

**OBSERVING TASK AND EGO INVOLVEMENT IN A CLUB VOLLEYBALL  
SETTING**

A Thesis

by

TORI NICOLE SCHWARZLOSE

Submitted to the Office of Graduate Studies of  
Texas A&M University  
in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

Approved by:

Chair of Committee,	Mat Duerden
Co-Chair of Committee,	Kyle Woosnam
Committee Member,	Jane Sell
Head of Department,	Gary Ellis

May 2013

Major Subject: Recreation, Park, and Tourism Sciences

Copyright 2013 Tori Nicole Schwarzlose

## **ABSTRACT**

This study examined how task and ego involvement affected 12-and-under girls' motivations to play competitive club volleyball. Participants included 25 girls under the age of 12, as well as 31 parents including those of the 25 girls. Parents and players completed the Achievement Goal Scale for Youth Survey (AGSYS), and open ended questions regarding their intention to continue playing and their motivations for trying out for club volleyball. After conducting a Wilcoxon Signed Ranks Test, findings suggested that the parents and the players both identified as task involved individuals, implying that their motivations lie in improving skills relative to the sport instead of becoming the best athlete relative to others on the court. The study results indicated that parents and daughters ego involvement was positively correlated demonstrating that parental motivations were reflected in player motivations confirming the impact of parental involvement in their daughter's sport decisions.

A second segment included a discussion on the girls' parents and their reasons for allowing their daughter to play in club volleyball as reflected in a task and ego involvement framework. Previously conducted studies have been completed in an attempt to discover parental motivations for allowing their child to try out for a competitive team. Research has examined specific youth motivations. Most prominent results from youth focused research include the opportunity to build social relations and boost self-efficacy regarding playing competitive sports (Allen, 2003). Minimal research has focused on understanding the relationship between parent and child

motivations for youth participation in competitive sports. Therefore, the purpose of this study was to investigate the relationship between parent and youth motivation for trying out for club volleyball using a task and ego involvement framework. The information collected will be on display for youth development practitioners who assist in programs involving youth, parents and competitive sports. The findings assist in establishing research that provides information to competitive youth club managers so they can establish their club based on research based findings from both the parents and players perspectives.

## TABLE OF CONTENTS

	Page
ABSTRACT .....	ii
LIST OF TABLES .....	vi
1. INTRODUCTION.....	1
2. LITERATURE REVIEW.....	4
2.1 Parent’s Role in Youth Sports.....	5
2.2 Parental Perceptions of the Need for Youth Sports.....	9
2.3 Youth Perceptions of the Need for Sport .....	11
2.4 Combination of Parents and Youth Motivations in Youth Sports.....	14
2.5 Task and Ego Involvement.....	17
2.6 Summary and Hypotheses.....	23
3. RESEARCH METHODS.....	27
3.1 Sample.....	27
3.2 Measures.....	30
3.3 Data Collection.....	32
3.4 Analysis.....	32
3.5 Researcher’s Relationship to the Study.....	35
4. RESULTS.....	36
4.1 Descriptive Statistics .....	36
4.2 Hypotheses Testing .....	39
4.3 Research Question Analyses .....	42
4.4 Research Question Insights .....	47
5. DISCUSSION, RECOMMENDATIONS AND CONCLUSION .....	49
5.1 Implications for Practice .....	53
5.2 Limitations and Future Recommendations.....	54
5.3 Suggestions for Future Research.....	55
5.4 Conclusion.....	56
REFERENCES.....	57
APPENDIX A ACHIEVEMENT GOAL SCALE FOR YOUTH (PLAYER).....	66

APPENDIX B ACHIEVEMENT GOAL SCALE FOR YOUTH (PARENT).....	68
APPENDIX C INFORMATION SHEET .....	70
APPENDIX D INSTRUCTION SHEET .....	71
APPENDIX E PARENT CONSENT/ PERMISSION FORM .....	72
APPENDIX F MINOR’S ASSENT FORM.....	74

## LIST OF TABLES

	Page
Table 1 Parent Characteristics.....	36
Table 2 Player Characteristics.....	37
Table 3 Wilcoxon Signed Ranks Test.....	39
Table 4 Test Statistics.....	40
Table 5 Spearman's rho.....	41
Table 6 Player Responses Question One.....	42
Table 7 Player Responses Question Two.....	43
Table 8 Parent Responses Question One.....	45
Table 9 Parent Responses Question Two.....	46

## **1. INTRODUCTION**

Sports represent an athletic interest that emphasizes the pursuit of an ultimate goal. Parents generally have a strong ability to impact their child's motivation to participate in competitive sports (Ogle, 2006). Sports are valuable to youth as they provide a healthy alternative to other activities that are less physically or mentally productive, allow increased socialization among peers, and teach necessary life skills such as responsibility, teamwork and leadership. Sports can also be viewed as detrimental for children as the activities sometimes promote obsessive competition, emphasize winning over character building, and lead to early injuries at young ages. Previous studies have investigated parental motivations for allowing their child to try out for a competitive team. Findings suggested that parents want their child to participate for health-related reasons and to develop life skills (Wald, 1999). Research has also examined youth motivations for participating in competitive sports. Most commonly identified youth motivations include the opportunity to build social relations and boost self-efficacy regarding playing competitive sports (Allen, 2003).

Less research has focused on the relationship between parent and child motivations for youth participation in competitive sports. An increased understanding of this relationship would assist youth sport professionals by providing them with a starting point for developing an enjoyable season for those involved. For example, coaches could further understand the differences that exist between player and parent motivations for participating, thus contributing to the understanding of expectations throughout the season.

Some parents felt their child needs to be the best athlete on the team (Kanters, 2002). Ogle (2006) clarified this point by stating that the attitude of “winning at all costs usually costs too much” (p. 52). Wald stated, “there is still a lack of research in the literature regarding parents’ motivation for facilitating participation in organized activities for their children. This research can be further developed by expanding to other populations” (1999, p. 56). Wald’s work explicitly described the need for continued research on parental motivations for allowing children to try out for competitive sports in other populations (Wald, 1999). Continued examination remains necessary in a larger variety of sports, in order for the research to be deemed applicable to a wider group. This study responded to Wald’s request by extending the focus to female club volleyball players.

Research focused on the child’s intrinsic motivations for playing sports illustrated that children prefer having fun over winning against others (McCullagh, Matzanin, Shaw and Maldonado, 1993). Nicholls (1989) explained intrinsic motivation by using the example of an athlete who strives to beat personal goals and wants to play for the fun of the game. The battle between extrinsic and intrinsic motivations was examined closely by Nicholls and later utilized as the basis of the task and ego involvement theory by closely relating task involvement to intrinsic motivation and ego involvement to extrinsic motivation (Nicholls, 1989). Intrinsic goals are connected to internal rewards (e.g., self-mastery, satisfaction, etc.), while extrinsic rewards represent motivations inspired by the gain of an external reward.



Deci and Ryan (1985) clarified the difference between intrinsic and extrinsic motivation by discussing how intrinsic motivation exists in every person once he or she finds excitement in doing an activity for its' own worth, while extrinsic motivation refers specifically to the act of completing a task based on the known resulting reward (Deci and Ryan, 1985). Ego involvement is exemplified by athletes who are primarily concerned with extrinsic motivations including winning the most trophies or beating others for a specific position while task involvement focuses on the pursuit of the overall skill (Nicholls, 1989). Therefore, the purpose of this study was to investigate the relationship between parent and youth motivation for trying out for club volleyball using a task and ego involvement framework.

The proposed research occurred within a sample of club volleyball parents and athletes in order to determine specific motivations in relation to task and ego involvement. The sample included volleyball players in the 12-and-under age group from San Antonio, TX and Bryan/College Station, TX. Surveys were distributed prior to and during tryouts, thus, results did not reflect attitudes dependent on whether players successfully made a team or not. In the same sense, parents also did not know if their daughter made a team or not and, thus, their opinions were not grounded in the array of emotions that follow tryout results.

## **2. LITERATURE REVIEW**

This literature review provides an overview of research focused on parental involvement in youth sports. Reviewed topics include parents' role in youth sports, parental perceptions of the need for youth sports, the relationship between parent and youth motivations in youth sports, as well as an overview of task and ego involvement theory in relation to the aforementioned topics.

Wald (1999) concluded that the top three reasons that parents want their child to participate in gymnastics include “to have a good time, to have fun, and to get exercise” (p. 34). While Wald's work provides some important insights, a few limitations do exist. First, the research focused on parents whose children participate in competitive gymnastics. Also in Wald's study, data was not collected from the child's point of view, only the parents. Lastly, the study collected research at one location, thus, lessening the impact of ability to generalize to other populations. These limitations provide an opportunity for researchers to further develop Wald's methodology, while at the same time addressing the previously discussed limitations. This study will attempt to further develop Wald's conclusions in the sense that athletes and their parents will be asked their motivations for playing club volleyball.

