, enjoyment, and intrinsic motivation. The participants included 227 youth athletes (114 females, 113 males), mothers (160), and fathers (123) from a competitive

select soccer program. The athletes ranged in age from 9 to 11 years of age. The results suggested that children who perceived that their mothers and fathers had more positive beliefs about their soccer competence, who gave higher amounts of positive contingent responses for success, and who served as positive role models through their own exercise behavior, reported greater preference for optimal challenges and use of internal criteria to determine competence, as well as higher perceived soccer competence and enjoyment of soccer participation. In addition, those who perceived their fathers as having greater involvement, in the form of instruction and game attendance and who perceived less pressure to perform reported greater enjoyment, perceived competence, and motivation. Results also revealed a discrepancy between parents' reports of how they think and act with respect to their child's soccer participation and how children perceive their parents' attitudes and behaviors. These findings suggest that the role that parents play in contributing to their child's experience, developing competence motivation, and psychosocial responses is determined by the child's perceptions of parent feedback and reinforcement. Parents need to recognize that there is a fine line between their own perceptions and those of their child concerning such areas as pressure versus support, approval versus disapproval, and positive versus negative responses to performance. The implications of these socialization differences in perceived pressure may be altered, or perhaps exacerbated when parents serve in the dual role of coach and parent.

Influence of the coach. The coach has been called a powerful socializing agent for young athletes (Horn, 2002). It is fair to say that the youth sport coach will spend a significant amount of time with a child involved in sport, especially as the child's competitive involvement grows. Hence, the way volunteer coaches structure their

programs, their attitudes, values, and behaviors may have a marked influence on the sport participation of children. Children have suggested that coaches who employ a positive coaching style keep sport fun and reduce stress. This type of coaching style would emphasize reinforcement, encouragement, and instructional feedback following mistakes (Gould, Wilson, Tuffey, & Lochbaum, 1993).

Coaching behaviors (in the form of instruction, reinforcement, and encouragement), in fact, do have a profound influence on young athletes' perceived competence, self-esteem, anxiety, and desire to continue participating in their sport (Barnett, Smoll, & Smith, 1992; Smith & Smoll, 1990; Smith, Smoll, & Curtis, 1979 Results indicated that trained coaches differed from untrained coaches in both observations and perceptions of players. Trained coaches' behaviors were more consistent with those behavioral guidelines presented in the coaching education program than untrained coaches. Additionally, athletes' evaluated trained coaches more positively than untrained coaches regardless of win-loss records. Finally, children who played for trained coaches exhibited a significant increase in self-esteem; the control group children did not. Furthermore, the greatest difference in attitudes toward trained and control coaches were found among the children low in self-esteem. These children appeared most sensitive to variations in coaches' use of encouragement, punishment, and technical instruction. In all, these results lend support for developing a "positive approach" to coaching children and young adolescents. This positive approach would include reinforcing desired behaviors, being more encouraging and less punitive, and more technically instructive.

Coaches high in supportiveness tended to respond to desirable performance and good effort with positive reinforcement (Smith & Smoll, 1990; Smoll, Smith, Barnett, & Evertt, 1993). Coaches high in supportiveness also tended to respond to mistakes with encouragement and support rather than with criticism and punitiveness. Coaches high in instructiveness gave a good deal of technical instruction to enhance skill development. Additional results revealed that low-self-esteem children responded most positively to highly supportive coaches and most negatively to those who were low in supportive behaviors. In addition, children with low self-esteem were more attracted to coaches who were highly instructive. Finally, boys with low self-esteem who played for trained coaches exhibited significant gains in self-esteem by the end of the season. Clearly, the cumulative results of these studies are encouraging, revealing that providing positive coaching training may impact children's self-esteem levels, particularly those low in self-esteem.

Children who played for coaches receiving the training evaluated their coaches, teammates, and the sport more positively than did those children who played for coaches who did not receive the program (Barnett, Smoll, & Smith, 1992). Additional results indicated that of the 80 children who played for trained coaches, 95% returned to play the following year. Of the 108 children who played for the control group coaches only 74% returned. When comparing win-loss records of teams with those remaining involved and those dropping out, no differences were apparent. It seems that by modifying coaching behaviors and, thus, the sporting environment, athlete attrition can be attenuated. More specifically, those children who played for the coaching education group perceived their coaches as providing more positive reinforcement, encouragement, and instruction.

Coaches' practice behaviors were significantly associated with players' self-perceptions, but coaches' game behaviors were not (Horn, 1984, 1985). These results suggest that players perceived coaches' practice behaviors to be more salient indicators of their ability than coaches' game behaviors. Overall, results suggested that greater frequency of no reinforcement was associated with lower perceptions of competence. Surprisingly, greater instances of positive reinforcement for mastery attempts and performance were associated with lower perceived softball competence as well. And, criticism for performance errors were linked to increases in perceived competence. These seemingly contradictory findings were explained by the contingency and appropriateness of the coach's feedback. Those athletes who were low in expectancies for success as compared to athletes expecting higher levels of success, likely received more frequent positive reinforcement for easy tasks, therefore, perceiving this information as an indication that they possessed low competence in softball. On the other hand, those athletes expecting success, who frequently received criticism from coaches may have perceived this information as coaches having higher expectations, thereby resulting in more positive competence beliefs. These results, again, highlight the complex nature of feedback from significant adults and how interpretations of feedback often are not what are intuitively expected.

Female swimmers who perceived their coaches as providing praise and information following desirable performance scored higher on levels of perceived success, perceived competence, challenge motivation, enjoyment, and effort (Black & Weiss, 1992). Male swimmers who perceived that their coaches provided more praise and information following desirable performances scored higher on three of the five

variables than the females: perceived competence, perceived success, and challenge motivation. In addition, female swimmers who perceived more frequent encouragement and encouragement plus information following undesirable performances were associated with higher levels of perceived success, competence, challenge motivation, enjoyment, and effort. Male swimmers who perceived more frequent encouragement plus information reported higher levels of perceived success, competence, and challenge motivation. These results indicated that the coaches' behaviors influenced sport enjoyment and self-esteem, along with perceived success, effort, and preference for challenging activities

Wong and Bridges (1995) were interested in researching coaching behaviors in the youth sport setting also. Upon examination of coaching behaviors, all coaches on average engaged in more positive behaviors, such as instruction and encouragement. Results for the impact of coaching behaviors on intra-individual variables indicated that perceived control mediated the relationship between coaching behaviors and perceived competence. In addition, those higher in trait anxiety were more likely to adopt an external perception of control.

Female athletes rated higher in ability and who received frequent praise/information following a good performance, and less frequent encouragement and corrective information in response to a mistake or poor performance had higher perceptions of physical competence (Allen & Howe, 1998). In addition, the athletes reported greater satisfaction with their field hockey experience if they were rated higher in ability by their coach, perceived their coaches as giving a greater frequency of encouragement and corrective information after a poor performance or mistake. Overall,

results are consistent with previous research and theory; however, it appeared that adolescent females experience lower perceptions of competence when they received frequent encouragement and corrective information for skill errors. It may be that females are more sensitive to corrective information from coaches. Specifically, adolescent females who receive a high frequency of corrective information from the coach following mistakes, although encouraging, may still perceive this information as an indication of failure, which in turn results in lower perceptions of competence. In addition, encouragement and corrective information in response to errors is a form of helping behavior indicating a need for improvement and, hence, lower perceptions of competence.

Several questions are raised about how an athlete interprets feedback from a parent who is also the athlete's coach. For example, what is the role of feedback on self-perceptions, level of enjoyment, and motivational outcomes over time? Additionally, what is the parent-coach's perception of his/her feedback? And, what is the child-athlete's perception of the feedback?

Parent- coach influence. Research examining parent-coaches' influence on children's sport socialization, outcomes, and self-perceptions is scant at best. To date, only three studies have examined this dual-role relationship in the sport context. The first study to investigate this issue was conducted by Evans (1985) in soccer. He examined how parent-coaches managed their dual-role, what problems existed because of this dual-role, and how the child-player reacted to having the parent as a coach. Eight youth sport soccer coaches and their children (6 to 12 years) were interviewed. Parent-coaches revealed that when first becoming involved in coaching, they were asked or assigned to

coach rather than volunteering and often times they were reluctant to take on that role. In the end, however, coaches reported that they enjoyed their coaching experience. Coaches also stated that they enjoyed coaching their own child, but often times were conflicted on how they should treat their child in comparison to other children on the team. In an effort to not demonstrate favoritism toward their child, coaches often mentioned that they would consciously praise their child less and substituted for their child more often than other children on the team. Finally, coaches were concerned about their ability to coach effectively. Many coaches mentioned being humbled by their experiences when the team was not winning, therefore, reflecting their competence as a coach. The win-loss record of the team did, however, have varied effects on these coaches. Most coaches understood that the players just wanted to play and have fun, but some coaches became consumed with winning and the role that they needed to fulfill. One coach mentioned becoming so consumed in his role that his leisure time was filled with planning player positions and strategy.

The children of these parent-coaches overwhelmingly agreed that they enjoyed having their mother or father as their coach (Evans, 1985). Many felt that having their parent as their coach contributed to the support that they needed during this time. Children also felt that they received equal treatment from their parent-coach. What was different for these children, however, was the continued exposure to their coach outside the athletic setting. For example, many children had to deal with their parents' emotions related to the game or practice at home, well after other children on the team were no longer exposed to such behaviors. Finally, all children indicated that they would be

happy to have their parent back next season to coach, but would continue to play even if the parent did not coach.

Very recently Weiss and Fretwell (in press) conducted an exploratory study to identify the positive and negative outcomes for coaches who coached their own children, for children who were coached by their parent, and for other members of a team who had a parent-coach. Interviews were conducted with six father and son dyads as well as two teammates randomly chosen from each "select" soccer team roster. Athletes were 11 to 12-years-old. As expected both positive and negative aspects of a parent coaching his own son emerged, which the authors described as cordial, contentious, and a conundrum. Cordial relations existed between the parent-coach and his son when the parent had positive responses to his child's performance, skill instruction, social support, positive competency beliefs, and spending time together in sport-related activities. In addition, other positive dimensions mentioned by the players highlighted parental influence in the form of providing experiences and interpreting experiences. These types of parental behaviors and influence can encourage children's competence beliefs, attraction toward sport, and continued participation. Father-coaches' perspectives were similar to the athletes' as their responses were congruent on several themes, such as quality time, special attention, and social interactions. These opportunities provide a time and place for parents and children to bond more closely.

Despite cordial outcomes that occur because of the dual-role, Weiss and Fretwell (in press) did find that contentious outcomes occur as well. All participants described instances of pressure, high expectations, conflict, criticism, lack of empathy, negative feelings, rebellious behavior, and preferential treatment. Several comments suggested

that the young athletes desired their parents and coaches to occupy distinct roles and separate responsibilities within the sport environment. These comments suggest that a conundrum exists when parents coach their own children.

This conundrum consistently emerged for the fathers who were coaching their sons. Fathers verbalized the challenges of separating the parent-child from coach-player role when interacting with their child within and outside the sport environment. Responses by sons and teammates echoed these challenges as well. Players indicated that the coach displayed unfair behavior toward the son, favoritism toward the son, disadvantaging the son, and treating players differently. All three groups highlighted the need to separate these roles.

Recommendations included addressing research to assist parent-coaches in keeping their roles separate as well as considering children's and parents' differing perceptions of similar behaviors. Additional research should also address the quality of the parent-child relationship outside the sport context. It is possible that contentious relationships outside sport are carried over into the sporting environment. Another factor to consider is the level of competition that parents are coaching their child. Higher competitive sports add other dimensions to the environment that will lead to conflict, such as playing time, coaching decisions, and individual variables, such as puberty. Finally, it was recommended that future research address other possible dyadic relationships (mother-son, mother-daughter, father-daughter), different types of sports (e.g., individual), and levels of competition.

Barber, Sukhi, and White (1999 found no significant differences between parent-coached and non-parent coached groups on participation motives and competitive state

anxiety. Parent-coached children rated "I want to improve my skills" higher while non-parent coached children rated "I want to learn new skills" higher. The authors suggested that parent-coached children might have believed that they already possessed those skills and wanted to refine them. Moreover, it seems that these coaches did not influence their child's participation motives, rather the children may have influenced their coaches' motives to coach, as many coached due to a need. These results represent the interactive and bi-directional nature of sport socialization. It was suggested that researchers consider this interaction when investigating parent-child relationships in youth sport. In general, children reported low cognitive and somatic anxiety, and moderately high self-confidence scores. Parental pressure was not evident in children coached by a parent. Results provided useful information to youth sport administrators and program directors regarding decisions about parents' roles in youth sport programs.

The Parent and Child/Adolescent Relationship

Very little research has been conducted within the sport domain examining how a child's involvement in sport impacts the parent and child relationship both in sport and outside of sport. Wylleman (2000) has argued that a knowledge gap exists within the field of sport psychology concerning the role of interpersonal relationships in competitive sport. He further argues that most of the research that has been conducted focuses on uni-directional interactions, such as parents' and coaches' behavioral influence on children, rather than bi-directional interactions. The only research that has examined the bi-directional nature of relationships in sport was conducted by Wylleman (1995). He found that talented athletes perceived interpersonal behaviors within the athletic triangle (athlete-parent-coach) to be positive, supportive, and constructive in nature as well as free

from major relationship related conflicts. In addition, athletes perceived that the interactions were context specific to the athletic setting and to situations occurring at home. These findings are enlightening, but only provide a brief picture of what occurs in the athletic setting. Consequently, a large gap still exists. To gain insight into what may happen in relationships, especially those relationships between parents and their children, it is necessary to review literature outside of sport.

Since the mid-1970s an abundance of literature has been published examining the relationships between parents and their children, especially during the supposed tumultuous period of adolescence. Essentially, what is known in the literature has been categorized into two areas: transformations that occur in family relationships during adolescence and the impact that parents have on adolescent development and psychological outcomes (Steinberg, 2001).

Continuity and transformations in relationships. During the 1960s and 1970s the period of adolescence was deemed the "storm and stress" period. Adolescence was stereotyped as being a period of conflict between parents and their adolescent children. However, several empirical studies were undertaken to challenge this view and in fact found that over 75% of the adolescents involved in the research indicated that they were experiencing happy and content relationships with their parents (Rutter, Graham, Chadwick, & Yule, 1976). In cases where conflict between family members and adolescents was occurring, it was found that this conflict preceded the child's entry into adolescence, thereby refuting the assumption that most conflict in families occurs during the period of adolescence.

In accordance with the view that adolescents view their relationships with their parents in a positive light, the degree of closeness perceived between parent and child is congruent. Degrees of closeness will fluctuate as the child ages, but close relationships with parents remain the most influential in shaping the decisions that adolescents will face even beyond the adolescent years (Steinberg, 2001). Larson and colleagues (Larson, Richards, Moneta, Holmbeck, & Duckett, 1996) conducted a cross-sectional study of 220 5^{th}-12^{th} graders in which they examined the amount of time and context of interactions with family, their subjective interpretation of the experiences, and whether age related changes are related to internal factors within the family or external factors that may pull the child away from the family. The results indicated that there was a linear decrease in the amount of time adolescents spent with their family, decreasing from 35% of the waking hours in 5^{th} grade to 14% in the 12^{th} grade, especially for males. The reason for this decline, however, was not due to conflict within the family, but rather external factors. It seems that after ninth grade these adolescents were spending more time away from the home, such as being with friends. Such variables as having a car, job, and permission to stay out later likely contributed to this time away from family.

Although a decline in time spent with family occurred as children aged, other variables remained consistent or, in some instances, transformations occurred. The quantity of time spent alone with their mothers and the smaller quantity of time spent with fathers remained stable across the age periods, suggesting that the adolescents and parents may be deliberately selecting shared time to maintain intimate interactions. Furthermore, girls spent more time engaged in discussions with parents involving interpersonal issues. These results suggest that girls tend to grow in their need to engage

in interactions around more personal issues. In addition, adolescent relationships with their mothers tended to become more symmetric across the age periods and showing the greatest symmetry in late adolescence. Finally, transformation occurred in reports of adolescents' emotional states. They reported less positive emotional states in early adolescence, especially during talk, as well as perceiving family members as being less friendly during this period. However, these states and perceptions became more favorable for boys in the early high school years and for girls in the late high school years. These results suggest that early adolescence is often the most strained period in parent-adolescent relationships.

Parent and child/adolescent relationships remain constant and transform within father-child and mother-child dyads as well. Studies conducted with families whose children's ages are in middle childhood and adolescent years have revealed similarities as well as differences amongst dyads. Examples of this research include typical interactions among family members, such as during problem solving tasks, interpretations of interactions, how fathers versus mothers are viewed by children, and degrees of closeness felt between daughters, sons, and parents.

In one study, parents and adolescents were involved in problem-solving tasks to plan a fictional two-week vacation. It was anticipated that this task would enhance the families' potential for exhibiting individuality and connectedness. Observational results indicated that fathers were more likely to exhibit behavior that fostered autonomy and interpersonal competence compared to mothers (Grotevant & Cooper, 1985). Father-son interactions indicated that fathers seemed to be encouraging or at least tolerating their sons' assertiveness and directness on the task. Mother-child interactions appeared either

as directive or distracting relative to the task. Father-daughter interactions appeared to involve more sociable behavior than did father-son interactions, whereas mother-son and mother-daughter interactions did not appear to be different on these dimensions. The final picture in these families portrayed fathers who appeared to comment on others' suggestions rather than express their own, and who agreed more with their sons rather than their daughters.

In terms of interaction patterns between adolescent and parent dyads, differences in perceptions are apparent between adolescents and their parents. In addition, adolescents report variations in the types of interactions with fathers and mothers. For example, Barnes and Olson (1985) found that mothers perceived better communication with their children than did fathers; however, adolescents expressed having difficulty communicating with both parents. Mothers reported having higher degrees of openness in parent-child interactions than did fathers. Mothers' openness was consequently reflected in their adolescents' responses indicating more positive interactions with their mothers than with their fathers in terms of a greater degree of openness.

Children and adolescents also report greater feelings of responsibility for reciprocating caring and emotional supports with mothers more than fathers (Youniss & Smollar, 1985). This finding was the result of several research studies with adolescents from varying age groups, ethnicity, and socioeconomic background. Overall, findings with father-daughter dyads revealed that daughters felt fathers are authority figures who provide advice on practical matters and provide guidelines for their daughters' behaviors. Most daughters viewed their fathers as supportive, but distant, and that the support lacked emotional content. Most contact with fathers was viewed as infrequent and daughters

described themselves as being uncomfortable and withdrawn in the relationship. Mother-daughter dyads were viewed as being a more complex picture. Daughters viewed their relationships with their mothers as being a combination of authority and equality, intimacy and conflict. Daughters felt comfortable in confiding in mothers and with arguing and disobeying them. Daughters also felt comfortable in reciprocating the emotional needs of mothers. Additional findings involving father-son and mother son dyads revealed interesting results as well. With father-son relationships, results revealed that the relationship could be described as distant, but respectful. For instance, sons viewed their fathers as someone with whom they could share recreational or work activities and with whom they could discuss objective and practical issues. The relationship was viewed as asymmetrical with fathers meeting the needs of their sons and also commanding obedience and respect from their sons. Conversely, mother-son relationships involved authority as well, but these relationships were not viewed as distant. Most mothers and sons appeared to have a close relationship based on openness and sharing of confidence. In general, sons viewed their relationships with their mothers in the following manner: mothers must enforce rules, but also listen to their sons' problems and show respect toward their sons.

In a follow-up study with 605 adolescents it was found that these adolescents perceived their mothers as knowing them better than their fathers, a perception that increased with age (Youniss & Ketterlinus, 1987). Furthermore, results revealed that daughters perceived their fathers as knowing them significantly less well than sons said that their fathers knew them. These results reflect previous findings that adolescent daughters talk more and have more open conversations with their mothers than their

fathers. Additionally, these results support research that daughters presume that their fathers are either disinterested or are judgmental if they should reveal what they are thinking or feeling (Youniss & Smollar, 1985).

Some research indicates that degrees of closeness with parents during the adolescent period are related to variations between pubertal statuses. One retrospective study examined this possibility with undergraduate students who were asked about their perceptions of the development of their relationships with their parents (Pipp, Shaver, Jennings, Lamborn, & Fischer, 1985). Overall results of this study indicated that relationships with mothers were marked by greater feelings of closeness in adolescence, with some variations between adolescent pubertal status. These variations in closeness might lead one to conclude that conflict between parent and adolescents might be impeding close ties with parents. In general, it has been found that pubertal timing rather than pubertal status is more strongly associated with parent-adolescent conflict. For example, early maturing boys have been found to report negative affect due to conflict with both parents and fathers reported increased conflict with late maturing boys (Steinberg, 1988). Early maturing daughters also have reported elevated rates of conflict with parents (Savin-Williams & Small, 1986). These studies support the view that conflict tends to be the most frequent with adolescents who experience puberty "off-time" (Laursen & Collins, 1994).

This strain that occurs within families might not be a direct result of the behaviors and perceptions of adolescents only. Steinberg (2001) asserts that parents are more likely to hold on to negative feelings after arguments more so than the adolescents. In fact, parents reported that adolescence was the most difficult period of time for them than any

other period in their child's development (Silverberg & Steinberg, 1990). Further, day-to-day conflict was deemed unimportant by teenagers, but as a significant source of distress for the parents. These results stress how differing perceptions of incidents that occur in the family might have a lasting impact on some members, whereas little impact on other members within the family. Adolescents may be able to 'let go' of minor conflicts that occur much more easily than adults in the relationship. In addition, adolescents appear much more resilient during periods of conflict than for which they are given credit. This is especially true for those adolescents that are given support of one or more caring adults and for those in which one or both of their parents practice authoritative parenting (Steinberg, 2001).

If a parent were to assume a dual role of coach, however, the perceptions of the child may differ. For example, conflict may occur between the parent and child because of this dual role. Most adolescents report having a happy and content relationship with their parents, but it is unknown how the dual-role may impact this relationship. In addition, differences between relationships with mothers and fathers may further complicate the circumstances in coaching one's child. Children may feel uncomfortable talking with father-coaches about issues that come up within the context of sport.

Impact of parenting style and practices on child/adolescent development. Authoritative parents have been described as being warm and involved, but firm and consistent in establishing and enforcing guidelines, limits, and developmentally appropriate expectations (Baumrind, 1971). Steinberg and colleagues (Steinberg, 1990; Steinberg, Elmen, & Mounts, 1989) further contend that parents who are authoritative also provide "psychological autonomy granting" in which they encourage and permit

their adolescents to develop their own opinions and beliefs. Research has consistently indicated that children (preschool and elementary aged) who are raised in authoritative homes do better than those not raised in these environments on virtually every indictor of psychological health (Steinberg, 2001).

Additional research examining the impact of authoritative parenting in families with adolescent children continues to indicate that these children fare better than their non-authoritatively raised peers. For example, academically, differences have been found to exist. In one study examining the impact of authoritative parenting on adolescent achievement, the mediating roles of parental involvement and academic encouragement, and the moderating role of authoritative parenting, several positive results emerged (Steinberg, Lamborn, Dornbusch, & Darling, 1992). Over 11,000 students from nine high schools in Wisconsin and California with varying socioeconomic and ethnic backgrounds participated. Findings indicated that those high school students who described their parents as authoritative improved more academically and became more engaged in school over a one-year period than did those adolescents describing their parents as being non-authoritative. These findings were consistent across sex, age, and social class groups. These findings provide evidence that parenting practices continue to make a difference during the high school years, refuting previous beliefs that older adolescents are resistant to the influence of their parents. Additional findings highlighted the mediating effects of parental involvement, such as attending school programs, helping with course selection, and monitoring student progress. Those students whose parents were more involved had better school performance and school engagement. Finally, parental involvement played a much more direct role in facilitating

adolescent school performance and engagement rather than parental encouragement. It seems that more direct (actions) rather than indirect (verbal encouragement) involvement of parents are key to the success of their adolescents in high school.

The child may view a parent in a coaching role as being involved in the child's life, but it seems that perceptions can become complicated because of the dual role. For example, the parent is now viewed as a source of power in two environments. However, adopting an authoritative parenting style in the sport context may buffer against misguided perceptions on the part of the child. The ability of the parent to maintain this type of parenting style may be challenged, however, due to the competitive and sometimes autocratic structure of sport.

Issues Surrounding Retrospective Reports

Retrospective interview methods were incorporated in this study to provide a better understanding of events impacting the relationship over the long-term. Additionally, issues surrounding the parent-coach's feedback were explored as well as the impact of that feedback on the child's enjoyment, perceptions of competence, and the desire to continue to participate. Allowing individuals to reflect on their experiences will enhance our knowledge of the processes that individuals have gone through during the middle childhood and adolescent years. Additionally, previous research has indicated that during the middle childhood years, children have difficulty processing the fact that they can have both positive and negative emotions about an event (Harter, 1999). Therefore, limitations in information processing during this stage of development may reduce the child's ability to reflect accurately on his/her experiences.

Children, at this age, may have had difficulty discussing their interactions with parents also. Because of the power differential that is apparent with parent and child, children may have been hesitant to talk about any negative interactions that occured with a parent. In addition, the power differential is further intensified by the fact that the parent is also the coach; therefore two normally separate sources of power over the child now become one source of power over the child. Finally, the interviewer may also have had an effect on the ability of children to remember and express their perceptions and feelings. The interviewer becomes a person of power also. Individuals of all ages, particularly children, are susceptible to distortions in memory, especially when experiencing interactions with people who are perceived as in positions of power (Rutter, Maughan, Pickles, & Simonoff, 1998).

In addition, evidence suggests that children have distortions in memory through several different mechanisms (Rutter et al., 1998). First, social factors become important. When children are given incorrect information by an adult, it is more likely that the child will take this information at face value than if the information had been supplied by another child. Second, children (unlike adults) rarely challenge the credibility of adults who are asking questions. In fact, children will often incorporate the content of questions into their answers. Third, children will often provide answers to questions that they perceive to be the belief of the interviewer. Fourth, children may consciously distort reports of something they have witnessed or experienced, and are more likely to do so in response to fear of being chastised or to avoid embarrassment.

Conversely, there are limitations to using retrospective recall to gather information from informants. First and foremost is the possibility that respondents will

experience some degree of forgetfulness (Hardt & Rutter, 2004; Loftus, 1994; Rutter et al., 1998). However, people tend to remember whether an event occurred more so than the sequence of events (Hardt & Rutter). Second, individuals tend to seek some form of meaning in their memories that are influenced by expert recommendations, such as therapists (Schacter, 2001). Third, individuals can only recall later what they were aware of at the time, such as an event that occurred in the family (i.e., a change in job by parent). Fourth, individuals' memories may be influenced by their current mood state, but this bias may not have a significant influence on responses (Brewin, Andrews, & Gotlib, 1993; Mcfarland & Buehler, 1998). Fifth, retrospective data may be representative of a heterogeneous group of individuals due to non-cooperation of others (Hardt & Rutter). For example, those individuals who experienced very traumatic events during childhood with a parent may be reluctant to participate in an investigation asking them to recall negative events.

To address these limitations in the use of retrospective recall procedures, the researcher delimited the sample to undergraduate and graduate students. These individuals were not so far removed from the situation that extreme lapses in memory may have occurred. They were far enough removed, however, that the likelihood of re-living negative events did not result in psychological harm to the individual. The researcher also interviewed both the parent and child to address the issue of validity in statements and events that occurred in the past. The researcher was cognizant of any situations in which the respondent may have attempted to explain events, or feelings about those events, based on classes they may have taken while attending undergraduate

or graduate school. Additionally multiple questions were asked to cover a wide range of experiences related to a construct (Hardt & Rutter, 2004), such as feedback.

Summary

Previous research indicates that both coaches and parents can influence children's self-perceptions, affective responses, and motivational processes in the sport and physical activity domain. Given this research, it is apparent that when children perceive that parents are exhibiting low pressure, are encouraging, and believe that the child has competence in his/her sport or activity, more positive developmental outcomes occur. These outcomes include higher levels of enjoyment in the sport, intrinsic motivation, high perceptions of competence, and motivation to continue (e.g., Babkes & Weiss, 1999; Brustad, 1988). Furthermore, parents, who are positive role models, influence their children's decision to engage in sport and physical activity (i.e., Dempsey, Kimiecik, & Horn, 1993; Kimiecik, Horn, & Shurin, 1996). What is apparent in the literature also is that parental involvement in children's sporting experience sends messages to children about their ability in sport. The interpretation of these messages is what is important, but often this interpretation is complex and may be dependent on the child's socialization history. In addition, there may be gender differences in how children perceive parental support and pressure (Leff & Hoyle, 1995; Martin, Richardson, Weiller, & Jackson, 2004). The complexity of the child's interpretation of feedback may be further complicated when the parent is coaching his or her own child. Finally, the level of involvement that a parent has in his/her child's sport may impact the type and frequency of feedback given to the child (Hellstedt, 1987, 1990). A parent's level of involvement

may be further intensified when coaching one's own child. It is presently unknown how a child may interpret a parent-coach's level of involvement.

The perceptions that children have of their coaches' behaviors and feedback are also linked to their motivational processes. Coaches, who provide instructional and supportive feedback, are more likely to coach children who report higher levels of enjoyment and lower attrition rates than those coaches who engage in less of this type of feedback. Those athletes, who perceive more instructional and supportive feedback, have greater positive changes in self-esteem, particularly those previously with low self-esteem (Barnett et al., 1992; Smith & Smoll, 1990). Finally, the research indicates that the coach's practice feedback provides more salient competence information to an athlete than during other times of contact, such as in competition. The interpretation of this information is complex, however, and is often dependent on the performance expectations of both the coach and player (Horn, 1985).

Previous research also provides a glimpse into the perceptions of the parent as coach dual role. Evans' (1985) study indicates that most coaches and children perceived positive experiences in this dual role relationship. What is most interesting, however, is the impact the dual role had on the parent/coaches' perceptions of what was expected of him/ her and the coach's subsequent behavior toward his/her child. Some reported giving less frequent positive feedback and reduced playing time for their child. In addition, some reported an inability to "let go" of their coaching role when they should be in their parental role. In the end, how do these behaviors impact the child?

Weiss and Fretwell (in press) were able to provide a more detailed account of how having a parent in a dual-role impacts both the parent and child. It seems that

simultaneously the relationship can be cordial, contentious, and create a conundrum. This research had limitations, however, as the investigators only examined father-son dyads. A need exists to investigate the impact for all dyads that may exist with the parent-coach dual role.

Common throughout the research on the parent, coach, and parent as coach is how feedback can directly impact the child's motivational processes, whether it is the development of an internal/external sense of control, high/low perceptions of competence, levels of enjoyment, or motivation to continue. Not known, however, is how children who are coached by their parents interpret and use feedback from their parent-coach. Additionally, a void exists in parent-coaches' interpretation of the feedback they provide their own children and how their feedback impacts their children. Also not known is how positive and negative experiences on the field or court influence the relationship over time.

The research on parent and child/adolescent relationships provides a vision of what one might expect to happen with the relationship in a sporting context. Wylleman (1995) found that talented athletes had positive perceptions of their relationships with parents and coaches that were context specific. If a parent were to assume a dual role of coach, however, the perceptions of the child may differ. For example, conflict may occur between the parent and child because of this dual role. It seems that most adolescents report having a happy and content relationship with their parents, but it is unknown how the dual-role may impact this relationship. Relationships with parents have been found to have both continuity and transformation and most major conflict between parents and adolescents is reported to occur because of conflict that occurred prior to adolescence,

perhaps due to an early or late maturing child (Larson, Richards, Moneta, Holmbeck, & Duckett, 1996; Savin-Williams, & Small, 1986; Steinberg, 1988). In sport, the opportunity for parents to coach their children at earlier ages is immense due to a need in this country for coaches at the youth sport level. Coaching an early or late maturing child may complicate the parent's ability to have a symbiotic relationship with his or her child in and outside of sport. It appears that adopting an authoritative parenting style might buffer against some of the conflict that may occur in these relationships (e.g., Steinberg, Lamborn, Darling, Mounts, & Dornbusch, 1994).

Differences between relationships with mothers and fathers may further complicate the issue of coaching one's child. Sons and daughters have reported feeling closer to their mother than their father. Most children have also reported that they view their father as the authority figure and feel uncomfortable talking with their father about personal issues (e.g.,Youniss & Smollar, 1985). If children are to be coached by their father, it is likely they will feel uncomfortable talking with their father about conflictual issues. Conversely, sport may offer the opportunity to draw children closer to their parents, especially their fathers.

CHAPTER THREE

Method

Participants

The participants included 11 undergraduate and graduate students who were attending or had attended a large Mid-western university and the parents who coached them. This sample size was comparable to other qualitative studies in sport psychology examining dyadic relationships (Chaumeton & Duda, 1988; Evans, 1985; Weiss & Fretwell, in press). A parent-coach was defined as any parent or guardian who formally coached his/her child for at least two seasons and whose child was between the ages of 10 and 18 at the time. One dyad was included in the sample in which the parent had coached for one season only due to the uniqueness of their experiences. The most frequently reported age-range for child-athlete participants was 20-22 years (27.3%) and the most frequently reported age-range for their parent-coach was 51-55years (18.2%). In all, there were 5 father-daughter dyads, 5 father-son dyads, and one mother-daughter dyad. Ten dyads were Caucasian and one dyad was Hispanic. Parents coached their children for 1 to 11 seasons (M=5.64 seasons) in a variety of sports. These sports included the team sports of basketball, baseball, softball, hockey, and water polo. One parent coached his child in the individual sport of cross country/track. All parents coached in a volunteer capacity and at varying levels of competition. Three coached at the AAU or club level, seven at the recreational level, and one at the interscholastic level. All parents reported having a sporting background either as a player, a coach, or both. Children ranged from 5 to 17-years-old (M= 10.18-years-old) when their parent began

coaching and ranged from 12-18-years-old (M=15-years-old) when their parent stopped coaching them. Table 1 provides a demographic outline for each dyad.

Table 1

Demographics of Each Dyad

Dyad	Child/ Athlete	Parent-Coach	Seasons Coached	Age Began	Age Ended	Sport (s)
01	Daughter	Father	1	14	15	AAU Basketball
02	Daughter	Father	4	9	12	Elementary school basketball
03	Daughter	Father	9	9	18	AAU Track/Cross Country
04	Daughter	Father	5	8	13	Summer softball
05	Son	Father	5	11	15	Summer baseball/basketball
06	Daughter	Mother	11	5	14	Summer Softball/basketball
07	Son	Father	7	6	12	YMCA Basketball
08	Son	Father	4	12	15	Summer baseball
09	Son	Father	11	8	18	Summer baseball
10	Son	Father	3	13	15	Club Hockey
11	Daughter	Father	2	17	18	High School Water Polo

Instrumentation

Child-athlete demographic survey. All child-athlete participants completed a demographic survey (Appendix A) during the initial recruiting process to obtain demographic information and to assist in determining the final pool of participants for the interview process. The child-athlete survey contained questions addressing at what age

the parent coached the child, the sex of the parent-coach, what sport the child was coached by the parent-coach, the competitive level at which the child played (e.g., recreational or competitive), and the level of enjoyment he/she had being coached by his/her parent. Current demographic information was included as well, such as age, sex, race/ethnicity, current sport or physical activity involvement, and the level of that involvement.

Parent-coach demographic survey. Parent-coaches completed the demographic survey (Appendix B) prior to the interview. The parent-coach-participant survey contained questions about the parents' own sporting background, his/her reasons for coaching his/her child, the competitive level of the sport(s), and his/her level of enjoyment in coaching. Current demographic information such as occupation, age, sex, race/ethnicity, and current involvement in sport was included as well.

Child-athlete interview question guide. To obtain specific information about the child-athlete's perception of the dual-role, an interview guide (Appendix C) was developed. The guide consisted of semi-structured interview questions using a standard written protocol with both open-ended and close-ended questions. This format allowed for flexibility in asking follow-up questions. The interview guide consisted of three parts: warm-up, main questions reflecting the research questions, and wrap-up. Warm-up questions included how they learned sport skills, in what sports they participated and/or currently participate, when their parent began formally coaching them, why their parent stopped coaching them, how long their parent coached them, and how they felt about their parent coaching them. The main questions consisted of describing positive and negative situations that occurred and how these situations impacted their relationship

and behavior toward each other, how they interpreted their parent-coaches feedback, if this feedback was different compared to others on the team, how their level of enjoyment, competence, and motivation was impacted by their experiences and parent-coach's feedback, and what they would take from their experiences if they were to coach their own child. The wrap-up consisted of asking the participants if there were any points that they would like to elaborate upon or if they had anything they would like to add that was not asked. Each was then asked if they had any questions of the interviewer and were thanked for their participation.

Parent-coach interview guide. To obtain specific information about the parent-coach's perception of the dual-role, an interview guide (Appendix D) was developed. The guide consisted of semi-structured interview questions using a standard written protocol with both open-ended and close-ended questions. This format allowed for flexibility in asking follow-up questions. The interview guide consisted of three parts: warm-up, main questions reflecting the research questions, and wrap-up. Warm-up questions included their personal background in sport and coaching, why they began and stopped coaching their own child, if a parent coached them, and if they were successful as a coach. The main questions consisted of identifying positive and negative experiences and how these experiences impacted their relationship and behavior toward their child, how they interpreted their feedback given to their child, their perception of their child's interpretation of the feedback, if this feedback was different compared to others on the team, how they believed their child's level of enjoyment, competence, and motivation was impacted by the experiences and the parent-coach's feedback, and what advice they would give others interested in coaching their own child. The wrap-up consisted of

asking the participants if there were any points that they would like to elaborate upon or if they had anything they would like to add that was not asked. Each was then asked if they had any questions of the interviewer and were thanked for their participation.

Procedures

Following approval from the University Committee on Research Involving Human Subjects (see Appendix H), the recruitment process began. Participants were recruited by establishing contact with students via undergraduate and graduate student listserve announcements and announcements in undergraduate and graduate kinesiology classes. Within these announcements, the purpose and protocol of the study were explained. Interested students were asked to provide contact information to the researcher. In all, 42 students responded to these announcements. Informed consent forms (Appendix E) and demographic surveys (Appendix A) were then distributed to these participants. Of the 42 forms that were distributed, 30 were returned to the researcher resulting in a return rate of 71%.

Two researchers who were familiar with the research questions, then reviewed the completed demographic surveys and chose the interview sample from the pool of student-participants using selected criteria as described below. Dyads were selected for interview from the responses to the student-participant demographic survey. Minimum requirements for selection included meeting criteria for age (coached between the ages of 10 and 18) and number of seasons coached by the parent (at least 2). One dyad was selected in which the parent had coached for one season only. This dyad was included as a test dyad, but their experiences were unique from other dyads, therefore, their responses were included in the final analysis. From this pool of participants, 11 dyads were selected

in which child-athletes responded to having an average of very low to moderate level of enjoyment (1 to 4) and in which child-athletes responded to having an average of high to very high levels of enjoyment (7 to 10). Of the 11dyads chosen, three child-athletes indicated that they had very low to moderate levels of enjoyment and eight with high to very high levels of enjoyment. The following information was considered when choosing participants: equal number of sons and daughters, equal number of those coached for a low, medium, and high number of seasons, equality in the number of fathers and mothers who coached, equality in levels of enjoyment of being coached by a parent, equality of child-athletes currently participating in sport, and the type of sport in which the parent coached the child. Of the child-athlete participants initially chosen for the interview pool, all agreed to be interviewed except three individuals. Two child-athlete participants declined based on the availability of their parent and one did not participate due to the unexpected death of the parent who had coached the child-athlete. Consequently, three other child-athlete participants were chosen based on the selection criteria. All agreed to participate. Those child-athlete participants not selected for interview were notified and thanked for their participation and were informed that no information contained on their demographic forms would be used in the study.

The child-athlete participants were then asked to notify their parent-coach about the feasibility of participating in the study and obtain permission for the researcher to contact the parent to discuss the study. All child-athlete participants agreed to contact their parent-coach and, after contact, all parent-coaches agreed to participate. The researcher then contacted parent-coaches via telephone and obtained their verbal consent

to participate. The parent-coach informed consent form (Appendix F) and demographic form (Appendix B) were mailed and completed prior to the interview.

Upon obtaining verbal or written informed consent, a meeting with each participant was scheduled to establish rapport and conduct the interview. Interview questions were provided to the informants approximately two days prior to the interview to allow time for participants to adequately reflect on their experiences. Informants were asked to refrain from discussing the questions with other participants in the study. Interviews were scheduled in an environment comfortable to the participant or via telephone. The student-participant and parent-coach-participant were interviewed separately.

At the time of the interview, each participant was reminded of his or her right to withdraw from the study at any time. The participants were then reminded of the purpose of the study and that there were no right or wrong answers to the questions and that confidentiality of the conversation would be maintained. Finally, permission was obtained to audiotape the discussion from all participants. The interview then began. Each interview lasted approximately 45 minutes to 1 hour. All interviews were digitally recorded using a Sony digital voice recorder, saved to the Sony Digital Voice Editor program, and transcribed verbatim.

Data Analysis

Interview data were analyzed using both inductive and deductive analysis. First, deductive analysis occurred in which all interview question responses reflective of each research question were organized with their corresponding research question. For example, questions designed to illicit an answer to the larger research question of *How*

does the dual role of the parent as coach influence the relationship between the child-athlete and parent-coach? were organized under this umbrella question. Second, inductive analysis occurred through content analysis procedures that were employed to identify emerging themes. These procedures were based on recommendations of several qualitative methodologists (Patton, 2002; Strauss & Corbin, 1998). Two researchers independently read each response to identify raw data quotes, which were then organized into lower order and higher order themes as well as general dimensions. Consensus between these researchers was apparent at each stage of theme development. At all stages the two researchers analyzed the data independently prior to meeting to share their findings.

In an effort to ensure the trustworthiness of this study, some of the criteria recommended for triangulation (Guba & Lincoln, 1989; Patton, 2002) were followed. Trustworthiness includes the dimensions of credibility, transferability, dependability, and confirmability. Credibility is parallel to internal validity except that "the focus has moved to establishing the match between the constructed realities of respondents and those realities as represented by the evaluator and attributed to various stakeholders" (Guba & Lincoln, 1989, p. 237). Furthermore, transferability is a parallel to external validity, dependability is an analog to reliability, and confimability is an analog to objectivity. Several kinds of triangulation can contribute to the verification and validations of qualitative analysis. These include methods triangulation (employing different data collection methods), triangulation of sources (verifying the consistency of different data sources), analyst triangulation (multiple analysts review findings), and

theory/perspective triangulation (using multiple perspectives of theories to analyze and interpret the data) (Patton, 2002).

The current study employed three of the recommended methods of triangulation. First methods triangulation was employed using both qualitative and quantitative methods. A demographic form was employed as a crosscheck for information obtained in the interview, such as why parents began coaching their own child, level of enjoyment for both child-athlete and parent-coach, and years of coaching and participation. Second, triangulation of sources was employed. Information, experiences, and perceptions concerning the parent-coach and child-athlete relationship at the time and over time were collected from two sources with their own points of view. Third, analyst triangulation occurred. Two researchers experienced in qualitative research and analyses read the transcripts several times to become familiar with the data. All participant quotes were organized for each question to assist in data organization. These two researchers then met to discuss and compare and contrast raw data quotes. The raw data quotes were then further organized into second order themes and general dimensions. Consensus between the two researchers was apparent at each stage of theme development. A third researcher served as a reliability check for the inductive analysis. This individual was familiar with the transcripts, but was not involved in the coding process. This researcher was asked to verify emergent higher and lower order themes previously agreed upon by the original research analysts. The three researchers discussed similarities and differences to obtain triangular consensus. This process was adhered to until all three researchers agreed on existing lower order themes, higher order themes, and general dimensions.

CHAPTER FOUR

Results of Child-Athlete Responses

Results of child-athlete interview responses revealed nine general dimensions addressing the four research questions. These general dimensions included: dual-role influence on relationship, positive outcomes for child-athlete, negative outcomes for child athlete, perception of feedback type, general interpretation of feedback, impact on child-athlete's confidence in ability, motivational orientation for child-athlete, instilled values and beliefs about sport, and impact on enjoyment. The following section will include a presentation and explanation of each dimension and theme, including quotes from individual athletes.

Dual Role Influence on Relationship

To determine how the child-athlete viewed the impact of the parent-coach's dual role on the relationship at the time and presently, child-athlete participants were asked a series of questions: (a) How do you think those [positive] experiences impacted your relationship with your parent/coach?; (b) How do you think those [negative]experiences impacted your relationship with your parent/coach?; (c) When you were a child, how did having your parent as your coach impact your behaviors and experiences toward each other outside of sport?; (d) As an adult, how have your experiences being coached by your parent impacted your behavior toward your parent today?; (e) Think of a recent time(s) when you believe that having your parent as your coach impacted your interaction with each other. Explain it to me? What did each of you say and do and what was the response to the other? Participant responses revealed three third order themes including

positive/strengthen relationship, negative/strain on relationship, and no impact on relationship (see Figure 2).

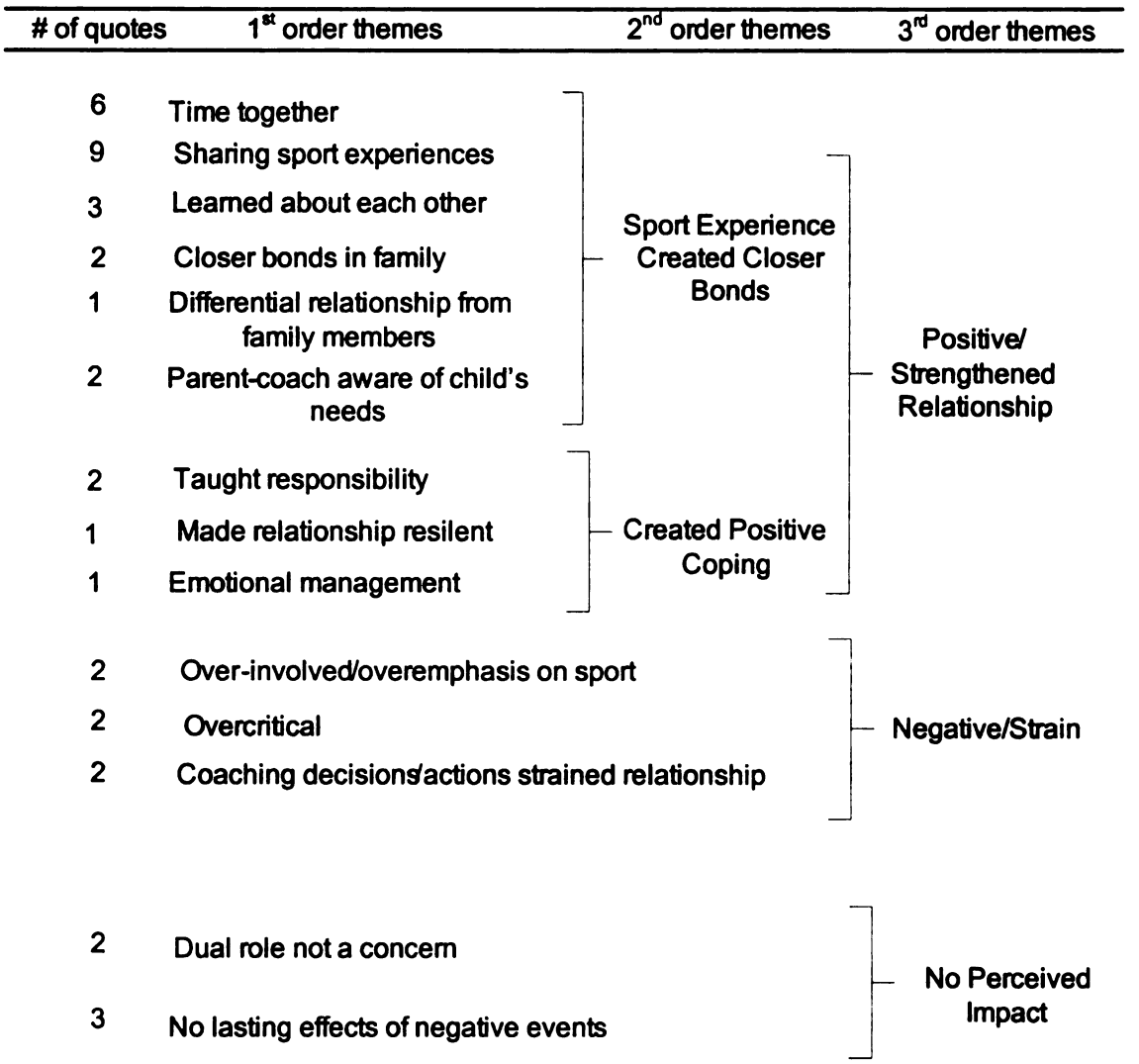

Figure 2. Child-athletes' perceptions of the dual role on the relationship.

Positive/strengthen relationship. Overall the majority of participants' responses indicated that having a parent as a coach had a positive impact on the relationship and/or strengthened the relationship. A second order theme was developed from this higher order theme indicating that respondents agreed that the sport experiences created closer bonds through a number of avenues. One avenue was that it allowed the children to

spend time together with their parent that they might not have had the opportunity to do if not for sport. For example, one son summed up his experience with having his father coach him in this manner:

> I think it probably bettered it [relationship] and again just the fact that he could relate more and be a part of my life rather than just the father figure in the house, at home because he could be away from that. Our time spent was away from the home type thing where he and I [were] away from my brothers and my mom so we [could] spend that [time] together. So we gained something as far as the relationship between the two of us.

In other words, their sport experience was viewed as a time that they could spend away from their usual day-to-day parent and child experiences. Another female athlete who was coached by her father agreed, but took her sentiments a bit further:

> ...he had just always made the time to be there and to be a coach and to take that time and when there are lots of parents who didn't come to every game or didn't take the time to coach.....this was definitely a way that could kinda bridge this and really get us involved. He did any kind of sport I wanted to. He didn't know anything about floor hockey, but he coached it just because I wanted to do it and they needed a coach and so just to do that. He would encourage me in whatever I wanted. I liked playing football. He encouraged me and played catch and things like that. So I think it definitely added a lot to our relationship....

This athlete seemed to understand that her father was taking the time to do something that other parents did not do for their children and realized that the experience 'bridged a gap' in the relationship. Perhaps the father understood this gap existed and seized the opportunity to get to know his daughter.

A second avenue in which these athletes viewed the dual role as creating a bond in the relationship was that they were able to share sport experiences at the time as well as being able to continue to share sport experiences. One daughter concluded that being involved in sport with her father allowed for them to share a commonality in the sport experience, which carried over into their daily lives:

> I think again that's kinda a positive impact on my relationship. In fact [it] definitely bumped it up to a new gear. It allowed us to share something and so that could carry through. And obviously outside of sport we still had things to talk about, things in common. Just developing something that he and I could share together which then continues to better [the] relationship, in-depth relationship...

Yet another daughter spoke of sport as being somewhat of the only connection currently bonding the two together:

> ...we have that little experience that we did together and we still have sport as a common thing. So, when my dad and I wanna spend time together that's what we do. We go to a Reds game or we go to a Bengals game or we watch IU basketball. It's usually some kind of activity revolving around sport and in some ways it's that early experience and that kinda early bonding we did with sport [that] is the link that you know we still have.... I think. Even to this day my father is probably less interested on a personal level. If I want to have a good chat with my dad, we talk about sports. That's still kind of that common ground for us.

Other athletes spoke of how spending time with their father in that coaching role will impact their future with their own children. For example, one male athlete spoke of his father-son/coach-athlete experience in this manner:

> I think of it as something that we always can have to talk about. You know especially when I have kids, you know [telling] them kinda what he did. It's just something that we'll always have in common where a lot of kids don't have that with their dad.

And finally, most of the athletes spoke of how having their parent as a coach allowed them to continue to spend time with their parent sharing sport experiences. Several spoke of how spending time together in the present has changed from being an authority-subordinate role to becoming more equal. One daughter spoke of her current experiences with her mother in this manner:

> If we're sitting there watching a basketball game or something, we'll start analyzing it or if we go to one of my high school's basketball games. Watch my old coach play, my old teammates play...analyze what they could've done and just sit there talking about the game. . And then my, like the college basketball

> tournaments or something were on TV. We could sit down and watch those together and do a lot more stuff together.

A third avenue in which the experience of having a parent for a coach created closer bonds in the relationship was by the parent and child having the opportunity to learn from each other. Three athletes spoke of how having their father as their coach helped them learn something about respecting each other, the time dedication put forth, and how to communicate with and trust the other person. One daughter summed up her feelings in this manner by saying, "I think it's positive just to have that experience together, that you grow together and you know a little more about each other and trust each other and it's really different than your daily living at home." Two sons agreed with this type of statement in these responses:

> I think it only made us, our relationship, stronger. It could only have helped us. You know only have led to better things...that maybe he could trust me or believe me and because he learned throughout these years how much of a competitor I am... I think it allowed us to talk to each other better. It allowed us to communicate to each other 'cause we went through all that. I think later on it was a lot more difficult to come to me to give me advice on, on stuff on the baseball field, but like in general I think it only helped us out...

The second son discussed the relationship with his father-coach in this way:

> You know maybe if anything it's maybe improved the way our relationship... the way I act towards him because again I appreciate it more now and see the time dedication and different things. In that way I would say either improved our relationship or increases my respect for him as a father I guess....

A fourth avenue for creating closer bonds was by how the dual role impacted the family in some way. For example, two athletes spoke of how being in that dual role with the parent brought the family closer through creating lines of communication in the family, especially when dealing with stressful situations created by the dual role. A son

spoke of how his relationship became stronger with his mother. His relationship with his mother then impacted his relationship with his father-coach He stated:

> I think that even with my mom. It helped my relationship with my mom. Because we always had something in common. We can watch a game together and be like that's what you should do or your dad tries to do this and, you know, kinda gives you an understanding of what your dad's trying to do for you and what you try to do for your dad.

Another athlete (daughter) who was coached by her father stated this about her relationships with her family:

> I think almost even though they were negative, I think it almost made our whole family stronger because it got me to talk to my mom about things and my brother about things and in return that brought our whole family closer because then my dad and my brother reciprocated the same thing during a different sport and my mom and I were on the other side. So, I think it brought all of us together in a different way at a different time.

One athlete, however, spoke of how the impact of the dual role on the family created a differential relationship with her father, especially when compared with her siblings:

> My sisters don't talk to him about sport. They could care less about sport. I don't know what they talk to him about, but it's not sport, and so for me, when he's in one of those moods where he's not very chatty, but I wanna talk, like that's always a good way for me to kinda reel him back in and remind him that we have this little common thing.

A final avenue in which the parents and children were able to create closer bonds was through the parent developing an awareness of the child's needs. Two athletes spoke of how they became so close to their parents, that they seemed to have a sixth sense about the other. One female athlete who was a long distance runner eloquently revealed the following about her relationship with her father-coach:

> If anything, we were just really close and we got to know each other so well. Like today, we joke around that we're practically telepathic because we know, it's like ESP. We know what the other one's thinking almost [at] all times. We're so connected inter-personally. I guess we're somewhat dependent on each another because we had to learn to rely on each other with not just running stuff, but

> dealing with all the travel issues and everything. But you know overall it positively affected my behaviors and experiences later on when I went through some major difficulties and I think both of us again collaborated to think of different life skills to use to get through that just like I would for the running stuff.

An additional second order theme emerged in how the relationship was positive or strengthened because of the dual-role. This theme indicated that the dual-role created positive coping in the relationship. For example, some athletes spoke of how incidents with parent-coaches in sport taught the athletes responsibility. A male athlete who played basketball for his father from the age of 6 until he was 12 stated the following, "I probably behaved better than I would have just 'cause he was like my coach and I tried to impress him and act not as childish." In a sense, this young man may have had to learn the lessons of growing up from his father, but through sport. Another son who was already somewhat mature understood what he needed to do for his father and learned from that experience. He stated:

> I liked helping out my dad 'cause I knew it was kinda hard for him, but I knew he wanted to do coaching. That he wanted to coach us. So, I felt like it was almost our duty as his sons to do that kind of stuff for him.

In addition to teaching responsibility, one athlete spoke of how the experience taught him about emotional management:

> I think it was just the fact that the game got heated and more or less he felt like he needed to raise me a little bit better I think and how to control my temper. Other than that I don't think it had too much of an impact... We just kinda had a face-to-face conversation and he said you know you can't be doing these things. You see what happens to other people and I don't want to see, I want you to play. You know you're a big part of the team and if you get kicked out. You're going to hurt our chances of winning. Kinda put things in perspective as to why I can't be doing those kind of things.

Finally, another athlete commented on how when negative events occurred that those events helped make the relationship more resilient:

> ...he kind of got upset with me for a little bit. I was probably not concentrating as much as I should and I went in the hall and was crying and just upset and did not want to play anymore. [I] was angry, angry at him. I thought that he was against me, putting too much pressure on me...That they needed to happen and that it helped them over time. You know, we needed to have a few bumpy rides but it just made us stronger.

Negative/strain on relationship: Although most child-athletes spoke of positive outcomes for the relationship, some did indicate that negative events did occur that caused a strain on the relationship. Three lower order themes emerged within this higher order theme. The first lower order theme was that some of the child-athletes perceived that their parent-coach was over-involved and put too much emphasis on sport. For instance, two female athletes spoke of how their father could not seem to separate their roles when the child needed the parent to do so. One commented that:

> ...the further along it went and the more competitive it got, I think it had a very negative impact on my relationship with my father because I did feel so negative and angry about the whole experience. I just felt like he was too involved and there was no separation of like well _____ the basketball player and _____ the daughter and I wanted that separation. To him, I think, it was just kind of all like that's what he was interested in.

The other athlete echoed this response, perceiving that her father just could not take off his coaching hat. She stated, "... he was thinking about it and talking about it so frequently that it, he would bring it home from practice and we'd have discussions at home. You know, I think I got a little bit tired of that."

A second lower order theme emerged in which athletes spoke of how their parent-coach seemed to be overly critical of them, especially when they had left the playing area. One male athlete commented on his father's behavior in this manner:

> ...specifically I can think of the car ride home type thing when we would reflect. When I got into my later years maybe the last year he coached, the more specifically into the later years of the more elite hockey, which he would give me

> pointers why didn't you do this and if I took it negative, I would take it defensive, you know, and I would start battling...

Finally, a third lower order theme indicated that athletes demonstrated an inability to understand coaching decisions made by their parent-coach, which impacted their relationship. For example, one daughter spoke of how she did not understand playing time decisions and how this impacted her behavior toward her father at home:

> ...it weakened it during the hard times when we did lose or when I was upset about playing time... like a bad indication would be, you know, there were times when I would come home crying because I didn't think that I got to play enough...

Another female athlete who was coached by her father in basketball indicated how her father's behavior in the stands impacted her thoughts and feelings toward him:

> ...especially the whole like screaming in front of the crowd and things like that. It made me angry at him, but I don't think I was at a stage where I could kind of verbalize that anger to him and so it really strained our relationship a lot, in my mind. Again I don't know that he would be cognizant enough to have felt that. I don't know that he would perceive it in that way, but that's how I felt.

No perceived impact. Finally, many athletes spoke of how having their parent for a coach did not seem to impact the relationship in any manner, positive or negative. Two lower order themes emerged within this higher order theme. The first lower order theme was that the dual-role of parent as coach was not a concern for the child. Two athletes agreed that their fathers were involved in their lives enough to make an impact, regardless of the coaching responsibility. One commented,

> ...for me it wasn't like oh he's my coach and oh this is great or this is bad, it was just he's involved, which I thought was good... I guess I didn't look at him as oh it's my dad as a coach, it's my dad, it's my coach, where it seemed separate to me.

Lastly, three athletes agreed that the negative events that occurred because of the dual-role had no lasting impact on the relationship. One female athlete who was coached by her father summed up responses in this manner:

> I don't know if that was just adolescent rebelling thing or what, but yeah, we had a few disagreements. It was never anything more than, you know, short arguments and then that was the end of it... I think they were so insignificant they didn't really [mean] anything; I mean we both always [have]been close.

Positive Outcomes for Child-Athlete

To determine what the athletes perceived as positive outcomes for themselves they were asked the following questions: (a) Did your parent-coach treat you differently from others on the team? If so, how? In what way?; (b) Think of those situations when you had what you would consider to be positive experiences in sport with your parent as your coach. Describe those incidents to me. What happened? When did these incidents occur? Why do you believe they were positive experiences? How did it make you feel at the time?; and (c) How would you sum up your experiences with having your parent as your coach? Results revealed four second order themes including perks, learning from parent, sharing with parent, and miscellaneous positive outcomes (see Figure 3).

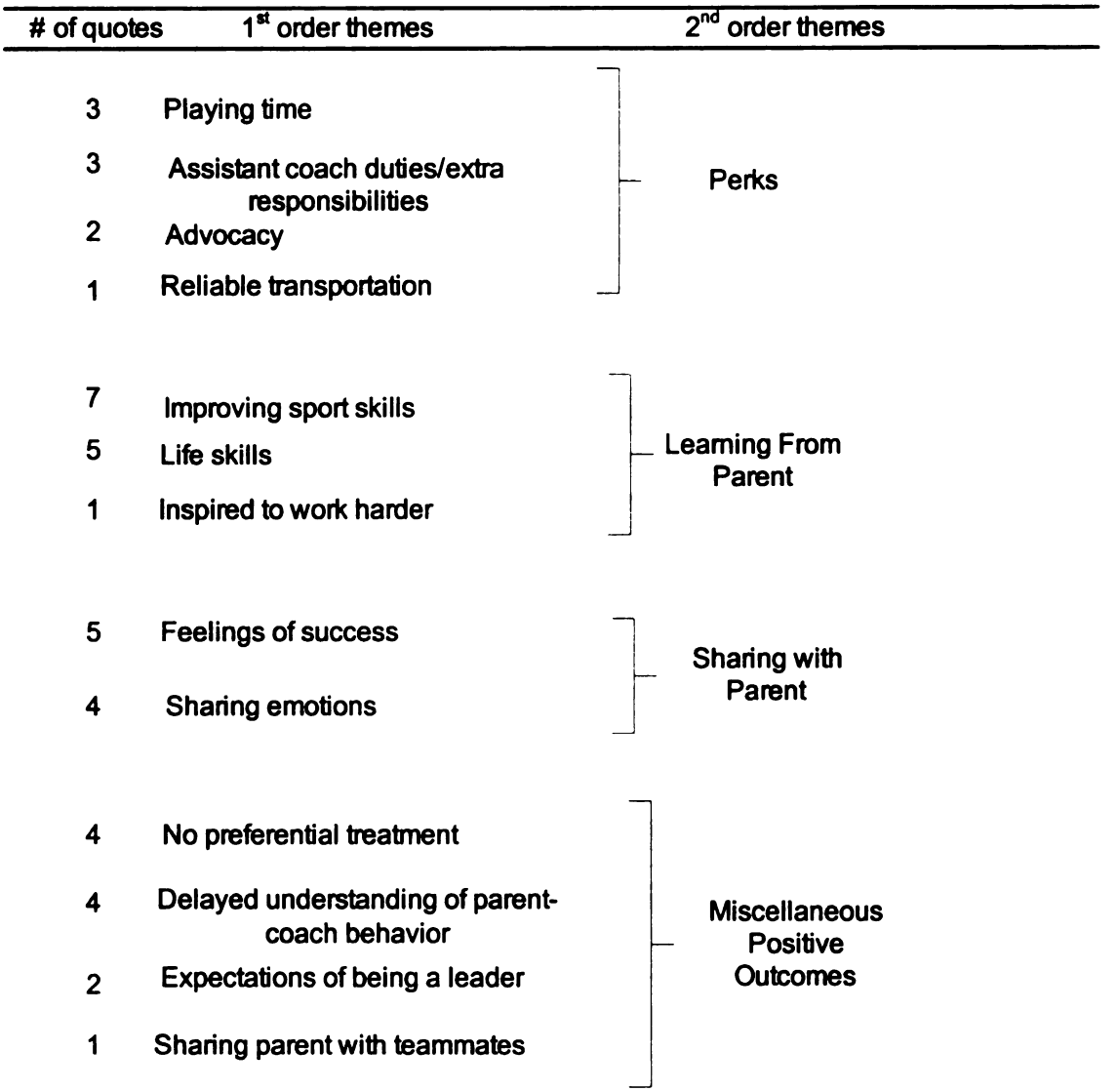

Figure 3. Positive outcomes for child-athletes.

Perks. Results of discussions with child-athletes indicated that they believed there were many perks made available to them because a parent coached them. One of the biggest perks was that many perceived that they received more playing time due to being the son or daughter of a coach. A female athlete who was coached by her father explained her feelings in this manner:

> I was the coach's kid and I was playing. I mean that's why you coach as a parent. That's one reason people coach, so that their kids get playing time, so in some ways it was to my benefit because I did get to play every game, all game, and you know I learned a tremendous amount from that.

Another male athlete also believed that he received playing time due to his father being the coach, but also believed that the playing time may have been the result of his talent:

> The biggest difference was the playing time. I mean, but in that kind of league you had to play everybody so many innings per game. So, he even sat me a couple of times, but usually he would keep me out there a little bit longer than the other players. And I don't know if that had to do with actually being good at the sport or him being my dad 'cause he kept my brother in there just as long. It may have something to do with me being his son that I would play longer.... I enjoyed the playing time. I liked getting in there more often.

An additional perk that several athletes mentioned was the ability to assume the duties of an assistant coach on the team. These athletes mentioned how they benefited from this experience in some manner. For example, a male baseball player spoke of how he learned about responsibility by helping his father:

> I was kind of like a helper on the team too. I helped set up practices and do a lot of other things and I'd call a lot of the players when we'd get rained out. So I think it gave me some kind of responsibility to move on with and it was probably the best time I could be getting that, going through maturity and all that, so I think of it as very helpful.

Additionally a female basketball player spoke of helping her father when he gave her some control on the team. She stated the following:

> He expected me to be a leader, you know, if he had to walk out of the gym for a minute "____, lead the girls in this or do that" you know. So I think it put a lot more expectations on me...Sometimes I liked it 'cause, like I said, I liked to be a leader. I liked to be in control.

One athlete mentioned a benefit being that he always made practice on time due to having a ride from his parent-coach.. He stated, "I always had a ride and I didn't have to worry about that stuff and [the] father aspect I enjoyed it more, I was never late to practice..." And, finally two female athletes spoke of how having their parent as a coach created situations for their parent to become advocates for the athletes. Both situations

involved the parent advocating for gender rights. One daughter who was coached by her father explained her situation in this manner:

> I was only like one of two girls who played. And the other team had no girls, the other coach when lining up, he started putting the bigger boys on that side and so my dad told him that that's not what this is about, it's about fun and that he needs to stop doing it. I don't know if he treated me differently then or if he would have done it for anyone, but because I was one of few girls.

Finally, a daughter spoke of how her mother advocated for equal treatment for girls participating in baseball/softball.

> One big thing is my third grade year, playing softball, the township decided it was alright to let the boys playing baseball pitch to each other and the girls still had to have the coaches pitch. And my softball team...most of us wanted to be able to pitch, so my mom tried to change the rules. Ended up actually changing it and just like showing that she would just stick up for us that we deserved equal treatment...

What is interesting about this comment is that her mother's actions left a lasting impression that the child seemed to realize over time.

Learning from parent. A second positive outcome for child-athletes was the opportunity to learn from their parent. Many commented on how they appreciated being able to learn and improve sport skills from their parent. For example, one male baseball player spoke of his learning experience with his father in this manner:

> You know thinking back, I wouldn't want to learn the game from anybody else besides my father... I just remember learning things from him and I'm glad things worked out the way they did. You know I wouldn't want it any other way.

Another female athlete who was coached by her father spoke of how her father helped take her to another level and how they must focus on each race to do so.

> ...my dad's helping me so I can go to nationals which is the whole objective you know... it was just you know let's work on this for the next race, this is how you can do better, don't worry about it...

In addition, to learning and improving sport skills, several child-athletes spoke of how being coached by their parents helped them to develop life skills, such as learning to prioritize, raising their own children in the sport environment, dealing with adversity, and temper control. One female athlete who was coached by her father during elementary school basketball spoke of how her experience taught her something about overcoming obstacles in other aspects of her life, such as school:

> I think...[his] perseverance taught me, sometimes when the people that are maybe coming down on you or trying to be hard on you they're not really being hard on you, they're telling you the truth and giving you some drive to, and encouragement to, keep going and put more into what you're doing 'cause they can see some real talent or value in you. So, reciprocating that into real life just you know sometimes when I felt like I got a bad grade or something it made me think that maybe they're not being hard on me. I mean maybe they know that there's more to me or more to the work I did and that I could have done a better job and just to give a little more the next time.

Furthermore, a male athlete who was coached by his father in baseball spoke of how his time with his father taught him about controlling his temper in other arenas in his life:

> I think it helped me control my temper even out of sport. I think it had an impact in the way I kinda treated people... Well like how I would treat them fairly or you know kinda let them have their say or you know whatever. I felt like I was representing my family in a way, so I guess I learned how to you know represent myself a little bit better. How to have more responsibility and kinda not let the sport kinda get to me and be upset about it and certain things.

It seems that this athlete learned not only anger management, but how to take others' perspectives as well.

Lastly, a daughter spoke of how her father taught her about how hard work can have pay offs in other aspects in life other than sport. She stated, "I think it also inspired me to you know work harder and be better 'cause that's what he told me to do." This athlete seemed to value the words of her father by working harder to succeed in other aspects of her life.

Sharing with parent. A third second order theme that emerged was that of sharing with parent. Many athletes spoke of the opportunity to share feelings of success with their parent as well as share other emotions associated with sport experiences. Feelings of success were voiced in being given the opportunity to be on a winning team and being recognized in school for those successes. One daughter spoke of her successful experiences with her father in this manner, "I would say just the feeling of being, of winning and our school and our team being known as the team to be on. It was always exciting just 'cause my dad was always a part of it with me." Still others spoke of such aspects of sharing championships with their parent-coach and how special these experiences were. One male hockey player who played for his father during his teenage years said, "Well I guess positive would be just him being a part of winning. You know we won, winning tournaments, him being a part of that where he gets to walk out on the ice and get a trophy type thing..." And finally, another athlete spoke of a single incident in which she was able to share a successful experience that came by surprise to her and her team:

> ...when I was in probably eighth grade, she coached us again through another rec team, through the Y. ... and we were a bunch of white girls from the suburbs playing all the inner city black girls and she just kept telling us "just go out there and have fun" and low and behold we were kicking everybody's butt.

In addition to sharing success, most athletes indicated that they were able to share emotions that frequently arise in the sport experience with their parent. One athlete mentioned how he enjoyed being able to share the feelings of both the ups and downs that were experienced through his hockey participation:

> I guess I have to say broad and basically that I enjoyed sharing, you know, he wasn't in the stands, but could be on the ice and he took part in the feeling when we won because he had a part to do with that being that he coached us. So we

> could share it more. The feeling of win [ing], but also we could, you know on the negative, we could share the feeling of lose [ing] a little bit more too.

Yet another athlete spoke of being able to share just the general excitement of the upcoming participation; certainly something that would not be able to be shared with a coach who was not a parent.

> I think positive experiences were just general excitement of hey we got a game tomorrow, do you think we can beat this team or you know hey [we] lost to this team by fifteen last time, think we can beat em this time? The building of excitement to some of the games and knowing that he was potentially involved with the outcome, that he was coaching, that he was influencing who was playing or our strategy.

Finally, one athlete poignantly spoke of how he was able to share emotions with his father that he would never have experienced outside of sport:

> The best time, we won championships every year we played that he coached. And all I can remember [is] him crying after each one. And I'd never seen my dad cry at home. You know even if one of us got in a fight. If me or one of my brothers with him, he still wouldn't cry, but if we'd win then he would cry. So, it was kinda touching to see that and realize that my dad cared about how well our team did, and you know, we didn't really talk much about how Dad could cry and I can't believe he cried. But other than that he showed little emotion as a parent and pretty much as a coach... but to see him cry was like, you know, interesting.

Miscellaneous positive outcomes. A final second order theme was labeled miscellaneous positive outcomes and revealed such lower order themes as expectations of being a leader. It seems that some athletes did not mind assuming a leadership role on the team and valued the fact that their parent-coach expected the athlete to fulfill that role. A female water polo player felt her father valued her leadership due to her talent and devotion to implementing a new water polo program at her high school:

> ...it was a brand new program and I'd sort of gotten some help from other programs and other coaches so I think I was one of the more experienced players on the team. So, I don't know if other coaches might have treated me differently as well. Sort of being more of a leader on the team and then because it's your dad, I guess that he has expectations as well.

Yet another athlete who played baseball for his father for 11 seasons knew his father held him to higher standards because he was one of the best players. He was often used as an example to other players, which he appreciated. He expressed his feelings in the following statement:

> Maybe he had higher expectations for me. I was the shortstop on the team, batting in the clean–up spot. I mean there's just like the certain thing around the coach's kid. You know, he's usually one of the best out there. He wanted to not only coach me, but to have me on this team and I think that's one way to get the other kids on the team to learn stuff is to, if somebody already knows it on the team, to show the kids that this kid's doing it, then they could also learn from that too. Also he could use me as an example.

A second lower order theme that emerged from child-athlete comments indicated that the participants found it positive that they did not experience preferential treatment from their parent-coach. One daughter who was coached by her mother remembered being reprimanded for an incident, but knew that others would have received similar treatment. Thus, she found satisfaction in knowing that she was not being treated differently. She stated,

> We were treated the same and so when I would get a bratty attitude, when I got closer to being a teenager and stuff... At one point she did kick me out of practice because I was being a brat and talking back to her and none of the other kids could get away with it, so I couldn't either.

Another male basketball/baseball player mentioned that he was not treated differently, but that it may have had to do with his talent in the sport as well as how the league was structured. He stated:

> I think that he, to kind of pat myself on the back, I was pretty good (laughing) and so I think that to a certain extent made it easy for him. I don't think he, in terms of the baseball ...he kinda had that borderline of like well my son's eighth, ninth, tenth best player on the team, do I play em, do I play favorites or what? I was pretty good so I think that made it somewhat easy, I was a logical choice to play that high in the order of pitched games that type of stuff. In basketball I wasn't a great player. I started in high school and I was anywhere from probably the third

> to sixth, seventh best guy on our team, basketball wise. But the league we were in was a league that we joined as a team just 'cause we needed more playing experience, so I think that was part of it so that kinda made it easy too. Also being a small town you knew everybody. I knew everybody so it was, yeah, you could have the parental pressure but everybody you know we might have a game where we'd only have eight guys there, so everybody was gonna play...

A third positive miscellaneous outcome was that many of the athletes became aware of what their parent-coach was doing for them and the sacrifices made. For example, these athletes spoke of how they realized the time commitment their parent-coach devoted to coaching, how their parent made an effort to be a part of their lives, and how their parent was trying to help motivate the athlete. One athlete summed up his thoughts in this quote:

> I think I appreciate it more and I see, what a time commitment and that meaning he really I guess wanted to be in his kids' lives. So, I appreciate that and see that he was you know a good father and it might of taken a couple more years to see that.

A final miscellaneous outcome mentioned by one athlete was that she appreciated being able to share her parent with her teammates. It seems that she was proud her father and enjoyed the fact that her father did so much for her as well as her peers. She commented:

> ... like team outings or pizza parties that my dad put together that maybe the other team didn't get. It always felt good when the girls were saying you know positive things about their experience on that team and how nice my dad was, just feeling like you know he was playing a part of everyone's life and they were all having a good time.

Negative Outcomes for Child-Athlete

To determine what the child-athletes perceived as negative outcomes for themselves, they were asked the following questions: (a) Did your parent-coach treat you differently from others on the team? If so, how? In what way?; (b) Think of those situations when you had what you would consider to be negative experiences in sport with your parent as your coach. Describe those incidents to me. What happened? When

did these incidents occur? Why do you believe they were negative experiences? How did it make you feel at the time?; and (c) How would you sum up your experiences with having your parent as your coach? Results revealed three higher order themes of inappropriate expectations as perceived by child, teammates expressed displeasure to coach's child, and conflict with parent-coach (see Figure 4).

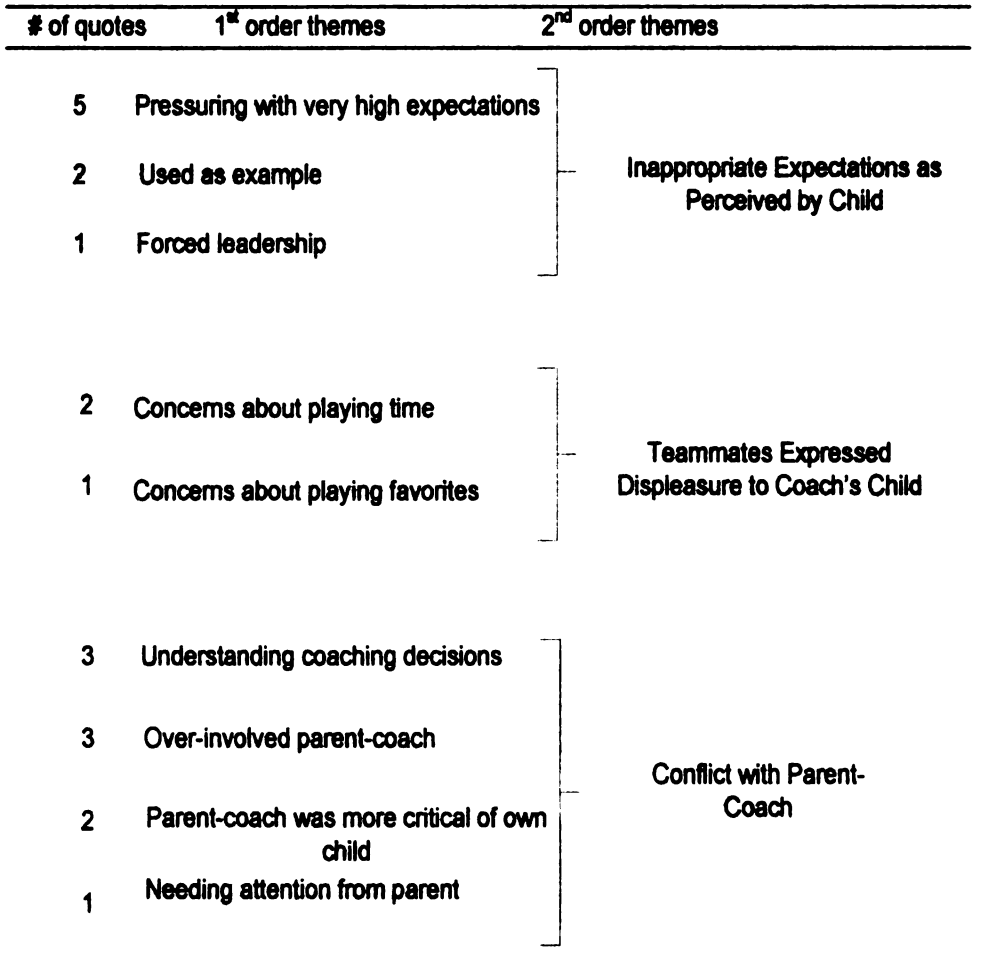

Figure 4. Negative outcomes for child-athletes.

Inappropriate expectations as perceived by child. Although some athletes perceived parent-coach expectations as positive as previously outlined, others perceived expectations as inappropriate. For example, one athlete mentioned how, at times, she

was forced into a leadership position when she just wanted to have fun. She explained her feelings in this manner,

> He expected me to be a leader you know if he had to walk out of the gym for a minute "[child's name], lead the girls in this or do that" you know. So I think it put a lot more expectations on me... I just wanted to have fun...

Other athletes spoke of how their parent used them as an example, which they did not appreciate. One female athlete explained her feelings about her father's behavior in the following manner:

> I do remember there was a time where we were warming up for a game and there were three of us and we were running like lay-up drills and we were giggling about something... I remember my dad pulled me off the court and he's just like 'do not be laughing out there.' And I'm like "What!" He's like, "If you're laughing, you're not focused on the game..." Now nobody else on the team got reprimanded for laughing before the game and so on the one hand it's like "Geez thank god he didn't say anything to anybody else 'cause they're going to think he's a whack job, but on the other hand it's like come on why are you like yelling at me for laughing before the game, you know I'm just dissipating a little energy here." I was aware that there was a difference and some days I was "Ahh come on dad."

And another male athlete mentioned being used as an example even before he was cognitively and physically mature enough to handle that responsibility. He stated:

> Well, when I was younger I didn't like it so much. I felt that he was kinda singling me out and I remember that kindergarten year crying a lot and not enjoying it so much and feeling like it was a chore to go to practice and not having so much fun 'cause I was not to the abilities of the other guys... He might of, if anything, put higher standards on myself, but I think he did a pretty good job actually of keeping everyone equal... I mean so they're all kinda goofing around and stuff, so I had to be the straight one there and keep all the other kids in order. Make sure they listened.

Still other athletes mentioned that their parent-coach displayed pressuring behavior toward them, which resulted in feelings of expecting more. One athlete mentioned never being able to live up to her father's expectations:

> ...there was constant feeling of, you know, even if I scored 30 points, I didn't score 35. I missed those two shots and the free throw. You know so it was this constant feeling of never being quite good enough or never being able to quite live up to the expectation or the potential. So, it was, it was really hard.

Another athlete mentioned feeling blamed for her team's defeat in a competition. She commented:

> I don't know what happened, we probably lost I'm guessing, but I do remember him kind of being very upset with me and putting a lot of the, at least what I perceived at that time, blame on me for the performance as a team and I was pretty upset about that.

From these results it appears that daughters, in particular, perceived expectations from their father-coaches as negative or pressuring.

Teammates expressed displeasure to coach's child. A second higher order theme that emerged from conversations with the child-athletes indicated that they often had to deal with the displeasure of their teammates. For example, two athletes spoke of how their teammates would voice concerns to them rather than the parent-coach about playing time. They would then have to deal with the fallout of their parent-coach's decisions, such as conflict in her relationships with peers. One female athlete spoke of how her father's decisions about playing time adversely impacted her social life. She stated:

> ...I didn't want the girls to get mad at me about things because some girls were like, you know they would get upset if they weren't getting playing time, but they wouldn't get mad at my dad, they'd get mad at me. So it kinda led into like social life and school life of people being upset with me or people being my friends 'cause they were getting more playing time, so there was kinda like a good feeling for it and a bad feeling for it too. It was mostly just girls who weren't getting playing time, you know talking bad[ly] about me and my dad [sic]. Just not being my friends and causing controversy between different groups of girls.

Another male athlete echoed these comments and did not understand how his teammates might believe that he could alter his father's decisions. He commented:

> Well I just remember that a lot of kids would come up to me and be always like your dad has got to play me more. Kinda like I was the assistant coach and that they wanted more playing time so that kinda bothered me because it's like you know, I know he's my dad, but you know I'm not going to go home and say you need to play so and so more because he came up to me and he was crying and...That was the only thing that really bothered me.

Besides having complaints about playing time, one athlete mentioned that teammates had complaints about the coach playing favorites with team members. She stated,

> ... there were two teams, people saying that they wanted to be on our team and that we were playing favorites and stuff like that. Just like friend issues... all the girls were talking bad about him, you know I'd get upset at him and tell him he was ruining my life because the girls were mad at him and they took it out on me and stuff like that.

Conflict with parent-coach. The final higher order theme that emerged was that many of the athletes felt a negative outcome was dealing with some type of conflict with their parent coach. One area of conflict was the child-athletes' inability to understand the coaching decisions of the parent-coach. For example, one athlete mentioned disagreeing with her father-coach about the type of work-out or practice plan that would be best. She stated:

> We could have disagreements every once in a while about the type of workout that day because I would think 'oh I need to be doing a hill workout today, ten repeats, 400 meter,' what not, and he made me think I needed more speed stuff and that came about kinda when I was a little older, I want to say when I was 14 or 15 and up until 17 or something. I don't know if that was just adolescent rebelling thing or what, but yeah, we had a few disagreements but it was never anything more than short arguments and then that was the end of it.

Another athlete mentioned not understanding his father's decisions about strategy and who should receive playing time, especially for those perceived to be of low ability. He commented:

> Strategy wise might have been the biggest negative and some of it might have been baseball, you know 'why you playing, I can't even remember the girl's name, why you playing her you know, she stinks and why you starting her' and

> he'd just be, you know I have to and that was about it. You know I might be upset with it 'cause it was going to be a big game and I thought he was making a bad move and that was always his reply I have to and we're going to live with it and that was about as negative as it ever really got with him.

Other sources of conflict with parent-coach included perceiving the parent-coach as being overly-involved in his/her child's sport experience. For example, one athlete commented that her father never seemed to step out of his coaching role, which caused frustration for her:

> ...I knew how he'd always been with me as far as being overly involved in my sport. Kind of being overbearing about it. Giving me like more feedback than I could ever want or need or use and it wasn't always positive....You know, so it was never like, I could never step away from the sport experience because my dad was with me (laughing). So, I wouldn't say it was a great experience.

Another child-athlete stated that his father-coach seemed to be overly involved especially during the car rides home from competition and practice. He stated:

> ...there were some type of arguments. [That] type of thing in the car on the way home about what I did or didn't do that game and that was definitely the most negative thing I can think of off the top of my head.

Finally, two female athletes perceived their father-coach as being overly-critical of their playing. Both felt that their father-coach was not as critical with other players on the team. For example, one daughter stated:

> ...my father was very, critical of my playing and I'm sure he thought he was...by pointing out everything I had done wrong (laughing). I'm sure he thought he was developing me. But sometimes that was hard as a kid to hear all the time you know, rather than hearing the good things than the bad things. And he didn't do that with the other players.

In addition, the other female athlete had similar thoughts. She explained:

> ...he was trying to encourage me and inspire me, but at the same time I felt like he was coming down on me and being too critical, 'cause he didn't express his views to the girls as much, like try harder or whatever. He pushed all those on to me.

Perception of Feedback Type

To determine how child-athletes perceived what type of feedback their parent-coach provided them they were asked: (a) In what ways did your parent provide feedback to you about your sporting ability?, (b) What did your parent-coach do or say that made you believe you were a good athlete?, (c) Were there times outside of practice or games that your parent provided feedback to you? Can you describe those incidents to me?, and (d) How did the feedback provided by your parent compare to the feedback given to others on the team? Explain. Results revealed three higher order themes of verbal, visual, and actions of parent-coach (see Figure 5).