Many researchers (McCullagh, P., Matzanin, K., Shaw, S. & Maldonado, M. 1993; Barber, H., Sukhi, H. and White, S., 1999; Trost, S., Sallis, J., Pate, R., Freedson, P., Taylor, W., & Dowda, M., 2003; and Ullrich, S. & Smith, A., 2006) have discussed parent and child motivations for participation in sport, but these sources either adhere to specific situations (e.g., particular sport, ages, etc.), only study either the parent or the

child, or need to be replicated to further validate somewhat dated findings. Discussion of these discrepancies will occur throughout this literature review section. An additional, unaddressed question is how do parental motivations for allowing their child to try out for a sport relate to their child's motivation for participation?

## **2.1 Parent's Role in Youth Sports**

The first issue that arises in a discussion of competitive youth sports remains the definition of the parent's role. Parents' role in youth sports can be both positive and negative depending on the disposition of those involved. Underwood (1975) presented proponents' and opponents' statements on the topic of the intensity of little league football for children under the age of seven. Underwood noted how parents in little league football tend to perceive absolute perfection in their child. Some parents also felt they are fully justified in yelling at referees, the other team's players, and coaches. In this sense, the role of the parent in youth sports reflected negatively on the positive development of youth. Cumming and Ewing (2002) agreed with Underwood's description of the role of parents in youth sports. Their research suggested that parents increasingly cross the border between involvement and over-involvement in ways that hinder their child's experience.

Other research further explained the potentially detrimental role that parents might play in relation to youth sport. Researchers have found connections between parental criticisms and lofty expectations with high dropout rates in youth sport (Gould, Udry, Tuffey & Loehr, 1996a; Weirsmas, 2000; Baker & Robertson-Wilson, 2003). When studying burnout among upper level tennis players with a mean age of 16.4 years,

Gould, Udry, Tuffey and Loehr (1996) found that those athletes who were considered burnt-out identified with “higher perceived parental criticism and expectations” (p. 336) than those athletes who were still competing in their respective sports. Weirisma (2000) utilized the term “achievement by proxy” to illustrate how parental over involvement could be due to the parent living vicariously through their child (p. 18). Weirisma also described how a child feels this pressure and labels the feeling as excessive expectations from their parents, which, in turn, leads to negative emotions about the sport in general (2000). Baker and Robertson-Wilson (2003) focused specifically on the benefits and disadvantages of sport specialization for youth. The authors discussed that, in some cases, parents become over-involved in making decisions for their child which leads to negative parental behavior and their child losing interest in playing sports.

Ogle (2006) offered a coach’s perspective on the position of the parent in youth sports by describing the importance of supporting coaches’ decisions and youth desires and skills. The parent obtains the role of the intermediary between the coach and the child by Ogle’s standards. Though Ogle’s ideas truly apply to the role of parents in youth sports, he does not provide strict quantitative or qualitative data to support his points, the article consists of opinions from those involved with youth sports.

Researchers (Babkes & Weiss, 1999; Ullrich-French & Smith, 2006) have also analyzed parent comments during a game. These authors discussed that parents can help support a child in their goal to conquer a sport by offering supportive comments directly after the specific mastery of the task. Parents also could hinder the child’s mastery of a task by providing negative commentary during the learning process.

Holt, Tamminen, Black, Sehn and Wall (2008) offered a different view in proposing that “it is difficult to conclude how comments shouted during games may influence children’s competence, but it is clear that children’s perceptions of their parents’ feedback are important” (p. 682). For example, the article referred to examples of positive and negative comments made by parents towards their child during sport events and found that many children and parents noted in their audio-diary about the comment made by his or her parent and how this affected the child.

Praise/encouragement statements comprised 35% of comments recorded in diaries, while negative and derogatory comments made up 15% of comments recorded (Holt et. al, 2008, p. 673-676). This conclusion was drawn mainly because of the varying degree of comments from parents. It is suggested that further research in this area should focus on specific types of comments rather than a compilation of encouragement, critiques or reinforcement remarks in order to provide a more concise study.

Other research implied that the role of parents in youth sport can remain positive. Trost et al. (2003) proposed that “perceived importance of physical activity was a stronger correlate of parental support than either parental physical activity or parental enjoyment of physical activity” (p. 281). This research implied that parents can still be supportive because of the knowledge the parents gain about physical activity without the parent being physically active. Kanters (2002) claimed that parents maintain a positive role in youth sports when coupled with positive parenting techniques, thus, promoting the ideal family atmosphere in and out of the house to enforce best parenting practices.

Wuerth, Lee and Alfermann (2004) suggested that parents' roles specifically relate to the mother as the provider of positive support and that the father demonstrates the importance of directive behavior. The child's view confirmed the adults' self-identified assessment. Croakley (2006) also proposed the idea that parental involvement in youth sport can be studied by looking at specific parental relationships. The author indicated that fathers use youth sports as an outlet to either confirm or disprove gender roles such as the father confronting the coach or the mother cleaning the team's laundry (p. 158). Croakley proposed ideas without performing a specific methodology; instead the author conducted an overall research review with the addition of personal perceptions. Beets, Vogel, Forlaw, Pitetti and Cardinal (2006) also examined the role of the father in youth sport and introduced the idea of the revolution of the role of the father (p. 287). These authors noted that fathers are more likely to be highly involved with younger children and then slowly fade their involvement levels as the child gets older. Papaioannou, Ampatzoglou, Kalogiannis, and Sagovits (2008) dove further into the mother's role in youth sport by commenting that in contrast to close friends, "coaches and mothers had greater contribution in the formation of athletes' adaptive goals such as mastery and social approval" (p. 136). The previously discussed finding is important especially in realizing the effects that goals and social approval can play on a child's ambition to continue playing a sport past the current year of participation.

Parents play many roles in youth sports. Some research suggested that the role depends on whether the parent being studied is the mother or the father, while other research focused on the overall impact that parental comments can have on their child.

Whether the role of the parent relates explicitly to the mother or the father, a mixture between spectator and intense fan appear in observations. There is no doubt that parents have the ability to influence their child's participation in youth sport, the key is to find out how the influence affects the child's motivation to play in a competitive sport environment.

## **2.2 Parental Perceptions of the Need for Youth Sports**

Wald (1999) identified parents' central motivations for allowing their child to register for competitive gymnastics as having fun, skill development, and exercise, while the competition aspect ranked as the lowest motivating feature. These factors were confirmed for parents of both recreational and competitive athletes. Wald's research implied that parents do understand the physical and social benefits of participation in organized sports for youth. These results appear applicable to the current generation of children, but research has not yet confirmed the actual reliability.

Ornelas, Perreira & Ayala's research (2007) found that parents listed family cohesion, parental engagement, parent-child communication and adolescent self-esteem as the main reasons that parents encourage physical activity in their children. Wheeler (2011) discussed that the "parents' sporting backgrounds influenced the goals that they held for their children in relation to sport" (p. 248). This research suggested that some parents want their child to participate in the same sports they played in their youth, while others want their child to have more opportunities. This is understandable based on the idea that parents understand the sport that they played growing up and would encourage

their child to play a sport that the parent could help the child understand. There are many different parenting styles in reference to participation in youth sport.

In 2011, research conducted on the topic of park-based physical activity discovered that parents are the biggest barrier to their child's physical activity, not park design (Floyd, Bocarro, Smith, Baran, Moore, Cosco, et al, 2011). The authors discussed that children are less likely to engage in physical activity with a parent who is closely monitoring his or her activity. Padilla-Walker and Nelson (2012) continued the study of hovering parents and further defined the parenting style as helicopter parents. Helicopter parents tend to make important decisions for their child. Furthermore, the helicopter parent continues this style through emerging adulthood, thus taking away from the child's decision making skills. Hovering parents are easily discovered throughout the sport industry. In sports, hovering parents might be those who push their child to participate in specific sports, private lessons, etc., without asking their child his or her opinions on participating.

Existing research on parental perceptions of the need for youth sports suggested that parents tend to view competitive sports as a beneficial activity for children through the development of social and physical skills as well as family bonding although some view sports as an outlet for the parent instead of the player. Helicopter parents do exist as well and take away from some of the freedom that sport provides youth as youth seek to discover pieces of their identity through sport.



### **2.3 Youth Perceptions of the Need for Sport**

Many studies attempted to explain children's personal motivating factors for sports participation. Chow (2002) proposed that children play sports in order to increase self-competence. Sabiston and Crocker's (2008) study affirmed Chow's suggestion that "competence beliefs and values were strong correlates of physical activity, and both parent and friend influences were significant sources of competence beliefs and values" (p. 16). The authors' also concluded that while parents serve an important role in influencing youth decisions towards participation, peers appear even more influential (2008). Allen (2003) agreed that social relations remain important in youth sports, but possibly not the most important factor. Allen's research illustrated that the feeling of belonging remains most important in youth participation in sports and this perception leads to personal physical competence that benefits the individual later in his or her life.

This information provided a standard hypothesis in the field of youth sport participation by stating that friends are an essential reason that children participate, but research on this relationship appears merely conformational. Smith (2003) stated that "relatively few research investigations have been conducted that specifically target understanding of peer relationships in youth physical activity context" (p. 35). Also, the application of this research in social settings is difficult to find. There is a definite need for more longitudinal studies to explore the effects that the friend's participation has on the child being observed in relation to his or her willingness to play.

Allender, Cowburn and Foster (2006) showed that younger people self-reported that "weight management, social interaction and enjoyment were common reasons for

participation in sport and physical activity” (p. 821). Difficulty arises in attempting to apply this research to a younger demographic as the research participants in this study represented an older demographic than those of previously discussed studies.