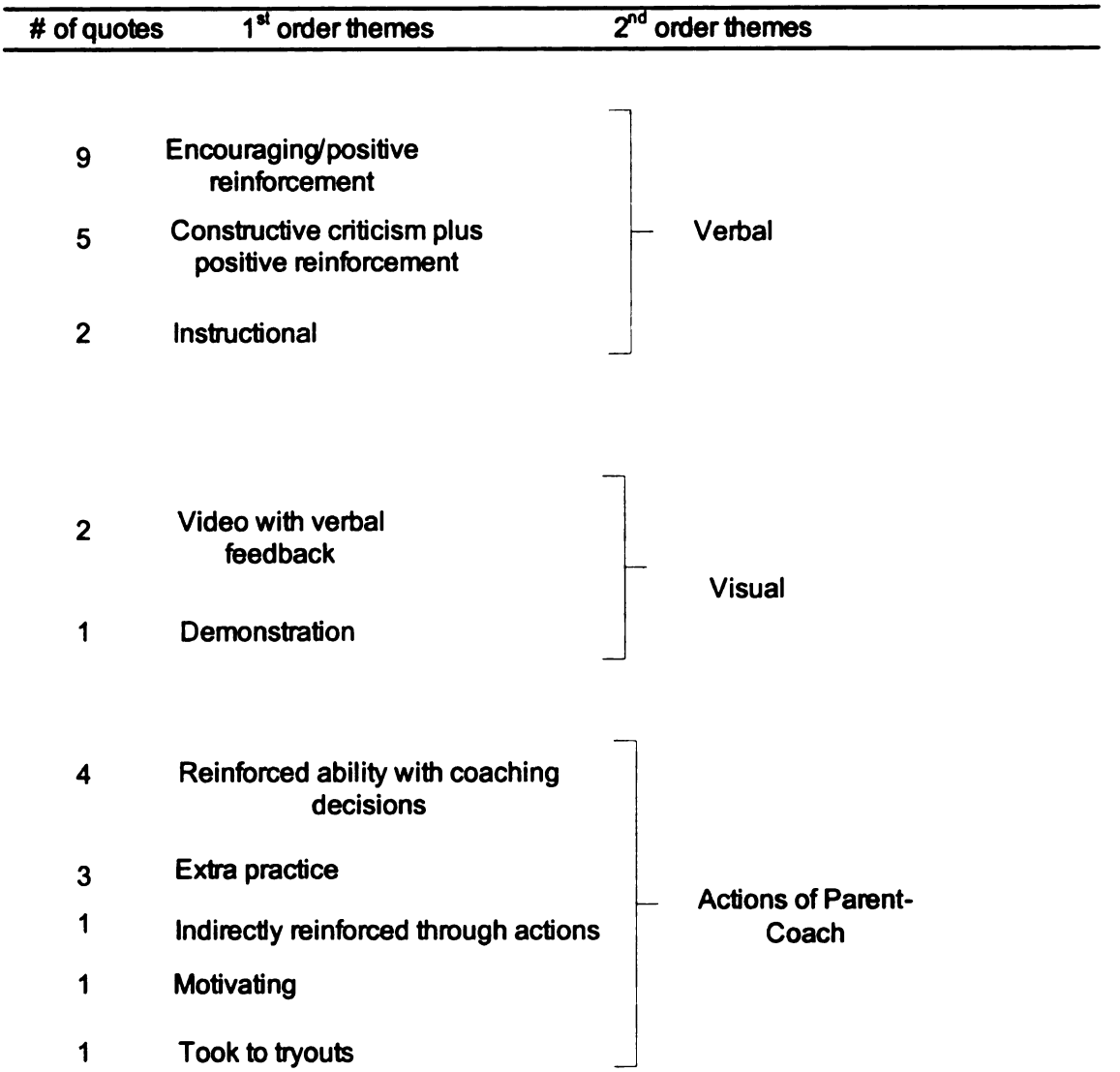

Figure 5. Child-athletes' perception of feedback type.

Verbal. Several athletes spoke of how their parent-coach provided feedback to them in verbal form. Two athletes mentioned that their fathers were instructional in their feedback. A female basketball player stated, "I guess again just mostly kinda directly telling me good job or you know you need to work on this or he would take me to the gym and we would work on that ..." Additionally, a male athlete just simply stated, "A lot of it was verbal. A lot of it was just trying to teach me." Many other athletes explained how their parent-coach was encouraging and provided positive reinforcement

as well. For example, some athletes spoke of how their parent-coach was quick to tell them that they were of high ability compared to other athletes. One daughter spoke of her father in this manner, "Also positive, verbal feedback a lot... Basically he always told me 'You know _____ you're one of best athletes out here." Another female athlete mentioned:

> ...he would actually spend a lot of time giving me positive feedback about, you know, he would just say little things like you've got the best jump shot of any girl I've seen play in the state this year or, you know, just different things like that.

Others spoke of how their parent just gave them general encouragement to keep trying in order to succeed. For example, one son spoke of his father who was his baseball coach in this manner:

> I don't know maybe he just constantly reminded me you just got to keep at it if you want to succeed. Obviously he saw something in me if he worked with me so much, but I think he just helped me out maybe just like motivated me mentally just to get my mind set that I was good and that there was like a future you know... I think my father told me there's thousands of athletes out there with the ability that I have, but the people that are going to succeed are the ones that like work at it and practice at it. You know, I think little things just kept me motivated to keep on working to be better.

Lastly, most of the athletes identified constructive criticism as a method in which their parent-coach provided feedback to them. Simply put, child-athletes perceived their parent-coaches as pointing out not only their strengths, but those areas in which they needed improvement. One daughter spoke of her mother-coach's feedback in this manner:

> She would give me constructive criticism so what I needed to improve on and then she'd tell me that I was doing, what areas I was doing well in. You know or just outside playing, like, [I] needed to improve my shot or something or she'd tell me that my shot looked bad on that one that I needed to go back to using good form.

Another female athlete spoke of her father's constructive criticism in a similar fashion. She stated:

> I would say almost entirely verbal feedback, both positive and negative. I think if I did something good, he would compliment me on that or say that that was good and likewise if I did something not right, he would tell me how to improve that or do it differently.

Visual. A second method in which child-athletes perceived their parent-coaches to provide feedback was in a visual fashion, such as using videotape or demonstration. Two athletes spoke of how their fathers used videotape to help provide a better perspective of the athletes' performances. One daughter spoke of how her father pointed out her strengths by using others in the video as appropriate models. She stated:

> A lot of times even we would watch games together or watch tapes of games and he would say you know, "oh see how that person is blocking out, you do it like that, that's good or you should do it like that, that would be better." So, kind of giving me feedback within the context maybe of teaching me by watching other like video tapes...

Similarly, a male athlete spoke of how his father often used videotape, but often the focus was on areas in need of improvement. He said, "He would have my brother tape a lot of games and he would talk about what we did on tape and he would always, he'd probably give me more when I was younger, more negative criticism than positive..."

In addition to video analysis, one athlete mentioned how his father would use demonstration to help him with his game and how much he appreciated having revelations about his father's insight into coaching tips. He stated the following:

> ...baseball-wise it was a lot of just getting out and throwing the ball and, hey, how do we get the backhanded grounder? And, he would show me how to turn the glove and which way to turn it and how to hold the ball, throw a curve ball. But, how to hold the ball being a lefty, I could do different things even just holding it just different, hold the ball differently. He would show me some of that type of stuff. That was fun, like wow you know he's right like if I hold it with the

> seams I can get it to tail and don't even throw a curve ball or so it was, it was a lot of demonstration and doing.

Actions of parent-coach. A third method in which the athletes mentioned that their parent-coach provided feedback to them about their ability was in the actions of that parent-coach. One manner that was mentioned by one athlete was through the indirect actions of the parent, such as his involvement in the college recruiting process. She perceived that her father-coach believed she possessed high ability because he worked very hard with college coaches to get her recruited to play at a higher level. She summed up her thoughts in this manner:

> ...and then the other thing he would do that I think sent a clear signal to me. Again, I told you he was really involved in the recruitment process in putting together the flyers and the tapes and kinda the packets that got mailed to colleges. So, that sent a very clear signal to me that he felt I had a lot of athletic ability. that he was contacting coaches and coaches were contacting him...but, then later on when my high school coach was [coaching] me, they would contact my father because he had already established that he was the one (laughing). So, I felt like he sent me a signal that he felt really good about my ability.

Other athletes spoke of how their father-coach spent extra time with them practicing on their skills. Apparently, the time spent working on these skills sent a message to these athletes that they possessed high ability. One female stated the following about the extra time her father spent with her:

> ... usually it was like a lot of mentoring. He did a lot of taking us into the gym Saturdays or Sundays when the gyms were closed, then kind of work with us on whatever we were struggling with and just give us that extra time you know around the gymnasium that we needed.

Another athlete felt that the extra practice was helpful as well as his father's efforts to find competitive leagues in which to participate. He said, "...he just kept on working with me, just that itself, just like we kept on practicing and we tried to find good leagues to be in just so that we could get better."

Other athletes mentioned how their parent-coach was reinforcing about the child-athlete's ability through the coaching decisions that were made. For instance, a daughter spoke of how her father seemed to build the team around her abilities and wanted her in the game due to her ability to help the team win. She stated:

> And when he coached me just little things... I played every game all game. Well I figured at some level too my dad was competitive enough that he wanted to win and he thought having me in there would increase his chances of winning. So that sent a signal to me that you know, ok you're good, I want you in there kinda thing... You know if it was more like even when he was coaching kind of building the team around me rather than putting together kind of a cohesive group, which always obviously made me feel really good and positive about kind of where I was with my skill development...

Others spoke of how their parent-coach would shift them into different key positions that would benefit the team as a whole. A daughter spoke of her father's strategies stating, "...he helped me, he kind of shifted around certain positions depending on what was needed." Another daughter spoke of her mother similarly, but also believed her mother's intent was for the daughter to understand her ability compared to others. She said, "...putting me into different positions and showing me that I could play everywhere and I don't know it was mainly just the good game and allowing me to kind of like compare myself to the other people on the team." Finally, a son mentioned that his father would pit him against a strong opponent as indication of the father's belief in his son's ability. This athlete stated, "...he would put me on their best offensive player so I could play defense on him."

Finally, one athlete mentioned how her father was motivating her before races by doing little things to indicate his belief in her ability to perform well. She stated," ... to get me all psyched up, [he'd] leave me notes in my lunch box. Different things like that. It was little things along the way like that." And, another athlete who was coached by his

father in hockey perceived that being taken to tryouts by his father-coach was an indication of his father's belief in his ability. He said, "He would take me to all different types of tryouts. Take me to different skates and I kind of knew I was somewhat good."

General Interpretation of Feedback

To determine how the child-athletes perceived this feedback provided by their parent-coach, each was asked one question: How did you interpret this feedback? Reponses indicated several lower order themes including pressuring, positive and instructional, encouragement, reinforcing of one's beliefs, high expectations, disregarded negative feedback, and well-intentioned feedback perceived negatively (see Figure 6).

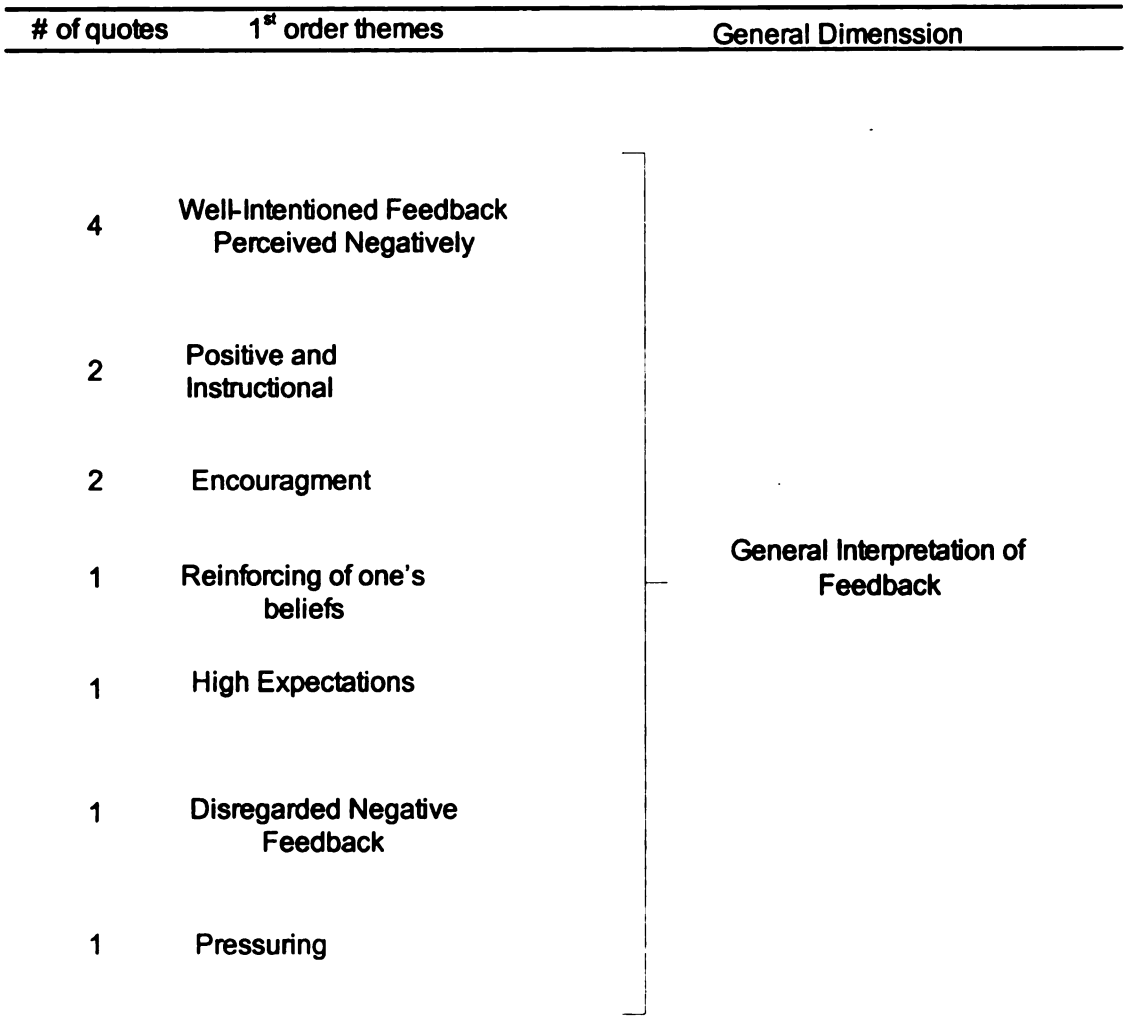

Figure 6. Child-athletes' general interpretation of feedback.

One athlete, who happened to be the oldest current child-athlete in the study, had a somewhat contentious relationship with her father in his coaching role. She perceived her father's feedback as pressuring. She believed that her father created an environment in which it was her duty to bring the team success. In addition, she felt as if she always had to compare herself to others and that she never was able to fulfill his expectations. She stated this:

> I remember the emphasis being very much on as a team it was important to win when he was coaching us, but the way we're gonna win is to make _____ a good player, and so I was always in this role of comparing myself to others. He always

> created this kind of environment with me where, okay you're not doing it as good as her or that person scored 45 points, you need to score that next time. So for me there was a lot of social comparison... down to me as the only way this team is going to be competitive and win is if you're good. So, then I felt more of the pressure on me than on us as a team.

Two athletes, however, mentioned that they interpreted their father's feedback as positive and instructional. They took to heart what their fathers were telling them and tried to improve. One daughter mentioned, "Usually, positively. If it was positive feedback on my skills or what I needed to do to change usually I took it to heart and worked on it and you know tried to improve." In addition, a son stated this about his perception:

> ...like most of it was him trying to make me better. It wasn't like "you stupid idiot, you know you're letting every ground ball through you." It was like "okay, here's how you're going to field a ground ball or here's how you field a ground ball in the open field and here's why".... It was more of trying to show me the game and the skill and making me realize this is why you do it this way and not this way. Let me put the effort in, he never belittled the effort or anything, it was constructive criticism.

Others interpreted their father-coaches in a positive light as well through believing that their parent was being encouraging. A daughter believed that her father was encouraging her to reach her goals. She said, "It just increased the whole positive cycle. I've accomplished this. Cool, I can get this goal even though it seems far out of reach you know. I know you can get it." One son spoke of how his father kept encouraging him to improve through all the mistakes that he made. He stated the following:

> It was only good. When things weren't working out and he got down on me I think as I look back on it, it was only for the best. If I couldn't do something he [would] not yell at me, but tell me, "just keep on doing it and keep on doing it. You're going to keep on failing until you start making changes," and if he just kept on harping at me and that changed, then I got better.

Additional comments came from athletes who commented on how the parent-coach feedback reinforced one's own beliefs, that the parent-coach had high expectations, and that the athlete often disregarded negative feedback. For example one athlete knew he had high ability. He stated, "It was I don't know kinda like a reiteration of what I was thinking to myself..." Another athlete believed his father had high expectations of him and that is why his parent-coach provided certain feedback. He said:

> ...he would just, if like on the field I did something wrong, he'd make me do it over and over again. If I kept on missing ground balls, he'd hit more. Just so I could get the repetitions. If I did something wrong, maybe he would yell at me because he had such high expectations for me. Like particular things that he said... Maybe just he knew that my level of competition was so high that he would just maybe tell me to stop being lazy or stop goofing around and get focused, so maybe little things like that.

A final athlete mentioned that she often disregarded negative feedback and focused on positive feedback. She felt that she was more in-tune with her ability than her father. She commented:

> ...depending on what type of feedback. If it was positive, I appreciated it. I believed it every time. If it was negative, I guess compared to a coach that's not my father, I'm probably more likely to shrug off the negative, less likely to believe him, I guess, and say he doesn't know what he's talking about. I think you respect your parents as coaches in a different way than you respect a different coach and also since he was learning too and had less experience. Sometimes I would kind of maybe listen to his feedback a little bit less.

Lastly, several athletes mentioned how they came to perceive their parent-coach's feedback differently as they matured into adulthood. Essentially, with time, they were able to reflect on the situation and what their parent-coach was trying to do for them. Two female-athletes mentioned how they were quite sensitive to constructive criticism as a child and came to understand more about the nature and intent of constructive criticism. A daughter who was coached by her father summed her thoughts up in this manner:

> I've always been a little sensitive to negative feedback from constructive criticism [with] things that I've done wrong. I've always been very... I don't like to make mistakes. That's always been a thing but no matter who was giving it, but especially parents, so I sometimes interpreted not always the best way when I was younger and ' oh, they're picking on me.' But as I got older realizing that that's part of life that he's meant to help rather than to put anybody down.

Two male athletes came to realize that their perceptions of feedback changed over a developmental period. They realized that they were eager to accept the feedback from their father-coach when they were younger, but as they aged they came to appreciate this feedback less and less. One athlete commented, "Well, when I was younger I probably listened more than when I was older. When I was older, I felt that I knew what was best for me and I didn't even listen to him much." The other athlete's thoughts were similar. He stated:

> Originally, when I was younger, I probably took it and it was probably more positive, but as I got older maybe he started being a little more critical 'cause he wanted to improve me more and sometimes I'd take it negatively and get defensive, which didn't come [across] too well and then leads into arguments.

Impact on Confidence in Ability

To determine how the experience of being coached by a parent and the feedback provided by that parent impacted the child-athletes' perception of competence, each were asked a series of questions. These questions included: a) What did the positive experiences with your parent-coach mean for the way you thought about your athletic ability then? As you think back on it, how did these experiences affect your perceptions of your athletic ability now?, and b) What did the negative experiences with your parent-coach mean for the way you thought about your athletic ability then? As you think back on it, how did these experiences affect your perceptions of your athletic ability now?

Overall, responses revealed five higher order themes: instilled confidence, reinforced self-perception, delayed understanding of how to develop, latent realization of ability, and no impact on confidence in ability (see Figure 7).

# of quotes	1st order themes	2nd order themes
4	Through practice	Instilled Confidence
2	Through positive reinforcement/verbal persuasion	
2	Through coach's belief/support	
1	Through goal achievement	
1	Instilled confidence	
1	Through reduced pressure	
3	Reinforced self-perception	Reinforced Self-Perception
2	Experience	Delayed Understanding of How to Develop
1	Preparation	
4	Latent realization of ability	Latent Realization of Ability
1	Self-serving bias	
3	No impact	No Impact on Confidence in Ability
3	Created emotional response	

Figure 7. Impact on child-athletes' confidence in ability.

Instilled confidence. Several athletes spoke of how their parent-coach instilled confidence through verbal, non-verbal, and behavioral actions. One athlete commented on how his father-coach's feedback gave him the confidence to keep on going. He said, "It gave me more confidence I think to move on and keep playing and to help others..."

Others mentioned how their parent instilled confidence in them through verbal persuasion and reinforcement. A female athlete spoke of her father's use of verbal reinforcement in this manner:

> I think I was always made to feel like I was a really good athlete and again I think while there was a lot of criticism and critiquing that went into that, I always did kind of have the sense that my dad was doing that because he saw the potential and he knew that I could really be good. And so I would say I always felt like I was a good player and that I had the potential to be really, really good, and that interaction with him always left me feeling like yeah I'm the best person, the best basketball player that this town has ever seen or ever will see. Now I just do what I need to do to kinda develop that. So, the interaction did make me feel like I had a lot of skill and a lot of potential.

It seems that she came to realize with time that her father knew she had potential and that is why he provided the reinforcement that he did. Another female athlete who was coached by her father spoke of how her father's encouragement seemed to increase her confidence in her ability as an athlete. She said, "I think it brought it up. I think my dad encouraged me a lot and made me realize that I was a good player..."

Additionally, one athlete spoke about how her father-coach's feedback made her realize that she could reach and set goals as well as believe in her abilities. She stated, "Like you know I can achieve the goals I set and to set high goals because he encouraged me to go after things that people said I could never do."

Other athletes mentioned that they realized that they did not have ability compared to others, but that their parent-coach instilled working and practicing as a means of achieving higher performance. One daughter spoke of her father's work ethic in this manner:

> I think I never really thought about ability. It wasn't until I was in high school when I could think I really don't have a lot of natural athletic ability, but I am willing to work harder than anybody else. He helped instill that a lot in me that

> it's just how much you work. You have to work hard. So I think more than ability he made me reflect on the value of hard work in sports...

A daughter spoke of her mother in a similar fashion. She stated:

> ...[She] showed me that if I actually put my mind to something that I could improve it. Even if I'm not as good at one particular aspect of the sport, if I actually practice, then I might be able to do better at it.

Two athletes spoke of how their parent coach instilled confidence through the parent-coach's belief and support. For example, a daughter, who initially had little confidence spoke of how her mother's belief helped change this attitude. She spoke of her mother-coach in this manner:

> It made me more confident and when she suggested that I try out for the travel team, 'cause she's the one that told me about it and suggested that I do it, it kind of shocked me a little bit. But, because I guess I hadn't thought of myself as that good, I wasn't sure if I'd be able to make the team or not. But, she seemed pretty confident that I'd be good enough to make it.

Another athlete who was coached by his father had a somewhat different view as he believed in his ability, but his father's support brought that belief to a higher level. He summed up his thoughts in this manner:

> I had a lot of faith in my athletic ability. Not only of the things that my father told me, but how he showed me. How he showed his support. How he offered to work with me. How he thought he wanted me to get better. You know all those things just made me feel real strong about my athletic ability... I think I only grew stronger and grew better from those. Not only the little situations then, but as an overall aspect, as in the whole situation in general. You know it wouldn't make me as strong a person as I am or as good an athlete.

Finally, one athlete spoke of how his father-coach was very low pressure in his feedback. This manner of providing feedback helped instill confidence in the child-athlete's belief in his ability. This belief prompted the child-athlete to try-out for a college team as well. He stated:

> It was good... He was not high pressure because I was a good soccer player. I played goalie in high school soccer and I was good. I ended up playing goalie in college. I was a good pitcher in high school baseball and junior high baseball. About the time he started coaching me was when I started becoming a better pitcher and he was never high pressure but he was very reassuring that you're good... So, in terms of the positive influence, he was very low pressure, didn't force me to do anything, and let me make my own decisions at that age... And ability wise I mean, it makes me feel good about my ability... Then, making a college soccer team as a walk-on and playing four years and becoming a senior captain and the whole nine yards, I think, though he didn't push me, [it] was probably his positive reinforcement. It definitely helped me make that decision you know to give it a try and it was a worthwhile decision.

Reinforced self-perception. Three athletes mentioned that their parent-coach's feedback during both positive and negative experiences helped reinforce their own self-perception of their ability. For example, one athlete who was coached by his father during his teenage years mentioned knowing his limitations as well as his strengths. His father's feedback reinforced these perceptions, but did not seem to damage his self-esteem. He stated:

> I can't say I had negative experiences. I think both my father and I are very grounded, down to earth people and recognize where our talents lie and don't lie, so anything negative was not a great revelation (laughing). It was pretty much known to me...

Another athlete mentioned that having ability helped with having his father as his coach especially when it came time for his father to provide positive feedback. He stated:

> Well it made me feel good about them [perceptions of ability] because ...I was always an elite player on my team, one of the better ones, so ... in that way I never got the 'it's just the coach's son.' I never did because I was always, not to be vain, but I really was one of the better players on my team, one of the best, so it did make a difference and I knew I was good and my dad let me know I was good...So, I guess it made me feel good about my athletic ability and [I] knew where I was at and what I could possibly do.

Delayed understanding of how to develop. Some athletes mentioned that they realized over time how their parent was trying to help them through the use of feedback.

It seems that this feedback helped the child-athletes develop past the time they were being coached by the parent. One athlete mentioned how her father-coach's feedback helped prepare her for playing for other coaches at a higher level. She also came to realize what her ability was because her future coaches were providing similar feedback. She stated:

> Once I got to high school, it had made me stronger taking criticism from other coaches 'cause I had heard it from him before. And I think that it just made me stronger when I heard it from them, that I didn't get upset about it. But, I realized that there may be some truth if he had said it before and now they were saying it. And I took it to heart and did or practiced what they said and it made me not so angry.

Two other athletes mentioned that the experience with their father-coach helped them prepare for future participation and gave them knowledge about the game and how to succeed. One son spoke of his father's feedback in this manner:

> I'm glad that happened you know 'cause it put me through something that I've never been through before. I was so young and now maybe since I've been through that, like if it happened now or a few years ago. I would know what was going on because I've been through it.

And a daughter spoke of how the feedback from her father helped her develop into a intellectual player. She stated:

> Like I feel like in some ways I just know a lot more about playing basketball, intellectually I think... I think I understand the game better and so I think compared to other women who are 35, I'm still up there.

Latent realization of ability. Several child-athletes mentioned that they did not come to realize their ability until later, long after their parent stopped coaching them. Most spoke of how they realized over-time why their parent provided feedback in the manner in which that parent-coach did. For example, one daughter spoke of how she now

realizes that her father provided the feedback in the manner that he did because he believed she was a good athlete. She stated:

> As an adult I can understand what he was doing, why he was doing it and again when I look back now and think "yeah, well I'm much better than I thought I was." Part of the reason I know that is because of the way my dad interacted with me. I look back and think I was really good and he knew it. He saw it and that's why he did that, I mean other than the constant, you know, "Oh I could have done this better, I could have done that better." I look back and think he did that because he knew I was good and so that gives me the perception now that I was really good... and I look back now and I look at how my skill level was compared to the other girls I was competing against, I was better than I thought or better than I knew, so it's weird. Like on one hand at the time I felt like yeah you know I'm good and I've room for improvement and that's why my dad's riding me. But, now I look back and I think I was really, really good, but I didn't know that because my dad was always riding me. I always kind of felt I was good and you know had potential and my dad made me feel like that, I think I also probably lacked confidence or felt like oh it's never going [to be] enough. I'm never scoring quite enough points, like there's always something he wants to work on... because there was always something more to improve upon...

Another athlete put somewhat of a negative spin on how his father's feedback ultimately shaped his view of his ability. It seemed as if he was blaming his father for his lack of ability to perform at a higher level. He formed somewhat of a self-serving bias toward his father in the end. He summed up his thoughts in this manner:

> I think I could've been a better baseball player because I was, I was so good at that age that my dad was reluctant to teach me more...I probably could've been a better hitter because when I got to be older, I kind of lost a lot of my standing. I wasn't as good as everybody else. I think that had an impact from my dad not coaching me as much as he would coach everybody else... I think that impacted on how I went on to play in the future... so I think it was kinda detrimental not to be taught as much as the other players. I think it affected me.

No impact on confidence in ability. Finally, some athletes believed that the manner in which their parent-coach provided feedback during negative incidents had no impact on their perceptions of ability. One athlete mentioned that he believed he knew more about the sport than his father, so negative comments had no impact. This athlete was a

teenager at the time and was probably shifting his source of competence information from parent to more internally referenced information. He stated:

> ... I don't think about them relating to my athletic ability now or even looking back, so no it really had no impact on what I thought about my athletic ability. [It}was kinda more the 'I know more than you' type attitude rather than him saying you didn't do this and me feeling bad about it. So it basically did nothing to what I thought [about] my athletic ability.

Another athlete stated that the negative feedback he received was related to only one aspect of the game. He knew he had ability in other areas of the game, therefore, the feedback had no impact on his self-perceptions. He said:

> You know, I wouldn't say anything about my athletic ability 'cause I knew I could play. I knew you know it was just pitching. You know there's a lot of other things to do on the baseball field, I don't think it affected my athletic ability in my head.

Finally, three athletes mentioned that the negative and positive feedback that they received created more of an emotional response than an impact on their perceptions of ability. For example, a son who was coached by his father stated that he has become an emotional player and fan due to the feedback provided by his father-coach. He stated:

> I think it made me more of an emotional player and [as] a fan I get real emotional when I watch games or even when I play recreational sports I get emotional. So, I think that kinda carried over throughout my life. More or less it had an impact that way.

And a daughter who was coached by her father during the elementary years responded to her father in this manner during what she perceived as negative times:

> I don't think that I ever let it really get to me thinking that I wasn't a good athlete. I think I just usually, I was just more upset at my dad about the comments than letting it play into my perception of my own talent.

Motivational Orientation of Child-Athlete

To determine the current motivational orientation of the child-athletes, each were asked one question: As an adult, how do you know if you perform well in sport? Results revealed two higher order themes of externally referenced and internally referenced (see Figure 8).

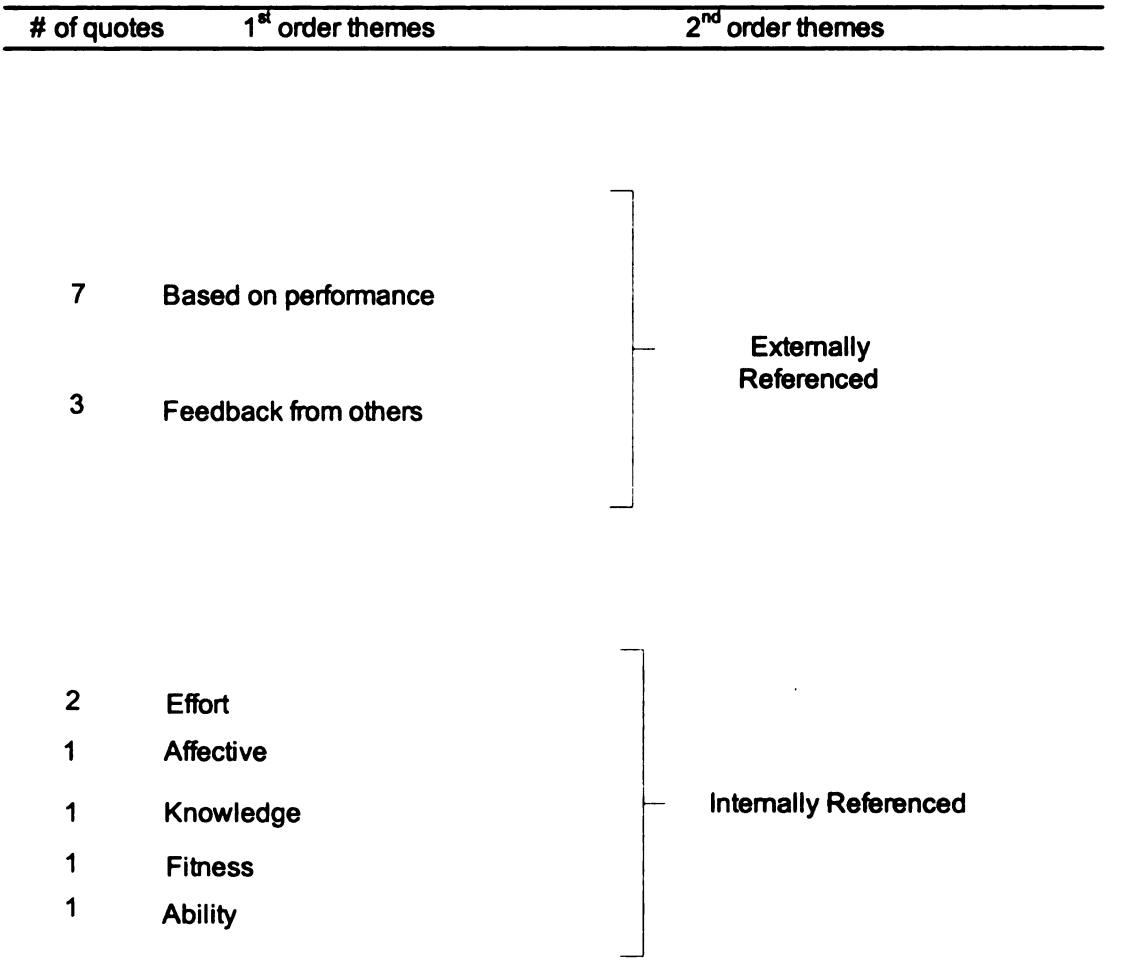

Figure 8. Motivational orientation of child-athletes.

Externally referenced. Several athletes mentioned judging the outcome of their performances based on external sources such as feedback from others including peers, coaches, and spectators. One female spoke of her reaction to her performances in the following manner:

> ...actually it's more when other people tell me that I play well. Kind of like they have to take the role of my mom and tell me that wow you played well. I still think I play well, but it feels more real when someone else tells me too.

Other athletes spoke of knowing that they perform well being based on their performance in the contest, such as scoring goals and points, or making defensive stops. For example, a female athlete mentioned this about her performances:

> It's funny it's still kind of social referenced. You know how am I competing [against] others and how much of my own agenda am I accomplishing? Like it's terrible, but it's most of the time when I play on leagues, it's not for me about winning or losing. That doesn't do much for me. It's more about did I get the rebounds (laughing) and score [points] that I wanted this time and how was I compared to the other center on the other team?

A male athlete had somewhat of a different take on his perceptions of his performances. He spoke more of fulfilling a role on the team and performing when the team needed him. He stated:

> You know I've learned that ... in baseball if you're not the one that's just to hit home runs, if you're just up there getting base hits, then you're doing your job. Just little things like that. I know when I'm doing good. Or I know when I'm doing what I'm supposed to be doing.

Internally referenced. While some athletes spoke of how they judge their performances based on external sources, others mentioned that their judgments are based on more internally referenced sources. For instance, one athlete spoke of how her performance judgments are determined on her affective response. She stated, "Just out of my level of enjoyment now-a-days. It's more you know if I had fun ... and everyone enjoyed themselves, that's when I know I did well and had a good time out there."

Yet, other athletes spoke of effort as an important source for judging the outcome. A female spoke of her perceptions in this manner:

> I know that I perform well if I feel, I guess it's this feeling that I get inside me, like I worked hard. I really like to win. I'm very competitive and I really like to win, but it's not so much winning as if I played well and I played hard... So, I think that's how I know if I perform well. I've given everything I have. I've given a hundred and ten percent, then I've performed well.

Another athlete spoke of how he knows he puts forth effort when physiologically he responds while playing. He stated:

> ... kind of a feeling within myself with saying that was a good job, self-esteem you know, just knowing if I have a pretty big sweat, then I know that I ran hard and I tried hard, so just kind of a physical sweating, out of breath, that kind of thing.

Other examples that had one response for each were in the area of knowledge, fitness, and ability. One athlete believed that knowledge was important. He stated:

> Just the knowledge of the game that I've gained. I feel like I may not have the greatest ability of everyone that I play with, but I think I have a great knowledge of the game and I know that I can play.

The second quote embodied the idea of fitness. This athlete stated:

> I run still off and on and do yoga, biking, those things. It's more a mixture of stuff. It's more like health fitness related stuff. If my average resting heart rate is still the same as when I was competing, and it's not (laughing), I'd probably know that I'm doing well in my training. Different variables like that.

And finally, one athlete mentioned ability as an internal component for judging performance outcomes. He said the following:

> ...golf is probably my biggest one as an adult now that I play and I know what I can shoot, I know what I should shoot (laughing), and I know what I do shoot. They're three different things and I can find happiness in being like 'hey you know I've only played once this year and I shot bogey golf, I'm happy with that'. So, I guess I'm grounded, realistic.

Instilled Values and Beliefs About Sport

To determine how being coached by a parent impacted the child-athletes' motivations to continue in sport participation, each was asked one question. This question was: How did your experiences affect your continued participation in sport? Results revealed the general dimension of instilled values and beliefs about sport, which best represented how their motivation was impacted. Several lower order themes emerged from the responses as well (see Figure 9).

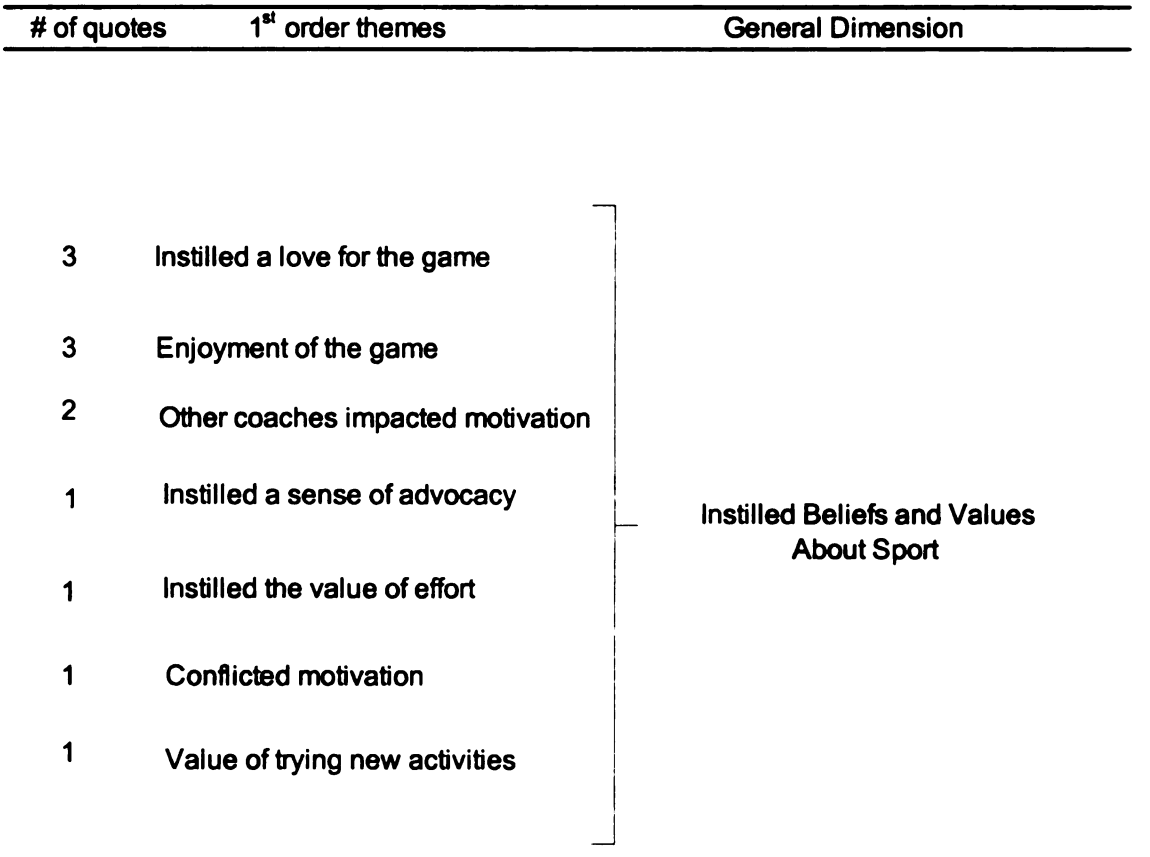

Figure 9. Instilled values and beliefs about sport.

Value in trying new activities. One athlete mentioned being motivated to try new activities through his experiences with his father-coach.

> More than anything I think that his experiences, him being able to tell me a little bit about his experience and saying, "hey, you know, just give it a try, don't have any regrets about not trying out for a team." Probably more, I can remember a

few like three or four comments from coaches and that one is in the top three, just give it a try.

Enjoyment of the game. Three athletes spoke of how their parent-coach instilled a value in enjoying the game whenever they played it. A daughter spoke of her father's influence in this manner:

> I mean I continued to participate in softball, floor hockey was nothing past elementary school, but I continued to participate in softball all throughout high school and I did intramurals in college and stuff like that. So, I think that it helped to you know instill an enjoyment of the game and I enjoyed it. I enjoyed him traveling with us at that time and I continued to participate.

Another athlete spoke of how she struggled with wanting to play the game after formal competition ended as well as her experiences with her father-coach. She, however, went back to the game because her father did instill an enjoyment of the game within her. She summed up her thoughts in this manner:

> ....basketball I wanted nothing to do with [it] for a long time and it probably wasn't until the end of my junior year in college that I started playing again. Then I started playing on intramural teams and summer leagues and things like that. And so that experience back then kind of had that short term immediate impact where I didn't want to be involved, but at the same time that experience showed me "hey you're really good at this and you should be doing this 'cause it is fun." I think now I can find it fun and I can find it competitive without the pressure. So yeah I guess I took away from it, after I got past that little period that I didn't want to play, that oh I'm pretty good. I can compete with these people. So I have felt very confident about joining leagues and continuing to play.

Instilled a sense of advocacy. One athlete spoke of how her mother-coach instilled a sense of equality about sport participation. She said, "And that whole thing in third grade with the pitching issue, I've become more of a equal rights person. I don't like it when things aren't equal when they could be or should be."

Instilled a love for the game. Three athletes mentioned that their parent-coach instilled a love of the game that led them to continue to play their respective sport or seek

other avenues within the sport, such as coaching. One daughter mentioned, "I still really love basketball and I want to be a basketball coach when I get older." While a son spoke of his love for the game of basketball in this manner:

> I grew more in love with basketball and continued it throughout school and now at [college] I play intramurals. I play at least three times a week and, like I said, I just played in a basketball tournament this weekend and I think I enjoy it more than I would if he wouldn't have gotten me into it.

Instilled the value of effort. One athlete mentioned that her father instilled the values of effort within her and this work ethic continues to impact her participation today. She stated the following:

> I carry that with me, that it's the hard work and he helped instill it's not about you, it's about the team and I carried that attitude with me at the high school. I carry that attitude with me now when I do things in an athletic manner. It's not about me and it's not about winning, it's about what's good for the team and it's about how hard everybody works.

Conflicted motivation. One athlete seemed to display a conflicted motivation in response to having her father as a coach. She said:

> When he stopped coaching I think I was relieved, almost happy, to have a new coach. But, then there's always times that I wanted him back just to be able to talk like logistics of the game and strategies...because I was so used to talking things out with my dad as the coach.

Other coaches impacted motivation. Finally, two athletes spoke of how the positive experiences that they had with their parent-coach negatively impacted experiences with future coaches. Because of these negative experiences, these athletes stopped performing in their sport. A male child-athlete summed up his thoughts in the following manner:

> I think having my dad as my coach and having fun all those years even not just my dad, but you know my federation coaches and even my junior varsity coach and freshman coach were just all good coaches. You know they enjoyed the game, but when I got to the highest level to where I was going to make a decision whether playing college ball or doing something with baseball and I think, my

high school coach kinda had a huge impact on that. As I look back I think it had to do with having so much fun before I got to that point.

Impact on Enjoyment

To determine how being coached by a parent impacted the child-athlete's level of enjoyment, each was asked: How would you describe your level of enjoyment in sport at the time? Results revealed several lower order themes reflecting a positive impact on enjoyment, with only one response reflecting a negative impact (see Figure 10).