Vlachopoulos, Karageorghis & Terry (2000) also contributed to studies on older adolescents and found that intrinsic motivations provided the most statistically significant results between the participants and motivation for sport. This study provided a substantial application section that relates the findings of the importance of intrinsic motivation to athlete leadership in sports. Another study that focused on intrinsic motivations was completed by Standage, Duda and Ntoumanis (2005) who found that through a teacher-created environment, the physical education students experienced positive “autonomy, competence, and relatedness” thus, promoting the individuals’ motivated participation in sports (p. 425).

Self-determination theory (SDT) remains noteworthy when analyzing children motivations to play sports. Ryan and Deci (2000) employed SDT to describe how individuals become motivated by internal and external stimuli, which further caused the individual to choose a participation route. SDT strengthens the idea that people enjoy making decisions and maintains the ability to apply this information to an activity setting. Another study that was completed in 1999 by Vallerand and Losier explored the application of the SDT in relation to youth sports and found that social factors lead to psychological mediators, which lead to types of motivation, which lead to decisions. Thus, according to Vallerand and Losier (1999), youth participate in sports to avoid being reprimanded by their parents or other authority figureheads. Again, because this

research occurred more than 10 years ago, it would be interesting to find the applicability of the conclusion in modern terms of youth sports.

Chambers (1999) utilized a review of empirical research to describe how the motivation for youth sports revolves around the relation between the player's coach and athletic environment. The factors that Chambers listed as the answer to why kids play sports in school related to "fun, skill development, excitement and personal challenge, achievement and status, fitness, energy or tension release, and friendship" (p. 414). It would be significant to discover study if today's society would produce comparable results that demonstrate that the coach can influence athletic participation in youth.

In 2012, Carr published a study in which interviews were conducted to discover whether youth were motivated more by winning or improving at specific skills. Carr discussed that it is highly possible for youth to report being motivated by both factors (2012). McCarthy, Jones and Clark-Carter (2003) described the necessity of creating a "balance between the demands of competitive sport and the chance to gain social recognition of one's achievement" (p. 152) to foster an individual's social development.

Vilhjalmsson & Thorlindsson (1998) defined most of the factors that could potentially measure youth motivations for sport. Their study determined that attitudes, beliefs, socialization, lifestyle, medical condition and socio-demographic background all affected the way that youth participated in sports, but failed to clearly indicate which factor measured as the highest predictor of a positive athletic experience (1998). Also, the authors only used a three point likert scale rating causing all factors to either have an

extremely high or extremely low correlation with the predictor of motivating youth towards sport.

Youth understand the need for sports as they relate the activities to goals of becoming increasingly self-competent, develop physical skills, winning more competitions, gaining the skills necessary to foster competition, or even gain more time to socialize with friends. Also, SDT has demonstrated that children enjoy feeling that they have been given the choice of activity in which to participate.

#### **2.4 Combination of Parents and Youth Motivations in Youth Sports**

Some studies related the perception of parental motivations for placing their child in competitive youth sports to youth motivations for wanting to play sports, but tend to leave large gaps in the research. For example, Trost, et al. (2003) concluded that parental support heavily influences youth to participate in physical activities. The authors failed to mention what type of setting the children played in, whether competitive or recreational, and drew conclusions based more on the adults perspective than the child's, which should hold more weight as the report was measuring parental influence on youth activity. Leff and Hoyle (1995) agreed that parental support remains necessary in competitive youth sports. The authors found that among female athletes both parents hold a significant role in supporting their child's actions in sports, but results also indicated high perceived parental pressure results from both parents as well. These authors attempted to discover relations between parents and their children, but this study chose to focus on children's perspectives of their parents versus a mixture of the two views.

Ulrich-French & Smith (2006) focused on the opposite side of the spectrum from Trost et al. in that their conclusion centered on youth motivations opposed to the relationship between parental and youth motivations. Ullrich-French and Smith found that “higher enjoyment and perceived competence were predicted by higher perceptions of two or three social relationship variables in combination” and “higher self-determined motivation was predicted by higher peer acceptance” (2006, p. 193). While these results clearly displayed youth motivations for participation in sport, the parents’ voice is still missing.

McCullagh, Matzanin, Shaw & Maldonado (1993) successfully captured both parent and youth voices. They suggested that the three main theories for motivation to play sports include the achievement motivation theory, cognitive-affective model of stress, and competence motivation theory. These three theories were tested in both parent and youth samples and the outcomes showed relevance of the obvious necessity of the theories in youth sport implementation. The main problem that exists with this article is that, though the research contributions were important, the data was collected in 1993, thus needing confirmation that the same theories apply to today’s youth. More recently, Gershgoren, Tenenbaum, Gershgoren, and Eklund (2011) discovered that “young players change attitudes when receiving messages from their parents and consider seriously their parents’ expectations” (p. 487). This information suggests that youth are heavily influenced by their parent’s thoughts and actions in the youth sport industry.

Drawing on McCullagh, Matzanin, Shaw & Maldonado's (1993) design of studying both parents and children, Barber, Sukhi & White (1999) confirmed both parent and youth motivations for youth participation in competitive sports. Barber et al. concluded that fun was the most important reason that both parent coached players and nonparent coached players stated for playing a sport and extreme parental involvement did not actually affect players' motivation to play.

In a more recent study, Hendley (2005) studied youth that played competitive basketball and their parents/guardians. Through these results, the perceptions of specific details of the season for parents and children were conflicting. For example, parents suggested that they attended more events than their child noted. Also, all parents recorded that they felt proud of their children for playing basketball, but the results from the children suggested that they felt their father or stepfather only exhibited pride towards the child when the child's team won. This information demonstrates that research can display the varied opinions of parents and their children on the exact same sport scenario. Kanters, Bocarro and Casper (2008) also discussed the occurrence of conflicting opinions in youth sport between parents and their children. The authors found that "parents have incongruent views to those of their children with regard to behaviors perceived as exerting pressure and support" (Kanters, Bocarro & Casper, 2008, p. 74). These findings support that contrasting views lead to conflicts in the future for the child and the parent when attempting to determine if the child is playing the sport for intrinsic or extrinsic motivations.

This section displays many existing, conflicting research findings related to the relationship of parents' and youth' motivations in youth sport. Some studies claimed parents and children match precisely in their opinions, but these studies results are derived from observing only one perspective. Other research suggested that parent perception and child perception about the same task or activity vary widely. Accordingly, research needs to be conducted that accurately displays the connections between parents and youth in the youth sport setting. Studies need to be formulated that specifically utilize youth voice instead of parents speaking on behalf of their children. The task and ego involvement framework allows the children to showcase what motivates them to play competitive sports, while also allowing the parents to reveal their reasons for allowing their child to play competitive youth sports.

## **2.5 Task and Ego Involvement**

Achievement goal theory (AGT) (Ames, 1992; Nicholls, 1989; Dweck, 1999) refers to the idea that an individual's motivation will lead to resulting emotions that influence an individuals' motivation for participation. There are a few key definitions that will be utilized throughout this section. First, AGT encompasses more than just task and ego frameworks, but this study focuses solely on the task and ego components. In addition, note the difference between the terms task and ego orientation and task and ego involvement. Orientation refers to the way that the individual is raised through childhood. Involvement discusses how the individual actively participates in his or her hobbies. This research focuses on task and ego involvement as the research

beneficiaries are interested in how the individuals participate in competitive youth sports.

The theory of task and ego involvement is often analyzed when studying the motivations of parents and players for participation in sport. Initially, it is important to understand the usage of specific terminology surrounding this theory. Some researchers use the expression “orientation” to describe values that are instilled into an individual through their lifetime, while “involvement” is used to illustrate the motivations that inspires an individual in his or her respective activities.

Nicholls (1984) explained that task and ego involvement describe differing stimuli for participation motivation. Individuals’ specific involvement can further predict the activities in which the individual chooses to participate in future years (Roberts, 2001). The opposing differences between task and ego involvement arise between “developing and improving one’s competence versus displaying or proving one’s ability” (Duda and Ntoumanis, p. 317). Task involvement appears more visible in less competitive atmospheres as individuals focus solely on personal improvements in basic skills. The individual is intrinsically motivated to participate in the activity and concentrates on scenarios in which “individuals seek to demonstrate ability in the less differentiated sense” (Nicholls, 1984, p. 3). Thus, the focus concentrates more on self-improvement, than on the experience of others who surround the individual. Duda (1993) clarified that task-involved individuals might consider themselves competitive, but the individuals’ definition of competitive is formed in comparison of personal ambitions like achieving individual goals and improving best times.



Ego involvement, on the opposite side of the spectrum, occurs more frequently in highly competitive environments and describes individuals motivated by extrinsic rewards and outcomes (Nicholls, 1984). Ego motivated individuals who compete in sports concentrate on “demonstrating ability in the differentiated sense” (Nicholls, 1984, p. 2). This definition relies less on views of personal achievement and more on the achievement of those surrounding the individual. Thus, ego involved individuals strive to become the best athlete on the court or the person who wins the most times in competing against other athletes.

Research has shown that individuals can exhibit both task and ego involvement depending on the setting. Carr (2012) noted that individuals’ responses even differed in their instrument “when they referred to their “sport in general” as opposed to referring to “competition”” (p. 560). This information makes sense because there might be some skills in which the individual feels they should attempt to obtain personal goals and other competitions in which they feel less challenged by themselves and more by the teams that they play. Thus, the type of involvement can vary by situation, but this should not affect a study that is determined to measure one setting.

In an attempt to create a conceptual research paper focused on motivations surrounding physical education classes, Chen (2001) noted four crucial points. The first implication was that children became exposed to task and ego involvement prior to entering physical activity classes (Urdan and Maher, 1995). Second, task involved youth “report selecting challenging tasks, exerting effort in learning, and attributing success to their effort instead of ability” (Chen, 2001, p. 49). Research implied that although task

and ego involvements remain important in determining motivations, situational influences also represent an imperative factor in shaping sport motives. Lastly, tasks can greatly affect the motivations of youth to participate (Chen, 2001, p. 9). Chen's research succinctly summarized research built around motivations and provides a framework for results from other task and ego studies.

Miller, Roberts and Ommundsen (2005) explained that an individual's orientation towards task or ego involvement is "believed to derive from a combination of both dispositional and situational factors in relation to individual beliefs about the causes of success and failure" (p. 464). AGT further supports that task involved youth appear concerned with learning and personal mastery of tasks, while ego involved youth appear motivated by recognition and social status.

Task involved individuals demonstrate a higher enthusiasm to find joy in physical activity and continue long term activity (Vlachopoulos and Biddle, 1996). Furthermore, researchers claimed that individuals who identify with task involvement describe activities with more fervor than boredom. It has also been demonstrated that the individual viewed their personal activity as high in value when they focus on personal mastery goals (Zahariadis and Biddle, 2000). Research revealed many positive factors related to task involvement. Miller et al. (2005) suggested that a task involvement climate enforced by the coach leads to more mature moral functioning and an overall positive experience.

Other correlation studies specifically found positive association between task involvement and progressing levels of enjoyment (Hom, Duda, & Miller, 1993; Kim &

Gill, 1997) as well as intrinsic motivation (Duda, Chi, Newton, Walling, & Catley, 1995; Ntoumanis, 2001). Vazou, Ntoumanis and Duda (2005) agreed that a high task involvement leads to positive outcomes in youth sport. In 2011, Force discovered that “boys who perceived their parents as having created an environment that was supportive and emphasized learning and enjoyment as part of sport participation” had increased levels of competence, self-esteem and enjoyment while playing competitively (p. 33). Research also suggested that task involvement produces a belief that increased effort leads to more success (Treasure and Roberts, 1998). Cumming, Smoll, Smith, and Grossbard (2007) found that in comparison to those participating in ego- involved environments:

Basketball players who perceived the coaching climate as mastery-involving [task] liked playing for their coach more; rated their coaches as more knowledgeable about the sport of basketball; thought their coach was better at teaching kids how to play basketball; and had a greater desire to play for the coach again in the following year (p. 330)

Rychtecky and Naul (2005) discussed that ego-involved individuals “reduce their effort if they perceive the consequences as potentially threatening to their self-competence” (p. 2). Research has even demonstrated that a coach with high ego involvement was the only statistically significant predictor of athletes’ competitive trait anxiety in youth sport (Ames, 1992). Moreover, because ego involvement is based on personal supremacy, Ames (1992) suggested that ego involvement encourages social comparison witnessed throughout the child’s life. Whether an individual identifies as

task or ego involved proves a strong determinant of how the individual will react to high pressure situations (Harwood, Cumming and Fletcher, 2010, p. 331).

Critiques of the research derived from utilizing AGT exist because it has been used numerous times to help define youth motivations for sport. One of the main criticisms is that AGT does not consider the role of the social context surrounding sport (Sit and Linder, 2004, p. 18). Thus, the individual could be both task and ego involved based on the situational circumstances and it is difficult to determine the individual's true disposition. This argument is based on the idea that it is not important to determine how the individual participates in the event, but more so should focus on the behavioral outcomes that result from participation. Another main problem that exists relates to confusion around terminology in scholarly papers. For example, some researchers do not clearly differentiate between the terms involvement and orientation. This unplanned confusion leads to difficulty in defining the true outcomes, whether the results demonstrate how an individual was raised to participate in a certain circumstance (task/ego orientation) or how an individual actually participates in an activity based on his or her surroundings (task/ego involvement).

A study that explicitly focuses on task and ego involvement in elite youth sport, relative to their parents' involvement would provide a new level for application of AGT. Another concern related to AGT remains that youth relate both to task and ego involvement to some degree, given the situation. Because this information is commonly noted in research, this study will note this limitation, but still seek to find the true involvement that the child relates to in the club volleyball setting.

## **2.6 Summary and Hypotheses**

While some studies looked specifically at both parent and youth motivations for participating in sports (McCullagh, P., Matzanin, K., Shaw, S., & Maldonado, M., 1993; Barber, Sukhi & White, 1999; Trost, Sallis, Pate, Freedson, Taylor, & Dowda, 2003; Hendley, 2005; and Ulrich-French & Smith, 2006), research is needed to both update previous findings and place a stronger emphasis on collecting data from both the parents and their children versus making inferences from one sample. It is important to continue research examining parent and child motivations in competitive sports to reaffirm goal involvement results and to demonstrate the applicability of previous research to current generations. In addition, it is imperative to understand the type of involvement for both the parents and the players to assist in improving the conditions for a positive experience for all involved. Once parents and coaches understand both task and ego involvement in parental motivations and child perceptions of why they want to play a competitive sport, the parents and coaches can address these motivations throughout the season in hopes of creating a positive youth development atmosphere.

Because research has been conducted (Leff & Hoyle, 1995; Hendley, 2005) that suggested that youth motivations and/or perceptions differ from parental motivations and/or perceptions for participation in sports, it is necessary to keep this research updated. Research findings indicate the findings for related research should conclude that the main motivations of parents for allowing their child to participate in competitive sports relate to fun, skill development and exercise, thus relating to task involvement (Wald, 1999). Another proposed hypothesis is that youth motivations for participating

in competitive sports will be more focused on skill development and relationship building, a facet of task involvement (Ullrich-French & Smith, 2005). Assuming that a relationship between parents' and athletes' motivations exists, this research will be completed in hopes of providing valuable information to parents, coaches, and other youth sport professionals. This information could assist these stakeholders in planning and implementing their programs with a more clear understanding of parent and youth motivations for participation.

Therefore, this study will contribute to research based on the combination of parents and child voice. Moreover, upon understanding parent and child motivation for trying out for a club sport, coaches may manipulate the environment accordingly in order to enhance the perceived benefits of club volleyball. Therefore, this study tested the following hypotheses:

- 1) Based upon Vlachopoulos and Biddle's (1996) claim that task involved individuals, when compared to ego involved individuals, demonstrated a higher ambition to find joy in physical activity and continue long term activity, we predicted that youth would report higher levels of task than ego involvement in terms of their motivation for trying out for club volleyball at a significance level of  $p < .05$ . This would also suggest that youth participate in club volleyball for reasons relative to personal skill development instead of competition.
- 2) Ornelas, Perreira & Ayala's (2007) suggested that parents recorded family cohesion, parental engagement, parent-child communication and adolescent self-esteem as the primary explanations that parents encourage physical activity for

their children. This research confirmed parents' wholesome view of club sports and suggested that parents should, in theory, report higher task than ego involvement levels when discussing motivations for allowing their daughter to try out for club volleyball at a significance level of  $p < .05$ .

- 3) As Trost, Sallis, Pate, Freedson, Taylor, & Dowda (2003) concluded that parental support heavily influenced youth to participate in physical activities, this study hypothesized that parental motivation and child motivation for trying out for club volleyball will be positively correlated when tested at a significance level of  $p < .05$ .

The following research questions were examined from the data collected from open ended questions:

- 1) Does this study support the idea that parents allow their daughter to play club volleyball because of reasons relative "to hav[ing] a good time, to hav[ing] fun, and get[ting] exercise" as suggested by Wald (1999, p. 34)?
- 2) Will "achievement by proxy" as described by Weirisma (2000, p.18) be reflected in the reasons that children think their parent wants them to play club volleyball? Weirisma (2000) defined this phrase as how parental over involvement could be due to the parent living vicariously through their child (p. 18).
- 3) According to Leff and Hoyle (1995) and Hendley (2005), child motivations and/or perceptions differ from parental motivations and/or perceptions for

participation in sports. Will this research confirm the claims that parents and their daughters will have differing opinions on why club volleyball is beneficial?



### **3. RESEARCH METHODS**

This research employed an embedded mixed methods research design. The study's sample included parents/guardians and their daughters trying out for positions on both a San Antonio, Texas-based club volleyball team as well as a Bryan/College Station, Texas-based club volleyball team to play for the 2012-2013 club volleyball season in the 12-and-under age division.