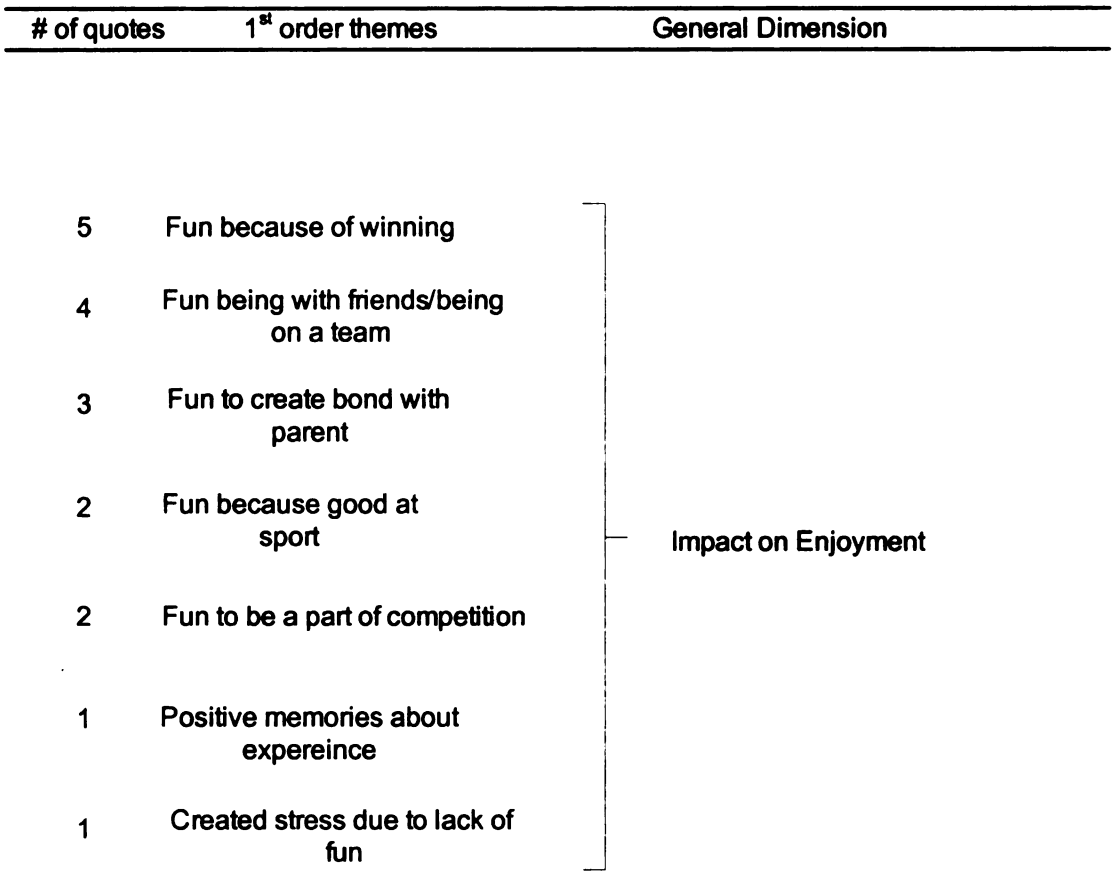

Figure 10. Impact on child-athletes' enjoyment.

Fun because of winning. Several athletes mentioned enjoying their experiences with their parent-coach because it was fun to win. One athlete summed up this theme in this manner:

> It was probably the most fun I had anytime playing baseball. It was really enjoyable. You know when we'd win too, we'd go out for ice cream and so that was kinda like positive reinforcement to keep doing well. Well, we won a lot and winning is always fun.

Fun being with friends/being on a team. Four athletes mentioned that being with friends on a team created a sense of enjoyment about their experiences. One son-athlete spoke of how being on the team created other experiences outside sport with his teammates. He said, "The camaraderie especially the basketball team was five or six of my closest friends. It was the same people that we went over to somebody's house on Friday night that type, it was the same group of people." Another athlete summed up her feelings about her teammates in this manner, "I really enjoyed the team. The interaction with the other girls on the team. That was good. I did like that part of it. We always had a really good group of girls."

Fun to create a bond with parent. Three child-athletes mentioned their experiences were made enjoyable by being able to create a bond with their parent. For example, a son said, "...probably the bond that we created by him coaching me made me appreciate it more." Another athlete's comments reflected this person's response. He said, "Being able to share that with my dad, he was family. Just by succeeding and having your dad as your coach really makes it better."

Fun because good at sport. Two female child-athletes spoke of how their experiences with their father-coach created a sense of fun because they were good at their respective sports. For example, one athlete said the following:

> I enjoyed the personal success. I felt like I could, definitely see my improvement, my skill development and as I progressed and played progressively better players in more competitive leagues, I enjoyed that. I was mastering this sport and I was doing really well in it.

Fun to be a part of competition. Two athletes found that the competition was fun for them at the time their parent coached them. One athlete stated:

> I liked the physical nature of basketball. I liked being able to come and throw my body around and bang into other people. I hadn't really played any other sports that were like that 'cause I had just played volleyball and softball which you don't get a whole lot of contact. It's not kinda physical in the same way, so I did like the training and the time we spent training to play basketball. So there were a lot of things about it I liked.

Positive memories about the experience. One athlete talked of how the experiences with her father were enjoyable because they were able to create positive memories. She stated the following:

> I just remembered clearly being on the softball diamond down there and you know all different levels and I remember my shirt colors and I remember just being out there and I remember them letting me play second base, which is what I always wanted to play. I don't remember why I did, but just smiling a lot in pictures, I'm always smiling. It's actually something I can connect with some of my friends today as we've grown apart. Friends from childhood, we still have this connection. We didn't talk in high school but we can still connect through this one activity so I think that always brings up positive memories. I have very fond memories of softball.

Created stress due to lack of fun. Finally, only one athlete mentioned that the experiences with her father-coach created stress and a lack of fun. She stated:

> I would say that it was stressful, a lot of stress then, my dad and I didn't talk very much. It was hard, it was hard to have him as a coach 'cause I didn't understand him that well you know and some of his decisions I felt, I wanted to understand why he'd make them. In terms of games, who he'd played in the game or why he was doing it or some practices what we did, I didn't understand. Since we didn't have a very good relationship like talking-wise, I didn't understand what his decisions, what thoughts were behind his decisions.

Summary

A research question that was addressed in the study was: *How does the dual role of the parent as coach influence the relationship between the child-athlete and parent-coach?* Overall, results of child-athlete comments indicated that all believed having a

parent in the dual role of coach strengthened the relationship. Creating closer bonds and creating positive coping strengthened the relationship. By the abundance of comments stating that the relationship was strengthened, it is clear that these athletes overwhelmingly agreed that the sport environment created a bond between the two. In all, negative comments about the relationship were minimal, indicating that few negative incidents occurred to weaken the relationship. Athletes indicated that the relationship became strained when the parent became over-involved, and over-critical. In addition, some child-athletes indicated that the relationship became strained when they did not understand their parent-coaches' decisions or actions. Of the seven responses, that indicated a strain on the relationship, five responses were from daughters (four who had a father for a coach). Finally, several athletes indicated that there was no perceived impact on the relationship because of the dual role.

Additional research questions addressed in the study were: *What are the positive outcomes for children who have parents as coaches?, and What are the negative outcomes for children who have parents as coaches?* Positive outcomes for children were being the recipients of perks, learning from their parent, sharing experiences with their parent, and experiencing several other miscellaneous outcomes, such as being a leader. Negative outcomes expressed by child-athletes were inappropriate expectations as perceived by the child-athlete, teammates expressed displeasure to child-athletes, and child-athletes sometimes experiencing conflict with their parent-coach. Overall, child-athletes expressed more positive outcomes than negative outcomes as a result of the dual role. However, for those athletes who perceived negative outcomes, the precipitating factors seemed to be the expectations placed on them by their parent-coach.

Additionally, more daughters than sons perceived expectations from their father-coach as negative.

The final research questions that were addressed included: *What is the child-athlete's perception of the feedback, and What is the role of feedback on self-perceptions, level of enjoyment, and motivational outcomes over time?* Child-athletes indicated that they believed their parent-coach provided verbal feedback, visual feedback, and feedback through the parent-coaches' actions. Overall, athletes perceived the feedback in a positive manner, such as instructional, reinforcing of one's beliefs, and high expectations. Others had a developmental interpretation of the feedback, meaning they perceived feedback differently when they were younger as opposed to when they reached adolescence. One athlete each mentioned that the feedback was interpreted as pressuring and was selectively attended to.

In addition, child-athletes indicated that the feedback positively influenced their self-perceptions, affect, and motivation in sport. Child-athletes believed their parent-coach instilled confidence, reinforced their self-perception of their ability, provided a delayed understanding of how to develop, as well as a latent realization of their ability. Some mentioned that the feedback had no impact on their perception of ability. Most athletes indicated that they had developed an internal motivation for sport as well. Some athletes mentioned external sources for judging their competence, but generally these sources were combined with internal sources. Child-athletes indicated also that their parent-coach instilled values and beliefs about sport in that the child-athletes valued trying new activities, valued having an enjoyment of the game, valued a sense of advocacy, valued a love for the game, and valued effort. Others experienced conflicted

motivation and one mentioned that other coaches rather than his parent-coach negatively impacted his motivation to continue in sport. Finally, all child-athletes indicated that their experiences impacted their enjoyment, particularly in making the experience fun. Only one athlete mentioned a lack of fun due to stress.

CHAPTER FIVE

Results of Parent-Coach Responses

Results of parent-coaches interview responses revealed seven general dimensions addressing the four research questions. These general dimensions included: dual-role influence on relationship, positive outcomes/personal rewards for parent-coach, frustrations of parent-coach, parent-coaches' perception of their feedback, interpretation of child's response to feedback, perception of child's motivation to continue in sport, perception of child's enjoyment. As with the previous chapter with child-athlete responses, the following section will include a presentation and explanation of each dimension and theme, including quotes from individual parent-coaches.

Dual Role Influence

To determine how the parent-coach viewed the impact of his or her dual role on the relationship with his/her child-athlete at the time and presently, each was asked a series of questions: (a) How did you distinguish between your role as a parent and coach?, (b) How do you think those (positive) experiences impacted your relationship with your child in sport and away from sport?, (c) How do you think those (negative) experiences impacted your relationship with your child in sport and away from sport?, (d) How did your experiences impact your behavior toward your child today?, (e)Think of a recent time(s) when you believe that having coached your child impacted your interactions with each other. Explain it to me? What did each of you say and do and what was the response to the other? Results revealed the following second order themes: sport experience strengthened bonds, sport experience strained relationship, and no perceived impact (see Figure 11).

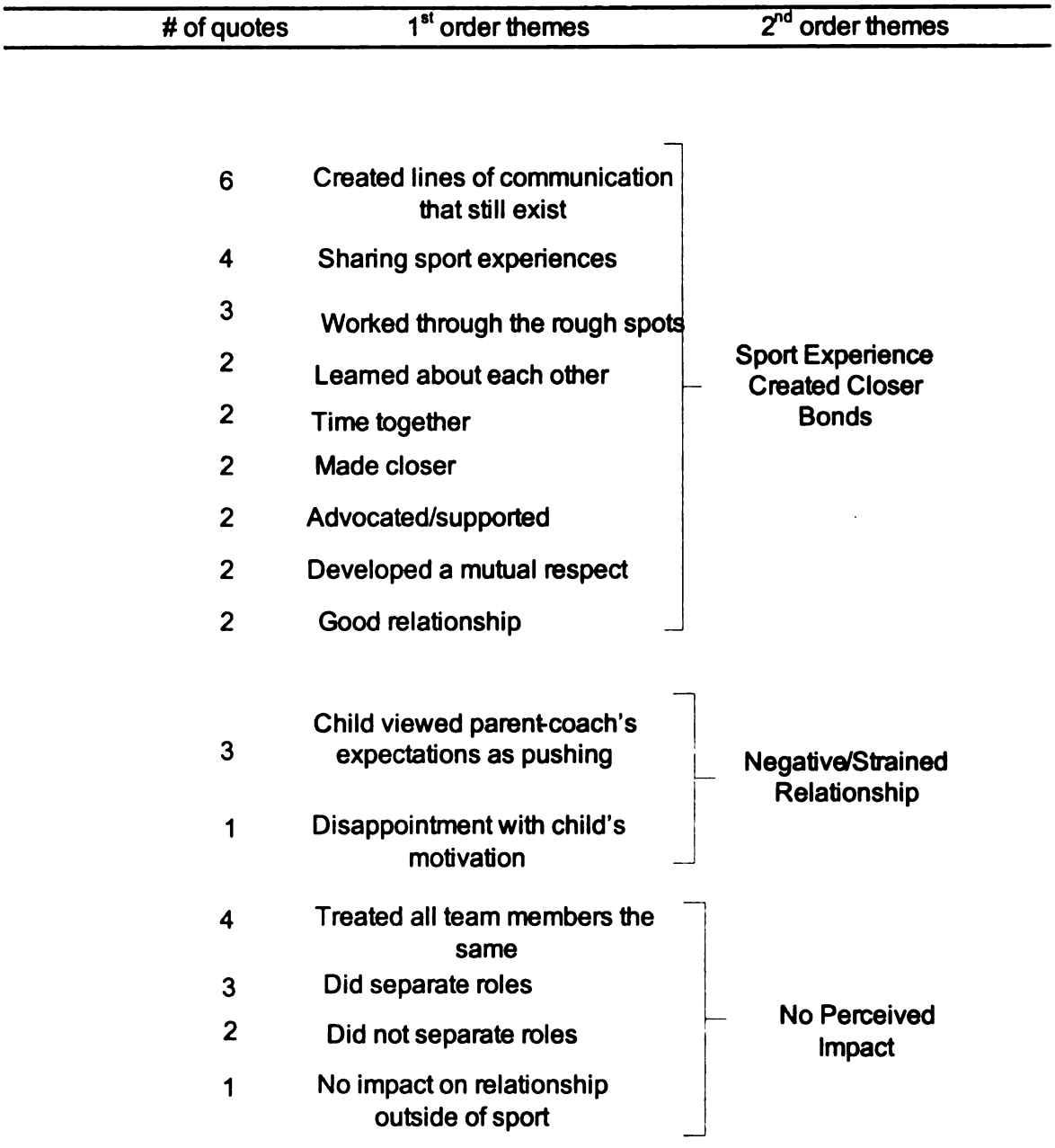

Figure 11. Parent-coaches' perceptions of the dual role on the relationship.

Sport experience strengthened bonds. As with the child-athletes, parent-coaches believed, predominantly, that being a parent in a coaching role helped to strengthen bonds between the parent and child. Parent-coaches believed the relationship with their children was strengthened through several avenues. Some of these avenues were congruent with child-athlete responses. The first means that parents mentioned was that

of how the experience allowed parent and child to spend time together. For example, one parent believed that sport allowed him to spend time with his son that he may not have had because of other commitments that he had as a father, provider, and husband. He stated the following:

> ...spending time and experiencing whatever activity it is together... there's only a short period really when the kids are young and everybody's busy with work and family and other things and it was, it was just a way that helped to ensure that we'd always take out time to be together. So I thought it was time well spent.

Another parent spoke of how the experience allowed them to spend time together when his son was younger and how they now spend time together because of those previous experiences. He stated:

> I'm getting kind of old for it, but I still try to play basketball once a week and I play with him and his older brother and a lot of 20 year olds and I'm 51. I'm not as quick or as fast as they are but I still hold my own pretty good. But, he is just phenomenal and it's just so much fun for me to watch him play and try to guard him and things like that. We play against each other right now and we play hard and so I enjoy it immensely seeing how good he is...just spending time together.

A second means for strengthening bonds was sharing sport experiences. This theme was congruent with child responses as well. Some parent-coaches spoke of how sharing sport experiences at the time created a stronger relationship. For example, a father-coach said, "...it gave us a common ground of things to talk about. We could, talk about the game. We could talk about her performance. We had those common experiences that we could share and relate to with each other..." Conversely, other coaches spoke of how their prior time together created opportunities in present day to share sport experiences. A mother-coach stated, "When we watch softball on TV, [we] talk coaching strategies and what would you do, what would I do, that kind of thing maybe it opened up another line of dialog."

A third avenue mentioned by parent-coaches was that the sport experience created lines of communication that still exist. Six coaches spoke of how this communication was key to positive relationships. For example, a father said this about his experience with his daughter:

> ...sometimes if you drift apart from your kid and you don't have those common experiences, you don't have a communication base to deal with. Well I think having those common experiences allowed us to have a communication base and be able to talk about that specifically and then use that as an up-bridge to talk about other things in life that related to that.

Another father spoke of how he is able to communicate with his daughter very openly because of the experience. He said, "I think that her and I communicate very well together, at a level higher than the average person."

A fourth avenue that participants spoke of was the experiences shared just simply made them closer. For example, one father-coach said, "Well on the sport of course, it made us very close together and outside I think there's a bond there that's permanent. She knew what I was thinking. I'd know what she was thinking." Another father-coach believed the experience helped forge a friendship in present time. He said:

> Well as a father and a son I would say that it probably made us closer... I guess today you're more on the level of a father and a son, you're friends where before you're kind of separated I would say a little bit. You're a coach and a player instead of a father and a son as much or a friend.

A fifth avenue for building the relationship was that two parent-coaches believed that they advocated for their son or daughter. For example, one father-coach said, "...on the positive side, she understood that I was there for her and that I was going to stand up for her whenever I could." Another father-coach believed he continues to advocate for his daughter:

> ...all my intent was ever to do was to help her as long as she remained interested in it... Well, she has problems and her difficulties and she tries to struggle through them on her own, but in the end she'll always let me help her. Sometimes she waits too long but, I have complete faith in that child.

Two coaches believed that they were able to develop a mutual respect for the other. For example, a father said this:

> Well, I just think that we have a mutual respect for each other that [has been] building for twenty-three years. Working together on the team was just another piece of that coming together you know. We communicate well together and about things that give and take, this and that and trying to understand each other and I think that we had mutual respect for each other...

And two coaches mentioned that they were able to learn from each other as well. A father-coach said, "I think we had a better understanding of each other by being around each other more. Whereas, you know I don't know if I would've had that same relationship if I hadn't been involved with her in it."

Others mentioned that they were able to work through the rough spots, which created closer bonds. For example, one coach said, "...It probably made us stronger 'cause we figured out a way to get through it," when they experienced rough times. Additionally, a father-coach stated, "I think us working and communicating to try to get over the rough spots allowed us to become closer and to bond more."

Finally, two coaches just simply believed they had a good relationship with their sons and sport helped contribute to the relationship. They stated, "I think it helped. I think we had a good relationship," and "I think it was a good relationship. We always had a good relationship..."

Negative/strained relationship. Although most coaches spoke of how being in a dual role strengthened the relationship, some did mention how the relationship can be strained because of the dual role. One way, consistent with child-athlete responses, was

that the child viewed the parent-coach's expectations as pushing. Interestingly, most responses in this category were from fathers who coached their daughters. For example, one father-coach did not think his daughter worked to her potential, which may have impacted his expectations toward her. He said:

> Well, I really didn't stop coaching her. All the way up through high school, I went to all the games and I had input in it. I guess our biggest period of conflict probably came over the year she was a senior about which scholarship she was going to take and so forth. We had a lot of disagreement about that. She ended up not playing in college... I didn't think she spent enough time working on her game and she said, "well, girls didn't do that." She was right on that girls don't just pick up basketball, not in this state anyway; boys do, but girls don't. They play basketball when it's structured and I didn't think she spent enough time on her game. So, we had some conflicts. Nothing, nothing bad you understand what I'm saying? I thought that she could be a whole lot better than she was, so she wasn't terribly interested... I'm sure she felt at that time I was pushing her a little too hard. But that's, you know, I guess that's true for probably everybody.

Another father had similar feelings about his experience with his daughter. He said:

> ...my kids were pretty good athletes, therefore, I expected a little bit more out of them. I think every parent does and believe me there was many a quiet ride home after practice where we didn't speak to each other you know or whatever "you expect me to do this or that"... And so, it was I guess kinda difficult...

The only other issue mentioned by one coach that caused a strain on the relationship at the time was his disappointment with his daughter's motivation. He stated:

> _____ was not the kind of person who would come and say, "dad I need help." She just didn't come and ask for help and I guess it was the same feeling I had. I was a history teacher and they would take a history test and they'd come back in and not do real well on it and everybody would ask, you know what I'm sayin? When you think you're pretty good at something, you have a specialty in something, and your kids don't seem to recognize your ability, that's always a little bit, I don't know, it isn't irritating as much as it's just that you don't understand why...

No perceived impact. Finally many coaches seemed to believe that the dual role did not impact the relationship at the time or over time. One reason mentioned by several coaches was that they treated all team members the same. By treating everyone as

equals, it was believed that the relationship was neither strained nor strengthened. For example, one coach said:

> I don't even know that I did distinguish between the two, I mean I just, I kind of treated the other young ladies that I was coaching as well as _____ ,the same you know. I mean I just kind of let my, my parenting skills and my coaching skills kind of co-exist and just kind of flowed through.

Another coach mentioned that he would make an example of his son as well as other players if needed. He stated:

> Well I tried to treat _____ as any other player. I didn't, I don't know if nepotism is the right word or not. Yeah I purposely tried to not...if he wasn't doing something right I wouldn't spare him, I would correct him in front of anybody else just like I would any other player. If I needed to make an example of the right way or the wrong way of doing something. I didn't show favoritism I guess and I didn't hold him back either. I wanted to be fair with him 'cause I wanted to be treated fair, so that's just the way am I guess.

Other coaches stated that they did not separate their roles as a parent or a coach. It seemed that their children wanted the roles to co-exist. For example, one father-coach stated, "That's really hard to say. I mean I treated him the same, I treated him the same on the baseball field as I did at home." Conversely, other coaches stated that they did separate roles and this was based on the needs of their child. One father-coach stated the following:

> I don't think with _____ that we ever took it home. If he wanted to play ball or something away from the organized sports we did. I tried, as I recall, just to treat him no different than the other eleven kids on the team. Not try to over-coach, which is something that also you know disturbs me when I see parents that just over-coach.

In this instance, the father-coach moved from role to role based on the needs of the child. In a similar fashion, a mother-coach mentioned how she discussed the roles with her daughter, thereby, creating harmonious times. She stated:

> We had talked about it beforehand that when we were in the gym or on the field that I was the coach and not mom and um just kinda left it at that. It was difficult at times to separate the two.

Finally, one coach simply stated that the dual role did not impact the relationship outside of sport. He said:

> I can remember times where I tried to reinforce positive things for him to maybe understand what I'm trying to tell him. Away from sports I don't think there was any impact. If I look back, I don't think that it carried beyond that game if there was, you know, if he had an issue with something.

Positive Outcomes/Personal Rewards

To determine what the parent-coaches perceived to be positive outcomes for themselves, they were asked the following questions: (a) Think of those situations when you had what you would consider to be positive experiences in coaching your child. Describe those incidents to me. What happened? When did these incidents occur? Why do you believe they were positive experiences? How did it make you feel at the time?, and (b) How would you sum up your experiences with coaching your child? Analysis of comments found that the following themes emerged from the data: enhanced self-perceptions through success with children, enhanced coaching knowledge, winning, and miscellaneous personal rewards. Analysis of data revealed four 2nd order themes. These themes were enhanced self-perceptions through success with children, enhanced coaching knowledge, winning, and miscellaneous personal rewards (see Figure 12).

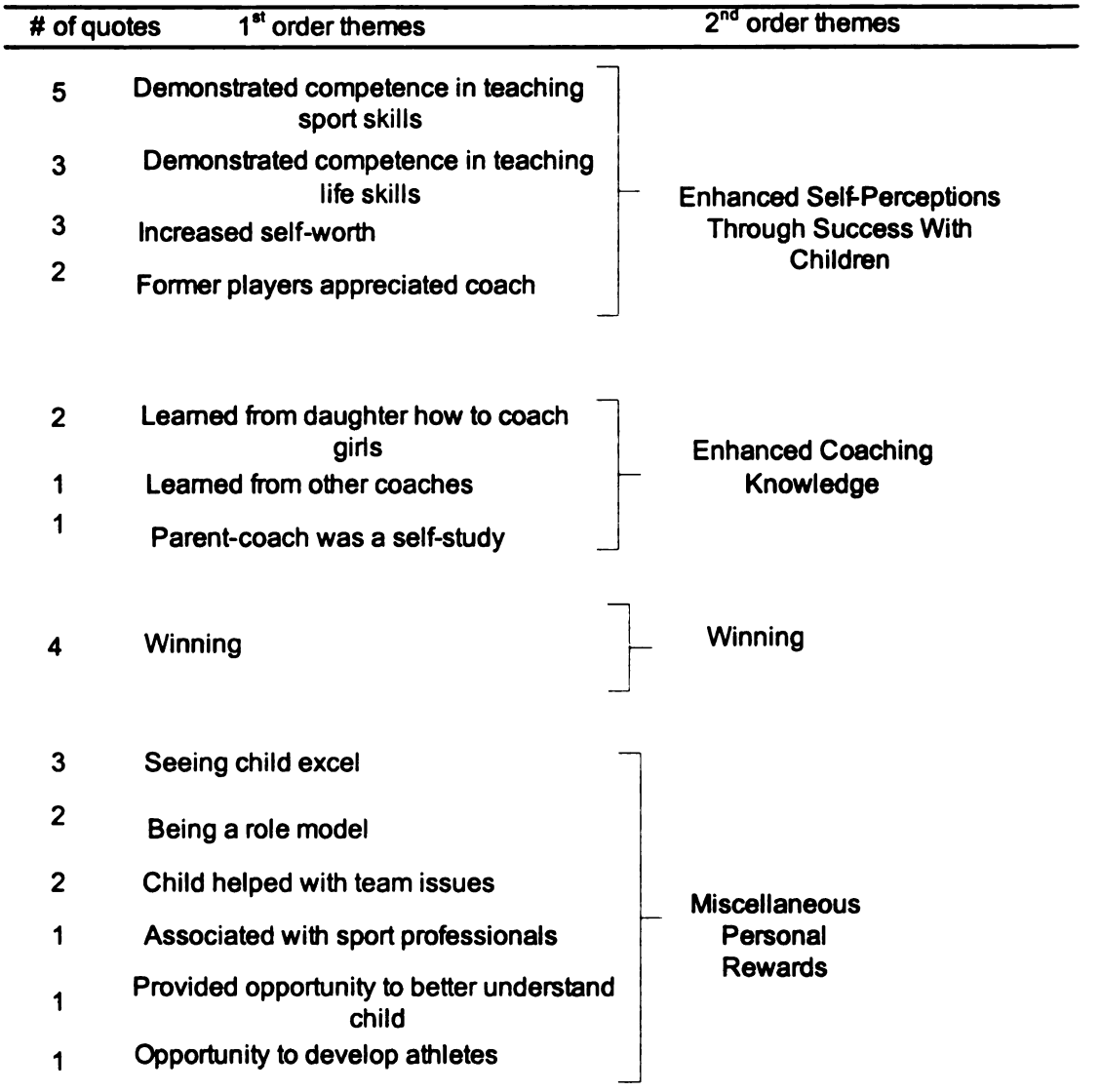

Figure 12. Positive outcomes/personal rewards for parent-coaches.

Enhanced self-perceptions through success with children. Several coaches indicated that one positive outcome or personal reward from which they benefited was that they enhanced self-perceptions. One self-perception that was enhanced was that they were able to demonstrate competence in teaching sport skills. For example, one father spoke of how the skills he taught her daughter helped during later competitions after he stopped coaching her. He stated:

> She's used a lot of the skills that she learned in later life and she came in and she was telling me that up there at one of the intramural games that the guys accused

> her of playing like a boy, which I took for her as a compliment... so in later life I think that she kinda liked some of the skills she had learned...

Another father indicated that he felt that he was helping his daughter improve on a steady basis. He stated, "I would like to think that I helped her, yes. Well she became stronger and more motivated. Of course, in track and cross country everything is measured by time and her times were improving consistently."

In addition to demonstrating competence in teaching sport skills, several coaches stated that they were able to demonstrate competence in teaching life skills. For example, a father-coach simply believed that he taught his son some things he could use outside of sport. He said, "I thought I taught him a lot: self-confidence and winning and losing and that." Yet, another coach thought he was able to teach his daughter as well as other children about being a part of a team. He summed up his thoughts in this manner:

> ...something happens where they learn that they're part of a team and there's certain people out there behind you and that they're accountable to each other instead of 'it's me up on the block, I'll go swim my one event and I'm done.' Six of us have to play quality defense together and so we were successful in getting kids to appreciate that. The team aspect of it. Team water polo or team basketball or team football or any team, team volleyball are much different sports than swimming or golf or bowling or something. The concern is the team and that's what we were focused on getting them to appreciate that.

Additionally, several parents spoke of how their experiences coaching their child contributed to increasing their self-worth. One coach spoke of how several children became successful in sport and this increased his sense of self-worth. He stated, "...a lot of the kids that I had went on to do very well in basketball, so I take a little pride in that." Another coach spoke of how it made him feel good that his son always wanted him to coach. He stated:

> I think he was proud of me being his father and his coach, so I felt good about that. He always wanted me to be his coach. I tried to encourage him. I suggested

> to him you know maybe you should have somebody else for a coach and learn from someone else and not just from me and he never wanted that. He always wanted me to be his coach, so I felt real good about that.

Finally, two coaches stated that their former players often come back and tell them that they were good coaches. Each experienced increased self-perceptions as a result. One coach stated:

> The kids always respected me and when I see them later on, after I was done coaching, they come over to the house there and they'd say, "hey number one coach," so they respected me. They thought a lot of me because I gave 'em a little incentive on winning. All my kids thought a lot of me because I treated them like kids, you know, like human beings actually. You know I treated em well. I never, never jumped on any particular one of my kids.

Enhanced coaching knowledge. Parent-coaches stated that the opportunity to coach their child helped enhance their coaching knowledge. One coach stated that he increased his knowledge by learning through other coaches. He stated, "Not having a lot of experience myself I had to learn from other coaches about strategies, a little bit of the game ..." Conversely, another coach stated that he had to learn on his own in order to help his daughter. He stated:

> I did a little bit of reading and when I went to track meets, I did a whole lot of watching. A lot of the strategies that we came up with were just between her and I as far as training and the workouts and watching what other successful people did. Because just like everything else you know, if the fish are biting a certain lure, the guy that's catching 'em all isn't going to tell you. You know not really, you gotta figure it out yourself.

Additionally, two coaches learned from their daughters. More specifically, these fathers learned how to coach girls through interactions with their daughters. One parent-coach stated:

> ...because she'd tell me what the girls were upset about and so forth. I found, for instance, the boys you can scream at. You can use a little profanity. Girls you can't do that. You just look at the girls cross-eyed and they'd start boo-hooin, so she'd tell me, "Dad you're hurting so and so's feelings, you know you can't do

> that." She knew more about that than I did. I was not used to working with girls. It is different.

Winning. Several responses indicated that many coaches saw winning as a personal reward of coaching their own child. For example, one father-coach said, "We won more games than we lost and I think the kids enjoyed it. Again, coming from a smaller community you tend to know all the kids even away from the baseball field." Another coach had similar thoughts. He said, "... our team always finished first. We had three out of four championships..."

Miscellaneous personal rewards. Finally, many coaches mentioned a variety of personal rewards from coaching their own child. One reward was that they got to be a role model to their child. One father summed up his thoughts in this manner:

> I think most boys want to spend time with their fathers. You know especially when they're young, up until maybe twelve. I mean they pretty much idolize their dads so that's always something that I had kept in my mind. I was being a role model and my actions and what I did and what I said would pretty much be watched all the time so it's just kind of a developmental stage that I expected and worked my best to try to do it as well as I could.

In addition, two coaches spoke of how their child helped with team issues, such as locker room issues and demonstrating or teaching skills. One coach said, "When I was trying to communicate to the team, she picked up and really handled it. She was helpful in keeping the others following along." The other coach stated:

> ... I would of felt very nervous about going into the dressing room with the girls. And when she was on the team that made it all better.... She'd tell me what the girls were upset about and so forth... She helped me a lot. I enjoyed it because as I said it kinda took all the pressure off because she was on the team and she helped me out on that.

Three coaches mentioned that they were able to see their child excel and this was rewarding to them. For example, one mother said this of her daughter's experience:

> ...just to watch her be able to relax and focus on the enjoyment of it instead of the pressure situation and just the difference in her attitude when you could just go for it all and not worry about getting yelled at by someone else... Well it made me feel good that she was comfortable enough to attempt it and she just proved to herself that I knew she could do it and I just had to see that she could do it.

Finally, one coach each mentioned that being able to associate with sport professionals, having an opportunity to better understand his/her child, and having an opportunity to develop athletes as a positive outcome/personal reward.

Frustrations of Parent-Coach

To determine what the parent-coaches perceived to be negative outcomes for themselves, they were asked the following questions: a) Think of those situations when you had what you would consider to be negative experiences in coaching your child. Describe those incidents to me. What happened? When did these incidents occur? Why do you believe they were negative experiences? How did it make you feel at the time?, and b) How would you sum up your experiences with coaching your child? Results revealed four lower order themes of dealing with parent complaints, teenage child not listening to parent while coaching, helping child through difficult times, and participation/playing time rules (see Figure 13).

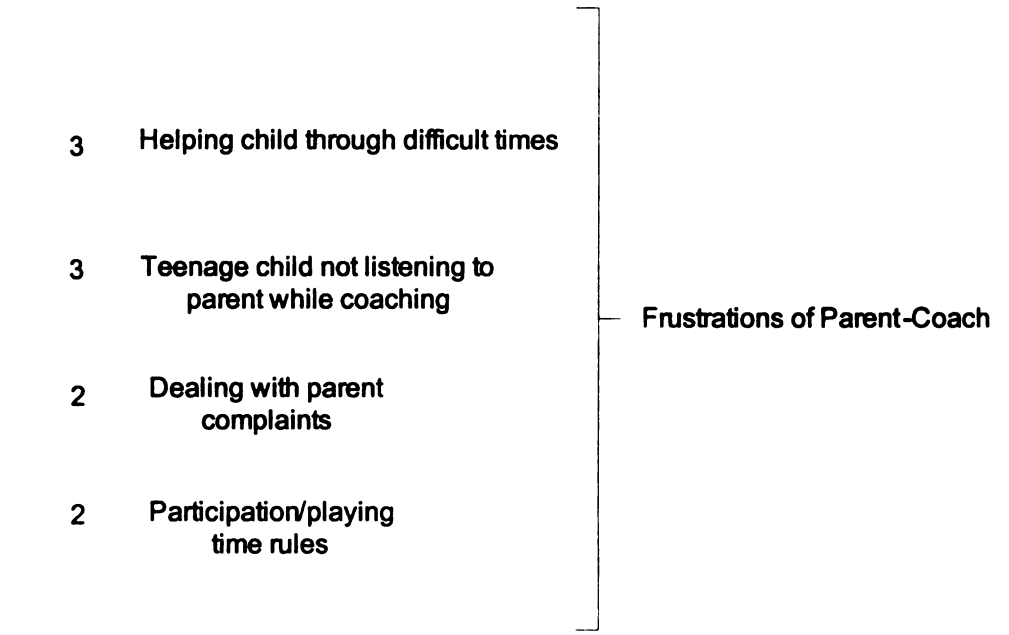

Figure 13. Frustrations of parent-coach.

Dealing with parent complaints. One frustration the parent-coaches spoke of was that they often had to deal with parent complaints about playing time issues and coaching decisions. One coach who coached at the high school level commented, "I really got worn out by dealing with the parents...the majority of parents thought they had a better idea of how things should be done." Another parent who coached his son in baseball had a similar frustration, but also knew that he would play favorites in order to win. He said:

> Well, just putting up with some of the parents was my personal experience you know. Trying to satisfy the parents as well as the kids. Trying to get em all playing, that was my experience. I tried to satisfy the parents and get their kids playing time too, you know equal playing time. It was hard to give them equal playing time. There were a lot of hostile parents like that and I told em I said 'hey I just volunteered for this job. I'm not getting paid for this. I said next year you can do it...' They were mad because their kid wasn't playing in the game. I had played a kid maybe an inning or two. I was playing the kid what I was required to play him. I did give them, tried to give them as equal playing time as I could. But

> I did play favors where I, you know, I would play the kids that would help me win rather than help me lose you know. I just put them in the best positions I thought they could play and stuff like that. I had to run the games.

Teenage child not listening to parent while coaching. Three parent-coaches also mentioned that there were moments of frustration when their child would not listen to them as they were trying to coach. A mother spoke of how her teenage daughter would not follow her instructions and this led to asking her to leave practice. She commented:

> One of the practices would have been for a different year and a different league. All the girls were snipping at each other and I tried to lay down the law while _____ snipped at me, so I snipped back at her and "oh you wouldn't do that to any other kid" kinda thing. Then it became the mom and daughter battling and I couldn't remove myself from the situation. I just kept right at her, eventually made her leave practice. And I still feel so horrible about it. At the time that was not pleasant.

Yet a father-coach explained that he seemed to battle with his son during the teenage years because his son knew more about the game at that point. He said:

> I would say probably early on maybe when he was about eleven or twelve that age up to fourteen. I think there were times where he probably thought he knew enough about the game that if I went to the mound, and he was pitching, and had some advice for him, I think he had a hard time with it at times. It was just like, you know, you're my dad not my coach.

In both situations, it seemed that the child was unable to separate the parent from coach and viewed the parent-coach in more of a parenting role.

Helping child through difficult time. Three participants spoke of how they experienced frustration when they were not able to strategize ways to help their child when the child was experiencing difficulty in the sport. For example, one father-coach explained that it was frustrating for him when his daughter did not receive an athletic scholarship. He commented:

> I was very upset about the coaches at Cincinnati. They called her every Monday night for at least 3 months. Promised her a scholarship and then they didn't call

> the night of the signing date, so I called them the next night and they said they decided to give it to a 6'5" transfer from Florida. Well that was a little, that was devastating. She bought a Cincinnati sweatshirt and the whole bit and planned on going over there and then when I tried to arrange for her to go to a junior college, she was having none of that. So, that was the most negative experience we had. It really devastated her when they backed out on her.

This parent-coached tried to help by finding an alternative program, but the child was not interested. Another coach had difficulty finding ways to help his daughter when she experienced frustration. He said:

> ...if there were negative aspects about me coaching ____ [it] was trying to deal with her frustration. When things weren't going the way she wanted them to go personally for her, she would get very, very frustrated. Her getting frustrated could at times frustrate me too because there were sometimes I wasn't able to communicate with her well enough or be specific with her enough to get her over the hump about what she was frustrated about. I think that was probably, if there were negative aspects, it was just dealing with her frustration and me not being able to get her over that as quickly as she wanted to... because nobody wants to see their kids hurting. And I use the term hurting loosely, but nobody wants to see them frustrated. Nobody wants to see them aggravated or disconcerted about anything, but if there were on occasions things [that] didn't go the way she wanted to then she would become aggravated and frustrated. You know, you want the best for your kids, you want your kids to be happy all the time and you work real hard to make that happen and when it doesn't happen, it frustrates you as a parent.

Participation/playing time rules. Two coaches mentioned that they experienced frustration with rules of the program, such as playing time rules. One parent-coach stated he had issues with the rules in general and trying to get everyone playing time regardless of skill level. He stated:

> ...everybody was supposed to receive equal playing time and that was mind-boggling to have twelve, fifteen girls on the team and then have to provide a rotation into a twenty-four, thirty-two minute game to where they all had equal playing time regardless of their skill level. And I was trying in the back of my mind, the bottom line was all of them wanted to be winners, so how do I go about this? You know you can't save your five best players for the very end and expect to come back and yet some of the kids had to play with some of these kids that were star-gazing out there half the time.

Another father who coached his son expressed similar frustrations, but mentioned how it bothered his son as well. He said:

> ... kinda recall a situation that he and I did discuss 'cause it bothered him a little bit. When I was coaching the senior league, there were only three teams in town and we played teams from other towns and basically everybody who tried out made the team. Well we had a thirteen- year-old girl tryout and she had never even played baseball at the little league level. It made it a difficult situation. We couldn't cut her. I selected her, interesting part of it is I knew her father. Her father was the athletic director at a private school. It wasn't his idea, it was the daughter and the mother's idea and you know the part that bothered me is that physically and athletically she didn't belong at that level because you're at the ninety-foot base-paths, the full pitching etcetera, but you know she tried out.

This father-coach had to deal with the playing time rules as well as explaining to his son why things occur the way they do in sport.

Parent-Coaches Perception of Their Feedback

To determine how parent-coaches perceived the type of feedback they provided their child, each was asked: a) How did you provide feedback to your child about his/her sporting ability?, b) How did the feedback you provided to your child compare to feedback given to other children on the team?, and c) Were there situations other than practice or games that you provided feedback to your child about his/her athletic performance or ability? Can you describe those situations? From participant responses four lower order themes emerged. These themes included positive instructional, encouraging/reinforcing/praise, goal-oriented discussions, and mistake-contingent negative reinforcement (see Figure 14).

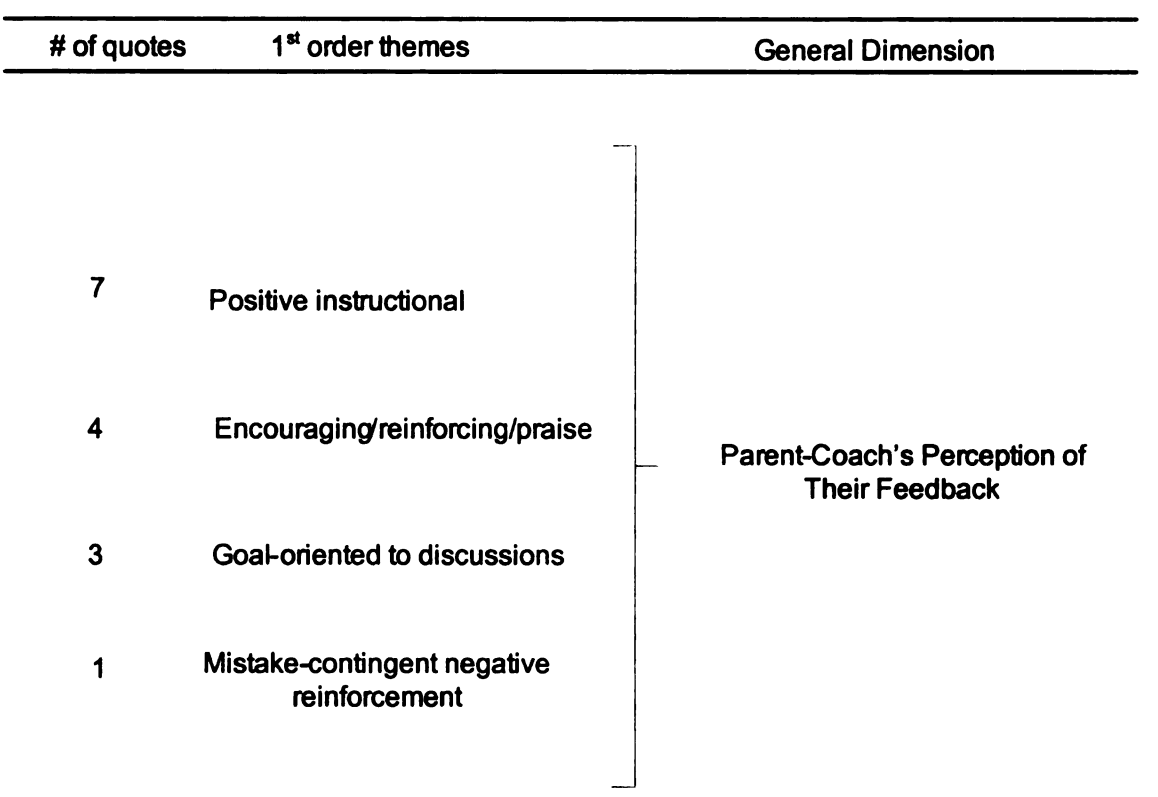

Figure 14. Parent-coaches' perception of their feedback.

Positive instructional. Most of the parent-coaches believed that the feedback they provided their child was positive and that they were helping their child improve in the sport. For example, one coach spoke of how he provided instructions during and after the competition. He also spoke of how the instructional period seemed to be a collaborative effort between he and his daughter. He said:

> ...we'd talk about what we were going to do that afternoon or evening as far as training... Well, I would tell her this is your time 'cause we'd always kind of have a goal to shoot for and as far as time would go, finishing time or a strategy of where she might be in a long distance race at what point in time. And then of course, in the longer distance races I'd go to certain points and we'd yell back and forth like just part of instructions. At the end of the race [when] she cooled down, she'd tell me all about the race even though I just watched it, especially on the track.