#### **3.1 Sample**

Both the San Antonio and Bryan/College Station-based club teams are highly active in their geographical area and were surveyed prior to and during their tryout stage of their season. The clubs have teams for each age group ranging from 12-and-under to 18-and-under, but the focus of this research remained on the parents of athletes and athletes trying out in the age groups of 12 and under as this is the group with the least outside influence on their opinions of competitive club volleyball. It is assumed that athletes prying out for the 12-and-under age group will have the least experience in the volleyball atmosphere and, as a result, will not be as highly manipulated by external pressures.

The San Antonio-based club was established in 1983 in hopes of boosting the rate of volleyball players proceeding from high school athletics into collegiate athletics. Since then, the club has become the main competitive volleyball club in San Antonio. The club typically forms three to five teams for each age group, hires the top coaches in the area, and offers a three practice system weekly for the most competitive team in each age group. For the 2012 through 2013 season, this club formed 27 teams ranging from

an 11 and under team to an 18 and under team. The club claims that around 98% of the graduating seniors who play for the club continue to play collegiately. For the 2012 to 2013 season, the fees for this club range from \$2,200 to \$3,776. This range occurs because some teams participate in more tournaments than other teams. These fees contribute to travel expenses and salary for coaches, gym rental, player uniforms and travel bags, tournament entry fees and administrative fees. These fees do not include travel for players or any arrangements for out of state tournaments. The majority of the girls in the 12-and-under age group are not expected to have played club volleyball prior to the tryout. Note that this San Antonio club is a nationally recognized club and players come from the largest schools in San Antonio and surrounding areas. This club is able to charge a high rate to keep up with the fees of surrounding clubs.

The Bryan/College Station-based club was established in 1996 and typically fields 14 to 16 teams per season. For the 2012 through 2013 season, this club formed 16 teams from 12 and under up to 18 and under divisions. The mission statement includes affirmation that the club seeks to improve each player's individual skills while challenging the players on the court. The club continues to consistently qualify teams for the Junior Olympic volleyball tournament while successfully operating as a non-profit organization. Coaches are typically hired from a large pool of applications that attend Texas A&M University and have outstanding club histories. This club does not boast high numbers for athletes who continue to play collegiately as much of the focus is on developing the younger aged teams. The fees for the 2013 through 2013 season for the Bryan/College Station club range from \$1,250 to \$1,675. This range occurs because

some teams travel to out of state tournaments and this entry fee is included for these teams and not those who will not attend an out of state tournament. Fees include coach's travel and salary, tournament entry fees, equipment, and gym rental prices. This club is the only truly competitive club in the area that it serves, which includes Bryan, College Station, Lexington, Navasota, Caldwell, Iola, and other small, surrounding communities. Thus, this club has the ability to keep fees in a low bracket because there are no competing clubs in the geographical area.

Overall, the San Antonio-based club was selected to represent a high socio-economic status club with a high power ranking in the club volleyball environment. This club has the power to continue to increase prices due to the demand to participate on a team in this organization. The Bryan/College Station-based club represents a smaller, more rural club that intends to keep prices in a lower bracket in order to allow more girls the opportunity to compete at a higher level than recreational leagues allow.

The population of this study was competitive female club volleyball players in San Antonio, Texas as well as Bryan/College Station, Texas trying out in the 12-and-under division. The sampling frame included every athlete and/or parent who completed a tryout registration form prior to or on the day of the club tryout. The population consisted of 35 players and 50 parents who accompanied their daughter to the specified gym. The sample size consisted of 25 players and 31 parents completed the survey. For every athlete surveyed, one parent or guardian completed a survey. Hence, the response rate for the players was 71.4% and 62% for parents.

### **3.2 Measures**

Data for the study was gathered from the sample using a self-report survey administered during club team tryouts. Independent variables for this study included age and years of participation in the sport. Dependent variables for the daughters included motivations for wanting to play the sport, intent to continue playing competitively, and parental involvement. For the parents, the dependent variables included their motivation for allowing their daughter to play and parental involvement.

Age was self-identified by both the parent and the player at the time of the tryout. Years of participation in/around the sport related to how long the adult and the child believed that they had competed in the sport, also a self-identified concept. A child's intent to continue playing was measured by the child circling the farthest level of competition in which she sees herself playing: club, high school, college, professionally, or if they see their volleyball seasons ending soon as they might choose to play a different sport or participate in a new hobby. Parental involvement was self-identified by both parents and daughters on a five point scale ranging from no involvement to high involvement.

Because this study employed the task and ego involvement framework, motivation was categorized into either a high task involvement rating or a high ego involvement rating by the participant selecting a ranking for each question on a scale that demonstrated their tendency for task or ego involvement. Task and ego involvement has been traditionally measured using the Task and Ego Orientation in Sport Questionnaire (TEOSQ; Duda, 2007). The scale contains 13 items: seven relating

to task orientation and six relating to ego orientation. Previous research has demonstrated the task ( $\alpha = .81-.86$ ) and ego ( $\alpha = .79-.90$ ) orientation portions of the scale have acceptable levels of internal consistency (Duda, 2007).

More recently, concerns have been raised about the appropriateness of the TEOSQ for early adolescents (Cumming, Smith, Smoll, Standage, & Grossbard, 2008). Cumming, et al. (2008) subsequently proposed and tested the Achievement Goal Scale for Youth Sports (AGSYS). This 12-item measure contains six items related to mastery (i.e., task involvement) and six items related to ego involvement. AGSYS was developed at a grade-four reading level and demonstrated positive usage in ages ranging from 9 to 14 (Cumming et al., 2008, p. 698). Support for the scale's validity and reliability ( $\alpha = .78$  for mastery and  $.88$  for ego) has been shown with samples of 9-10, 11-12, and 13-14 year olds.

The AGSYS was used to measure task and ego involvement in this study due to the successful application of the scale in young populations and acceptable psychometric properties. Respondents were asked to respond to each item using a standard five point likert scale format (e.g., not at all true to very true).

The open ended questions were completed by each survey participant based on their personal opinion of why the player wanted to try out for club volleyball and why the parent allowed their daughter to try out as well as their views on why the other population wanted to play club volleyball.

### **3.3 Data Collection**

On the tryout day, the daughters and the parents received separate packets containing an introduction letter about the research and how the findings were expected to be used, a consent form, an assent form and either the parent or the daughter survey version, clearly noted by the color of the paper. The survey was completed and turned in to the researcher during or after the tryout finishes, prior to knowing the outcomes of the tryout. Parents and daughters completed their surveys in absence of the others' presence in hopes of eliminating biases that could result from outside pressures.

### **3.4 Analysis**

Upon completion of data collection, the data was then input into IBM SPSS Statistics 20. Descriptive statistics and mean scores for each AGSYS item were computed for both parents and daughters. Mean scores were then computed for the task and ego involved questions for both the parent and the daughter. Next, a correlation analysis was conducted between the daughter's mean scores for both task and ego involvement and the parent's mean scores for both task and ego involvement. Lastly, a correlation analysis was conducted to determine if parents and players view their specific level of parental involvement at the same intensity. The following statistical procedures were used to test the study's hypotheses:

Hypothesis 1: To test the hypothesis that youth will report higher levels of task than ego involvement in terms of their motivation for trying out for club volleyball a Wilcoxon Signed Ranks Test was conducted as well as a test of

effect size. The Wilcoxon Signed Ranks Test was chosen because of the size of the sample which suggested a nonparametric, non-normal distribution. This statistical test compared the median of one sample group to the median of the other sample group in question. The effect size calculations assisted in determining the significance of the results.

Hypothesis 2: To test the hypothesis that parents will report higher task than ego involvement when discussing motivations for allowing their daughter to try out for club volleyball a Wilcoxon Signed Ranks Test was conducted as well as a test of effect size. The Wilcoxon Signed Ranks Test and test of effect were utilized for the same reasons as in hypothesis one.

Hypothesis 3: A Spearman rho's correlation analysis was calculated to test the hypothesis that parental motivation and child motivation for trying out for club volleyball was positively correlated to discover the significance of the correlation match the parent is to the daughter on the task and ego scale. Spearman rho's correlation analysis is employed when determining the statistical dependence of two variables that are both nonparametric variables.

Qualitative data was utilized in anticipation of adding a dimension of participant voice to the current study. The data was analyzed using a qualitative data coding method in which responses were grouped by popular themes based on the wordings of

the responses. Qualitative data coding can be utilized to embody both findings that the researcher may expect or may find unanticipated (Creswell, 2007). Coding is used to group responses by common theme. Code labels can be constructed from exact wording of the participant responses, specific practices relative to the activity, or originated from the researcher's knowledge of the topic (Creswell, 2007). For purpose of this study, code labels were taken directly from survey responses or grouped based on the researcher's understanding of the phrases associated with volleyball.

Research Question 1: To answer the research question that parents will suggest that they allow their daughter to play club volleyball because of reasons relative “to hav[ing] a good time, to hav[ing] fun, and get[ting] exercise” as suggested by Wald (1999, p. 34) a qualitative coding system was used to create categories that supported or rejected this assumption. Coding groups were created based on themes that were prominent in participant responses to the open-ended questions in Appendix A and Appendix B.

Research Question 2: To respond to the research question that “achievement by proxy” as described by Weirisma (2000, p.18) was reflected in the reasons that children think their parent wants them to play club volleyball, the researcher analyzed the themes that arose from participant responses in accordance to the same coding system used in hypothesis one.