It seemed that coaching his daughter in an individual sport propelled the collaborative effort between the two. His daughter had to be honest about her performance because he could not always see first hand how she performed.

Another mother-coach mentioned how she provided feedback when her daughter would ask for it. She stated:

> More than likely, in the car on the way home or if it was something that needed to be worked on maybe if she was doing something out in the yard it would get brought up. "You know, remember when this situation happened maybe if you would have done this." But, the majority of the time, we really discussed specific situations.

Encouraging/reinforcing/praise. Several coaches mentioned also that they believed their feedback to be positive in a way that was encouraging, reinforcing, or praising. One father-coach mentioned how he believed this to be the most effective method and that negative comments were not. He said:

> ... at that level it was still just more encouraging than really doing a lot of hard coaching. ... And just encouraging the good part of it, subtle changes but not harping on it continuously. At that age I don't think it works. "Just try this or try that or you know just keep doing it that way." Just more subtle reminders, more encouraging rather than sarcasm, [it] just doesn't work at that age, and that's where I think I would say it works.

Another coach echoed these sentiments and believed that praise was important to use with his daughter. He said, "Just sitting down and talking with her. Just being able to communicate verbally with her and, and praise her for the things that went well..."

Goal-oriented discussions. Three coaches perceived their feedback to be situated toward reaching goals. For example, one father-coach spoke of how he and his daughter critiqued her performance and set goals to improve on that performance. He commented:

> She' d tell me how it felt at two hundred meters. She'd tell how she could hold back or how she got boxed in and we'd just critique the whole race. We'd do that a dozen times on the way home I think.

Another coach commented that he was always working with his daughter on improving through goal-oriented discussions. He said:

> You know it's like I praise my kids sometimes and I know they like that, but they also get a fair amount of analysis you know. I'm not like a perfectionist. But, once I've accomplished something, then I'm already eager to accomplish the next thing...so my kids get tired of me always teaching. So, like I think they do something good and then they're quickly going to hear about the next thing that they can do. They mastered that so that was a good shot next time, now that you've done that, you can try doing this shot.

His comments seem to reflect a general life philosophy as well as a coaching philosophy.

Mistake-contingent negative reinforcement. Finally, one coach spoke of how he basically told his son when he made mistakes to improve and that mistakes hurt the team. No instruction was provided. It seemed that he believed his son could handle these comments due to his son's cognitive maturity at the time. He commented:

> I just verbally expressed it to him. I would say probably more on the order of trying to be reinforcing, but stern I guess. I think a lot of times if he made a mistake, he knew what he did... I would state something to him like, "you know hey you made a mistake we can't afford that and left it at that."

Interpretation of Child's Response to Feedback

To determine how parent-coaches perceived their child's interpretation and response to the feedback, each parent-coach was asked the following questions: a) How do you think your child interpreted this feedback?, b) Did you feel it was effective? What were his/her reactions to this feedback?, and c) Were there situations other than practices or games that you provided feedback to your child about his/her athletic performance or ability? Can you describe your child's response? Results revealed five lower order themes of child put forth more effort, child's personality facilitated response, child interpreted as pressuring, child's interpretation was inconsistent, and child did not use feedback (see Figure 15).

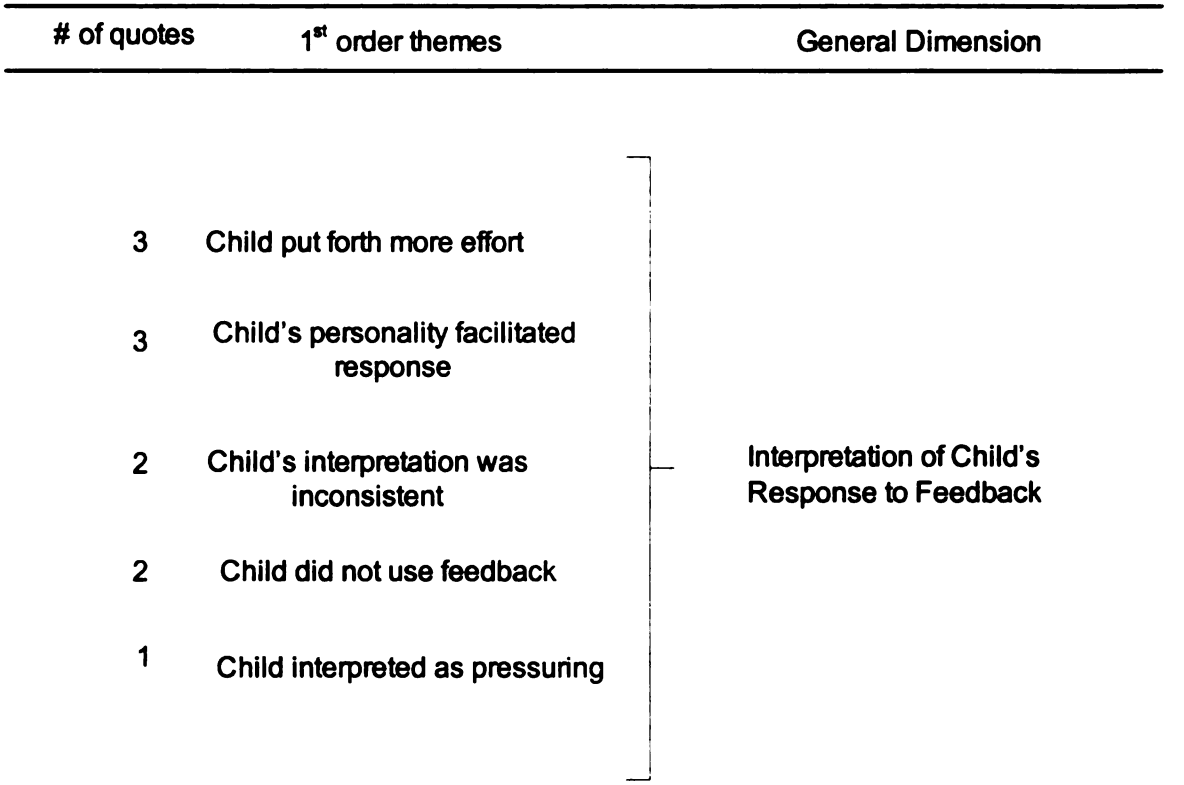

Figure 15. Parent-coaches' interpretation of their child's response to feedback.

Child put forth more effort. Three coaches seemed to believe that their feedback resulted in their child putting forth more effort. In other words, they believed their child incorporated their feedback. For example, one father who coached his daughter believed that it was most effective when his daughter was young. He stated:

> I think she interpreted it very well. When she was very, very young and me being the coach as well as dad, it came to her in a more positive light. She would always take it positively, but work very, very hard to implement the strategies and suggestions that we were talking about.

Another coach believed his son put forth effort, especially when he was one-on-one with his son. He commented:

> I think he appreciated it. He understood and knew what he had to do but I tried to give him positive encouragement about the things he did do well and hoping that that would make him go out and excel at it. More feeling good that he did do things well and then I'd let him know what else he needed to do... He would tend to do that when I'd tell him about it he would...if we played out here by ourselves he would do it when he was playing with me 'cause he felt comfortable... He'd

> say "I know Dad,"(laughing), but he'd agree. He knew, [and] I felt like I was right.

Child's personality facilitated response. Three coaches felt that their feedback was effective, but that their child's personality fit well with the feedback. For example, one coach commented that his son always seemed appreciative of the feedback and never questioned his father's advice. This parent-coach said:

> Good. I mean he enjoyed sports... I would say so because I just don't ever remember any rebellious attitudes or any "what are you talking about? What do you know? You know you don't understand." I just don't remember any of that type of thing from _____. And sometimes I'm not so sure it was that I was doing the right thing, a lot of it has to do with his personality.

Yet, another father-coach expressed that his daughter's personality caused her to be harder on herself. He said, "Well I hope that they were good. I said she was a person of extremes. She was much harder on herself than anybody else could've been." It seemed he knew his daughter well enough to know that she did not need her father-coach to focus on the areas of improvement.

Child interpreted as pressuring. One coach seemed to believe that his daughter thought his feedback was pressuring. He said:

> She was kinda one of those people when the game was over it was over with, either good or bad. She just really did not like to talk about the game that much...Well at the time I think she got a little irritated by it...At the time she probably felt I was pressuring her a little too much.

Child interpretation was inconsistent. Two father-coaches who coached their daughters believed that their child interpreted the feedback differently based on the mood of the child that day. One coach summed up his thoughts by saying, "She would probably say I was too critical... There again I think it was probably both ways. Days where she accepted it and then there's other days when she didn't wanna even talk to me

about it." The other coach stated, "Well I think that when I was officially coaching her, she responded really, really well. Other times it was sometimes you know she was irritated by it, sometimes she wasn't."

Child did not use feedback. Finally two coaches believed that their sons often times did not use the feedback. One father-coach said:

> I mean at least he heard the message. Could, the results [have] been better? You know maybe. Not sure how that would have been done, but not saying that after the feedback that everything was just you know totally one hundred percent corrected, going forward.

Another coach was more direct in his response. He stated the following:

> I'm sure that he probably just at times in one ear and out the other (laughing). Yeah I would say that depending on what, he listens, maybe try to gain something from me talking to him or telling him something. I would say if I knew he was looking at me, I could tell he was listening. If he had his head down or looking in a different direction, I probably wasn't getting through to him.

Perception of Child's Motivation to Continue in Sport

To determine how each may have perceived their coaching to impact their child's motivation to continue in sport, each was asked one question. How do you think your shared experiences impacted your child's involvement in sport today? Results revealed two lower order themes that indicated a belief in a positive impact because of the experience. These themes were impacted career choice and built a foundation for later sport participation (see Figure 16).

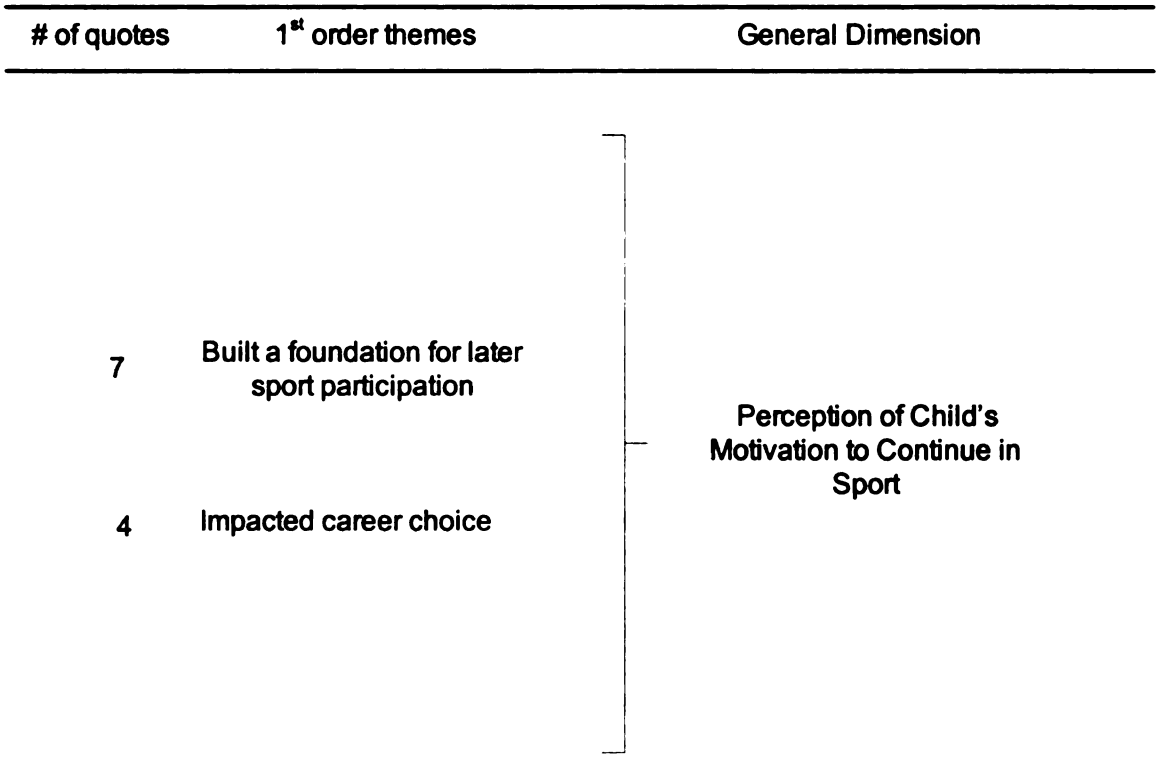

Figure 16. Parent-coaches' perception of their child's motivation to continue in sport.

Impacted career choice. Four coaches commented that their experience in coaching their child influenced their child to go into a sport related field, such as coaching or teaching. For example, one father who coached his daughter said, "I think it's probably quite a bit because ...you know she went into that field [Kinesiology], so I think it had a lot to do with it." Additionally, one father spoke of his son's great desire to coach because of the experience. He summed up his thoughts in this manner:

> He has a very strong desire to be a basketball coach. And he tried to get a job with ___ and they've been putting him off and putting him off, as just a manager and he's been trying for a couple of years now and they don't tell him no but they don't give him the job either. I don't know what's going on there, but he has [a] very strong desire and he actually, I think did coach a YMCA team once when he was in high school. So yeah, I think that's a positive experience, that he got out of having me be his coach and just his love for the game.

Built a foundation for later sport participation. Many other coaches believed that their coaching experience impacted their child's choice to continue participating in sport. For example, a father-coach spoke of his daughter's involvement in this manner:

> I would like to think the positive experience that she and I had as coach and player and father and daughter kind of flowed through and expanded upon her willingness to participate in the sport and her liking of the sport and wanting to go continue on and play for other people and expand her skills.

Another father-coach summed up his thoughts in this manner:

> She goes twice a week now just to play pick up games with friends. In college, it was competitive plus it was a group of friends and now it's more just a group of friends to stay in shape. She works out regularly too so she likes to stay fit...I think taking care of themselves as a priority which she seems to have and I think that her athletics contributed to that, which is a hugely positive thing. You know you can just take that to the bank. So I would have to say that it was a very positive thing.

Perception of Child's Enjoyment

To determine how each parent-coach perceived coaching their child impacted the child-athlete's level of enjoyment, each was asked: What do you believe your child's level of enjoyment in sport was at the time? Why? Based on analysis of the data, six lower order themes emerged. These included child looked forward to playing, child's accomplishments contributed to enjoyment, child liked sport and competition, child had ability, child liked being on team/friends, and child enjoyed sports but had other interests (see Figure 17).

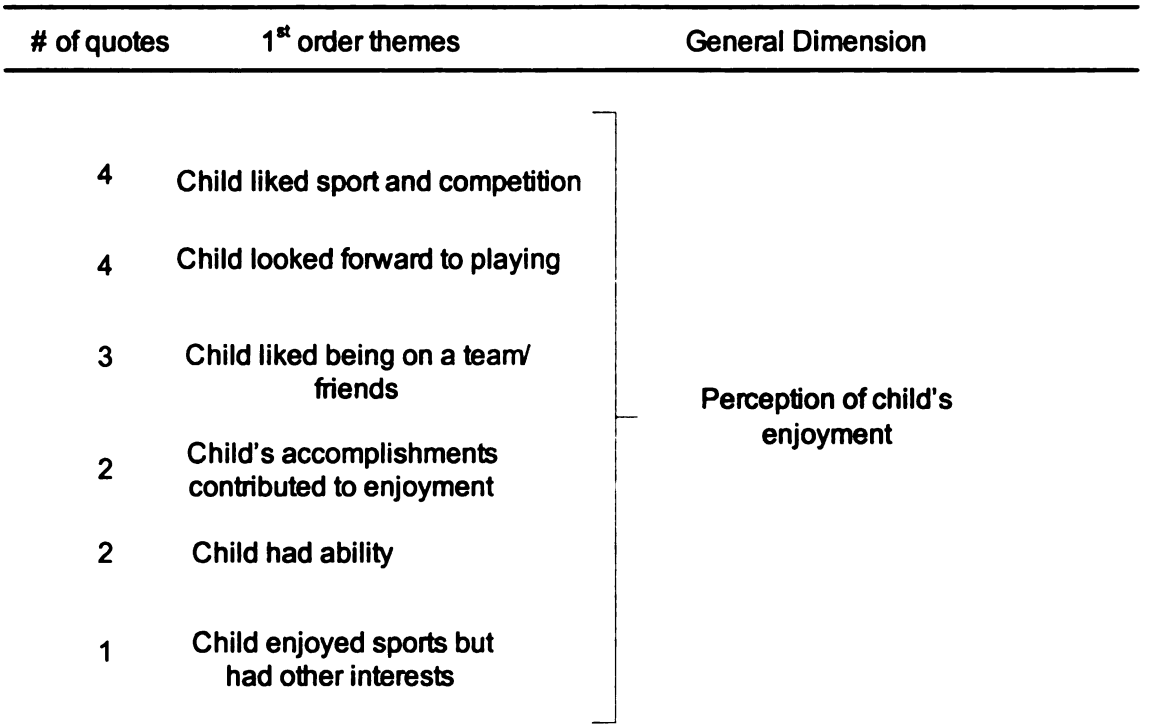

Figure 17. Parent-coaches' perception of their child's enjoyment.

Child looked forward to playing. Several parent-coaches mentioned that they knew their child was enjoying the experience because their child always seemed ready to play or practice. For example, one father-coach said the following about his daughter:

> I think it was very high. It was something she looked forward to. It wasn't something that she said, "I don't wanna do this anymore,' because that would be, 'I wanna play, I wanna play and Dad I want you to coach." So, it was a very positive experience.

Another father spoke of how his son incorporated his hockey experiences into school assignments. These types of behaviors made it obvious to the father-coach that his son enjoyed his time while his father coached him. He stated:

> I think it was pretty high. Well just for example, just his eagerness to play. When they had like in school, as he's going through grade school and they have different things to write about which are usually about home and what they like, I mean it was always focused around hockey. You know playing hockey and how it makes him feel and those sort of things, so he seemed to be really enjoying the whole aspect of it...

Child accomplishments contributed to enjoyment. Additionally, two coaches spoke of how their child experienced joy through their accomplishments while being coached by the parent. One father knew his daughter was proud of her accomplishments: He said, "I think it was extremely high. She was really proud of her accomplishments, but yet she was never a kid to brag or you know be a show-off or anything." Another father believed his daughter particularly enjoyed the time he coached her especially when she received honors for her accomplishments. He said, "...she seemed to enjoy that summer... She was about as happy as I have seen her... she played a couple all-star games. She enjoyed those..."

Child liked sport and competition. Still other coaches knew their child enjoyed their time together just because of sport or competition itself. Comments included the following: "I would say it was quite high. She was very active in school and enjoyed it." "I think it was high, real high....Well he liked the sport and he liked the competition and stuff like that." "... he was a good student and he thoroughly enjoyed the sport..." and "He definitely enjoyed sports..."

Child had ability. Two coaches stated that their child enjoyed sport and their time together just simply because their child had ability and could use sport as an arena to display that ability. One father-coach said this about his son:

> I'd say his level of enjoyment would have been high. ... just because of his ability and the things he was able to do at the game. He was able to do things a lot of other kids at his level didn't do and you know he was kind of the focal point, center of attention, for the team, I think he enjoyed that.

Another coach who coached his son said, "...gave him confidence that he was a competent kid."

Child liked being on a team/friends. Three parent-coaches believed their child liked being on a team and with friends. For example, one mother-coach said, "...she seemed to enjoy herself, being with her friends and being active." And this father had this to say about his son: "...belonging to a team and you know feeling that they had a success."

Child enjoyed sports but had other interests. Finally one coach knew his daughter enjoyed sport, but that she enjoyed other activities as well. He said:

> I think that I would have to say that it was balanced. I mean she had been doing it for a long time and there was a lot of pressure coming up for kids in middle school and high school to be a state champion or be a conference champion or something. It's not just the parents, it's the coaches. I just have to say she rose to the challenge of that. But, she's a very intelligent person and at some point she started realizing that she has a great deal of other interests that she wants to do and her identity doesn't need to be all tied up in how accomplished she is as an athlete. So I think that [when] swimming started to wind down, she was ready for it to end. And I think that polo she must have been enjoying it because she then goes off to college and plays...So I think it was, it was a balanced part of her life and what she wanted to do.

Summary

A research question that was addressed in the study was: *How does the dual role of the parent as coach influence the relationship between the child-athlete and parent-coach?* As with child-athletes, parent-coaches indicated many more positive outcomes to the relationship. Similarly, parent–coaches believed that the sport experience created closer bonds through various avenues. A minimal number of coaches believed the relationship was strained; those parent-coaches who did, believed the relationship was strained because of the child's perceptions of the parent-coaches' beliefs and behaviors. Fathers believed their daughters perceived expectations as pressuring more so than fathers coaching sons or the mother who coached her daughter. Finally, several parent-coaches indicated that the dual role had no perceived impact on the relationship.

Additional research questions addressed in the study were: *What are the positive outcomes for parents who coach their children?, and What are the negative outcomes for parents who coach their own children?* Parent-coaches indicated that positive outcomes from coaching their child were having enhanced self-perceptions through success with children, winning, and other miscellaneous personal rewards, such as their child helping with team issues. Frustrations or negative outcomes mentioned by parents were dealing with parent complaints, teenage child not listening, helping their child through difficult times, and participation/playing rules. Most responses from parent-coaches were positive. Overall, negative outcomes were not the direct result of interactions with their child, but rather issues surrounding coaching in general.

Final research questions that were addressed included: *What is the parent-coach's perception of his/her feedback?, and What is the role of feedback on self-perceptions, level of enjoyment, and motivational outcomes over time?* Parent-coaches perceived that they provided positive instructional feedback, feedback that was encouraging, reinforcing, and praising, and goal-oriented to discussions. One coach mentioned that he provided mistake contingent negative reinforcement. Overall, results indicated that parent-coaches believed they provided positive feedback to their child. Additionally, parent-coaches believed their child interpreted the feedback in various ways, such as by putting forth more effort. Others believed their child's personality facilitated the response, the interpretation was inconsistent, and the child did not use the feedback. One coach believed the child interpreted the feedback as pressuring. Finally, coaches believed that they positively influenced their child's motivation and enjoyment. Parent-coaches mentioned how their experiences impacted their child's career choice and

built a foundation for later sport participation. They believed also that their children had positive outcomes to their enjoyment levels because they always looked forward to playing, their child's accomplishments contributed to their enjoyment, the child liked sport and competition, the child had ability, and the child liked being with friends and on a team.

CHAPTER SIX

Discussion

Introduction

The purpose of this study was twofold: (a) to explore how the parent-coach dual role influences the relationship between the parent-coach and child, both positive and negative; and (b) to explore the influence of the parent-coach's feedback in forming the athlete's self-perceptions, affective responses, and motivational outcomes. In addition, the following research questions were addressed: (a) How does the dual role of the parent as coach influence the relationship between the child-athlete and parent-coach?; (b) What are the positive outcomes for children who have parents as coaches and for parents who coach their own children?; (c) What are the negative outcomes for children who have parents as coaches and for parents who coach their own children?; and (d) What is the role of feedback on self-perceptions, level of enjoyment, and motivational outcomes over time?

In congruence with Weiss and Fretwell (in press) both parents and children were interviewed to ascertain how the dual role impacted their relationship. Also in accordance with Weiss and Fretwell, overall findings indicated that the dual role created a relationship that could be both cordial and contentious. Additionally, a conundrum existed at times for both parent-coach and child-athlete because both were living a dual role. The current study, however, added much more to our understanding of the dual role and how that dual role can impact the parent-child relationship over time. In addition, results of this study provided insight into the mechanisms that facilitate or impede growth in the relationship. Finally, current results lend support to Harter's Model of Competence

Motivation (1978, 1981) and, more specifically, how significant others, such as parent-coaches, can contribute to positive developmental outcomes for their child.

Consistent with Harter's (1978, 1981) model, children experienced heightened perceptions of competence when provided with positive, reinforcing, and instructive feedback contingent with their performance. These same children reported higher levels of enjoyment as well as perceptions of control and a desire to continue participating in sport. Also consistent with the model, were lowered perceptions of competence when provided with inappropriate feedback from a parent. One athlete reported having a negative experience with her father-coach. During the short period that her father coached her, she experienced lower perceptions of competence and control as well as low enjoyment and no desire to continue playing her sport. These perceptions were the consequence of her father's feedback, which was interpreted as negative, pressuring, and controlling.

Additionally, a developmental component emerged, which is consistent with Harter's (1978, 1981) Model of Competence Motivation as well. Several child-athletes reported a desire to continue having their parent as their coach, particularly if the experience was positive during the early childhood years. This finding reflects the influence of parents during the child's early years as indicated in the model. Moreover, both child-athletes and parent-coaches reported some conflict during the adolescent years, particularly when the parent-coach attempted to provide feedback to the child. Harter contends that children will rely less and less on their parents for information about their competence when reaching adolescence, especially if they have developed an internal perception of control.

Methodologically, retrospective interviews provided a quasi-longitudinal perspective to understanding the dual role of parent as coach. Child-athletes were interviewed as adults, thereby, allowing time, experience, and cognitive and emotional maturity to contribute to their ability to understand and communicate their experiences in a mature fashion. All child-athletes ended their playing experiences with their parent-coach during the adolescent years. If interviewed during these years, their perception of the experience may have been clouded by limitations in understanding and perspective-taking during this time. Additionally, because the focus of this research was to glean information about the long-term impact of their experiences on the relationship as well as the child-athletes' self-perceptions, the use of retrospective interviews provides a logical methodology for extrapolating this information. Although, there are limitations to the use of retrospective designs, such as forgetfulness, the experiences shared by the participants were communicated clearly and openly. Consistent with the suggestions of Hardt and Rutter (2004), it seems that all individuals were able to remember actual events and reported how these events impacted their interactions. In fact, the currently oldest child-athlete in the study had very vivid memories of her experiences with her father. Moreover, many children and their parents reported similar events, which aids in triangulating individual responses.

Impact of the Dual Role on the Relationship

Responses from child-athletes indicated that most believed having a parent in a dual role (parent-coach) helped to strengthen the relationship between parent and child. These results are consistent with previous research indicating that the majority of teenagers believe they have harmonious relationships with their parents at home and in

the athletic arena (Rutter et al., 1976; Wylleman, 1995). Parent-coaches' responses to the impact of the dual role indicated that they perceived advantages to the relationship as well. In fact, many of their responses were congruent with those of their child. For example, most of the child-athletes and parent-coaches spoke of how the sport experience strengthened the parent and child bond through spending time together, sharing sport experiences, enhancing communication, learning about each other, developing mutual respect, and working through the rough spots. The congruence in responses between parents and children is contradictory to much of the research in sport and parent-child relationships (e.g., Babkes & Weiss, 1999; Barnes & Olson, 1985). Because child-athletes were interviewed as adults, their responses were reflective of the cognitive and emotional development that occurs with time. As adults, they are much more in tune with why events occurred and the resulting outcomes of these events.

The consistency in responses between parent and child may be an indication of the bi-directional influence that each had on the other as well. This type of influence has been found in other studies in sport examining parent and child or child and coach reciprocal interactions (Green & Chalip, 1997; Weiss & Hayashi, 1995; Wylleman, 1995). In the case of this study, results provide insight into how the reciprocity in the interactions is enhanced or thwarted over time.

The question that remains is what made relationships reciprocal and how did this reciprocity positively or negatively impact relationships? Perhaps the answer to this question can best be answered by examining how a parent-coach's parenting style, leadership style, and level of involvement may work in a unified fashion to facilitate the relationship. Overwhelmingly, the literature supports an authoritative parenting style in

developing positive outcomes for children as well as positive relationships between parents and their children (Steinberg, 2001). In cases where parent-coaches spoke of developing a positive relationship with their child through sport, many comments reflected behaviors descriptive of an authoritative parenting style. For example, parent-coaches spoke of being warm, but firm in establishing rules and expectations as well as permitting their child to express and develop his/her own opinions. Comments such as "We could talk about things and there was a little frustration sometimes you know he could talk about openly," and "I think that her [she] and I [sic] communicate very well together, at a level higher than the average person" are indicative of parent-coaches who encouraged their children to openly discuss any issues they may have had while the parent was coaching. Children's comments reflected an environment that allowed for open communication as well, such as " it gave us a lot of time to like talk about things, which I think built our relationship up 'cause not often did I just sit down and talk to him about things goin' on in my life," and "I think it allowed us to talk to each other better. It allowed us to communicate to each other because we went through all that."

Additionally, the direct rather than indirect involvement of these parents in their children's life contributed to a positive relationship as well as positive developmental outcomes for the child. Parental involvement has been found to mediate the impact of authoritative parenting on adolescent achievement, competence, and prosocial behaviors (Baumrind, 1989; Lamborn, Mounts, Steinberg, & Dornbusch, 1991; Steinberg, Lamborn, Dornsbusch, & Darling, 1992). It seems that parent-coaches were able to develop and maintain the emotional context needed to make authoritative parenting work. Perhaps the model proposed by Darling and Steinberg (1993) is appropriate for

explaining how parent-coaches can increase the possibility for optimistic outcomes. These researchers propose that authoritative parenting is effective because of three things: the child is receptive to parental influence because of parental nurturance and involvement (taking on the coaching role and being aware of the child's needs); the child develops self-regulatory skills because of that support (development of emotional management); and the bi-directional interactions (open communication) that occur enable the child to become more socially and cognitively competent.

Furthermore, because parents were coaches, they were expected to develop a coaching style as well. For the majority of parent-coaches, a positive relationship existed indicating that parent-coaches were able to adapt their coaching leadership style to meet the needs of their child. Children, particularly girls between the ages of 10 and 18 years, prefer a democratic leadership style, such as a coach who allows them to have input into the decision-making, as opposed to a coach with an autocratic leadership style who makes all decisions with no input from players (Martin, Jackson, Richardson, & Weiller, 1999). Among the parent-coaches who were interviewed, most coaches were able to develop a more democratic style, which co-existed with their authoritative parenting style. Creating lines of communication, spending time with their child, and sharing similar experiences all contributed to parent-coaches' ability to balance both roles as well as create reciprocity in the relationship. It is unclear, however, how the parent-coach's parenting style and coaching leadership style may have impacted other children on the team. Future research must address this limitation as coaches must be aware of all team members' needs, not only their child's interests. This need or requirement to please all may create a further obstacle for parents who wish to coach their own child.

A final consideration into how a close or distant relationship was formed is that of the level of involvement of the parent-coach. Hellstedt (1987) contends that parental involvement in sport exists on a continuum of under-involved to over-involved. Parents who are under-involved typically do not support their child's sport experience in any way, including financial, emotional, or functional. These parents generally do not attend games, are not involved in any volunteer duties, and provide only minimal financial support for such things as equipment. Moderately-involved parents generally provide firm direction, but have enough flexibility in their parenting style that the athlete is also involved in decision-making. These types of parents generally leave the coaching duties to the coach, set realistic goals for their child, are interested in their child's skill development, provide moderate levels of financial support, and provide volunteer support. Conversely, parents who are over-involved have an excessive amount of involvement in their child's sport experience. These individuals typically are seen attending all practice sessions, standing next to the coach, yelling at and engaging in frequent disagreements with players, coaches and officials, providing excessive financial support, and attempting to "coach" their child from the sideline.

For the current study, the level of involvement of the parent -coach did contribute to the quality of the relationship, both at the time and over time. The parent-coach who was viewed as overly-involved was perceived as never being able to separate the role of parent and coach. In most instances, the negative feelings and outcomes were short-term, but for one child-athlete the impact was long-term. In this instance, the parent "really never stopped coaching her." In the eyes of the child, her only relationship with her father was, and is, through sport, perhaps due to the behavior of the parent-coach when

she was younger. These behaviors included the father shouting from the stands and engaging in constant conversation about her sport (e.g., what to do at practice, scholarship issues, and strategies). Although the parent in this dyad agreed that he never stopped coaching his child, his interpretation of his interactions with her were incongruent with her interpretations. He felt he was being helpful and she perceived his actions as pressuring. The incongruence in interpretation of the parent-coach's behaviors likely contributed to negative outcomes. Conversely, positive relationships were formed between those athletes who viewed their parent-coach as being moderately-involved in the sport experience. These are the parent-coaches who knew when the child needed role separation or vice versa. Hence, they allowed their child to be involved in the decision making, provided moderate levels of support, and coached when they needed to coach.

Personal Outcomes Examined Through Competence Motivation Theory

It is important to examine how child-athletes and parent-coaches impacted each other from a theoretical perspective as well. Harter's Model of Competence Motivation (1978, 1981) was used as a framework for this study and addresses how socializing agents, such as parents, coaches, and peers can impact a child's sense of competence, control, affect, and motivation. Based on the results of conversations with child-athletes and parent-coaches, it is clear that each member of the dyad experienced changes in self-perceptions, as well as affect and motivation.

Many child-athletes felt that they gained the most in these perceptions during the time spent with their parent as coach, which is encouraging to those who wish to coach their own child. Both child-athletes and parent-coaches overwhelmingly agreed that positive and instructional feedback from the coach were important during this time

period. For the most part, athletes perceived the feedback as positive and used that information to increase their effort or performance. In addition, most athletes seemed to have an enhanced sense of control during this period perhaps due to the additional responsibilities that they assumed, such as helping with drills and maintaining order on the team. Most of the child-athletes indicated a heightened sense of enjoyment being coached by their parent as well as how their parent-coach instilled values and beliefs about sport. All of these results are consistent with previous research on positive parental influence in the child's sport involvement (e.g., Brustad, 1988, 1993, 1996, Eccles & Harold, 1991; Scanlan & Lewthwaite, 1984). In addition, these results are consistent with much of the literature examining how coaching behaviors influence a child's self-perceptions, affect, and motivation (Black & Weiss, 1992; Boyd & Yin, 1996; Smith, Smoll, & Curtis, 1979; Wong & Bridges, 1995).

For those child-athletes who voiced concerns about their parent-coach's behavior the responses of the child-athletes during their playing days were consistent with Competence Motivation Theory (Harter, 1978, 1981) also. During those times when expectations were too high and the corresponding feedback was inappropriate, these athletes experienced a heightened sense of anxiety as well as lowered perceptions of competence and control. These results are consistent with previous research on the potential negative influences of parents (e.g., Babkes & Weiss, 1999; Brustad, 1988; Leff & Hoyle, 1995; Scanlan & Lewthwaite, 1986) and coaches (e.g., Black & Weiss, 1992) on children's self-perceptions, affect, and motivation. What is encouraging, however, is that these periods of lowered self-perceptions and affect were short-term for most athletes. Over time, most of these athletes developed a mutual understanding of their

parent-coach, which facilitated positive personal outcomes as well as a positive parent-child relationship. Additionally, some child-athletes commented on how they had a delayed understanding of how to develop. Essentially, these individuals realized over time what their parents were trying to do for them through the use of feedback. These child-athletes were able to take their experiences with their parent-coach and transfer their learning to other situations. For example, some athletes spoke of how they were able to deal with criticism from other coaches as well as how to succeed. These findings are important contributions to the literature because so much of the current knowledge about parent and coach influences is taken during snap shots in the child's life. Hitting bumps in the road during the experience of coaching one's child appears to be the norm. How the parent-coach deals with these situations is very important and can have positive or negative influences on the relationship.

Hence, it is important for parents who wish to coach their children to have some knowledge of what can assist them in understanding their child's response to their coaching efforts. The results of this study provide some insight into those contributing factors to consider, such as the developmental period in which one coaches his or her child and the gender of both the parent and child. Both of these factors mediated the child-athlete's response to his or her parent-coach's feedback.

Developmentally, those times when negative events occurred between parent-coach and child-athlete were generally during the adolescent years of the child. During this time period, child-athletes were reluctant to listen to the feedback from their parent-coach, and in many cases believed they knew more about the sport than the parent-coach. This is consistent with the developmental tenets of Harter's (1978, 1981) theory and

subsequent research in that as children reach adolescence they rely less and less on the feedback from parents, especially if they have developed an internal perception of control (Horn, Glenn, & Wentzell, 1993; Horn & Hasbrook, 1986, 1987; Weiss, Bredemeier, & Shewchuk, 1986). As these child-athletes entered adolescence, they began to rely more on self-referenced sources (e.g., effort, enjoyment, and ability), coach feedback, and game outcome for information about their performance and ability. This finding is consistent with the literature also (Horn, Glenn, & Wentzell, 1993).

Because children in the early adolescent years do rely on coaches to provide feedback about their ability, the challenge to a parent who is coaching a child is when does the child-athlete view the parent-coach as a coach and when does the parent-child view the parent-coach as parent? This is important for parent-coaches to understand so as to provide feedback to the child when not only wanted, but when the feedback will be most effective in enhancing self-perceptions as well as performance. Based on the results of this study, as children reach adolescence they are open to coaching feedback during those times when it is appropriate to the sport, such as practices or games. However, outside the sport arena, these child-athletes wanted the parent-coach to assume a parenting role. Thus, child-athletes wanted parents to be encouraging and supportive once they left the competitive or practice arena. If parent-coaches continued in the coaching role, they were then viewed by the child-athlete as being overly-involved or overly-critical. There is a caveat, however, which indicates that child-athletes were open to coaching feedback outside the sport arena only when they asked for this feedback. In most cases, parents came to understand this, but for those that did not, and in particular one father-coach, a long-term negative impact on the relationship occurred.

This predicament that parent-coaches faced in their dual role is consistent with the findings of Wiess and Fretwell (in press) and Evans (1985). These authors found that parent-coaches often treated their child differently from other members on the team, which created a conundrum of when to be a coach and when to be a parent. In the current study, both parent-coaches and athletes believed the parent was harder on his/her child, which, at times, did create a conundrum. This finding, although consistent with Weiss and Fretwell, is different as well. Parent-coaches did hold higher expectations for their children; however, the long-term impact of those expectations did not appear to be negative. Parents and children, who were able to openly communicate during conflicts created by the dual role, found that they were able to work through those rough spots. Perhaps the ability of both parties to handle conflict due to high expectations was mediated by the skill level of the child. Children may have been held to higher expectations because they were perceived by the parent-coach as being one of the best on the team (thereby increasing the child's sense of competence). However, the perceived high skill level of the child may have tempered the parents' desire to remain in their coaching role outside the sporting arena, thereby reducing conflict between the two.

The gender of the child and parent seems to have mediated the child's response to the parent-coach's feedback as well. Several of the female athletes as opposed to the male athletes interpreted their father-coach's feedback and expectations as unrealistic and overly critical. It is not surprising that father-coaches might have higher expectations of their daughters. Fathers have been found to have high expectations of their daughters especially in their daughters' ability to reach elite levels (Martin, Richardson, Weiller, & Jackson, 2004). In addition, fathers tend to become overly- involved by providing extra

practice or feedback when they believe their child's effort or ability is low (Averill & Power, 1995). Daughters tend to believe that fathers provide less support than their mothers during their sport experience (Martin, Richardson, Weiller, & Jackson, 2004). Both boys and girls have reported greater enjoyment, perceived competence, and motivation if they perceive less pressure to perform from their father (Babkes & Weiss, 1999). Finally, girls have been found to interpret coaching feedback in the form of encouragement and corrective information after a mistake or poor performance as an indication of low ability (Allen & Howe, 1998). In the case of this study, those daughters who faced obstacles with their father-coach may have interpreted their father-coach's feedback as an indication of low ability. A parent occupying a dual role as coach further compounded the interpretation. The fathers' behavior, although well intentioned, must be taken into consideration. It seems that fathers who coach their daughters face an additional hurdle and must take time to understand the needs of their daughters and how their behaviors and coaching decisions can impact their daughter as well as their relationship with their daughter. It should not be expected that daughters respond and act like sons!

Thus, fathers who coach their own children are provided with an opportunity to remain positively involved in their child's life. This opportunity is especially true for fathers and daughters. Daughters perceive their father to be an authority figure, whereas sons see their fathers as someone to share common interests, such as recreation and work (Youniss & Ketterlinus, 1987; Youniss & Smollar, 1985). Fathers who coach daughters are provided with an opportunity to share something with their daughter outside the norm

and sons are offered an opportunity to continue to share those common interests beyond throwing the ball around in the backyard.

Consequently, the impact of the father in a parent-coaching role can be particularly facilitative or debilitative to the relationship as well as to the child. All fathers coached their child at some point during the child's adolescent years. Because adolescent children tend to perceive fathers as distant and difficult to communicate with (Youniss & Ketterlinus, 1987; Youniss & Smollar, 1985), having a father as a coach may positively influence interactions. Sport may offer an opportunity for children to interact with their father outside the father's authority role in the home. For instance, children get the opportunity to see how their father interacts with other children and the "playful" side of their father. These opportunities seemed evident in responses from child-athletes as they mentioned learning about their father, spending time talking with their father, and learning responsibility from their father. However, for those fathers who remain distant and do not encourage open communication and opportunities for their child to learn about them or to learn more about their child, a greater distance in the relationship can emerge.

Mothers are important to the child's sporting experience as well. Generally, fathers are perceived as the sport socializers, whereas mothers are viewed in a supportive role (Greendorfer & Lewko, 1978). In the one case in which a mother was coaching her daughter, a positive relationship was forged between the two. It seems this daughter perceived that sport offered an opportunity for equality in the relationship. This child-athlete spoke of how she felt free in speaking or even arguing with her mother about issues in practice or games and how this carried over into adult life. These comments are consistent with research indicating that daughters are more comfortable confiding with,

disobeying with, and arguing with mothers (Youniss & Smollar, 1985). Not known from this research is how sons would respond to having a mother as a coach and how a mother in a coaching role might impact their relationship. Further research is warranted in this area, as many more women are involved in coaching both boys and girls at the youth sport level, especially on co-recreational teams

Both mothers and fathers, therefore, can impact their child's experience in sport, but the dual role impacts parents' self-perceptions as well. All parent-coaches verbalized how they experienced enhanced self-perceptions as well during this time period. Each was able to demonstrate competence in teaching their child as well as experiencing increased self-worth, motivation (enhancing coaching knowledge), and affect (feeling of winning and watching child excel). In addition, several coaches mentioned how they altered their behavior based on the feedback from their child, such as how to treat others on the team or when the best time to provide performance feedback to their child might be. Parent-coaches who were unable to adjust to the feedback from their child often experienced personal frustration, which led to frustration in dealing with their child. Most of the turmoil occurred during the child-athlete's adolescent years, which is consistent with findings indicating that the adolescent years may be more difficult for parents rather than children (Silverberg & Steinberg, 1990; Steinberg, 2001). Thus, parents who coach their own adolescent children may experience more frustration because they are faced with the behaviors of their child who is occupying two roles as well.

The reciprocal nature of the interactions between parent-coaches and child-athletes and the subsequent impact on their behaviors, feelings, self-perceptions, and

ultimately their relationship highlight the need to evaluate current theoretical models commonly used in developmental sport psychology research. Competence Motivation Theory (Harter, 1978, 1981) certainly is an appropriate model for examining the impact of socializing agents on children's developmental outcomes, but in the case of parents who coach their own children, it seems that children socialize their parents as well. The impact of interactions between parent, coaches, and children is not addressed within the model, but requires consideration, as relationships do not operate within a vacuum and in only one direction (e.g., parent to child or coach to child). In addition, there seemed to be mediating factors, such as the gender of the parent and child that impacted the child's perceptions as well as the parent-coach's perceptions. Perhaps a more multidimensional approach is warranted in which other models, such as Eccles' Expectancy-Value Model (Eccles & Harold, 1991), and Darling and Steinberg's (1993) theory of authoritative parenting might be integrated with Competence Motivation Theory to explain the parent-coach and child-athlete phenomenon.

Implications

Weiss and Fretwell (in press) recently posed the question "Should parents coach their own children?" Their conclusion was that "it depends". Weiss and Fretwell speculated that when parents are unable to separate their roles, less than amiable relationships would develop between the parent and child over time. Although it is indeed true that when parents do not separate their roles, relationships can be strained, the answer resides in the child's ability to separate the dual role as well. Furthermore, this study offers suggestions for parent-coaches on how to maintain appropriate roles based on the needs of the child.

First, parents must consider not only *if* they should coach their child, but also *when* they should coach their child. Comments from both members of the dyad indicate that adolescence can be a difficult time for both. Parents who wish to coach their own child may need to consider the quality of the relationship prior to adolescence. Research indicates that the conflict that occurs between family members during adolescence generally precedes the child's entry into adolescence (Rutter, Graham, Chadwick, & Yule, 1976). Therefore, if conflict has occurred prior to adolescence, taking on a dual role may be contraindicated as the parent is now occupying two roles of authority. Those parents who coached their child from early/middle childhood through early adolescence were able to prevent long-term negative outcomes in the relationship. However, those parents who began coaching their child during early adolescence experienced the most difficulty in communicating with their child. Nevertheless, if parents do decide to take on this role during the adolescent time period, assuming an authoritative parenting style in conjunction with a democratic leadership style may buffer against conflict.

Second, fathers who take on the dual role are provided with an opportunity to remain engaged in their child's life. Fathers must, therefore, understand how sons and daughters will respond to their involvement. Both sons and daughters perceived that their father placed higher expectations on them, but the interpretations of these expectations were different. Sons seemed to welcome expectations, such as being a role model for the team or helping set-up practice, but daughters were more reluctant to take on extra responsibilities and be used as a role model. Therefore, fathers must understand differences in the interpretation of the messages they send their sons and daughters. Both sons and daughters expressed a desire to have open communication with their fathers, but

daughters needed role separation more so than sons. Spending time in the sport environment offers opportunities for daughters to talk with parents about interpersonal issues as well. This need is consistent with research ((Larson et al., 1996).

Third, mothers are offered an opportunity to remain engaged in their child's life as well. Although, both sons and daughters tend to be closer to mothers and reciprocate caring and emotional support (Barnes & Olson, 1985; Youniss & Ketterlinus, 1987; Youniss & Smollar, 1985) being a coach can only help facilitate relationships. This study provided insight into a mother-daughter relationship and how it grew, but sons may be able to grow in their relationships also. Seeing their mother in a role outside of the home can create more appreciation of the mother and her abilities other than being a mother.

Fourth, parents who coach must understand the impact of their feedback and behaviors on their child's self-perceptions, motivation, and enjoyment. As found in this study and other studies (e.g., Babkes & Weiss, 1999; Black & Weiss, 1992), positive and instructional feedback was overwhelmingly preferred by both child-athletes and parent-coaches. In addition, some daughters interpreted feedback negatively. Parents must understand their child prior to assuming the coaching role and be aware of the feedback they provide their child. In addition, parents must understand that as children mature, their child may prefer the feedback remain in the playing arena unless specifically requested outside of the sport context. Essentially, child-athletes prefer to be treated similarly to their teammates. Being overcritical or overly-involved in the child's sporting experience can create disharmony in the relationship as well as negative self-perceptions.

Finally, parents need to understand that the experience of coaching their own child can impact their self-perceptions as well. As found in previous studies (Evans,

1985; Weiss & Fretwell, in press), parent-coaches experienced positive and negative outcomes from the experience and altered their behavior toward their child and others due to the experience. Additionally, parent-coaches will likely experience frustration with their competence, but will experience increases in self-worth as well. Lastly, it is highly likely parent-coaches will learn something from their child as well as something about their child.

Coaching education programs can help facilitate the dissemination of knowledge needed to assist parents who wish to coach their own children. Many parents, including the parents in this study, are asked to coach a team because no other person has come forward. In most cases, parents do not have the necessary tools to teach sport skills let alone the tools to keep or enhance positive relationships with children as well as enhance children's levels of self-esteem, competence, enjoyment, and motivation. Training should discuss methods for maximizing positive outcomes for all children, but specific training should be developed for parent-coaches as outlined in the preceding paragraphs.

Recommendations for Future Research

Although findings from the current study help bring into focus a clearer picture of the parent-coach dual role phenomenon, limitations to this study and questions raised from this study require additional research. First, this study had a limited sample size of only 22 participants who possessed similar demographic characteristics. For example, the majority of the participants indicated they were white and shared similar socioeconomic backgrounds. In addition, all child-athletes were undergraduate or graduate students. Therefore, results and experiences cannot be generalized to other

populations. Therefore, a larger sample of participants with varying socioeconomic backgrounds, ethnicities, and experiences should be included in future research.

Additionally, the methodology in which the data were analyzed must be considered. Participants were grouped into parent-coaches and child-athletes and responses were aggregated. Consideration must be taken into account of analyzing dyads separately. Analysis in this manner may provide a true indication of how relationships can be enhanced or thwarted through the experience. Methods have been forwarded in quantitative designs for studying dyads (e.g., Kashy & Boldry, 2005), but little is known about standard methodologies in qualitative designs. Perhaps dyads should be considered as individual case studies.

Third, the skill level of the child as well as the parent must be considered in future research. All participants indicated that the child-athletes were highly skilled, but it is unknown what may occur if one were to coach an unskilled child. Moreover, all parents in the study had a sporting background either as a coach or a player or both. Some of the parents were teachers as well, which may have contributed to their understanding of teaching children in general. The skill level of the parent-coaches and their competencies in coaching may impact the interactions between parent and child as well as self-perceptions. These issues should be considered in future research.

Fourth, most of the participants of this study indicated that their experiences were positive. Only one child-athlete indicated that the experience had a long-term negative impact on the relationship. The experiences of this individual cannot be generalized to other athletes who may experience negative outcomes from being coached by a parent. For example, it is not known what may contribute to a relationship that becomes severed

because of the dual role. Hence, it is important to gather information from child-athletes and parent-coaches about the processes that contribute to a severed parent-child relationship.

Fifth, future research must incorporate mother-daughter and mother-son dyads. Because 11 of 12 parents were fathers, the results cannot be fully generalized to mothers who coach. There is some indication that mothers can become closer with their daughters, but there is no indication the same would be true for sons coached by mothers. How sons view their mothers in a coaching role may likely depend on the sons' socialization prior to the experience, particularly sons' views about masculinity and femininity.

Sixth, research must examine how having a parent in a coaching role impacts other members of the family as well as other members on a team. Previous research indicates that a parent's level of involvement with their child's sport participation may create negative feelings from other children in the family (Ewing, Hedstrom, Wiesner, & Gano-Overway, 2004). Additionally, previous research has indicated that other team members become dissatisfied with a parent-coach who is perceived to show favoritism toward his/her own child (Weiss & Fretwell, in press).

Finally, future research must examine how changing family structures may impact the dual role. For example, many children are living in blended families, with grandparents, or are children to same-sex couples. How might occupying a dual role in each of these examples impact the child, the adult, and the relationship?

Conclusion

Overall, both child-athletes and parent-coaches indicated that they were able to develop a positive and strong relationship as a result of being in dual roles. In addition, both indicated that they were able to experience personal positive rewards and outcomes because of their experience. Although some of the participants did indicate that negative events did occur, the long-term impact was insignificant. From the perception of one child-athlete, there was a long-term negative impact on the relationship, but there is still a connection through sport. Results of the study are encouraging to those who wish to coach their own children by providing insight into methods for keeping or strengthening the relationship. Additionally, the study provides insight into how to enhance the self-perceptions of children who are coached by a parent. Limitations were evident, however, and recommendations for future research included a larger more diverse sample, more mothers who have coached their children, participants who have experienced a severed relationship, the teammates and other immediate family members, and children who may be coached by a stepparent, grandparent, or partner in a same-sex relationship.

APPENDIX A

Child-Athlete Demographic Survey

Child-Athlete Demographic Survey

Name:_____

Phone:_____

Email:_____

Age category (please check):

____18-20
____20-22
____23-25
____26-28
____29-30
____31 or older

Sex (please check):

____Male
____Female

Race/Ethnicity(please check):

____African/American
____Mexican (Chicano/a)
____Hispanic (Lation/a)
____Asian/American
____White/Caucasian
____Native American/ Alaskan Native
____Other_____
(Please Specify)

1. What was your age when your parent began coaching you? _____

   What sport(s)?_____

2. What was your age when your parent stopped coaching you_____?

   What sport(s)?_____

3. Which parent coached you? **(please circle all that apply)**

   Mom Dad Stepmom Stepdad Other_____ (M or F)
   (please indicate)

4. How many seasons did your parent coach you? _____
   (For example, if you were coached by your parent in both fall soccer and basketball during the same year, count that as 2 seasons).

5. Please indicate the sport, number of seasons coached, and the parent who coached you.

   Sport_____ Seasons_____ Parent_____

   Sport_____ Seasons_____ Parent_____

   Sport_____ Seasons_____ Parent_____

6. Please indicate the sport(s) in which your parent coached you, the competitive level **(Scale of 1-10 with 1 being a very low competitive level and 10 being a very high competitive level)**, and your level of enjoyment with your parent as coach for each **(Scale of 1-10 with 1 being a very low level of enjoyment and 10 being a very high level of enjoyment).**

Sport_____Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

Sport_____Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

Sport_____Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

7. In what sports or types of physical activity are you **currently** involved, what is the competitive level of each **(Scale of 1-10 with 1 being a very low level and 10 a very high level)**, and your level of enjoyment in each? **(Scale of 1-10 with 1 being a very low level of enjoyment and 10 being a very high level of enjoyment).**

Sport_____ Competitive level (1 to10)_____ Enjoyment (1 to 10)_____

Sport_____ Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

Sport_____ Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

8. Are you a parent? Yes No **(please circle)**

APPENDIX B

Parent-Coach Demographic Survey

Parent-Coach Demographic Survey

Name:_____

Phone:_____

Email:_____

Age category (please check):

____35-40
____41-45
____46-50
____51-55
____56-60
____61 or older

Sex (please check):

____Male
____Female

Race/Ethnicity(please check):

____African/American
____Mexican (Chicano/a)
____Hispanic (Lation/a)
____Asian/American
____White/Caucasian
____Native American/ Alaskan Native
____Other_____
(Please Specify)

1. What is your current occupation?_____

2. What was your occupation when you coached your child?_____

3. Did you play sports when you were a child? Yes No (circle one)
   How many years?_____

4. If yes, what sports did you play? What was the competitive level of each ((**Scale of 1-10 with 1 being a very low competitive level and 10 being a very high competitive level**) and what was your level of enjoyment for each?

Sport_____Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

Sport_____Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

Sport_____Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

5. What was your child's age when you began coaching him/her? _____

   What sport(s)?_____

6. What was your child's age when you stopped coaching him/her_____?

   What sport(s)?_____

7. How many seasons did you coach your child? _____
(For example, if you coached your child in both fall soccer and basketball during the same year, count that as 2 seasons).

8. Please indicate the sport(s) in which you coached your child, the competitive level **(Scale of 1-10 with 1 being a very low competitive level and 10 being a very high competitive level)**, and your level of enjoyment in coaching your child for each **(Scale of 1-10 with 1 being a very low level of enjoyment and 10 being a very high level of enjoyment).**

Sport_____Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

Sport_____Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

Sport_____Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

9. Were you a volunteer or paid coach? (Please indicate for each sport coached)

Sport_____ Paid Unpaid (circle one)

Sport_____ Paid Unpaid (circle one)

Sport_____ Paid Unpaid (circle one)

10. In what sports or types of physical activity are you **currently** involved, what is the competitive level of each **(Scale of 1-10 with 1 being a very low level and 10 a very high level)**, and your level of enjoyment in each? **(Scale of 1-10 with 1 being a very low level of enjoyment and 10 being a very high level of enjoyment).**

Sport_____ Competitive level (1 to10)_____ Enjoyment (1 to 10)_____

Sport_____ Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

Sport_____ Competitive level (1 to 10)_____ Enjoyment (1 to 10)_____

APPENDIX C

Child-Athlete Interview Guide

Child-Athlete Interview Protocol

Thank you very much for taking time to talk with me today. Before we get started, I would like to tell you about what I am doing and why I wanted to talk with you. I am interested in finding out more about your experiences in sport and your experiences with having a parent as a coach.

This interview will last approximately one hour. The interview will be audio taped and transcribed. You can ask to have the audiotape turned off at any point during the interview. Only researchers from Michigan State University will have access to individual interviews. You will be given a code name in the transcripts and nothing you say will be attributed directly to you. Do you have any questions?

I would like to begin by asking you a few questions about the sports or physical activities you are currently involved in and were involved in as a child.

1. Who taught you sport skills? How did this person teach you? How much time was spent with you teaching you? How did you interpret the time spent with you?
2. When did your parent begin formally coaching you?
3. Why did your mom/dad/guardian coach you? How did you feel about having your mom/dad/guardian as your coach?
4. Why did your mom/dad/guardian stop coaching you? How did you feel about that?
5. Did your parent-coach treat you differently from others on the team? If so, how? In what ways?

Thank you for your patience. Now I would like to ask you some questions about your specific experiences with having your parent as your coach.

1. On a scale of 1-100 how important was sport to you?
2. On a scale of 1-100 how much did sport mean to your parent/coach?
3. Think of those situations when you had what you would consider to be positive experiences in sport with your parent as your coach. Describe those incidents to me. What happened? When did these incidents occur? Why do you believe they were positive experiences? How did it make you feel at the time? What did your parent-coach do or say that made you believe you were a good athlete? What did you say or do in response? How did your parent respond to you? How do you feel about that situation now as you think about it? How do you think your parent/coach felt about these experiences? Why? How do you think those experiences impacted your relationship with your parent/coach? What did it mean for the way you thought about your athletic ability then? As you think back on it, how did these experiences affect your perceptions of your athletic ability now?

4. Now think of those situations that you would consider to be negative experiences with your parent/coach. What happened? What did your parent

say or do during these situations? What did you say or do in response? How did your parent respond to you? When did these incidents occur? Why do you believe they were negative experiences? How did it make you feel at the time? How do you feel about that situation now as you think about it? How do you think your parent/coach felt about these experiences? Why? How do you think those experiences impacted your relationship with your parent/coach at the time? What did it mean for the way you thought about your athletic ability then? As you think back on it, how did these experiences affect your perceptions of your athletic ability now?

5. When you were a child, how did having your parent as your coach impact your behaviors and experiences toward each other outside of sport?

6. In what ways did your parent provide feedback to you about your sporting ability? How did you interpret this feedback? Why do you think your parent provided feedback in such a manner? Were there times outside of practice or games that your parent provided feedback to you? Can you describe those incidents to me? Were there times when this feedback impacted your thoughts and behaviors more than others? If so, when? How did the feedback provided by your parent compare to the feedback given to others on the team? Explain.

7. How would you describe your level of enjoyment in sport at the time? What do you believe your parent-coach's level of enjoyment was at the time? How would you sum up your experiences with having your parent as your coach?

8. As an adult, how have your experiences being coached by your parent impacted your behavior toward your parent today? Think of a recent time(s) when you believe that having your parent as your coach impacted your interaction with each other. Explain it to me? What did each of you say and do and what was the response to the other?

9. How did your experiences affect your continued participation in sport? As an adult, how do you know if you perform well in sport?

10. If you were to coach your own child, what would you take from your previous experiences with your parent/coach into your coaching role?

11. Having become a parent (if a parent), has this caused you to look at your parent-coach's behavior differently? If so, in what ways?

Those are all the questions I have. I would like to thank you again for participating in the interview. Your comments will be very useful. Do you have any thoughts or feelings about playing for your mom/dad that you would like to share with me to help us understand how your previous experiences in sport and/or physical activity have affected you? As a reminder, if needed, I may contact you to help clarify your responses to

questions. Do you have any questions about this procedure or anything we have discussed?

APPENDIX D

Parent-Coach Interview Guide

Parent/Coach Interview Protocol

Thank you very much for taking time to talk with me today. Before we get started, I would like to tell you about what I am doing and why I wanted to talk with you. I am interested in finding out more about your experiences in coaching your own child in sport.

This interview will last approximately one hour. The interview will be audio taped and transcribed. You can ask to have the audiotape turned off at any point during the interview. Only researchers from Michigan State University will have access to individual interviews. You will be given a code name in the transcripts and nothing you say will be attributed directly to you. Do you have any questions?

I would like to begin by asking you a few questions about your experiences in sport and your experiences with coaching your child.

1. What were your personal experiences in sport? What was good? What was bad?
2. Were you ever coached by one of your parents? Tell me about those experiences.
3. Had you coached before coaching your own child? Tell me about those experiences.
4. Why did you begin coaching your child?
5. Why did you stop coaching your child?
6. What coaching experiences did you have after coaching your child?
7. Were you successful as a coach? If not, why? If yes, why?
8. How do you define success?
9. How did you distinguish between your role as a parent and coach?

Thank you for your patience. Now I would like to ask you some questions about your specific experiences with coaching your child.

1. On a scale of 1-100 how much did sport mean to you?
2. On a scale of 1-100 how much did sport mean to <u>(child's name)?</u>

3. Think of those situations when you had what you would consider to be positive experiences in sport coaching your child. Describe those incidents to me. What happened? When did these incidents occur? What did you say or do during these situations? What did your child say or do? How did you respond to your child? Why do you believe they were positive experiences? How did it make you feel at the time? How do you think your child felt about these experiences? Why? How do you think those experiences impacted your relationship with your child in sport and away from sport?

4. Now think of those situations that you would consider to be negative experiences with coaching your child? What happened? When did these incidents occur? What did you say or do during these incidents? What did your child say or do? How did you respond to your child? Why do you believe they were negative experiences? How did it make you feel at the time? How do you think your child felt about these experiences? Why? How do you think those experiences impacted your relationship with your child in sport and away from sport?

5. How did you provide feedback to your child about his/her sporting ability? Why did you provide feedback in this manner? How do you think your child interpreted this feedback? Did you feel it was effective? What were his/her reactions to this feedback? How did the feedback you provided to your child compare to feedback given to other children on the team? Were there situations other than practice or games that you provided feedback to your child about his her athletic performance or ability? Can you describe those situations and your child's response?

6. What do you believe your child's level of enjoyment in sport was at the time? What was your level of enjoyment in coaching at the time? How would you sum up your experiences with coaching your child?

7. How did your experiences impact your behavior toward your child today? Think of a recent time(s) when you believe that having your parent as your coach impacted your interaction with each other. Explain it to me? What did each of you say and do and what was the response to the other?

8. How do you think your shared experiences impacted your child's involvement in sport today?

9. If someone asked for your advice about coaching his/her own child, what would you tell that person?

Those are all the questions I have. I would like to thank you again for participating in the interview. Your comments will be very useful. Do you have any thoughts or feelings about coaching your child that you would like to share with me to help us understand how your previous experiences in coaching have impacted you?

As a reminder, if needed, I may contact you to help clarify your responses to questions. Do you have any questions about this procedure or anything we have discussed?

APPENDIX E

Child-Athlete Informed Consent Form

The dual role of parent as coach and its impact on the parent and child dyadic relationship

Informed Consent Form

Athlete

You are being asked to participate in a study being conducted by Peggy McCann, a doctoral student, under the supervision of Dr. Martha Ewing from Michigan State University. The purpose of the study is to investigate the relationship between the parent-coach and his/her child. The roles of parents and coaches in the development of young athletes have been researched, but not the dual role of parent-coach.

As a part of this study, you will be asked to complete a brief questionnaire (approximately 5 minutes) and possibly partake in an interview. The interview should take approximately 1 hour. The questions will be specific to your experiences being coached by your parent. The interview will be audio taped and transcribed. If you so wish, you can refuse to have the interview audio taped or to have the audiotape turned off at any point during the interview. Audio tapes will be erased at the completion of the study. In addition, you may be contacted after the interview to clarify your responses to questions.

Your responses to the questionnaire and interview will remain confidential; no one except the primary investigators will have access to these responses. Results will be based on the answers given by all participants as a group insuring confidentiality of individual responses. Group-based findings will be made available to those who are interested. Your privacy will be protected to the maximum extent allowable by law.

Your participation in this study would be greatly appreciated. However, please know that you may withdraw from participation at any time without penalty. Furthermore, you may refuse to answer specific questions on the questionnaire and/or interview that you feel uncomfortable answering and can still be a part of the study. If you have any questions concerning your participation in this study, please contact the principal investigator Dr. Martha Ewing at (517) 353-4652 or Peggy McCann at (517) 353-9196 or mccannpe@msu.edu. If you have any questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact-anonymously, if you wish-Peter Vasilenko, Ph.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517) 355-2180, fax: (517) 432-4503, e-mail: ucrihs@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI 48824.

Thank you for your time and cooperation,

UCRIHS APPROVAL FOR THIS project EXPIRES:

MAY 1 8 2005

SUBMIT RENEWAL APPLICATION ONE MONTH PRIOR TO ABOVE DATE TO CONTINUE

Martha Ewing
Dr. Martha Ewing, Principal Investigator — 6/3/04 Date

Peggy McCann
Peggy McCann, Graduate Student — 6/3/04 Date

Your signature below indicates your voluntary agreement to participate in this study.

Participant Signature — Date

APPENDIX F

Parent-Coach Informed Consent Form

The dual role of parent as coach and its impact on the parent and child dyadic relationship

Informed Consent Form
Parent/Coach

You are being asked to participate in a study being conducted by Peggy McCann, a doctoral student, under the supervision of Dr. Martha Ewing from Michigan State University. The purpose of the study is to investigate the relationship between the parent-coach and his/her child. The roles of parents and coaches in the development of young athletes have been researched, but not the dual role of parent-coach.

As a part of this study, you will be asked to participate in an interview and complete a brief questionnaire (approximately 5 minutes). The interview should take approximately 1 hour. The questions will be specific to your experiences as a parent-coach. The interview will be audio taped and transcribed. If you wish you can refuse to have the interview audio taped or can ask to have the audiotape turned off at any point during the interview. Audio tapes will be erased at the completion of the study. In addition, you may be contacted after the interview to clarify your responses to questions.

Your responses to interview will remain confidential; no one except the primary investigators will have access to these responses. Results will be based on the answers given by all participants as a group insuring confidentiality of individual responses. Group-based findings will be made available to those who are interested. Your privacy will be protected to the maximum extent allowable by law.

Your participation in this study would be greatly appreciated. However, please know that you may withdraw from participation at any time without penalty. Furthermore, you may refuse to answer specific questions on the questionnaire and/or interview that you feel uncomfortable answering and can still be a part of the study. If you have any questions concerning your participation in this study, please contact the principal investigator Dr. Martha Ewing at (517) 353-4652 or Peggy McCann at (517) 353-9196 or mccannpe@msu.edu. If you have any questions or concerns regarding your rights as a study participant, or are dissatisfied at any time with any aspect of this study, you may contact-anonymously, if you wish-Peter Vasilenko, Ph.D., Chair of the University Committee on Research Involving Human Subjects (UCRIHS) by phone: (517) 355-2180, fax: (517) 432-4503, e-mail: ucrihs@msu.edu, or regular mail: 202 Olds Hall, East Lansing, MI 48824.

Thank you for your time and cooperation,

UCRIHS APPROVAL FOR THIS project EXPIRES:

MAY 1 8 2005

SUBMIT RENEWAL APPLICATION ONE MONTH PRIOR TO ABOVE DATE TO CONTINUE

Martha Ewing
Dr. Martha Ewing, Principal Investigator — 6/3/04 Date

Peggy S McC
Peggy McCann, Graduate Student — 6/3/04 Date

Your signature below indicates your voluntary agreement to participate in this study.

Participant Signature — Date

APPENDIX G

Themes and Quotes of All Participants

Child-Athlete Themes and Responses

Codes following each individual response indicate first, the identification number assigned to the participant, and second and third, the line(s) and page number(s) in the individual transcript where the quote can be located.

General Dimension: Dual Role Influence

- 3RD order: POSITIVE/STRENGTHEN RELATIONSHIP
  - 2nd order: Sport Experience Created Closer Bonds
    - Time together

1. It was like our time just to get away from the house. You know just to not think about anything just to play the game and to enjoy ourselves. (091, ln 16-41, p.8)

2. ...it made us stronger, being able to talk to one another a little bit more and having that kind of fun and car rides and stuff together just talking about other things. I think it probably made us stronger overall. It gave us time to talk even it we were just talking about sports, it gave us a lot of time to you know talk to one another where you know if he hadn't of been my coach I probably wouldn't of shared as much with him about sports as I had, as I did during that time...it gave us a lot of time to like talk about things, which I think built our relationship up 'cause not often did I just sit down and talk to him about things goin' on in my life so it gave us a lot of time to talk about sports, and the game and other things going on. (021, ln 33-8, p. 7-8, ln 44-2, p. 10-11)

3. ...first when it all started it was great and it made my relationship with my dad great.....we actually spent time together and we chatted about things... probably the most involved my father has ever been in my life was that period of time when I was very competitive in sport and he was involved with that... (011, ln 44-16, p.11-12, ln 33-8, p. 7-8)

4. I think it made us grow very very close together because we were traveling so much... (031,ln 28-30, p.6)

5. ...he had just always made the time to be there and to be a coach and to a take that time and when there are lots of parents who didn't come to every game or didn't take the time to coach.....this was definitely a way that could kinda bridge this and you know really get us involved. He did any kind of sport I wanted to. He didn't know anything about floor hockey, but he coached it just because I wanted to do it and they needed a coach and so just to do that. He would encourage me in whatever if I wanted. I liked playing football. He encouraged me and played catch and things like that so I think it definitely added a lot to our relationship.... (041, ln 36-46, p.11, ln 26-31, p. 11,ln 5-16, p.6,ln 44-8, p. 4-5)

6. I think it probably bettered it and again just the fact that he could relate more and be a part of my life rather than just you know the father figure in the house, at home because he could be away from that. Our time spent was away from the home type thing where he and I away from my brothers and my mom so we spend that together. So we gained something as far as the relationship between the two of us. (1001, ln 32-36, p.7)

    - Sharing sport experiences

1. I think it helped us more than anything... You know I think my dad thought that we'd go out and play hard for him so it was positive just all around. I think of it as something that we always can have to talk about. You know especially when I have kids you know [telling] them kinda what he did you know. It's just something that we'll always have in common where a lot of kids don't have that with their dad. (081, ln 24-33, p.5, ln 37-43, p. 5)

2. I think again that's kinda a positive impact on my relationship in fact definitely bumped it up to a new gear. It allowed us to share something and so that could carry through. And obviously outside of sport we still had things to talk about things in common. Just developing something that he and I could share together which then continue to more better relationship in-depth relationship. ...we share a lot of sports things now we go to [college] football games together and so it's something we can continue to share now. I just think it's something that we can share and it was something that we had in common and still talk about sports now and share what I'm doing with him. Now it's just a way to keep us still connected particularly as I get older and move away towards this and my mom and I go back to doing more things together. It's a way that we can still be connected. It's a way that he remembers being a part of my life. Something we still can talk about we now...he always jokes when I have kids he's going to teach them how to play sports too. That he's going to teach them, especially with my husband being foreign... I think to me that's indicated of how much he valued that time with us and saw our relationship grow so I think that in a way impacts our interaction now. He has to deal with me getting married and the next five years having children...Him and I are changing, but him and I can still have this connection of working with someone younger with sports. (041, ln 36-46, p.11, ln 26-31, p. 11,ln 5-16, p.6,ln 35-39, p.8))

3. I think it probably made us closer than had he not... Maybe it helped a little bit and because he could share those moments with me rather. My team he could maybe relate to us as you know twelve year olds, thirteen, fourteen, which isn't easy. He could relate more to a thirteen, fourteen year olds. (1001, ln 29-34, p.5)

4. If we're sitting there watching a basketball game or something, we'll start analyzing it or if we go to one of my high school's basketball games. Watch my old coach play, my old teammates play...analyze what they could've done and just sit there talking about the game. And then my, like the college basketball tournaments or something were on TV we could sit down and watch those together and do a lot more stuff together. (061, ln 45-5, p. 4-5, ln 41-45, p. 8)

5. ...., we had a kid that we played with and he got drafted by the White Sox and so we, we kinda sat there and you know reminisced about well we always knew he had good stuff you know I could tell when I first got him to start pitching then, he was going to be a good pitcher, but never this far and you know and when we watch baseball together we're kinda like we're both the coach now you know, we understand the game. (081, ln 9-17, p. 12, ln 23-35, p. 12)

6. Some of the passion that both of us might have, but never display until we talk about a sporting incident or something. ...So I mean a lot of our commonality flows around positive sports experiences. (051, ln 26-8, p. 11-12, ln 13-20, p. 11)

7. ...just maybe like going to a game. Like a [minor league baseball] game or something like that. Maybe him pointing out similar things saying you know you used to do that or see what he's doing wrong and you know just like little things like that. (091, ln 9-12, p. 12)

8. I guess the conversations sometimes we have when I'll go, I'll be at the gym and I'll see a kid I used to play hockey with whose now playing for a college or NHL even. And I'll run into them and talk to him for a while and I'll come home and the first person I'll call is my dad. So yeah you know we'll talk about where certain people are. So in that way we can share that, but we don't really reminisce about the days he used to coach as much, but it's more about you know who and who you ran into, about whose dad he ran into blah, blah, blah. (1001, ln 5-12, p. 10, ln 40-43, p. 9)

9. ...we have that little experience that we did together and we have we still have sport as a common thing and so when my dad and I wanna spend time together that's what we do. We go to a Reds game or we go to a Bengals game or we watch you know IU basketball like it's usually some kind of activity revolving around sport and so in some ways it's that early experience and that kinda early bonding we did with sport kind of is the link that you know we still have.... I think well even to this day well my father is probably less interested kind of on a personal level, if I want to have a good chat with my dad we talk about sports. That's still kind of that common ground for us. (011, ln 44-16, p.11-12, ln 43-20, p. 25-26)

- Learned about each other

1. I think it only made us, our relationship stronger. It could've only, have helped us. You know only have led to better things...that maybe he could trust me or believe me and you know because he learned throughout these years how much of a competitor I am... I think it allowed us to talk to each other better. It allowed us to communicate to each other you know 'cause we went through all that. I think later on it was a lot more difficult to come to me to give me advice on, on stuff on the baseball field, but like in general I think it only helped us out... (091, ln 3-4, p.6. ln 31-37, P.7, ln 23-36, p. 12)

2. I think it's positive just to have that experience together that you grow together and you know a little more about each other and trust each other and it's really a different than your daily living at home. (1101, ln 42-44, p. 3)

3. You know maybe if anything it's maybe improved the way our relationship... the way I act towards him because again I appreciate it more now and see the time dedication and different things and so yeah in that way I would say either improved our relationship or increases my respect for him as a father I guess....(1001, ln 5-12, p. 10)

- Closer bonds developed within whole family

1. I think that even with my mom. It helped my relationship with my mom. Because we always had something in common. We can watch a game together and be like that's what you should do or your dad tries to do this and you know kinda gives you an understanding of what your dad's trying to do for you and what you try to do for your dad. (081, ln 37-43, p. 5)

2. I think almost even though they were negative, I think it almost made our whole family stronger because it got me to talk to my mom about things and my brother about things and in return that brought our whole family closer because then my dad and my brother reciprocated the same thing during a different sport and my mom and I were on the other side, so I think it brought all of us together in a different way at a different time. (021, ln 16-21, p.10)

- Created differential relationship from other family members

1. Like my sisters don't talk to him about sport. Like they could care less about sport. I don't know what they talk to him about, but it's not sport and so for me with him you know when he's in one of those moods where he's not very chatty, but I wanna talk like that's always a good way for me to kinda reel him back in and remind him that we have this little common thing. (011, ln 14-37, p. 25)

- Parent-coach became aware of child's needs

1. If anything we were just really close and we got to know each other so well. Like today we joke around that we're practically telepathic because we know it's like ESP. We know what the other one's thinking almost all times. We're so connected inter-personally. I guess we're somewhat dependent on each another because we had to learn to rely on each other with not just running stuff but dealing with all the travel issues and everything. But you know overall it positively affected my behaviors and experiences later on when I went through some major difficulties and I think both of us again collaborated to think of different life skills to use to get through that just like I would for the running stuff.(031, ln 15-17, p.13 ,ln 8-10, p. 13, ln 18-26, p.9)

2. He was involved in more that he was attuned to me and what I wanted to do or wanted to play. So I think it was all positive, ... like he was never like that, you know, it was never wait or we'll do it tomorrow, it was you want it now? We'll do it now. So it was a very positive experience. (051,ln 18-27, p.8)

- 2nd order: Created Positive Coping in the Relationship

  - Taught responsibility

1. I probably behaved better than I would have just 'cause he was like my coach and I tried to impress him and act not as childish. (071,ln 15-16, p.7)

2. I liked helping out my dad 'cause I knew it was kinda hard for him, but I knew he wanted to do coaching. That he wanted to coach us. So, I felt like it was almost our duty as his sons to do that kind of stuff for him. (081,ln 27-44, p. 9)

  - Made relationship more resilient

1. ...he kind of got upset with me for a little bit. I was probably not concentrating as much as I should and I went in the hall and was crying and just upset and did not want to play anymore and was angry, angry at him. I thought that he was against me, putting too much pressure on me...That they needed to happen and that it helped them over time. You know we needed to have a few bumpy rides but it just made us stronger. (071, ln 45-46, p. 6)

  - Emotional management

1. I think it was just the fact that the game got heated and more or less he felt like he needed to raise me a little bit better I think and how to control my temper. Other than that I don't think it had too much of an impact... We just kinda had a face to face conversation and he said you know you can't be doing these things. You see what happens to other people and I don't want to see, I want you to play. You know you're a big part of the team and if you get kicked out you're going to hurt our chances of winning and kinda put things in perspective as to why I can't be doing those kind of things. (081, ln 27-32, p.8)

- 3rd order: NEGATIVE/STRAIN
    - Over-involved/overemphasis on sport
        1. ...the further along it went and the more competitive it got I think it had a very negative impact on my relationship with my father because I did feel so negative and angry about the whole experience, like I just felt like he was too involved and there was no separation of like well _____ the basketball player and _____ the daughter and I wanted that separation and like to him I think it was just kind of all like that's what he was interested in. (011, ln 44-16, p.11-12)
        2. ... he was thinking about it and talking about it so frequently that it, he would bring it home from practice and we'd have discussions at home and you know I think I got a little bit tired of that. (1101, ln 32-37, p.6)
    - Overcritical
        1. Probably him critiquing me in other areas in sports. Probably like thinking he's coaching me in academics....Not good sometimes like daddy trying to critique me too much. . (071, ln 24-38, p.9)
        3. ...specifically I can think of the car ride home type thing when that's when we would reflect and when I got into my later years maybe the last year he coached, the more specifically into the later years of the elite more hockey, which he would give me pointers why didn't you do this and if I took it negative I would take it defensive you know and I would start battling...(1001, ln 9-12, p.7)
    - Coaching decisions/actions strained relationship
        1. ...it weakened it when during the hard times when we did lose or when I was upset about playing time... like a bad indication would be you know there was times when I would come home crying because I didn't think that I got to play enough...(021, ln 33-8, p. 7-8)
        2. Oh there was the time she kicked me out of practice, but I don't really remember that other than I was told to leave the gym that I had a bad attitude and that I needed to adjust it...It strained it a little bit... (061, ln 34-35, p.6)
        3. ...especially the whole like screaming in front of the crowd and things like that. Like it made me angry at him, but I don't think I was at a stage where I could kind of verbalize that anger to him and so it really strained our relationship a lot, in my mind. Again I don't know that he would be cognizant enough to have felt that. I don't know that he would perceive it in that way, but that's how I felt. (011, ln 4-26, p.16)
- 3rd order: NO IMPACT
    - Dual role not a concern
        1. ...for me it wasn't like oh he's my coach and oh this is great or this is bad, it was just he's involved, which I thought was good... I guess I didn't look at him as oh it's my dad as a coach, it's my dad, it's my coach, where it seemed separate to me. (051, ln 22-27, p.2, ln 11-17, p.6)

2. I guess, to tell you the truth he was so involved it really didn't make a difference to my either way. And there was certain times... when maybe I wish he wasn't, and there were certain times when I was glad he was, but overall it didn't make a difference to me because he was so involved with that you know my hockey anyhow. (1001, ln 37-42, p. 2)

- No lasting effects of negative events

1. I don't know if that was just adolescent rebelling thing or what but yeah we had a few disagreements, but it was never anything more than you know short arguments and than that was the end of it... I think they were so insignificant they didn't really anything I mean we both always been close. (031, ln 32-33, p.8)

2. ...those seem to be moments in our family you had to deal with them, the moment and than they go away. You don't necessarily have lasting negative impact well nothing had any negative experiences don't have any lasting negative effects...(041, ln 11-14, p. 8)

3. At the time I think it was probably just a one day thing you know kinda 'God you know I can't believe he did that' or it was a one day thing. I don't think it had any lingering effects whatsoever and know it's more of a humorous thing reflecting back on it. (051, ln 1-4, p.8)

General Dimension: Positive Outcomes for Child-Athlete

- 2nd order: PERKS
  - Playing time

1. ...in the beginning I was pretty excited because I thought that since he was the coach I would have more of an opportunity to play more and practice more and stuff like that . I was excited about it in the beginning. I was happy to have him around you know be able to like have fun and go through practices with him there. (021, ln 43-40, p.2-3)

2. The biggest difference was the playing time. I mean, but in that kind of league you had to play everybody so many innings per game. So, he even sat me a couple of times, but usually he would keep me out there a little bit longer than the other players. And I don't know if that had to do with actually being good at the sport or him being my dad 'cause he kept my brother in there just as long. It may have something to do with me being his son that I would play longer.... I enjoyed the playing time. I liked getting in there more often. (081, ln 6-33, ln 3)

3. I was the coach's kid and I was playing. I mean that's why you coach as a parent. That's one reason people coach, so that their kids get playing time, so in some ways it was to my benefit because I did get to play every game, all game, and you know I learned a tremendous amount from that. (011, ln 1-31, p.6)

  - Reliable Transportation

1. I always had a ride and I didn't have to worry about that stuff and but as like a father aspect I, I enjoyed it...I enjoyed it more, I was never late to practice...(091, ln 17-29, p.2)

- Assistant coach duties/extra responsibilities

  1. I was kind of like a helper on the team too. I helped set up practices and do a lot of other things and I'd call a lot of the players when we'd get rained out. So I think it gave me some kind of responsibility to move on with and it was probably the best time I could be getting that, going through maturity and all that, so I think of it as very helpful. (081, ln 2-7, p.6)

  2. He wanted to make sure everyone was dressed, everyone was clothed, he wasn't interrupting anything. And so he'd always send me in with the team and then I was supposed to come back out when everyone had finished going to the bathroom and doing what they needed to do so he could come and give his half-time pep talk. In some ways it was quite to my advantage to be the coach's daughter...(011, 1-16, p.29)

  3. Sometimes I liked it 'cause like I said I liked to be a leader. I liked to be in control. (021, ln 25-2, p. 4-5)

- Advocacy

  1. I do remember one incident from floor hockey and I don't think that it was necessarily about me particularly. We have two elementary schools in my town. It's real small, but so they had floor hockey and we just played each other so my dad coached one and there was some younger guy who coached the other and I was only like one of two girls who played. And the other team had no girls, the other coach when lining up, he started putting the bigger boys on that side and so my dad told him that that's not what this is about, it's about fun and that he needs to stop doing it. I don't know if he treated me differently then or if he would have done it for anyone, but because I was one of few girls (041,ln 16-24, p. 4)

  2. One big thing is my third grade year, playing softball, the township decided it was alright to let the boys playing baseball pitch to each other and the girls still had to have the coaches pitch. And my softball team...most of us wanted to be able to pitch, so my mom tried to change the rules. Ended up actually changing it and just like showing that she would just stick up for us that we deserved equal treatment...061,ln 26-42, p. 3)

- 2nd order: LEARNING FROM PARENT

  - Improving sport skills

    1. ...my dad's helping me so I can go to nationals which is the whole objective you know... it was just you know let's work on this for the next race this is how you can do better don't worry about it... (031, ln 39-40, p.3)

    2. ...its always about developing and getting better and having fun and learning rather than winning at such a young age o he was always smiling and it was just a lot of fun... (041,ln 16-22, p.5, ln 24-29, p.3)

3. It was fun and I learned a lot. ... I started to learn how to think like her. Like her coaching style... We would go and play like the sport she was coaching me at a lot more. Mainly 'cause I just wanted to go play and then she'd come outside and play with me. (061, ln 41, p.1, ln 11-14, p.7)

4. You know thinking back, I wouldn't want to learn the game from anybody else besides my father... I just remember learning things from him and I'm glad things worked out the way they did. You know I wouldn't want it any other way. (091, ln 33-37, p.5, ln 17-29, p.2)

5. I mean at some level there was an awareness even at that time that my father had coached for years and knew a tremendous amount about basketball and could teach me a lot and so at some level I guess I understood that he was helping me by pointing out things that I could do better... I think again it was probably more the one-on-one time. Like I can remember especially things like, I can remember going to my dad and saying like you know I want to learn to shoot a hook shot or I want I want to improve my left handed jump shot or you know this or that or like I'm having trouble with my free-throws. And then him taking the time to go to the gym with me or the playground and just spend two hours and just work on something until it was perfect again. Those are the experiences that I think of as positive. (011,ln 1-15, p.9, ln 1-31, p.6)

6. ...you know playing catch in the backyard or front yard and working with me and they bought me my own bat that I had my own glove so he had his own glove and had his own balls so we could work on new things together. (041, ln 44-8, p. 4-5)

7. So I think part of the good learning experience for me was just watching, more watching him than actual skill development that he might of taught me at that age frame. I think his skill development probably came even younger before he was coaching me when he might help out with a tee ball practice or he might play catch with me. (051, ln 17-31, p.5)

- Inspired to work harder

1. I think it also inspired me to you know work harder and be better 'cause that's what he told me to do. (021, ln 5-10, p. 7)

- Life skills

1. Also the way she helped me prioritize things or my stuff and school related stuff came before sports and like even just prioritizing sports like games even if they were a sport I wasn't quite as good at or something, came for practices or type stuff. (061,ln 13-20, p.3)

2. It definitely came more like his demeanor of how to handle things I think. I definitely reflect upon what my father did for me. ... I guess that's one thing I look at my son, he's so young right now (laughing), but you know he loves to ride his bike and stuff but I sit there and I definitely go you know I want, I want to be able to come home from work and kick a soccer ball or throw a baseball with him when he starts asking me to do that 'cause I think it was just good quality time. (051, ln 41-9, p. 3-4)

3. I think it's perseverance taught me, sometimes when the people that are maybe coming down on you or trying to be hard on you they're not really being hard on you, they're telling you the truth and giving you some drive to and encouragement to keep going and put more into what you're doing 'cause they can see some real talent

or value in you, so reciprocating that into real life just you know sometimes when I felt like I got a bad grade or something it made me think that maybe they're not being hard on me, I mean that maybe they know that there's more to me or more to the work I did and that I coulda done a better job and just to give a little more the next time. (021, ln 15-23, p.9)

4. ...learned from those and I feel that I did learn and was able to develop this understanding of multiple roles and deal with it more effectively. (041,ln 42-46, p.7)

5. I think it helped me control my temper even out of sport. I think it had an impact in the way I kinda treated people... Well like how I would treat them, treat them fairly or you know kinda let them have their say or you know whatever. I felt like I was representing my family in a way, so I guess I learned how to you know represent myself a little bit better. How to have more responsibility and kinda not let the sport kinda get to me and be upset about it and certain things. (081,ln 35-2, p.7-8)