Research Question 3: To respond to the question of whether or not this research confirmed the claims that parents and their daughters have differing opinions on why club volleyball is beneficial, the same corresponding themes from the qualitative coding in hypothesis one and two were analyzed.

### **3.5 Researcher's Relationship to the Study**

My participation in club volleyball is extensive. I began playing competitive club volleyball at the age of 11 and continue to play through college. I played for two years in one of the clubs I used for a sample. I have coached for three years in the second club I used as a sample. I do not know any of the study participants or their parents. Both club directors were enthusiastic about allowing their potential players to contribute to this study as they were excited to see the results. It was stressed on the survey that participant personal answers, positive or negative, would not be shared with club directors until aggregated with all participant responses.

## 4. RESULTS

There were 35 player surveys and approximately 50 parent surveys distributed. The response rate for players was 71.4% and 62% for parents, meaning that 25 players and 31 parents completed the survey.

### 4.1 Descriptive Statistics

Descriptive characteristics of the study population are summarized in Tables 1 and 2.

Table 1

Parent Characteristics

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Age	28	33	52	41.64	4.39
Predicted Length of Daughter's Participation in Volleyball*	25	2	4	3.68	.56
Ranked Involvement in Daughter's Sport Choices**	30	3	5	4.73	.69
Rank of Getting along with Daughter***	31	4	5	4.77	.43
Satisfaction with Relationship with Daughter***	31	3	5	4.74	.51

The mean age of the parents was 41.64 years. The parents also predicted their daughters would continue playing through college with a mean of 3.68, but a standard deviation of .56 that signified that the range is between high school and college. Parents responded that they were almost always involved in their daughter's sport choices ( $M=4.73$ ). Lastly, parents answered that they strongly agreed with the statements that "I get along well with my child" and "I am satisfied with the relationship with my child"

(AGSYS, Appendix B). These descriptive statistics are important to consider when attempting to understand the background of the parents involved in club volleyball.

First, the parents who responded to the survey could be considered younger than middle-aged, highly involved in their daughter’s life, and appear to be satisfied with their relationship with their daughter. Six parents selected the “not sure” option when presented with the question “How long can you see your daughter playing volleyball?”.

Table 2

Player Characteristics

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Age	25	9	12	10.92	.76
Number of Years Playing Volleyball	23	0	5	1.94	1.38
Predicted Length of Participation in Volleyball*	23	3	5	4.09	.73
Ranked Involvement of Parents in Sport Choices**	24	2	5	4.54	.88
Rank of Getting along with Parent***	24	4	5	4.79	.42
Satisfaction with Relationship with Parent***	23	4	5	4.91	.29

\* Scale:

Just this Year (1)	Through Middle School (2)	Through High School (3)	Through College (4)	Professionally (5)	Not Sure (not analyzed)
-----------------------	------------------------------	----------------------------	------------------------	-----------------------	----------------------------

\*\* Scale:

Not Involved (1)	Sometimes Involved (2)	Involved (3)	Usually Involved (4)	Always Involved (5)	Not Sure (not analyzed)
---------------------	---------------------------	-----------------	-------------------------	------------------------	----------------------------

\*\*\* Scale:

1	2	3	4	5
Strongly Disagree		Agree		Strongly Agree

The mean age of youth respondents was 10.92 years. The player self-reported how long she had been playing volleyball and this ranged from zero years to five years ( $M=1.94$  years). Also, the players' responses displayed that they thought they were highly likely to continue playing volleyball in college ( $M=4.09$ ). The survey also indicated that the children thought their parents were prominently involved in their personal sport selections. Lastly, players rated that they strongly agreed with the statements "I get along well with my parent" ( $M=4.79$ ) and "I am satisfied with the relationship with my parent" ( $M=4.91$ ) (AGSYS, Appendix B). Again, these descriptive statistics were necessary to understand the sample participants. These players were young to be considered for the 12-and-under age groups with a mean age of 10.92 years. Furthermore, the players realized that they have not been playing the sport for a long time. The players noted the importance and satisfaction with their relationships with their parents as satisfaction was fairly high ( $M=4.91$ ).

Some major similarities and a few discrepancies are noticed when the descriptive statistics of the parent and the player were analyzed side by side. First, a slight difference existed in the reported statistic for the prediction of continued volleyball playing for the players. Both parent and player means rounded to 4, suggesting the individual could see the player being successful enough to play in college. More parents noted that their daughter would probably finish her volleyball career after high school, while some of the players responded that they want to play professionally. The major similarities occurred in the reported answers about the status of the parent/child relationship in that both groups suggested parents are highly involved in the player's

decisions about sports and are highly satisfied with their respective relationships outside the realm of sports.

#### 4.2 Hypotheses Testing

A Wilcoxon Signed Ranks Test was conducted to analyze hypothesis one that suggested that youth will report higher levels of task than ego involvement in terms of their motivation for trying out for club volleyball at a significance level of  $p < .05$ . The Wilcoxon Signed Ranks Test was also conducted to analyze hypothesis two that suggests that parents will report higher task than ego involvement when discussing motivations for allowing their daughter to try out for club volleyball at a significant level of  $p < .05$ . The effect size was calculated for both the parent and the player responses to determine the significance level of the results.

Table 3

Wilcoxon Signed Ranks Test

Group	N		Mean Rank	Sum of Ranks
TaskMean-EgoMean	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	24 <sup>b</sup>	12.50	300.00
	Ties	1 <sup>c</sup>		
	Total	25		
TaskMean-EgoMean	Negative Ranks	0 <sup>a</sup>	.00	.00
	Positive Ranks	31 <sup>b</sup>	16.00	496.00
	Ties	0 <sup>c</sup>		
	Total	31		

a. TaskMean < EgoMean

b. TaskMean > EgoMean

c. TaskMean = EgoMean

Table 4

Test Statistics

<b>Group</b>	<b>TaskMean-EgoMean</b>
Z (player)	-4.290
Asymp. Sig. (2-tailed)	.000
Z (parent)	-4.863
Asymp. Sig. (2-tailed)	.000

Effect Size Calculations

$$r_{\text{parents}} = \frac{-4.290}{\sqrt{.000}} = -.607$$

$$r_{\text{player}} = \frac{-4.863}{\sqrt{.000}} = -.618$$

The effect size calculation demonstrated that there is a significant difference between the task and ego means for both the players and the parents.

Hypothesis one and two were strongly supported by the statistical analyses. First, the Wilcoxon Signed Ranks test, shown in Table 3, demonstrated that for the players task involved answers ranked higher than ego involved questions in all questions except that there was a tie in the scores on one question. The same was confirmed in Group 1, the parents, task involved items ranked higher than ego involved items in every comparison test. These results demonstrated that both parents and players reported higher task involved characteristics than ego involved characteristics in determining motivations for trying out for club volleyball. Hypothesis one and two were further

supported through the effect size calculations which produced large effect sizes, shown in Table 4, for both parents ( $r = -.607$ ) and players ( $r = -.608$ ) further suggesting that there was a meaningful difference between task and ego involvement scores.

Hypothesis three suggested that parental motivation and child motivation for trying out for club volleyball will be positively correlated when tested at a significant level of  $p < .05$ . A Spearman Correlation Test was conducted to determine if parental task and ego scores were relative to that of the player's task and ego scores.

Table 5

Spearman's rho

<b>Variable</b>		<b>Player Task Mean</b>	<b>Player Ego Mean</b>
<b>Parent Task Mean</b>	Correlation Coefficient	.123	-.105
	Sig. (1-tailed)	.279	.309
	N	25	25
<b>Parent Ego Mean</b>	Correlation Coefficient	.036	.462
	Sig. (1-tailed)	.432	.010
	N	25	25

Hypothesis three is partially supported by the results in Table 5 in that parent and player ego scores are correlated at .462 at a 0.05 level suggesting that a positive or negative change in one group will reflect in that of the other group.

Overall, hypothesis one and two were strongly supported providing evidence that both parents and players identify highly with task involvement versus ego involvement, while hypothesis three was partially upheld to suggest the correlation between parent

and player scores were only significant when analyzing ego involvement scores. The results from these tests offer interesting insight towards previously conducted youth sport research.

### 4.3 Research Question Analyses

The goal of qualitative data coding is to realize emergent themes from participant responses. The following tables reflect the themes that were common as the questions were analyzed and grouped into categories by question and parent/player responses.

Tables 6 and 7 demonstrate player responses to the topics as noted at the top of each table. Notice that most of the player answers revolved around the theme of “Skill Development” as the players discussed their will to become better at volleyball for use in future seasons.

Table 6

Player responses to the question “Why you do want to play club volleyball?”

<b>Theme</b>	<b>Times Mentioned</b>	<b>%</b>
Skill Development	14	42.4
Passion for Volleyball	7	21.1
Character Development	5	15.2
Fun	3	9.09
Competition	2	6.06
Relationships	2	6.06

Following are select quotes based on the top three themes to assist in further understanding the qualitative coding methodology.



### Skill Development

- To improve my skills
- To make me better
- To get better at volleyball

### Passion for Volleyball

- I want to play volleyball because I have always had a love for volleyball
- Because volleyball to me isn't just a sport. It's a hobby.
- I love volleyball I like the feeling you get when you win a game or hit a ball.  
Volleyball is my sport!