- 2nd order: SHARING WITH PARENT
  - Feelings of success
    1. I would say just the feeling of being, of winning and our school and our team being known as the team to be on. It was always exciting just 'cause my dad was always a part of it with me. (021,ln 11-17, p.6)
    2. I used to play on three on three tournaments for basketball and she would just keep encouraging us even though, we, double elimination we'd usually play about two every year, but most of my experiences with her were positive. Oh and then when I was in probably eighth grade she coached us again through another rec teams, through the Y we used to play and we were a bunch of white girls from the suburbs playing all the inner city black girls and she just kept telling us just go out there and have fun and low and behold we were kicking everybody's butt. (061,ln 26-42, p. 3)
    3. I know when we played like when he coached us we were very successful. We competed like all over the Midwest and we were very successful...(011,ln 1-15, p.9)
    4. I think positive situations are when our teams that he coached succeeded. You know either when we were winning games or winning championships. There were a lot of championships won when we were player coach but I think those were the biggest situations like that stand out that were good. So just like the overall winning. I don't remember particular situations but I think that like winning games and like overall like having winning teams. (091,ln 25-30, p.4)
    5. Well I guess positive would be just him being a part of winning. You know we won, winning tournaments, him being a part of that where he gets to walk out on the ice and get a trophy type thing...(1001, ln 24-32, p.4)
  - Sharing Emotions
    1. I guess I have to say broad and basically that I enjoyed sharing you know he wasn't in the stands, but could be on the ice and he took part in you know the feeling when we won because he had a part to do with that being that he coached us. So we could share it more. The feeling of win, but also we could you know on the negative we could share the feeling of lose a little bit more too. (1001, ln 24-32, p.4)

2. The best time, we won championships every year we played that he coached. And all I can remember him crying after each one. And I'd never seen my dad cry at home. You know even if one of us got in a fight. If me or one of my brothers with him, he still wouldn't cry, but id we'd win then he would cry. So, it was kinda touching to see that and you know and realized that my dad cared about how well our team did and you know we didn't really talk much about how Dad could cry and I can't believe he cried. But other than that he showed little emotion as a parent and pretty much as a coach. He would get angry you know there were bad calls and whatever, but everybody else would too, so it was pretty much expected for him to do that, but to see him cry was like you know interesting. When I was little we had like two teams that would always win. The year before he was a parent he watched us lose and they were playing We are the Champions on the field, which my dad took it personally. He made it a mission to go out there and beat those guys, which we ended up doing. I think that had something to do with his emotions as well. (081, ln 33-5, p. 4-5)

3. I think positive experiences were just general excitement of hey we got a game tomorrow do you think we can beat this team or you know hey lost to this team by fifteen last time, think we can beat em this time? The building of excitement to some of the games and knowing that he was involved with potentially involved with the outcome that he was coaching, that he was influencing who was playing or our strategy. (051,ln 13-29, p.4)

4. ...it was a lot different at home, you know with my dad. 'Cause it was kind of like fun time. You know he may have still been my father but it was our time to like enjoy ourselves you know...(091, ln 16-41, p.8)

- 2nd order: MISCELLANEOUS POSITIVE OUTCOMES
    - Expectations of being a leader
        1. ...it was a brand new program and I'd sort of gotten some help from other programs and other coaches so I think I was one of the more experience players on the team and so I don't know if other coaches might have treated me differently as well. Ssort of being more of a leader on the team and then because it's your dad I guess that he has expectations as well. (1101, ln 9-13, p.3)

        2. Maybe he had higher expectations for me. I was the shortstop on the team, batting in the clean –up spot. I mean there's just like the certain thing around the coach's kid. You know he's usually one of the best out there. He wanted to not only coach me, but to have me on this team and I think that's one way to get the other kids on the team to learn stuff is to, if somebody already knows it on the team, to show the kids that this kid's doing it, then they could also learn from that too. Also he could use me as a like an example. (091, ln 21-34, p.3)

    - Sharing parent with teammates
        1. ... like team outings or pizza parties that my dad put together that maybe the other team didn't get. It always felt good when the girls were saying you know positive things about their experience on that team and how nice my dad was, just feeling like you know he was playing a part of everyone's life and they were all having a good time. (021,ln 11-17, p.6)
    - No preferential treatment

1. There really wasn't a team there were times when we had other people traveling with us but we were still competing as individuals but no we were all treated the same in my opinion I think. (031,ln 16-18, p. 4)

2. I think that he, to kind of pat myself on the back, I was pretty good (laughing) and so I think that to a certain extent made it easy for him. I don't think he, in terms of the baseball I don't think he kinda had that borderline of like well my son's eighth, ninth, tenth best-player on the team do I play em, do I play favorites or what? I was pretty good so that I think that it made some of that easy, I was a logical choice to play that high in the order of pitched games that type of stuff. In basketball I wasn't a great player you know I started in high school and I was anywhere from probably the third to sixth, seventh best guy on our team, basketball wise. But the league we were in was a league that we joined as a team just 'cause we needed more playing experience, so I think that was part of it so that kinda made it easy too. Also being a small town you knew everybody. I knew everybody so it was yeah you could have the parental pressure but everybody you know we might have a game where we'd only have eight guys there, so everybody was gonna play it wasn't, it wasn't like a youth sport where you're trying not to cut people. It was like ok are we going to have six guys so we can have one guy foul out this game, kinda thing sometimes., so I don't think that pressure was there. (051,ln 3-18, p.3)

3. We were treated the same and so when I would get a bratty attitude when I got closer to being a teenager and stuff. At one point she did kick me out of practice because I was being a brat and talking back to her and none of the other kids could get away with it, so I couldn't either. (061,ln 31-38, p.2)

4. ... basically we didn't want to have that as far as him treating me differently and I think I would have reacted badly, so I would say no he didn't treat me any differently than any of the other players. (1001, ln 21-29, p.3)

- Delayed understanding of parent-coach behavior

1. Another aspect that even when he wasn't coaching me I don't think he ever missed a game. He was able to work his work schedule so that he made every game, didn't matter whether I was in sixth grade, high school, even college, in college I think he made every game I played except for going to Florida type of deal. He really traveled and was just a positive influence you know to have him there, to know that he cared that much and was always willing to spend the time. (051, ln 17-31, p.5)

2. I think I appreciate it more and I see, what a time commitment and that meaning he really I guess wanted to be in his kids lives so I appreciate that and see that he was you know a good father and it might of took a couple more years to see that. (1001, p. 15-17, p.5)

3. I'm kind of angry about it that I didn't listen to him more or believe in myself more. I mean I realized as a father he's saying stuff you know to motivate me and that's all he was trying to do. I should have listened to him more and be kinder to him I guess. (071, ln 29-31, p.5)

General Dimension: Negative Outcomes for Child-Athlete

- 2nd order: INAPPROPRIATE EXPECTATIONS AS PERCEIVED BY CHILD
    - Forced leadership
        1. He expected me to be a leader you know if he had to walk out of the gym for a minute "____, lead the girls in this or do that" you know. So I think it put a lot more expectations on me. (021, ln 25-2, p. 4-5)
    - Used as example
        1. Well when I was younger I didn't like it so much. I felt that he was kinda singling me out and I remember that kindergarten year crying a lot and not enjoying it so much and feeling like it was a chore to go to practice and not having so much fun 'cause I was not to the abilities of the other guys... He might of if anything put more higher standards on myself, but I think he did a pretty good job actually of keeping everyone equal... I mean so they're all kinda goofing around and stuff, so I had to be the straight one there and keep all the other kids in order. Make sure they listened. (071, ln 31-43, p.3,ln 30-44, p.2)
        2. I do remember there was a time where we were warming up for a game and there were three of us and we were running like lay-up drills and we were giggling about something... I remember my dad pulled me off the court and he's just like 'do not be laughing out there.' And I'm like "What!" He's like if you're laughing your not focused on the game...Now nobody else on the team got reprimanded for laughing before the game and so on the one hand it's like 'Geez thank god he didn't say anything to anybody else 'cause they're going to think he's a whack job, but on the other hand it's like come on why are you like yelling at me for laughing before the game, you know I'm just dissipating a little energy here ... I was aware that there was a difference and some days I was 'Ahh come on dad.' (011, ln 41-18, p. 21-22)
    - Pressuring with very high expectations
        1. I remember being up at the YMCA and we were doing spin drills or left handed lay-ups and I remember I just couldn't get it done and partially because I just didn't have the ability and probably my focus wasn't there, but he kind of got upset with me for a little bit. I was probably not concentrating as much as I should and I went in the hall and was crying and just upset and did not want to play anymore and was angry at him. I thought that he was against me, putting too much pressure on me. I remember that, I was in kindergarten so like six years old then, but it was probably was like that until I was like eight, nine years old. (071, ln 24-35, p.6)
        2. ...there was constant feeling of, you know even if I scored 30 points, I didn't score 35. I missed those two shots and the free throw. You know so it was this constant feeling of never being quite good enough or never being able to quite live up to the expectation or the potential. so it was, it was really hard (011, ln 1-1, p.6-7)
        3. I think I was fourteen years old and I was pitching at the time and my shoulder was injured, oh it was hurt, I knew it was hurt, but we were playing and I was pitching and just couldn't throw. My arm was hurting me and I had to pull myself out of the game and my father being such a big competitor that he is, wanted me to stick it out or do whatever and I just couldn't do it and he was upset about that and I think maybe he didn't believe me. He thought maybe I didn't want to pitch or there was something else involved, but it was really my arm, so I had to go to the doctor and I had to do some rehab for it just to strengthen it up again. I had tendonitis but I think

my father knew something was wrong, but I didn't think he thought it was like my actual body. He was just so competitive that he wanted me to go out there and just like stick it out. (091, ln 36-2, p.6-7)

4. Much more hard on me... if I was havin a bad game I would get pulled before other people. Just that he expected more out of me. (021, ln 25-2, p. 4-5)

5. I don't know what happened, we probably lost I'm guessing, but I do remember him kind of being very upset with me and putting a lot of the, at least what I perceived at that time, blame on me for the performance as a team and I was pretty upset about that. (1101, ln 20-26, p.5)

- 2nd order: TEAMMATES EXPRESSED DISPLEASURE TO COACH'S CHILD
    - Concerns about playing time

1. ....at other times I just wanted to have fun and I didn't want the girls to get mad at me about things because some girls were like, you know they would get upset if they weren't getting playing time, but they wouldn't get mad at my dad, they'd get mad at me. So it kinda led into like social life and school life of people being upset with me or people being my friends 'cause they were getting more playing time, so there was kinda like a good feeling for it and a bad feeling for it too. It was mostly just girls who weren't getting playing time, you know talking bad about me and my dad. Just not being my friends and causing controversy between different groups of girls. (021, ln 25-2, p. 4-5)

2. Well I just remember that a lot of kids would come up to me and be always like your dad has got to play me more. Kinda like I was the assistant coach and that they wanted more playing time so that kinda bothered me because it's like you know I know he's my dad, but you know I'm not going to go home and say you need to play so and so more because he came up to me and he was crying and ...That was the only thing that really bothered me. (081, ln 6-33, ln 3)

    - Concerns about playing Favorites

1. ... there was two teams, people saying that they wanted to be on our team and that we were playing favorites and stuff like that. Just like friend issues... all the girls were talking bad about him you know I'd get upset at him and tell him you know he was ruining my life because the girls were mad at him and they took it out on me and stuff like that. (021, ln 33-8, p. 7-8)

- 2nd order: CONFLICT WITH PARENT-COACH
    - Understanding coaching decisions

1. We could have disagreements every once in a while about the type of workout that day because I would think 'oh I need to be doing a hill workout today, ten repeats, 400 meter,' what not and he made me think I need more speed stuff and that came about kinda when I was a little older I want to say when I was 14 or 15 and up until 17 or something. I don't know if that just adolescent rebelling thing or what but yeah we had a few disagreements but it was never anything more than you know short arguments and than that was the end of it. (031, ln 15-7, p.7-8)

2. Strategy wise might have been the biggest negative and some of it might have been baseball, you know 'why you playing, I can't even remember the girl's name, why

you playing her you know, she stinks and why you starting her' and he'd just be you know I have to and that was about it. You know I might be upset with it 'cause it was going to be a big game and I thought he was making a bad move and his, he just that was always his reply I have to and we're going to live with it and that was about as negative as it ever really got with him (laughing). (051, ln 11-33, p.7)

3. I almost acted like the assistant coach you know, and that's not how it worked. I wasn't able to pick who played with me and how often I got playing time and stuff like that. Well, we had two teams, an A team and a B team and so tryouts and stuff like that. It wasn't really tryouts, but they split up the girls trying to make 'em even teams. And so since my dad was the coach I was trying to be like "Dad no this girl should be on my team and that girl should be over here you know and that's not how it worked out. It was like you know "you're not going to be with all your friends and you're not going to have all the good players on your team." You know like the coaches split em up, but you know since he was my dad I thought I had more of a privilege to pick em Well I think that it was like me trying to gain control and you know like really I didn't have any, but I felt like since my dad had it I could have it too, type thing. (021, ln 43-40, p.2-3)

- Needing attention from parent-coach

1. ...negative times arrived a lot around attention when he would pay attention to the other kids sometimes. That was always hard for me because I just wanted him to focus on me. [It happened] less so with my dad than my mom, but it still became an issue sometimes with my dad that I wanted him. This was like our time even though he was coaching the whole group and so some of the issues around negative experiences came with just wanting him to be there more for me and not for everyone. (041, ln 9-20, p.7)

- Over-involved parent-coach

1. ...I was knew how he'd always been with me as far as being overly involved in my sport. Kind of being overbearing about it. Giving me like more feedback that I could ever want or need or use and it wasn't always positive....You know, so it was never like, I could never step away from the sport experience because my dad was with me (laughing). So, I wouldn't say it was a great experience. (011, ln 21-41, p.4)

2. ...there were some type of arguments and type of thing in the car on the way home about what I did or didn't do that game and that was definitely the most negative thing I can think of off the top of my head. (1001, ln 21-33, p. 6)

3. I think sometimes it was difficult because it was in a new arena. I wasn't used to sort of having that, having his presence kind of there all the time and things like that. (1101, ln 9-14, p.6)

- Parent-coach was more critical of own child

1. ...my father was very, critical of my playing and I'm sure he thought he was...by pointing out everything I had done wrong (laughing). I'm sure he thought he was developing me. But sometimes that was hard as a kid to hear all the time you know, rather than hearing the good things than the bad things. And he didn't do that with the other players. (011, ln 1-1, p.6-7)

2. ...he was trying to encourage me and inspire me, but at the same time I felt like he was coming down on me and being too critical, 'cause he didn't express his views to the girls as much, like try harder or whatever. He pushed all those on to me. (021, ln 41-2, p.8-9)

General Dimension: Perception of Feedback Type

- 2nd order: VERBAL
    - Instructional
        1. I mean I guess again just mostly kinda directly telling me good job or you need to work on this or he would take me to the gym and we would work on that ...(011, ln 28, p. 18)
        2. A lot of it was verbal. A lot of it was just trying to teach me. (051, ln 33, p.8)
    - Encouraging/Positive Reinforcement
        1. ...positive, verbal feedback a lot... Basically he always told me You know _____ you're one of best athletes out here (021, ln 22-28, p.6,ln 7-10, p. 11)
        2. It was little things you know things he said after the race...(031, ln 32-34, p.9)
        3. Oh you know a pat good job way to go you know positive comments encouragement.(041,l n 44-13, p. 8-9)
        4. ...he just constantly reminded me you just got to keep at it if you want to succeed. Obviously he saw something in me if he worked with me so much, but I think he just helped me out maybe just like motivated me mentally just to get my mind set that I was good and that there was like a future ... I think my father told me there's thousands of athletes out there with the ability that I have but it's the people that are going to succeed are the ones that like work at it and practice at it. I think little things like just like kept me motivated to keep on working to be better. (091, ln 14-20, p. 5, ln 45-3, p.8-9)
        5. ... when we got into high school a lot of times we would play the boys' teams that was that age and how just the practice against a better team and he would say things like 'oh you know you did a great job, you hung in there with those guys. They were bigger and they're more physical, but you know you held your ground' that kind of thing. So he was pretty good about verbalizing positive feedback that made me feel like that I was doing well.....he would actually spend a lot of time you know giving me positive feedback about you know he would just say little things 'you've got the best jump shot of any girl I've seen play in the state this year' or just different things like that (011, ln 44-18, p.9-10)
        6. ...he would just compliment me... the ride home after hockey was always when he would tell me what I did good or bad and that was like our little time when we would reflect and back then when he would compliment a certain area you know skating or a goal I made and he always went out of his way to do that. (1001, ln 40-46, p.4)

7. He had told me you're good and you can field the ball, you're trust me (laughing) you're as good as the twelve year olds out there for the most part. So he gave me a lot of positive reinforcement, a lot of reinsurance of my abilities, particularly in baseball... he always was positive, always encouraging me to challenge myself. (051, ln 33-13, p. 4-5)

8. As I got older he always told me shake and bake and take it to the hole 'cause he felt that I could do that. (071, ln 3-6, p. 5)

9. Just always telling me good game afterwards...(061, ln 3-7, p.4)

- Constructive criticism plus positive reinforcement

1. ...he would talk about things that I can improve on and things that I did well they were he was always very positive. Pointing out things that I've have done well... he might talk about what I might have done like what have you done? What could you have done better? So trying to help me to learn to understand what I had done to and how to make it better .(041,ln 44-13, p. 8-9)

2. She would give me constructive criticism. What I needed to improve on and then she'd tell me that I was doing, what areas I was doing well in. Or just outside playing like needed to improve my shot or something or she'd tell me that my shot looked bad on that one that I needed to go back to using a good form. (061,ln 18-21,p. 7)

3. ...when we were at home he'd talk about little things. Just staying on your feet, like from the defense playing defense on the guy, don't jump to block the shot all the time on the pump fake, stay on your feet and little things like that, keep your head up you know when you're dribbling. When we were at home. It was never at practice, just singling me out. (071, ln 25-39, p. 7)

4. He could see if I was swinging up on a ball. He would tell me you got to swing more level or you gotta keep your feet planted, you gotta turn this way so. A lot of the feedback would be if I got to third base he would let me know in between or a timeout whatever was going on or when I got back to the bench or at home so there wasn't, it wasn't real in-depth, but it was kinda next time up try to do this. So that's where most of it came from. (081, ln 2-10, p.9)

5. I would say almost entirely verbal feedback, both positive and negative. I think if I did something good he would compliment me on that or say that that was good and likewise if I did something not right he would tell me how to improve that or do it differently. (1101, ln 4-11, p.7)

- 2nd order: VISUAL

- Video with verbal feedback

1. A lot of times even we would watch games together or watch tapes of games and he would say you know oh see how that person is blocking out, you do it like that, that's good or you should do it like that, that would be better. So, kind of giving me feedback within the context maybe of teaching me by watching other like video tapes...(011, ln 28-20, p. 18-19)

2. He would have my brother tape a lot of games and he would talk about what we did on tape and he would always, he'd probably give me more when I was younger, more negative criticism than positive...(071, ln 25-39, p. 7)

- Demonstration

    1. ...baseball wise it was a lot of just getting out and throwing the ball and hey how do we get the backhanded grounder and he would show me how to turn the glove and which way to turn it and how to hold the ball, throw a curve ball, but how to hold the ball being a lefty I could do different things even just holding it just different, hold the ball differently. He would show me some of that type of stuff. That was fun, like wow you know he's right like if I hold it with the seams I can get it to tail and don't even throw a curve ball or so it was, it was a lot of demonstration and doing. (051, ln 33-45, p.8)

- 2nd order: ACTIONS OF PARENT-COACH

    - Indirectly reinforced through actions

        1. ...and then the other thing he would do that I think sent a clear signal to me, again I told you he was really involved in the recruitment process in putting together the flyers and the tapes and kinda the packets that got mailed to colleges and so that sent a very clear signal to me that he felt I had a lot of athletic ability that he was contacting coaches and coaches were contacting him, rather than you know, yes at the time he was coaching me, but then later on when my high school coach was me, they would contact my father because he you know he had already established that he was the one (laughing) so I felt like he sent me a signal that he felt really good about my ability. (011, ln 28-20, p. 18-19)

    - Extra practice

        1. ... usually it was like a lot of mentoring. He did a lot of taking us into the gym Saturdays or Sundays when the gyms were closed, then kind of work with us on whatever we were struggling with and just give us that extra time you know around the gymnasium that we needed. (021,ln 7-10, p. 11)

        2. ...practicing things that we need to work on you if it was fly balls then we would go out in the backyard he would throw me some fly balls. I would practice catching them so that we would continue to kinda develop these skills that might I need more work on. .(041,ln 44-13, p. 8-9

        3. ...he just kept on working with me, just that itself, just like we kept on practicing and we tried to find good leagues to be in just so that we could get better . (091, ln 14-20, p. 5)

    - Reinforced ability with coaching decisions

        1. And when he coached me just little things. Like I told you I played every game all game. Well I figured at some level too my dad was competitive enough that he wanted to win and he thought having me in there would increase his chances of winning. So that sent a signal to me that you know ok you're good, I want you in there kinda thing... You know if it was more like even when he was coaching kind of building the team around me rather than putting together kind of a cohesive group, which always obviously made me feel really good and positive about kind of where I was with my skill development... (011, ln 44-18, p.9-10, ln 28-20, p. 18-19)

2. ...he helped me, he kind of shifted around certain positions depending on what was needed. (1101, ln 10-15, p. 4)

3. ...putting me into different positions and showing me that I could play everywhere and I don't know it was mainly just the good game and allowing me to kind of like compare myself to the other people on the team. (061, ln 3-7, p.4)

4. ...he would put me on their best offensive player so I could play defense on him. (071, ln 3-6, p. 5)

- Motivating

1. ... to get me all psyched up, leave me notes in my lunch box. Different things like that ah it was little things along the way like that. (031, ln 32-34, p.9)

- Took to tryouts

1. He would take me to all different types of tryouts. Take me to different skates and I kind of knew I was somewhat good (1001, ln 40-46, p.4)

General Dimension: General Interpretation of Feedback

- Pressuring/Comparing self to others

1. I remember the emphasis being very much on as a team it was important to win when he was coaching us, but the way we're gonna win is to make _____ a good player, and so I was always in this role of comparing myself to others. He always created this kind of environment with me where, ok you're not doing it as good as her or that person scored 45 points, you need to score that next time. So for me there was a lot of social comparison... down to me as the only way this team is going to be competitive and win is if you're good. So then I felt more of the pressure on me than on us as a team. (011, ln 26-4, p. 19-20)

- Positive and Instructional

1. Usually, positively. If it was positive feedback on my skills or what I needed to do to change usually I took it to heart and worked on it and you know tried to improve. (021, ln 14-16, p. 11)

2. ...like most of it was him trying to make me better. It wasn't like you stupid idiot you know you're letting every ground ball through you. It was like ok here's how you're going to field a ground ball or here's how you field a ground ball in the open field and here's why.... It was more of trying to show me the game and the skill and making me realize this is why you do it this way and not this way. Let me put the effort in, he never belittled the effort or anything, it was constructive criticism. (051,ln 3-11, p.9)

- Encouragement

1. It just increased the whole positive cycle. I've accomplished this. Cool, I can get this goal even though it seems far out of reach you know. I know you can get it. (031,ln 38-39, p. 9)

2. It was only good. When things weren't working out and he got down on me I think as I look back on it, it was only for the best. If I couldn't do something he just not yell at me but tell me just keep on doing it and keep on doing it. You're

going to keep on failing until your start making changes and if he just kept on harping at me and that changed than I got better. (091, ln 7-37, p. 9)

- Reinforcing of one's beliefs

    1. It was I don't know kinda like a reiteration of what I was thinking to myself...(081,ln 14-16, p.10)

- High Expectations

    1. ...he would just, if like probably on the field if, I did something wrong he'd make me do it over and over again. If I kept on missing ground balls, he'd hit more. Just so I could get the repetitions. If I did something wrong maybe he would yell at me because he had such high expectations for me. Like particular things that he said... Maybe just he knew that my level of competition was so high that he would just maybe tell me to stop being lazy or stop goofing around and get focused so maybe little things like that. (091, ln 7-37, p. 9)

- Disregarded negative feedback

    1. ...depending on what type of feedback. If it was positive I appreciated it. I believed it every time. If it was negative I guess compared to a coach that's not my father I'm probably more likely to shrug off the negative less likely to believe him I guess and say he doesn't know what he's talking about. I think you respect your parents as coaches in a different way than you respect a different coach and also since he was learning too and had less experience I think sometimes I would kind of maybe listen to his feedback a little bit less. (1101, ln 15-21, p.7)

- Well-intentioned feedback perceived negatively

    1. I've always been a little sensitive to negative feedback from constructive criticism [with] things that I've done wrong. I've always been very... I don't like to make mistakes. that's always been a thing but no matter who was giving it, but especially parents, so I sometimes interpreted not always the best way when I was younger and ' oh their picking on me.' But as I got older realizing that that's part of life that he's meant to help rather than to put anybody down. (041, ln 17-23, p. 9)

    2. Sometimes I didn't take the constructive criticism too well. I thought it was a little bit of an attack, but that was just me overreacting to what she was saying and being a little too sensitive. (061,ln 25-27, p. 7)

    3. Well when I was younger I probably listened more than when I was older. When I was older I felt that I knew what was best for me and I didn't even listen to him much. (071, ln 5-11, p.8)

    4. Originally when I was younger I probably took it and it was probably more positive, but as I got older maybe he started being a little more critical 'cause he wanted to improve me more and sometimes I'd take it negatively and get defensive, which didn't come too well and then leads into arguments. (1001, ln 14-16, p.10)

General Dimension: Impact on Confidence in Ability

- 2nd order: INSTILLED CONFIDENCE

- Instilled confidence

    1. It gave me more confidence I think to move on and keep playing and to help others...(081, ln 2-7, p.6)

- Through positive reinforcement/verbal persuasion

    1. I think I was always made to feel like I was a really good athlete and again I think while there was a lot of criticism and critiquing that went into that, I always did kind of have the sense that my dad was doing that because he saw the potential and he knew that I could really be good. And so I would say I always felt like I was a good player and that I had the potential to be really, really good, and that interaction with him always left me feeling like yeah I'm the best person, the best basketball player that this town has ever seen or ever will see and now I just do what I need to do to kinda develop that. So the interaction did make me feel like I had a lot of skill and a lot of potential. (011, ln 22-33. p.12)

    2. I think it brought it up. I think my dad encouraged me a lot and made me realize that I was a good player... (021, ln 13-16, p.8)

- Through Goal achievement

    1. Like you know I can achieve the goals I set and to set high goals because he encouraged me to go after things that people said I could never do. (031, ln 42-42, p.6)

- Through practice

    1. I think I never really thought about ability. It wasn't until I was in high school when I could think I really don't have a lot of natural athletic ability, but I am willing to work harder than anybody else and he helped instill that a lot in me that it's just how much you work. You have to work hard so I think more than ability he made me reflect on the value of hard work in sports...(041, ln 33-2, p.6-7,ln 22-28, p.6)

    2. ... I didn't have much confidence about my abilities. But as he continued to coach me my confidence grew and probably gained more confidence while he was coaching me than I could of with someone else just 'cause he probably did give me that. He did give me that extra attention outside of the organized aspect of the sport you know at home and stuff. So, it boosted my confidence about my abilities. (071, ln 40-45, p.5)

    3. ...all the practice that I had put into playing sports had taken me places and that I had really proved that I had the ability to be a good player and it inspired me to keep going. (021, ln 13-16, p.8)

    4. ...showed me that if I actually put my mind to something that I could improve it and then so that even if I'm not as good at one particular aspect of the sport, if I actually practice then I might be able to do better at it. (061,ln 4-6, p.7)

- Through coach's belief/support

    1. It made me more confident and when she suggested that I try out for the travel team 'cause she's the one that told me about it and suggested that I do it, it kind of shocked me a little bit, but because I guess I hadn't thought of myself as that

good, I wasn't sure if I'd be able to make the team or not, but she seemed pretty confident that I'd be good enough to make it. (061, ln 9-16, p. 5)

2. I had a lot of faith in my athletic ability. Not only of the things that my father told me, but how he showed me. How he showed his support. How he offered to work with me. How he thought he wanted me to get better. You know all those things just made me feel real strong about my athletic ability... I think I only grew stronger and grew better from those. Like not only the little situations then but as an overall aspect, as in the whole situation in general. You know it wouldn't make me as strong a person as I am or as good an athlete. (091, ln 25-29, p.6, ln 17-20, p.6)

- Through reduced pressure

1. It was good... He was not high pressure because I was a good soccer player, I played goalie in high school soccer and I was good. I ended up playing goalie in college. I was a good pitcher in high school baseball and junior high baseball. About the time he started coaching me was when I started becoming a better pitcher and he was never high pressure but he was very reassuring that you're good... so in terms of the positive influence was just he was very low pressure, didn't force me to do anything and let me make my own decisions at that age... And ability wise I mean, it makes me feel good about my ability... then making a college soccer team as a walk-on and playing four years and becoming a senior captain and the whole nine yards, I think, though he didn't push me was probably his positive reinforcement. It definitely helped me make that decision you know to give it a try and it was a worthwhile decision. (051, ln 41-4, p.6-7, ln 21-36, p.6)

- 2nd order: REINFORCED SELF-PERCEPTION

1. I can't say I had negative experiences. I think both my father and I are very grounded, down to earth people and recognize where our talents lie and don't lie, so anything negative was not a great revelation (laughing), it was pretty much known to me...(051, ln 8-13, p.8)

2. Well it made me feel good about them [perceptions of ability] because ...I was always an elite player on my team, one of the better ones, so ... in that way I never got the 'it's just the coach's son.' I never did because I was always, not to be vain, but I really was one of the better players on my team, one of the best, so it did make a difference and I knew I was good and my dad let me know I was good and other people, so I guess it made me feel good about my athletic ability and knew where I was at and what I could possibly do. (1001, ln 38-44, p.5)

3. I think that it was a positive influence in that it just, it did help me realize that I did have talent and that I was a good athlete and that I was always built to be an athlete. (021, ln 21-28, p. 8)

- 2nd order: DELAYED UNDERSTANDING OF HOW TO DEVELOP

- Preparation

1. Once I got to high school, it had made me stronger taking criticism from other coaches 'cause I had heard it from him before. And I think that it just made me stronger when I heard it from them, that I didn't get upset about it, but I realized that there may be some truth if he had said it before and now they were saying it. And I

took it to heart and did or practiced what they said and it made me not so angry. (021,ln 33-38, p. 10)

- Experience

1. I'm glad that happened you know 'cause it put me through something that I've never been through before. I was so young and now maybe since I've been through that, like if it happened now or a few years ago I you know, I would know what was going on because I've been through it. (091, ln 7-11, p.8)
2. Like I feel like in some ways I just know a lot more about playing basketball, um intellectually I think... I think I understand the game better and so I think compared to yeah other women who are 35, I'm still up there. (011, ln 38-35, p. 12-13)

- 2ND order: LATENT REALIZATION OF ABILITY

1. As an adult I can understand what he was doing, why he was doing it and again when I look back now and think 'yeah well I'm much better than I thought I was' part of the reason I know that is because of the way my dad interacted with me. I look back and think I was really good and he knew it and he saw it and that's why he did that and so yeah I mean other than the constant you know 'Oh I could have done this better, I could have done that better'. I look back and think yeah he did that because he knew I was good and so that gives me the perception now that I was really good... and I look back now and I look at how my skill level was compared to the other girls I was competing against I was better than I thought or better than I knew, so it's weird. Like on one hand at the time I felt like yeah you know I'm good and I've room for improvement and that's why my dad's riding me but now I look back and I think I was really, really good, but I didn't know that because my dad was always riding me. I always kind of felt I was good and you know had potential and my dad made me feel like that, I think I also probably lacked confidence or felt like oh it's never going enough. I'm never scoring quite enough points, like there's always something he wants to work on... because there was always something more to improve upon...((011, ln 38-35, p. 12-13, ln 1-12, p.17)

2. Just that I improved and it was something I had to go through and back then I realized that I wasn't that good. I just really didn't have the ability. Like I had to get better, but I realized back then that I wasn't that good. (071, ln 8-10, p.7)

3. I don't try and compare myself to the people that aren't as good as me and then like I realized that there are always going to be people better than me. That's something she said a lot, 'there's always going to be people better than you' but that also means that I can be one of the people that's better than someone else. (061, ln 21-24, p. 5)

4. I didn't use it as much as I should have when I grew up. I kind of left my dad behind more than I should've. ... and the things that he taught, when he stopped coaching me I kind of like just started off fresh. I shouldn't have, I should've carried on the experiences that he had taught me. So I guess today as an athlete I don't know how I could say it, use what he taught me, when he was coaching me. (071, ln 9-17, p.6)

- Self-Serving Bias

1. I think I could've been a better baseball player because I was, I was so good at that age that my dad was reluctant to teach me more than I you know teach me more and I probably could've been a better hitter because when I got to be older I kind of lost a lot of my what, standing. I wasn't as good as everybody else. I think that had an impact from my dad not coaching me as much as he would coach everybody else... I think that impacted on how I went on to play in the future... so I think it was kinda

detrimental not to be taught as much as the other players. I think it affected me. (081, ln 22-31, p.6)

- 2nd order: NO IMPACT ON CONFIDENCE IN ABILITY
    - No impact
        1. I don't see them having a big effect on my athletic ability more just my general growth and perception of roles. I don't remember it having a lot of impact on my athletic ability, the way I thought about my athletic ability... I don't recall a lot of things that negatively impacted my athletic ability than not any incidents of yelling or heavy amounts of criticism that might constitute negative instances. (041, ln 19-24, p.9,ln 29-30, p. 8)
        2. ... I don't think about them relating to my athletic ability now or even looking back, so no it really had no impact on what I thought about my athletic ability was kinda more the 'I know more than you' type attitude rather than him saying you didn't do this and me feeling bad about it. So it basically did nothing to what I thought my athletic ability. (1001, ln 26-27, p.7)
        3. You know I wouldn't say anything about my athletic ability 'cause I knew I could play. I knew you know it was just pitching. You know there's a lot of other things to do on the baseball field, but I you know I think, I don't think it affected my athletic ability in my head. (091, ln 41-2, p.7-8)
    - Created emotional response
        1. I think it made me more of an emotional player and a fan I get real emotional when I watch games or even when I play recreational sports I get emotional, so I think that kinda carried over throughout my life. More or less it had an impact that way. (081, ln 19-22, p.9)
        2. I don't think that I ever let it really get to me thinking that I wasn't a good athlete. I think I just usually, I was just more upset at my dad about the comments than letting it play into my perception of my own talent. (021, ln 26-28, p.10)
        3. I don't think it had any impact on how well I could hit a baseball or field. I mean I would go back catching if I was called out on strikes or something like that. I mean I'd be upset, I'd be throwing the ball back a little bit harder, but other than that I don't think it had much impact on my athletic ability. (081, ln 4-14, p.9)

General Dimension: Motivational Orientation

- 2nd order: EXTERNALLY REFERENCED
    - Feedback from others
        1. ...actually it's more when other people tell me that I play well. Kind of like they have to take the role of my mom and tell me that wow you played well. I still think I play well, but it feels more real when someone else tells me too. (061, ln 10-17, p.9)
        2. Praise from friends...(081, ln 13-16, p. 13)

3. ...other things you know, coach's feedback...(1101, ln 32-36, p.9)

- Based on performance

1. It's funny it's still a kind of social referenced. You know how am I competing others and how much of my own agenda am I accomplishing? Like it's terrible, but it's most of the time when I play on leagues it's not for me about winning or losing. That doesn't do much for me. It's more about you know did I get the rebounds (laughing) and the score that I wanted this time and how was I compared to the other center on the other team? (011, ln 5-30, p. 27)

2. ...just the actual outcome of what you performed or whatever. (1101, ln 32-36, p.9)

3. Like with basketball have like I'll do well rebounding or passing and I'll stop people on defense. (061, ln 10-17, p.9)

4. I think it depends on the skill. Like I was saying I was a goalie so if you block it, that's a positive outcome (laughing). If you don't then it's not necessarily all your fault, may have to look at sort of some of the contributing things...(1101, ln 32-36, p.9)

5. ...didn't make any mistakes and that's when I know did well and had a good time out there. (021, ln 25-27, p. 13)

6. You know I've learned that ... in baseball if you're not the one that's just to hit home runs, if you're just up there getting base hits then you're doing your job. Just little things like that. I know when I'm doing good. Or I know when I'm doing what I'm supposed to be doing. (091, ln 40-2, p. 12-13)

7. You just know if you made good plays or not. If you're letting the puck go and people are getting by you, that's a bad game. If you're scoring and making your plays, that's a good game. So that's how I gauge it... (1001, ln 36-40, p. 10)

- 2nd order: INTERNALLY REFERENCED

- Affective

1. Just out of my level of enjoyment now days. It's more you know if I had fun ... and everyone enjoyed themselves, that's when I know did well and had a good time out there. (021, ln 25-27, p. 13)

- Effort

1. I know that I perform well if I feel, I guess it's this feeling that I get inside me, like I worked hard. I really like to win. I'm very competitive and I really like to win, but it's not so much winning as if I played well and I played hard... So, I think that's how I know if I perform well. I've given everything I have. I've given a hundred and ten percent, then I've performed well. (041, ln 12-20, p. 12)

2. ... kind of a feeling within myself with saying that was a good job, self esteem you know, just knowing if I have a pretty big sweat than I know that I ran hard and I tried hard, so just kind of a physical sweating, out of breath, that kind of thing. (081, ln 13-16, p. 13)

- Knowledge

    1. Just the knowledge of the game that I've gained. I feel like I may not have the greatest ability of everyone that I play with, but I think I have a great knowledge of the game and I know that I can play.(071, ln 3-5, p.10)

- Fitness

    1. I run still off and on and do yoga, biking, those things. It's more a mixture of stuff. It's more like health fitness related stuff. If my average resting heart rate is still the same as when I was competing, and it's not (laughing) I'd probably know that I'm doing well in my training. Different variables like that. (031, ln 1-15, p. 14)

- Ability

    1. ...golf is probably my biggest one as an adult now that I play and I know what I can shoot, I know what I should shoot (laughing) and I know what I do shoot and they're three different things and I can find happiness in being like 'hey you know I've only played once this year and I shot bogey golf, I'm happy with that'. So I guess I'm grounded, realistic. (051, ln 20-27, p. 12)

General Dimension: Impact on Enjoyment

- Fun because good at sport

    1. For one I was good at it. Traveling everywhere and going to all these elite competitions. It was just something I was very good at and it came naturally. It didn't take much effort and my personality fit the sport really well, so. (031,ln 20, p.12)

    2. I enjoyed the personal success. I felt like I could, definitely see my improvement, my skill development and as I progressed and played progressively better players in more competitive leagues I enjoyed that. I was mastering this sport and I was doing really well in it. (011, ln 5-45, p. 23)

- Fun because of winning

    1. I liked all those kind of sports. I really enjoyed it. It was a lot of fun. I really enjoyed having him there too. (041, ln 33-34, p. 10)

    2. ...it was fun to be doing. Winning (laughing). You know to a certain extent winning was definitely fun. (051,ln 17-24, p.10)

    3. It was probably the most fun I had anytime playing baseball. It was really enjoyable. You know when we'd win too, we'd go out for ice cream and so that was kinda like positive reinforcement to keep doing well. Well we won a lot and winning is always fun. (081, ln 18-28, p.11)

    4. Absolutely loved playing. I mean at one point I was playing like two or three sports in a season and I really liked playing. (061, ln 17-18, p. 8)

    5. Like I said it was my life. I loved it. (031,ln 20, p.12)

- Positive memories about the experience

    1. I just remembered clearly being on the softball diamond down there and you know all different levels and I remember my shirt colors and I remember just being out there and I remember them letting me you know playing second base, which is what I always wanted to play I don't know remember why I did but just smiling a lot in pictures, I'm always smiling. It's actually something I can connect with some of my friends today as we've grown apart friends from childhood we still have this connection. We didn't talk in high school but we can still connect through this one activity so I think that always brings up positive memories. I have very fond memories of softball. (041, ln 33-2, p. 10-11)

- Fun being with friends/being on a team

    1. The camaraderie especially the basketball team was five or six of my closest friends. It was the same people that we went over to somebody's house on Friday night that type, it was the same group of people. (051,ln 17-24, p.10)

    2. Probably a number of things, my friends were all in sports and my brother was six years older than me and he was good at sports and I used look up to him ...(071, ln 39-46, p.8)

    3. I really enjoyed the team,. The interaction with the other girls on the team. That was good, I did like that part of it. We always had a really good group of girls. (011, ln 5-45, p. 23)

    4. For the most part I had a good time with it. I had a lot of friends on the team...(1101, ln 19-28, p.8)

- Fun to create a bond with parent

    1. ...probably the bond that we created by him coaching me made me appreciate it more. (071, ln 39-46, p.8)

    2. Being able to like to share that with my dad, he was family. Just by succeeding and having your dad as your coach really makes it better. (091, ln 11-21, p.11)

    3. it was enjoyable and he definitely didn't make it any less enjoyable. If not more enjoyable. (1001, ln 6-11, p.9)

- Fun to be a part of competition

    1. I liked the physical nature of basketball. I liked being able to come and throw my body around and bang into other people and I hadn't really played any other sports that were like that 'cause I had just played volleyball and softball which you don't get a whole lot of contact and it's not kinda physical in the same way, so I did like the training and the time we spent training to play basketball. So there were a lot of things about it I liked. (011, ln 5-45, p. 23)

    2. I think it was just new and exciting. Swimming is pretty dull sometimes and water polo kind of had this whole new dynamic to it with you know a team that was here and scoring goals and not just swimming back and forth so I enjoyed that. (1101, ln 19-28, p.8)

- Created stress due to lack of fun

1. I would say that it was stressful, a lot of stress then, my dad and I didn't talk very much. It was hard, it was hard to have him as a coach 'cause I didn't understand him that well you know and some of his decisions I felt, I wanted to understand why he'd make em. In terms of games, who he'd played in the game or why he was doing it or some practices what we did, I didn't understand and since we didn't have a very good relationship like talking wise I didn't understand what his decisions, what thoughts were behind his decisions. (021,ln 22-28, p. 8)

General Dimension: Instilled beliefs and values about sport

- Value trying new activities

    1. I think experiences like that are fun to share experiences like that... So I mean a lot of our commonality flows around positive sports experiences...I think you know subconsciously they [sharing common experiences] helped. More than anything I think that his experiences, him being able to tell me a little bit about his experience and saying hey you know just give it a try, don't have any regrets about not trying out for a team. Probably more I can remember a few like three or four comments from coaches and that one is in the top three, just give it a try. (051, ln 12-16, p. 12)

- Enjoyment of the game

    1. I mean I continued to participate in softball, floor hockey was nothing past elementary school, but I continued to participate in softball all throughout high school and I did intramurals in college and stuff like that so I think that it helped to you know instill an enjoyment of the game and I enjoyed it and I enjoyed him traveling with us at that time and I continued to participate. (041, ln 4-8, p. 12)

    2. ....basketball I wanted nothing to do with for a long time and it probably wasn't until the end of my junior year in college that I started playing again, and then I started playing on intramural teams and summer leagues and things like that. And so that experience back then kind of had that short term immediate impact where I didn't want to be involved, but at the same time that experience showed me hey you're really good at this and you should be doing this cuz it is fun. I think now I can find it fun and I can find it competitive without the pressure. So yeah I guess I took away from it, after I got past that little period, that I didn't want to play that oh I'm pretty good. I can compete with these people. So I have felt like very confident about wherever I've been kind of joining leagues and continuing to play.(011, ln 26-1, p. 26-27)

    3. If I quit then we both would. But again not that I would have, it was just kinda we were both playing type thing. I played for Michigan State club hockey which was somewhat intense, that he had nothing to do with, and then now I just play in I guess I call it beer leagues, but you'd probably call it men leagues. It's like a game a week type thing, so yeah I'll always play but it's nothing like it used to be. (1001, ln 16-32, p.10)

- Instilled a sense of advocacy

    1. And that whole thing in third grade with the pitching issue, I've become more of a equal rights person. I don't like it when things aren't equal when they could be or should be. (061, ln 3-6, p.9)

- Instilled a love for the game

    1. I don't know I still really love basketball and I want to be a basketball coach when I get older (061, ln 3-4, p.9)

    1. I grew more in love with basketball and continued it throughout school and now at Michigan State I play intramurals, I play at least three times a week and like I said I just played in a basketball tournament this weekend and I think I enjoy it more than I would if he wouldn't have got me into it. (071, ln 42-45, p. 9)

    2. I think it only made me want to compete more in other sports. I just wanted go out cuz it was so fun for me that I just wanted to go out and keep on participating...We didn't have like a falling out or, a bad relationship where I just wouldn't want to pick up a baseball again, but you know it only wanted me to play sports more. (091, ln 30-36, p. 12)

- Instilled the value of effort

    3. I carry that with me, that it's the hard work and he helped instill it's not about you, it's about the team and I carried that attitude with me at the high school and I carry that attitude with me now when I do things in an athletic manner. It's not about me and it's not about winning, it's about what's good for the team and it's about how hard everybody works. (041, ln 35-40, p.6)

- Conflicted motivation

    1. When he stopped coaching I think I was relieved, almost happy to have a new coach, but I think then there's always times that I wanted him back just to be able to talk like logistics of the game and strategies where I might have had a harder time with a coach because I was so used to talking things out with my dad as the coach. (021, ln 12-16, p.13)

- Other coaches impacted motivation

    1. It's kinda hard to answer because he didn't affect why I'm not running at all today. That had to do with a lot of coaches I had at the other university, but I don't think the way or manner that he coached me has affected my choice not to continue this any longer. There was kind of a push to go back to it. It's a very long story, what has to do with an appeal to the NCAA, but he hasn't affected really why I made that choice I guess. (031, ln

    2. I think having my dad as my coach and having fun all those years even not just my dad, but you know my federation coaches and even my junior varsity coach and freshman coach were just all good coaches. You know they enjoyed the game, but when I got to the up you know the highest level to where I was going to make a decision whether playing college ball or doing something with baseball and I think, high school coach kinda had a huge impact on that and as I look back I think it had to do with having so much fun before I got to that point. (081, ln 40-8, p. 12-13)

Parent-Coach Themes and Quotes

General Dimension: Dual Role Influence (parent)

- 2nd Order: SPORT EXPERIENCE STRENGTHENED BONDS
    - Time together
        1. ...spending time and experiencing that whatever activity it is together... there's only a short period really when the kids are young and everybody's busy with work and family and other things and it was, it was just a way that helped to ensure that we'd always take out time to be together. So I thought it was time well spent. (1002, ln 6-10, ln 2-5, p.6)

        2. I'm getting kind of old for it, but I still try to play basketball once a week and I play with him and his older brother and a lot of twenty year olds and I'm fifty-one and so I'm not as quick or as fast as they are but I still hold my own pretty good, but he is just phenomenal and it's just so much fun for me to watch him play and try to guard him and things like that and so you know we play against each other right now and we play hard and so I enjoy it immensely seeing how good he is...just spending time together. (072,ln 7, p.6, ln 22-19, p.8-9))

    - Sharing sport experiences
        1. ...it gave us a common ground of things to talk about. We could, talk about the game. We could talk about her performance. We had those common experiences that we could share and relate to with each other... (042, ln 23-31, p.5)

        2. We could just hang out together in the gym doing something we both enjoyed. (062, ln 1-2, p. 6)

        3. When we watch softball on TV, talk coaching strategies and what would you do what would I do that kind of thing maybe it opened up another line of dialog. (062,ln 1-2, p. 6)

        4. I'm getting kind of old for it, but I still try to play basketball once a week and I play with him and his older brother and a lot of twenty year olds and I'm fifty-one and so I'm not as quick or as fast as they are but I still hold my own pretty good, but he is just phenomenal and it's just so much fun for me to watch him play and try to guard him and things like that and so you know we play against each other right now and we play hard and so I enjoy it immensely seeing how good he is...just spending time together. (072,ln 7, p.6, ln 22-19, p.8-9))

    - Created lines of communication that still exist
        1. I think that her and I communicate very well together, at a level higher than the average person. (1102, ln 42-16, p.3-4)

        2. When we watch softball on TV, talk coaching strategies and what would you do what would I do that kind of thing maybe it opened up another line of dialog. (062,ln 1-2, p. 6)

        3. ...sometimes if you drift apart from your kid and you don't have those common experiences, you don't have a communication base to deal with. Well I think having those common experiences allowed us to have a communication base and be able to talk about that specifically and then use that as an up-bridge to talk about other things in life that related to that. (042, ln 23-31, p.5)

4. Again I felt we had good lines of communication. We could talk about things and there was a little frustration sometimes you know he could talk about openly. (052, ln 43-10, p. 5-6)

5. I just think we've always been pretty comfortable in talking about things, so I just think that that helped to establish the base for communication, rapport between us, so that we still have that as to talk about as just kind of a point of reference kind of thing, but it's less and less than as each year goes on, it's less important, it's more focused on school and career and going forward with his life. So I think, it's been beneficial. (1002, ln 14-20,

6. We communicate well together and about things that give and take, this and that and trying to understand each other and I think that we had mutual respect for each other...(1102, ln 44-33, p. 5-6)

- Made closer

    1. Well on the sport of course it made us very close together and outside I think there's a bond there that's permanent. She knew what I was thinking. I'd know what she was thinking. (032, ln 35-36, p.5)

    2. Well as a father and a son I would say that it probably made us closer... I guess today you're more on the level of a father and a son, you're friends where before you're kind of separated I would say a little bit. You're a coach and a player instead of a father and a son as much or a friend. (092, ln 10-12, p. 8,ln 44-45,p.4)

- Advocated/supported

    1. ...all my intent was ever to do was to help her as long as she remained interested in it... Well, she has problems and her difficulties and she tries to struggle through them on her own, but in the end she'll always let me help her. Sometimes she waits too long but, and I have complete faith in that child. (032,ln 33-35, p. 8, ln 5-7, p.2)

    2. ...on the positive side, she understood that I was there for her and that I was going to stand up her whenever I could. (012, ln 4-8 p.10)

- Developed a mutual respect

    1. I think probably him seeing me interact with other kids and he probably looked up to and respected me because I was a parent doing that and so I think that may have gave him more self-worth because of that. (072,ln 7-10, p.6)

    2. Well I just think that we have a mutual respect for each other. That is building for twenty three years and working together on the team was just another piece of that coming together you know. We communicate well together and about things that give and take, this and that and trying to understand each other and I think that we had mutual respect for each other...(1102, ln 44-33, p. 5-6)

- Learned about each other

1. It has given me a better understanding of her frustration level and knowing what they are and knowing how to deal with them and you know I think that that's the biggest impact it gave me. (042, ln 27-29, p.8)
2. I think we had a better understanding of each other by being around each other more. Whereas, you know I don't know if I would've had that same relationship if I hadn't been involved with her in it. (022, ln 41-13, p. 5-6)

- Worked through the rough spots which created closer bonds

1. ...It probably made us stronger 'cause we figured out a way to get through it. (032, ln 19-20, p.6)

2. I think us working and communicating to try to get over the rough spots and allowed us to become closer and to bond more. (042, ln 39-41, p.6)

3. Well I think that I'm sure we talked about it, cleared the air. I apologized and we discussed it. We don't like to hold a lot of stuff in around here. We like to get it out and talk about it and move on, so I know that we talked about it. She was comfortable with how it was resolved and I was too. (1102, ln 38-41, p.7)

- Good relationship

1. I think it helped. I think we had a good relationship. (052, ln 43, p. 5)

2. I think it was a good relationship. We always had a good relationship... (082, ln 25-25, p.4)

2nd order: NEGATIVE/STRAINED RELATIONSHIP

- Child viewed parent-coach's expectations as pushing

1. Well, I really didn't stop coaching her. All the way up through high school, , I went to all the games and I had input in it and then we, I guess our biggest period of conflict probably came over the year she was a senior about which scholarship she was going to take and so forth and we had a lot of disagreement about that. She ended up not playing in college... I didn't think she spend enough time working on her game and she said well course couldn't, well girls didn't do that and she was right on that girls don't just pick up basketball, not in this state anyway, boys do, but girls don't. They play basketball when it's structured and I didn't think she spent enough time on her game and so we had some conflicts, nothing, nothing bad you understand what I'm saying? I thought that she could be a whole lot better than she was so she wasn't terribly interested... I'm sure she felt at that time I was pushin her a little too hard. But that's, you know I guess that's true for probably everybody. (012, ln 4-8 p.10, ln 6-19 p. 7)

2. I probably told him if you're gonna want to play in high school, if you want playing time, you've got to drive to the basket. If you don't drive to the basket, if you don't do it now when it's time that you'll need to do it, you won't feel comfortable to do it, so you got to fall down now...and so I'd say that to him and he would hear it but (laughing) it never really happened. I was telling him for his own good but, I couldn't make him do it, as strongly as I encouraged him to so I'm sure he probably got a little tired of hearing it. (72, ln 30-40, p.6)

3. ...my kids were pretty good athletes therefore, I expected a little bit more out of em. I think every parent does and believe me there was many a quiet ride home after practice where we didn't speak to each other you know or whatever "you expect me to do this or that"... And so, it was I guess kinda difficult... (022, ln 40-3, p. 4)

- Disappointment with child's motivation

1. _____ was not the kind of person who would come and say dad I need help. She just didn't come and ask for help and I guess it was the same feeling I had, I was a history teacher and they would take a history test and they'd come back in and not do real well on it and everybody would ask, you know what I'm sayin? When you think you're pretty good at something, you have a specialty in something and your kids don't seem to recognize your ability, that's always a little bit I don't know, it isn't irritating as much as it's just that you don't understand why...(012, ln 22-21, p.4-5)

- 2nd order: NO PERCEIVED IMPACT

  - Treated all team members the same

1. I don't even know that I did distinguish between the two, I mean I just, I kind of treated the other young ladies that I was coaching as well as _____ the same you know. I mean I just kind of let my, my parenting skills and my coaching skills kind of co-exist and just kind of flowed through. (042, ln 8-11, p.4)

2. Well I tried to treat _____ as any other player. I didn't, I don't know if nepotism is the right word or not. Yeah I purposely tried to not...if he wasn't doing something right I wouldn't spare him, I would correct him in front of anybody else just like I would any other player. If I needed to make an example of the right way or the wrong way of doing something. I didn't show favoritism I guess and I didn't hold him back either so. I wanted to be fair with him 'casue I wanted to be treated fair so that's just the way am I guess. (072, ln 40-6, p. 4-5)

3. I guess the way that I did was just kept it generic on the ice or on the field and then would just trust _____ or my other son just as I would any other player and then afterwards would explain to them why or why or why I didn't do something or the, little more explanation behind you know certain actions that may have stuck out. (1002, ln 7-15, p.4)

4. ...I tried as I recall just to treat him no different than the other eleven kids on the team...(052, ln 41-46, p.3)

  - Did not separate roles

1. That's really hard to say. I mean I treated him the same, I treated him the same on the baseball field as I did at home. (082, ln 31-32, p.3)

2. I think when he was younger I wouldn't say I was able to distinguish between either one. As he got older it was a little easier to, to be more of a coach than a parent. Probably because he understood the game a little better and if I told him something it wasn't like I was being a parent and saying this is, you have to do this. I kind of would try to

teach him something about the game and let him go with it from there. (092, ln 11-19, p.3)

- Did separate roles

    1. I don't think with _____ that we ever took it home. If he wanted to play ball or something away from the organized sports we did, but I tried as I recall just to treat him no different than the other eleven kids on the team. Not try to over-coach, which is something that also you know disturbs me when I see parents that just over-coach. (052, ln 41-46, p.3)

    2. We had talked about it beforehand that when we were in the gym or on the field whatever that I was the coach and not mom and um just kinda left it at that and I it was difficult at times to separate the two. (062, ln 23-32, p.4)

    3. I saw myself as a coach. And she, she was helpful and that she's grown up with me and we have a [good] relationship...(1102, ln 42-16, p.3-4)

- No impact on relationship outside of sport

    1. I can remember times where I tried to reinforce positive things for him to maybe understand what I'm trying to tell him. Away from sports I don't think there was any impact. And I don't you know if I look back I don't think that it carried beyond that game if there was, you know if he had an issue with something. (092,ln 23-32, p.5)

General Dimension: Positive Outcomes/Personal Rewards for Parent-Coach

- 2nd order: ENHANCED SELF-PERCEPTIONS THROUGH SUCCESS WITH CHILDREN

    - Demonstrated competence in teaching sport skills

        1. She's used a lot of the skills that she learned in later life and she came in and she was telling me that up there at one of the intramural games that the guys accused her of playing like a boy, which I took for her as a compliment... so in later life I think that she kinda liked some of the skills she had learned...(012, ln 35-45, p.12)

        2. I thought that I was very capable of teaching her about stuff that you know little things, little moves that I thought that she oughta learn...(012,ln 19-25, p.6)

        3. I would like to think that I helped her, yes. Well she became stronger and more motivated and, of course, in track and cross country everything is measured by time and her times were improving consistently. (032,ln 32-33, p.2)

        4. I saw myself as kind of a teaching coach... I didn't want anyone to be left behind. So I wanted to teach them... I wanted the kids to learn the right way to play the game and the right skills and learn proper habits and not bad habits. (072,ln 44-20, p. 3-4)

        5. Probably if I hadn't coached him I probably wouldn't have felt as good about his performance when he went and played high school basketball. He was prepared as much as he could be prepared and it was up to him at that point. If I hadn't done that, then I always would have second guessed. You know did I do everything I could have done? So I guess for that reason I you know I feel satisfied that I gave him every opportunity for him to excel that I could. (072, ln 9-15, p.8)

- Demonstrated competence in teaching life skills

    1. I thought I taught him a lot: self-confidence and winning and losing and that. (082, ln 30-33, p.2))

    2. I always kept first and foremost in my net, you know they're kids first and those were the coaches that I aligned with and I wouldn't have my sons play on a team where that wasn't their philosophy. Because my expectation was that that was never going to be their livelihood and it was an activity for physical and social development. (1002, ln 34-39, p.3)

    3. ...something happens where they learn that they're part of a team and there's certain people out there behind you and that they're accountable to each other instead of 'it's me up on the block, I'll go swim my one event and I'm done.' Six of us have to play quality defense together and so we were successful in getting kids to appreciate that. The team aspect of it. Team water polo or team basketball or team football or many team, team volleyball it's much different sports than swimming or golf or bowling or something, the concern is the team and that's what we were focused on was getting them to appreciate that. (1102, ln 42-13, p.2-3)

- Increased self-worth of parent-coach

    1. It kind of built me up and kind of built him up too with praise and stuff like that. (082, ln 34, p.7)

    2. ...a lot of the kids that I had went on to do very well in basketball so I take a little pride in that. (072,ln 44-20, p. 3-4)

    3. I think he was proud of me being his father and his coach so I felt good about that. He always wanted me to be his coach. I tried to encourage him, I suggested to him you know maybe you should have somebody else for a coach and learn from someone else and not just from me and he never wanted that. He always wanted me to be his coach, so I felt real good about that. (072, ln 35-2, p. 5-6)

- Former players appreciated coach

    1. I get kids, high school kids that come back and see me now you know, they're thirty, thirty-five, forty years old and they tell me Mr. _____ we had a great time with you, we were successful, and we learned a lot from you, so I look at that as being successful also. (042, ln 26-37, p.3)

    2. The kids always respected me and when I see them later on, after I was done coaching they come over to the house there and they'd say hey number one coach so they respected me. They thought a lot of me because I gave 'em a little incentive on winning and that you know. All my kids thought a lot of me because I treated them like kids you know like human beings actually. You know I treated em well. I never, never jumped on any particular one of my kids. (082,ln 44-8, p.3-4, ln 7-18, p.3)

- 2nd order: ENHANCED COACHING KNOWLEDGE
    - Learned from other coaches
        1. Not having a lot of experience myself I had to learn from other coaches about strategies, a little bit of the game ...(072,ln 44-20, p. 3-4)
    - Parent-coach was a self study
        1. I did a little bit of reading and when I went to track meets, I did a whole lot of watching and a lot of the strategies that we came up with were just between her and I as far as training and the workouts and watching what other successful people did. Because just like everything else you know if the fish are biting a certain lure, the guy that's catching 'em all isn't going to tell you. You know not really, you gotta figure it out yourself. (032, ln 30-25, p.4)
    - Learned from daughter how to coach girls
        1. ...because she'd tell me what the girls were upset about and so forth. I found for instance the boys you can scream at. You can use a little profanity. Girls you can't do that. You just look at the girls cross-eyed and they'd start boo-hooin, so she'd tell me dad you're hurtin so and so's feelings, you know you can't do that and she knew more about that than I did. I was not used to working with girls. It is different. (012,ln 25-15, p. 5-6)
        2. And if I was to say something to one of her friends or something that particular girl, not knowing me, wouldn't know how to react and have her feelings hurt, whereas _____ she knew I didn't mean anything by it, but yet this other girl may have taken it the wrong way. Some of the time I didn't even know I was doin it and it wasn't until that ride home or something that she brought it out, "well dad you shouldn't be doin this or that." ...so there were some tears there a few times. Most definitely it (child's comments about his behavior toward other girls on team) did. You know I was aware of it from there on out, otherwise I would've never known about it. (022, ln 41-13, p. 5-6, ln 13-30, p.5)
- 2nd order: WINNING
    - Winning
        1. ...if you want to look at success as wins and losses, I, I probably had a winning percentage of about seventy percent. (042, ln 26-37, p.3)
        2. We won more games than we lost and I think you know the kids enjoyed it. Again coming from a smaller community you tend to know all the kids you know even away from the baseball field. (052, ln 5-9, p.3, ln 35-42, p.2)
        3. ... I think I did that and the kids all seemed to like me and we did reasonably well...I guess the beginning years of the YMCA they did keep score and they you know kept track of who won so we had success winning ... We were successful... (072,ln 44-20, p. 3-4)
        4. ... our team always finished first. We had three out of four championships... (082, ln 7-18, p.3)

- Miscellaneous Personal Rewards
    - Being a role model
        1. I would say it was a good experience for both her and I. I'm hoping that's one of the reasons why she's thought about going into coaching... (062,ln 10-16, p. 9)
        2. I think most boys want to spend time with their fathers. You know especially when they're young up until maybe twelve. I mean they pretty much idolize their dads so that's always something that I had kept in my mind in that I was being a role model and my actions and what I did and what I said would pretty much be watching all the time so it's just kind of a developmental stage that I expected and worked my best to try to do it as well as I could. (1002, ln 20-43, p.5)
    - Child helped with team issues
        1. When I was trying to communicate to the team she picked up and really handled it. She was helpful in keeping the others following along. (1102, ln 42-16, p.3-4)
        2. ... I would of felt very nervous about going into the dressing room with the girls. And when she was on the team that made it all better.... She'd tell me what the girls were upset about and so forth... She helped me a lot. I enjoyed it because as I said it kinda took all the pressure off because she was on the team and she helped me out on that (012,ln 25-15, p. 5-6)
    - Associated with sport professionals
        1. ... because of _____'s ability being able to associate with scouts and professional scouts and college coaches and just getting to know a lot of people at different levels of baseball programs. (092,ln 24-31, p.2)
    - Provided opportunity to better understand child
        1. It has given me a better understanding of her frustration level and knowing what they are and knowing how to deal with them and I think that that's the biggest impact it gave me.(042, ln 27-29, p.8)
    - Opportunity to develop athletes
        1. I would say just the opportunity to be able to coach a talented group of kids. It seemed like for the most part we always had a good group of kids that we were able to coach and just being able to I guess as far as for the age group being on top of the sport and do really well... (092, ln 11-14, p.4)
    - Seeing child excel
        1. ...it was very rewarding when you see them all together jumping up and down with smiles on their faces and they're happier than a lark, you know you did something right... it was nice for me to see her out there excel [ing] too... (022, ln 40-3, p. 3-4,ln 8-15, p.4)
        2. I think just the enjoyment as a parent and a coach that he enjoyed doing what he was doing. You know he just very even-keeled disposition and he picked things up relatively easily. Not a gifted athlete, athletic-wise, but just

kind of a sound understanding of sports and you asked him to pitch, he wasn't going to be the hardest thrower, but he threw strikes and he always made the game enjoyable and it was just fun watching him mature and just having an understanding of the games and learning patience with kids who weren't good athletes. That's part of being at little league you know I think that was probably one thing we discussed sometimes is you know everybody's got to have a chance at that age. This is where you learn and you have to be a little bit patient.... I never saw him get real frustrated at losing either...it's not that important and you know there's another game the next day or whatever and you know that was you know one thing with _____ just watching him handle those situations.(052,ln 1-10, p.5,ln 35-44, p.4)

3. ...just to watch her be able to relax and focus on the enjoyment of it instead of the pressure situation and just the difference in her attitude when you could just go for it all and not worry about getting yelled at by someone else... Well it made me feel good that she was comfortable enough to attempt it and she just proved to herself that I knew she could do it and I just had to see that she could do it. (062,ln 40-41, p.5,ln 23-36, p.5)

General Dimension: Frustrations of Parent-Coach

- Dealing with parent complaints

1. I really got worn out by dealing with the parents...the majority of parents thought they had a better idea of how things should be done. (1102,ln 28-30, p.2)

2. Well just putting up with some of the parents was my personal experience you know. Trying to satisfy the parents as well as the kids. Trying to get em all playing, that my experience. I tried to satisfy the parents and get their kids playing time too, you know equal playing time. It was hard to give em equal playing time.There were a lot of hostile parents like that and I told em I said 'hey I just volunteered for this job. I'm just you know, I'm not getting paid for this, so I said next year you can do it...' They were mad because their kid wasn't playing in the game. I had played a kid maybe an inning or two. I was playing the kid what I was required to play him. I did give em, tried to give em as equal playing time as I could. But I did play favors where I you know I would play the kids that would help me win rather than help me lose you know. I just put em in the best positions I thought they could play and stuff like that. I had to run the games. (082, ln 45-31, p.4-5)

- Teenage child not listening to parent while coaching

1. I would say probably early on maybe when he was about eleven or twelve that age up to fourteen, I think there were times where he probably thought he knew enough about the game that if I went to the mound and he was pitching and had some advice to him for him I think he had a hard time with it at times. It was just like you know you're my dad not my coach. (092,ln 7-13, p.5)

2. ...just from more the character side, you want to build some humility and respect for opponents and things like that. That can be kind of a negative when for example if you're going to play a team and you win, you know it's very easy, it's not competitive, you win twenty to nothing. I mean that's not really a good thing. I don't think it's good for anybody, certainly not for the team that suffers the lose, but even from the team that delivers it, it's just,

the sportsmanship and it starts to get lost sometimes when things are that easy so those were some of the negative things. I would be trying to continue to teach that respect of an opponent is important. That you don't try to belittle someone just because I mean you happen to be in another class as far as maybe your skill is. But it's not a reason to demean another person or player or team. (1002, ln 11-25, p.6)

3. One of the practices would have been for a different year and a different league all the girls were snipping at each other and I tried to lay down the law while _____ snipped at me so I snipped back at her and "oh you wouldn't do that to any other kid" kinda thing so than it became the mom and daughter battling and I couldn't remove myself from the situation. I just kept right at her eventually made her leave practice. And I still feel so horrible about it. At the time that was not pleasant. (062, ln 13-34, p.6)

- Helping child through difficult times

1. ...if there were a negative aspects about me coaching with ____ there was trying to deal with her frustration. When things weren't going the way she wanted them to go personally for her , she would get very, very frustrated and her getting frustrated could at times frustrate me too because there were sometimes I wasn't able to communicate with her well enough or be specific with her enough to get her over the hump about what she was frustrated about. I think that was probably, if there were negative aspects it was just dealing with her frustration and me not being able to get her over that as quickly as she wanted to... because nobody wants to see their kids hurting. And I use the term hurting loosely, but nobody wants to see them frustrated. Nobody wants to see them aggravated or disconcerted about anything, but if there were on occasions things didn't go the way she wanted to then she would become aggravated and frustrated. You know you want the best for your kids, you want your kids to be happy all the time and you work real hard to make that happen and when it doesn't happen, it frustrates you as a parent. (042, ln 16-22, p. 6, ln 4-12, p.6)

2. I was very upset about the coaches at Cincinnati. They called her every Monday night for oh at least three months. Promised her a scholarship and then they didn't call the night of the signing date, so I called them the next night and they said they decided to give it to a 6'5" transfer from Florida. Well that was a little, that was devastating. She bought a Cincinnati sweatshirt and the whole bit and planned on going over there and then when I tried to arrange for her to go to a junior college, she was havin none of that, so we just said go on to. So, that was the most negative experience we had. It really devastated her when they backed out on her. (012, ln 22-45, p. 9)

3. ... he was kind of awkward when he was young and not real, not as aggressive as he should have been playing the game. I mean he would have done better if he would have been more aggressive and I tried to get him to do that and it just wasn't in him I guess. When he got into the game situations with other kids he would may be a little more timid or passive. It was something that I would encourage him to do and told him that he needed to do it but he you know he just couldn't bring himself to do it, so it wasn't a real big negative thing but it was something that I tried to make him understand. (072, ln 17-25, p.6)

- Participation/playing time rules

1. ...everybody was supposed to receive equal playing time and that was mind-boggling to have twelve, fifteen girls on the team and then have to provide a rotation into a twenty-four, thirty-two minute game to where they all had equal playing time regardless of their skill level. And I was trying in the back of my mind, the bottom line was all of them wanted to be winners, so how do I go about this? You know you can't save your five best players for the very end and expect to come back and but yet some of the kids had to play with some of these kids that you know they were star-gazing out there half the time. (022, ln 13-30, p.5)

2. ... kinda recall a situation that he and I did discuss 'cause it bothered him a little bit. When I was coaching the senior league, there were only three teams in town and we played teams from other towns and basically everybody who tried out made the team. Well we had a thirteen year old girl tryout and she had never even played baseball at the little league level. It made it a difficult situation. We couldn't cut her. I selected her, interesting part of it is I knew her father, her father was the athletic director at a private school. It wasn't his idea, it was the daughter and the mother's idea and you know the part that bothered me is that physically and athletically she didn't belong at that level because you're at the ninety-foot base-paths, the full pitching etcetera, but you know she tried out. (052, ln 21-28, p. 5)

General Dimension: Parent-Coaches' Perception of Their Feedback

- Positive Instructional

1. ...we'd talk about what we were going to do that afternoon or evening as far as training... Well I would tell her this is your time 'cause we'd always kind of have a goal to shoot for and as far as time would go, finishing time or a strategy of where she might be in a long distance race at what point in time and then of course in the longer distance races I'd go to certain points and we'd yell back and forth like just part of instructions I guess and at the end of the race you know if she cooled down, she'd tell me all about the race even though I just watched it, especially on the track.. (032, ln 24-33, p.6)

2. ...be able to be open and honest with her about the things that may not be going so well and trying to communicate what we would do to raise that level of performance to another level. (042, ln 1-2, p.7)

3. I think pretty honestly...With baseball he was good and we could talk about things he had to do a little better and not do a little better...(052, ln 29-46, p.7)

4. More and likely probably in the car on the way home or if it was something that needed to be worked on maybe if she was doing something out in the yard it would get brought up 'you know remember when this situation happened maybe if would have done this' but the majority of the time it was I we really discuss specific situations. (062, ln 4-16, p.7)

5. ...a lot of feedback that on what he thought I would ask him about his performance or particular plays and give him feedback either afterwards or a lot of times on the bench. I would just come over and just say a couple of words right at the time. So that it was just kind of taking mental note of what the situation was and then we could discuss it in-depth later. But those were really the the times that we would. As close as possible to the situation to go through it. And then it was just more on the way home in the car or once we got home or maybe that night, maybe we would talk about if there was a particular point that e should, should address. Usually I didn't try to like make it some big ordeal.

It would be like maybe five minutes in the car, that's it it's done ok. Let's just forget about it and you know move on and you know talk about other things. (1002, ln 11-25, p.7)

6. Mostly after a game or a practice driving with him one on one, letting him know what he needed to do or how he did and...so I didn't give him a lot of negative or if it was criticism it was constructive criticism and not berating in any way but I always told him what he could do to improve. (072, ln 44-2. p.6-7)

7. I always tried to be upbeat about it, but yet I always came across maybe too hard. Well, I guess I'd pick out her flaws instead of what do you call it, maybe giving her praise for something else that she did well. I'd always pick out the negative of things I guess and say well ok you did a great job out there, but yet you still did these two things wrong. So even though I was trying to be positive it didn't come across the right way. (022, ln 17-26, p.6)

- Encouraging/reinforcing/praise

1. Just sitting down and talking with her. Just being able to communicate verbally with her and, and praise her for the things that went well...(042, ln 1-2, p.7)

2. ... at that level it was still just more encouraging than really doing a lot of hard coaching. ... And just encouraging the good part of it, subtle changes but not harping on it continuously. At that age I don't think it works. 'Just try this or try that or you know just keep doing it that way.' Just more subtle reminders, more encouraging rather than sarcasm [it] just doesn't work at that age and that's where I think I would say it works. (052, ln 29-46, p.7)

3. I just told him that he was a good catcher and keep up what he was doing... I told him he was a heck of a catcher. Usually watching a baseball game or something like that I'd say you're just as good as that guy is or that person is you know. (082, ln 5-11, p.7, ln 40-4, p.5-6)

4. Well, we usually talked a little bit after the game, but she just didn't want to talk. I tired to be more positive than negative on her feedback. For instance, she was not a very good free throw shooter and I never talked to her about her free throw shooting at all. She was a very, very good shooter and scored a lot of points. You know we always encouraged her to talk about it and so forth. (012, ln 12-18, p. 10)

- Goal-oriented to discussions

1. She' d tell me how it felt at two hundred meters, she'd tell how she could hold back or how she got boxed in and we discussed, we'd just critique the whole race and we'd do that a dozen times on the way home I think. (032, ln 24-33, p.6)

2. Well after the game or whatever we would all talk as a team and then if she were to bring something up later we would discuss it, but basically it was you know left at the field...I basically waited for her to bring it up. (062, ln 4-16, p.7)

3. You know it's like I praise my kids sometimes and I know they like that but they also get a fair amount of analysis you know. I'm not like a perfectionist. but once I've accomplished something then I'm already eager to accomplish the next thing..., so my kids get tired of me always teaching so like I think they do something good and then they're quickly going to hear about the next thing that they can do. They mastered that so that was a good shot next time, now that you've done that you can try doing this shot. (1102, ln 45-6, p.7-8)

- Mistake-contingent negative reinforcement

    1. I would say just verbally expressed it to him. I would say probably more on the order of trying to be reinforcing, but stern I guess. I think a lot of times if he made a mistake he knew what he did that... I would state something to him like you know hey you made a mistake we can't afford that and left it at that. (092,ln 44-11, p. 5-6)

General Dimension: Interpretation of child's response to feedback

- Child put forth more effort

    1. I think she interpreted it very well. I say when she was very, very young and me being the coach as well as dad it was, it came to her in a more positive light. She would always take it positively, but work very, very hard to implement the strategies and suggestions that we were talking about. (042, ln 13-20, p:7)

    2. I think he appreciated it. He understood and knew what he had to do but I tried to give him positive encouragement about the things he did do well and hoping that that would make him go out and excel at it. More feeling good that he did do things well and then I'd let him know what else he needed to do... He would tend to do that when I'd tell him about it he would...if we played out here by ourselves he would do it when he was playing with me 'cause he felt comfortable... He'd say I know dad (laughing), but he'd agree. He knew, I felt like I was right. (072, ln 14,p.7, ln 6-9, p.7, ln 18-28, p.7)

    3. Oh, I think he took it alright. He's a big boy... He just tried a little harder. You know if he wasn't hitting, he'd just tried his best to get back into the groove again. (082, ln 33-34, p.6, ln 25, p.6)

- Child's personality facilitated response

    1. Well I hope that they were good. I said she was a person of extremes. She was much harder on herself than anybody else could've been. (032,ln 27-28, p.7)

    2. Good. I mean he enjoyed sports... I would say so because I just don't ever remember any say rebellious attitudes or any 'what are you talking about? What do you know? You know you don't understand.' I just don't remember any of that type of thing from _____. And sometimes I'm not so sure it was that I was doing the right thing, a lot of it has to do with his personality. (052,ln 7-11, p. 8, ln 16, p.8)

    3. She would be pretty open to listen... If she would question it or ask me to show her a specific move in basketball or she would question things you did in softball. At one point she told me don't just tell me I did good just to say I did good 'cause that doesn't mean anything to me. She wanted specific examples. (062,ln 20-25, p.7, ln 44-17, p.7-8, ln 29-40, p. 7)

- Child interpreted as pressuring

    1. She was kinda one of those people when the game was over it was over with, either good or bad. She just really did not like to talk about the game that much...Well at the time I think she got a little irritated by it...At the time she probably felt I was pressuring her a little too much. (012, ln 12-18, ln 22-30, p.10)

- Child interpretation was inconsistent

1. She would probably say I was too critical... There again I think it was probably both ways. Days where she accepted it and then there's other days when she didn't wanna even talk to me about it. (022,ln 38-39, p.6)

2. Well I think that when I was officially coaching her, she responded really, really well. Other times it was sometimes you know she was irritated by it, sometimes she wasn't. (012, ln 23-45, p. 11)

- Child did not use feedback

1. I mean at least he heard the message. Could, the results been better? You know maybe. Not sure how that would have been done, but not saying that after the feedback that everything was just you know totally one hundred percent corrected, going forward. (1002, ln 39-42, p.7)

2. I'm sure that he probably just at times in one ear and out the other (laughing). Yeah I would say that depending on what, he listens maybe try to gain something from me talking to him or telling him something. I would say by if I knew he was looking at me I could tell he was listening. If he was had his head down or looking in a different direction I probably wasn't getting through to him. (092,ln 20-33, p.6)

General Dimension: Perception of Child's Enjoyment

- Child looked forward to playing

1. I think it was very high. It was something she looked forward to. It wasn't something that she said I don't wanna do this anymore because that would be I wanna play, I wanna play and Dad I want you to coach and you know so it was a very positive experience. (042, ln 5-8, p.8)

2. She was pretty high and into it. She was always ready to go when it was time to go.. (062,ln 37-42, p.8)

3. He enjoyed it a lot. He always wanted to do it. (072, ln 42, p.7)

4. I think it was pretty high. Well just for example just his eagerness to play and when they had like in school as he's going through grade school and they have different things to write about which are usually about home and what they like I mean it was always focused around hockey. You know playing hockey and how it makes him feel and those sort of things, so he seemed to be you know really you know enjoying the whole aspect of it... (1002, ln 18-28, p.8)

- Child accomplishments contributed to enjoyment

1. I think it was extremely high. She was really proud of her accomplishments, but yet she was never a kid to brag or you know be a show-off or anything. (032, ln 5-11, p.8)

2. ...she seemed to enjoy that summer... She was about as happy as I have seen her... she played a couple all-star games. She enjoyed those...(012, ln 4-22, p.12)

- Child liked sport and competition

1. I would say it was quite high. She was very active in school and enjoyed it. (022, ln 30-35, p.8

2. I think it was high, real high....Well he liked the sport and he liked the competition and stuff like that. (082,ln 16-21, p.7)

3. ... he was a good student and he thoroughly enjoyed the sport... (052, ln 27-37, p.9)

4. He definitely enjoyed sports...(092,ln 30-36, p.7)

- Child had ability

1. I'd say his level of enjoyment would have been high. ... just because of his ability and the things he was able to do at the game. He was able to do things a lot of other kids at his level didn't do and you know he was kind of the focal point, center of attention for the team I think he enjoyed that. (092,ln 30-36, p.7)

2. ...gave him confidence that he was a competent kid. (1002, ln 18-28, p.8)

- Child liked being on a team/friends

1. ...she seemed to enjoy herself, being with her friends and being active. (062,ln 37-42, p.8)

2. ...A lot of his friends they played three sports.... many of his friends they played soccer then basketball, then baseball. (052, ln 27-37, p.9)

3. ...belonging to a team and you know feeling that they had a success (1002, ln 18-28, p.8)

- Child enjoyed sports but had other interests

1. I think that I would have to say that it was balanced. I mean she had been doing it for a long time and there was a lot of pressure coming up for kids in middle school and high school to be a state champion or be a conference champion or something and it's not just the parents it's the coaches, you know what I'm saying everywhere and I just have to say she rose to the challenge of that and but she's a very intelligent person and at some point she started realizing that she has a great deal of other interests that she wants to do and her identity doesn't need to be all tied up in how accomplished she is an athlete. So I think that you know swimming started to wind down, she was ready for it to end. And I think that polo she must have been enjoying it because she then goes off to college and plays...So I think it was, it was a balanced part of her life and what she wanted to do. (1102, ln 24-42, p.9)

General Dimension: Perceptions of child's motivation to continue in sport

- Impacted career choice

1. Well as I said, she went and got her degree in Sport Psychology and then she went up to Michigan State and got her degree in oh what do you call it? Kinesiology. And I don't think if we hadn't gotten her in sports she would've gone in that direction. (012, ln 24-35, p. 13)

2. I think it's probably quite a bit because, ...you know she went into that field, so I think it had a lot to do with it. (022,ln 28-33, p.8)

3. He has a very strong desire to be a basketball coach. And he tried to get a job with ___ and they've been putting him off and putting him off, as just a manager and he's been

trying for a couple of years now and they don't tell him no but they don't give him the job either. I don't know what's going on there, but he has very strong desire and he actually I think did coach a YMCA team once when he was in high school. So yeah he has I think that's a positive experience that he got out of you know having me be his coach and just his love for the game. (072, ln 10-19, p.9)

4. Well I just I think it gave him an appreciation for sports baseball in particular and just his outlook towards the game. I and I've seen him work with his brothers and other people and I just think you know I look at him and I just see a lot of positive things that I think have come from you know our shared experiences. He would like to do some coaching. (092,ln 39-43, p.8)

- Built a foundation for later sport participation

1. You know today she isn't involved in it,so....it built the foundation for the whole thing. You know her and I, that was something that we did together. It's like you know you might compare it to building a sand castle, you know it was just something that was very tangible and she you know you read in the newspapers and in the books Daith and Ritzenheimer and Marion Jones and you always read that they worked and they sacrificed and they worked, well so did this child, but not everybody gets there. And she struggles with the fact that's she's not I think.(032, ln 40-7, p. 8-9)

2. I would like to think the positive experience that she and I had as coach and player and father and daughter kind of flowed through and, and expanded upon her willingness to participate in the sport and her liking of the sport and wanting to go continue on and play for other people and expand her skills.(042, ln 35-38, p.8)

3. ...you know we supported him in what he wanted to do and again you know the majority of his friends were also in sport and then when he went on to college and you know he wanted to try to play soccer and you know we encouraged him but you know also let him know that you know studies came first and if he didn't succeed you know hey he gave it a try but he wouldn't know if he didn't try. Fortunately things went well for him and he played four years in college but again there's just that happy medium you know support without pushing too hard. (052, ln 39-45, p.10)

4. Well I think you know he's one that I've always told even when he was young that he would be a good coach someday because you know he had you know a good understanding of the game, a real strength in being able to you know access abilities and you know be able to communicate what needs to be done and demonstrated so you know I think you know at some point he would like to you know coach, maybe not, he doesn't have any kids or anything, but you know at some point just to coach some kids and give back to you know the community a little bit, which I think would be good and probably if he ever does have kids, I'm sure that will be something that if his son is interested in hockey or whatever the situation is, he'll want to be involved. (1002, ln 25-33, p.9)

5. ...um she's involved in sports so it couldn't be anything negative. (062, ln 28-33, p.9)

6. It must of carried over because they all like sports. Yeah he continued to play sports in baseball and football, but like I told you about his football experience when he broke his ankle. He was the leading running at the time. I was kinda hoping he would go to the university there and try out for the football team, but he didn't. He wanted to deliver pizzas, so (laughing) (082, ln 21-31, p.8)

7. She goes twice a week now and just to play pick up games with friends so now it, in college it was competitive plus it was a group of friends and now it's more just a group of friends to stay in shape. She works out regularly too so she likes to stay fit and so

athletics you know we all grow old you know and it's easy for us to fall apart ...I think taking care of themselves as a priority which she seems to have and I think that her athletics contributed to which is a hugely positive thing. You know you can just take that to the bank. So I would have to say that it was a very positive thing. (1102, ln 24-42, p.9)

APPENDIX H

UCRIHS Approval Letter

MICHIGAN STATE
UNIVERSITY

Renewal Application Approval

April 8, 2005

To: Martha E. Ewing
138 Im Sports Circle
Msu

Re: **IRB # 04-347** Category: EXPEDITED 2-6
Renewal Approval Date: **April 8, 2005**
Project Expiration Date: **April 7, 2006**

Title: PARENT-COACH AND CHILD-ATHLETE RETROSPECTIVE PERCEPTIONS OF THE DUAL ROLE IN YOUTH SPORT

The University Committee on Research Involving Human Subjects (UCRIHS) has completed their review of your project. I am pleased to advise you that **the renewal has been approved.**

Revision to include a change to the project title.

The review by the committee has found that your renewal is consistent with the continued protection of the rights and welfare of human subjects, and meets the requirements of MSU's Federal Wide Assurance and the Federal Guidelines (45 CFR 46 and 21 CFR Part 50). The protection of human subjects in research is a partnership between the IRB and the investigators. We look forward to working with you as we both fulfill our responsibilities.

Renewals: UCRIHS approval is valid until the expiration date listed above. If you are continuing your project, you must submit an ***Application for Renewal*** application at least one month before expiration. If the project is completed, please submit an ***Application for Permanent Closure***.

Revisions: UCRIHS must review any changes in the project, prior to initiation of the change. Please submit an ***Application for Revision*** to have your changes reviewed. If changes are made at the time of renewal, please include an ***Application for Revision*** with the renewal application.

Problems: If issues should arise during the conduct of the research, such as unanticipated problems, adverse events, or any problem that may increase the risk to the human subjects, notify UCRIHS promptly. Forms are available to report these issues.

Please use the IRB number listed above on any forms submitted which relate to this project, or on any correspondence with UCRIHS.

Good luck in your research. If we can be of further assistance, please contact us at 517-355-2180 or via email at UCRIHS@msu.edu. Thank you for your cooperation.

Sincerely,

Peter Vasilenko, Ph.D.
UCRIHS Chair

c: Peggy McCann
205 IM Circle

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MICHIGAN STATE
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May 18, 2004

TO: Martha E. EWING
138 IM Sports Circle
MSU

RE: **IRB# 04-347** CATEGORY: EXPEDITED 2-6

APPROVAL DATE: May 18, 2004
EXPIRATION DATEMay 18, 2005

TITLE: The dual role of parent as coach and its impact on the parent and child dyadic relationship

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete and I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the **UCRIHS approved this project.**

RENEWALS: UCRIHS approval is valid until the expiration date listed above. Projects continuing beyond this date must be renewed with the renewal form. A maximum of four such expedited renewals are possible. Investigators wishing to continue a project beyond that time need to submit a 5-year application for a complete review.

REVISIONS: UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please include a revision form with the renewal. To revise an approved protocol at any other time during the year, send your written request with an attached revision cover sheet to the UCRIHS Chair, requesting revised approval and referencing the project's IRB# and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.

PROBLEMS/CHANGES: Should either of the following arise during the course of the work, notify UCRIHS promptly: 1) problems (unexpected side effects, complaints, etc.) involving human subjects or 2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved.

If we can be of further assistance, please contact us at (517) 355-2180 or via email: UCRIHS@msu.edu. Please note that all UCRIHS forms are located on the web: http://www.humanresearch.msu.edu

Sincerely,

Peter Vasilenko, Ph.D.
UCRIHS Chair

PV: jm

cc: Peggy McCann
205 IM Circle

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