### Character Development

- So I can be successful in life
- a good team member
- leadership

Table 7

Player responses to the question “Why do you think your parent/caregiver wants you to play club volleyball?”

<b>Theme</b>	<b>Times Mentioned</b>	<b>%</b>
Skill Development	10	32.26
Support Player Decision	7	22.58
Passion for Volleyball	4	12.90
Fun	4	12.90
Future Playing	3	9.68
Character Development	2	6.45
Uncertain	1	3.23

Following are select quotes based on the top three themes to assist in further understanding the qualitative coding methodology.

#### Skill Development

- So I can improve my skills in volleyball
- Because they want to see me improve my skills.
- it will help me improve

#### Support Player Decision

- My parents want me to play [club volleyball] because I wanted to
- They encourage me to do the best at whatever I love.
- Because it's what I want to do

#### Passion for Volleyball

- Because [they] know that I really like playing volleyball
- Because they know I love volleyball
- Because I enjoy this certain sport

Tables 8 and 9 demonstrate parent responses to the respective questions listed at the top of the table. Character development was mentioned 37 times insinuating that parents are concerned with the personal growth of their child versus improving their volleyball skills.

Table 8

Parent responses to the question “Why do you want your child to play club volleyball?”

<b>Theme</b>	<b>Times Mentioned</b>	<b>%</b>
Character Development	37	50.00
Skill Development	15	20.27
Support Daughter’s Choices	15	20.27
Competition	3	4.05
Fun	3	4.05
Play Volleyball	1	1.35

Following are select quotes based on the top three themes to assist in further understanding the qualitative coding methodology.

#### Character Development

- To learn life skills like hard work, team work, etc
- To develop her self-esteem and confidence and to realize if she wants something bad enough she will work hard to succeed.
- To grow as a person and to learn about team dynamics and what it takes to lead/follow and to win/lose.

#### Skill Development

- To learn the skills she needs to play school volleyball.
- To improve her skills and be able to compete at a higher level
- To learn new skills and to improve on them

#### Support Daughter’s Choices

- It is something she wants to do and as a parent I should support her in any way possible.

- She enjoys the sport and wants to play. We want to support her in whatever sport she chooses.
- She has really fallen in love with the sport

Table 9

Parent responses to the question “Why do you think your child wants to play club volleyball?”

<b>Theme</b>	<b>Times Mentioned</b>	<b>%</b>
Passion for Volleyball	19	38.78
Skill Development	12	24.49
Competition	7	14.29
Relationships	6	12.24
Play Sports	3	6.12
Fun	2	4.08

Following are select quotes based on the top three themes, shown in Table 9, to assist in further understanding the qualitative coding methodology.

#### Passion for Volleyball

- Because she loves the sport and enjoys playing.
- It is the sport she loves the most.
- She wants to play mainly because she loves the game. That’s all she ever wants to do! Play, play, play!

#### Skill Development

- She wants to better her skills and be a part of something
- She wants to work hard at it and become better socially and physically.
- She will have multiple chances to play and improve

## Competition

- She wants to play competitively.
- To work harder than with other groups like the YMCA
- She sees the difference between [recreation leagues] and club and wants to play with girls who want to play and win

### **4.4 Research Question Insights**

Research question one which offered insight on if parents allowed their daughter to play club volleyball because of reasons relative “to hav[ing] a good time, to hav[ing] fun, and get[ting] exercise” as suggested by Wald (1999, p. 34) was not supported. Instead, parents stated that they want their daughters to play club volleyball for reasons comparable to character development, skill development and supporting their daughter’s choices. Fun only made up 4.05% of the responses and exercise was never mentioned.

Research question two that inquired if “achievement by proxy” as described by Weirisma (2000, p.18) will be reflected in the reasons that children think their parent wants them to play club volleyball was not evidenced in the participant responses. Results from the question to the player about why they think their parent/caregiver wants them to play suggested that skill development and support for their daughter’s choice to play volleyball were the top two answers with percentages of 32.26 and 22.58 respectively.

Research question three that examined the idea that parents and their daughters will have differing opinions on why club volleyball is beneficial was supported by the results from the open ended questions. The main theme that emerged from the question to parents of why they wanted their daughter to play club volleyball was character

development with a reported percentage of 50% of the total responses. The main player response to why they wanted to play was skill development with a reported percentage of 42.40% of the total responses. This information offered insight to the notion that parents are more concerned about future gains for their daughter because character development includes issues such as responsibility, leadership, and listening skills. Players were more interested in what tangible benefits they could learn from the current volleyball season as they noted that they wanted to get better before the school season and learn from the fun coaches.

## **5. DISCUSSION, RECOMMENDATIONS AND CONCLUSION**

The primary purpose of this study was to investigate the relationship between parent and youth motivation for trying out for club volleyball using a task and ego involvement framework, specifically in reference to 12-and-under female players and her parents. Completed studies in the field of youth development discuss parent motivations for allowing their child to play sports or the children's motivation for playing competitive sports, but research is lacking in the cases where both parent and child motivations are combined in one study.

The proposed additional dimension relating to the child's perspective about their reasons for playing club volleyball provided extra information for youth development practitioners who wish to accommodate both parent and child opinions. This research can assist youth sports professionals in becoming more aware of parent and child motivations throughout the season. The information collected will be on display for youth development practitioners who assist in programs involving youth, parents and competitive sports. The findings established research that offered information to competitive youth club managers in hopes that the individual can make organizational decisions based on research grounded findings from both the parents and children perspectives.

This study displayed that both parents and their daughters are task involved when discussing the topic of trying out for club volleyball. Task involved individuals have a tendency to describe activities with more passion than those who identify as ego involved individuals. This information should be encouraging to those who lead 12-and-

under volleyball programs. The results established that both parents and their daughters are truly excited about individual development versus the dimension of “winning at all costs” (Ogle, 2006, p. 52).

The quantitative results contributed to the literature in many ways. First, the results demonstrated that both the parents and the athletes identify more as task involved individuals which directly reflected the conclusions drawn by Chen (2001). One implication of Chen’s study was that children are exposed to task and ego involvement prior to entering physical activity classes (Urdan and Maher, 1995). This conclusion was confirmed in this study as the sample included many athletes who had never participated in competitive club volleyball and some who had not entered middle school athletics as well.

It was interesting that the correlation between the parent and the athlete responses were significant for the ego involved scores and not the task involved scores. This outcome suggested that both sample groups understand more about what they are not looking for as a result of their current season. This finding adds a new dimension to current youth development studies that implies that both youth and parents, in this select setting, understand that ego involvement is not the best type of involvement in youth sport. Furthermore, the parents and players may not be able to envision what task involved attributes resemble.

This research contributed to previous literature in that the results displayed that, at the stage of trying out for 12-and-under volleyball, parents and athletes are more concerned with task involved qualities versus ego involved qualities. In fact, in all



situations, except one matched result, the players and the parents ranked the task involved dimension higher than the task dimension. Again, this information is encouraging as other research proposed that task involvement produces a belief that increased effort leads to more success (Treasure and Roberts, 1998)

Research (Nicholls, 1989; McCullagh, Matzanin, Shaw and Maldonado, 1993; Barber, Sukhi & White, 1999; Chambers, 1999; and Wald 1999) has consistently revealed that both parents and players have a tendency to record fun and fitness as two main reasons for participation. This study indicated otherwise. The parents documented character development as the most important reason that they wanted their daughter to play club volleyball. Parental responses to the question “Why do you want your child to play club volleyball” included answers such as “to build confidence”, to “learn about discipline, respect, following rules...”, and to “build her self-esteem”. Player responses to the question “Why do you want to play club volleyball” resulted in an emphasis on the theme of skill development. Some player responses included to “improve my skills”, “to make me better”, and “so I can be a professional volleyball player”. Thus, this study does not support Wald’s (1999) conclusion that the top three reasons that parents want their child to participate in competitive sports include “to have a good time, to have fun, and to get exercise” (p. 34).

The research questions confirmed Miller, Roberts and Ommundsen (2005) explanation that an individuals’ orientation towards task or ego involvement is “believed to derive from a combination of both dispositional and situational factors in relation to individual beliefs about the causes of success and failure” (p. 464) as many of the youth

suggested that they played because they could improve their skills and, thus, attributed more positive responses to the task involved questions.

Another significant result from this study was the obvious disconnect between the reasons that the player thinks their parent wants them to play and the actual reason the parent wants the daughter to play club volleyball. The players listed that they thought their parent wanted them to play mainly for skill development, while, as discussed previously, parents listed character development as the main reason. Thus, parents focus on how playing club volleyball will benefit their daughter in the future, while the daughters are more interested in how the current season will affect their skills for next year.

The same disconnect is revealed for the reason that the parent thinks the daughter wants to play and the actual recorded reason the player want to play club volleyball. Parents listed that their daughters had a passion for volleyball and that is why their daughter wanted to play. Common responses included “she loves the sport” and “because she really likes volleyball”. Instead, daughters listed skill development as the main reason they wanted to play club volleyball.

This information demonstrated the importance of the involvement of the daughter in choices that affect their recreation choices. The fact that a large divide in these responses existed confirmed that few parent/daughter groups had discussed reasons that their daughter wanted to play this season. The results did demonstrate a disconnect in results, but this disconnect is not necessarily bad. Instead, the results suggest that parents and players view playing club volleyball as important for different reasons. The

expectation was that the results to the question about the other person in the relationship would be clear. Thus, the parent should know the answer to the reason that the daughter wants to play and the player should understand the answer to the reason that the parent wants the player to play. Because these results prove otherwise, a conversation is necessary to allow both stakeholders to be on the same page prior to the beginning of the season. Ogle (2006) discussed the importance of parents questioning their child's inspiration for playing competitive sports to better facilitate the coach's job. Upon knowing identified parental and youth motivating factors, coaches can potentially improve the youth sport programs in which they are involved. It is also important to realize that 12 is the first age that the females can play club volleyball, so it is necessary to emphasize the importance of communication between players and their parents when deciding to pursue a season in a competitive sport.

### **5.1 Implications for Practice**

Suggestions surrounding these results include recommendations to emphasize a task involved climate enforced by the coach in hopes of leading to more mature moral functioning and an overall positive experience (Miller et al., 2005). Task involved environments can be created by placing an emphasis on skill development and the establishment of personal goals for each player. It is encouraging that other researchers (Hom, Duda, & Miller, 1993; Kim & Gill, 1997) have found a positive correlation between task orientation and progressing levels of enjoyment as well as intrinsic motivation (Duda, Chi, Newton, Walling, & Catley, 1995; Ntoumanis, 2001). Vazou, Ntoumanis and Duda (2005) agreed that a high task orientation leads to positive

outcomes in youth sport which supports the idea the athletes are playing club volleyball in order to discover personal positive outcomes.

Along with insisting upon discussions between parents and their daughter prior to the start of the season, it is recommended that coaches instigate a team goal discussion for the season. In this meeting it is important to discuss and create season goals for the players and the parents prior to the first tournament to understand the type of season these stakeholders expect. Also, because it is difficult to define the role of the parent in youth sports, it would be advantageous to create clear roles for parents from the coaches' expectations in order to assist the formation of a successful season.

## **5.2 Limitations and Future Recommendations**

As with all studies there are limitations that need to be addressed. First, although the response rate was 71.4% for players and 62% for parents, the study would have been more complete with a larger sample size. Also, the two clubs utilized were in San Antonio, TX and Bryan/College Station, TX. For the results to be more applicable to a larger population, it would be best to study a wider geographical area. Also, it is important to recognize that each club thrives in their specific environment and this could challenge the ability of the results to be generalized to a different population. For instance, the San Antonio-based club would not succeed in the Bryan/College Station area because the participants from Bryan/College Station would not be willing to pay the higher rates necessary. Also, the Bryan/College Station club would not survive in San Antonio because the demands for the club's specific benefits are non-existent in that

area. Thus, it is difficult to determine if the results from this study would be applicable to competitive sport clubs that exist in environments other than those that were surveyed.

Furthermore, the clubs studied only had teams for female participants so the results might not be applicable to young male athlete populations. There is also a possibility that a social desirability bias existed in that parents and athletes may have responded to the survey questions based on what they thought society would deem correct (Maccoby and Maccoby, 1954).

As was stated earlier, I am an insider in the club volleyball scene and this involvement could be viewed as a limitation due to the knowledge that I already have about the sport and attitudes surrounding parents and athletes.

### **5.3 Suggestions for Future Research**

Suggestions for future research include:

- 1) Collecting socio-economic details to see if this affected any task or ego involvement answers
- 2) Conducting a longitudinal study to see if player/parent opinions changed over the seasons
- 3) Conducting a cross-sectional study across the multiple age groups to find if differences exist between age groups.
- 4) Analyze mixed gender groups to determine if the results apply to male populations as well.
- 5) Insist that the researcher has little or no knowledge about the sport in which they are collecting data in an attempt to eliminate researcher bias.

## **5.4 Conclusion**

The experience that young, female athletes have in club volleyball will impact them for the rest of their lives in both personal and athletic realms. It is necessary to insist that this impact is positive for the athlete at almost any cost. Knowing that a task involved atmosphere at a club volleyball practice is most desired by female athletes trying out for the 12-and-under volleyball teams and their parents should help in establishing a positive environment for all involved stakeholders. Task involved environments promote achieving personal bests and working to improve skills as an individual to improve the team. Now the challenge is left up to club managers, coaches, and parents to feel the conviction to enhance the volleyball experience of young athletes by demonstrating the positive qualities of a task involved atmosphere. It is highly suggested that all interested parties utilize the results of this study to help maintain the focus on the player and a successful season in order to assist these athletes in fulfilling their dreams.

## REFERENCES

- Allen, J. (2003). Social motivation in youth sport. *Journal of Sport and Exercise Psychology, 25*, 551-567.
- Allender, S., Cowburn, G., & Foster, C. (2006). Understanding participation in sport and physical activity among children and adults: a review of qualitative studies. *Health Education Research, 21*(6), 826-835.
- Ames, C. (1992). Achievement goals, motivational climate, and motivational processes. In G.C. Roberts (Ed.), *Motivation in sport and exercise* (pp. 161-176). Champaign, IL. Human Kinetics.
- Babkes, M. L., & Weiss, M. R. (1999). Parental influence on cognitive and affective responses in children's competitive soccer participation. *Pediatric Exercise Science, 11*, 44-62.
- Baker, J. & Robertson-Wilson, J. (2003) On the risks of early specialization in sport, *Physical and Health Education Journal, 69*(1), 4-8.
- Barber, H., Sukhi, H., & White, S. (1999). The influence of parent-coaches on participant motivation and competitive anxiety in youth sport participants. *Journal of Sport Behavior, 22*(2), 1-10.
- Beets, M.W., Vogel, R., Forlaw, L., Pitetti, K.H., & Cardinal, B.J. (2006). Social support and youth physical activity: The role of provider and type. *American Journal of Health Behavior, 30*, 278-289.

- Carr, S. (2012). High task/high ego oriented students' reasons for endorsing task and ego goals in the context of physical education. *Applied Psychology: An International Review*, 61(4), 540–563.
- Chambers, S. (1991). Factors affecting elementary school students' participation in sports. *The Elementary School Journal*, 91(5), 413-419.
- Chen, A. (2001). A theoretical conceptualization for motivation research in physical education: An integrated perspective. *Quest*, 2, 35-58.
- Chow, C. (2002). Perceived self, parental and situational factors in physical activity participatory behavior of Hong Kong children and youth: a test of Ajzen's theory of planned behavior. (Master's thesis). Retrieved from <http://hub.hku.hk/bitstream/10722/31299/11/FullText.pdf?accept=1>
- Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (2nd ed.). Thousand Oaks, CA: Sage.
- Croakley, J. (2006). The good father: parental expectations and youth sports, *Leisure Studies*, 25:2, 153-163.
- Cumming, S., & Ewing, M. (2002, Spring). Parental involvement in youth sports: The good, the bad and the ugly! *Spotlight on Youth Sports* (East-Lansing, MI) 26(1), 1-5.
- Cumming, S., Smith, R., Smoll, F., Standage, M., & Grossbard, J. (2008). Development and validation of the achievement goal scale for youth sports. *Psychology of Sport and Exercise*, 9, 686 - 703.



- Cumming, S. P., Smoll, F. L., Smith, R. E. and Grossbard, J. (2007). Is winning everything? The relative contributions of motivational climate and won-lost percentage in youth sports, *Journal of Applied Sport Psychology*, 19, 322-336.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York: Plenum.
- Deci, E. L., & Ryan, R. M. (1991). A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.), *Nebraska Symposium on Motivation: Vol. 38, Perspectives on motivation* (pp. 237-288). Lincoln: University of Nebraska Press.
- Duda, J. L. (1993). Goals: A social-cognitive approach to the study of achievement motivation in sport. In R. N. Singer, M. Murphey & L. K. Tennant (Eds), *Handbook of research on sport psychology* (pp. 421-435). New York: Macmillan.
- Duda, J. L., Chi, L., Newton, M. L., Walling, M. D., & Catley, D. (1995). Task and ego orientation and intrinsic motivation in sport. *International Journal of Sport Psychology*, 26, 40–63.
- Duda, J. L., & Ntounumis, N. (2005). After-school sport for children: Implications of a task-involving motivational climate. In J. Mahoney, R. Larson, & J. Eccles (Eds.), *Organized activities as contexts of development* (pp. 311–330). Mahwah, NJ: Erlbaum.
- Dweck, C. S. (1999). *Self-theories: Their role in motivation, personality, and development*. Philadelphia: Psychology Press.

Force, E. The parent-initiated task motivational climate and factors influencing eighth grade boys' intention to continue sports. Denton, Texas. UNT Digital Library. <http://digital.library.unt.edu/ark:/67531/metadc84204/>. Accessed October 10, 2012.

Floyd, M. F., Bocarro, J. N., Smith, W. R., Baran, P. K., Moore, R. C., Cosco, N. G, Edwards, M. B., Suau, L. J., & Fang, K. (2011) Park-based physical activity among children and adolescents. *American Journal of Preventive Medicine*, 41, 258–265.

Gershgoren, L., Tenenbaum, G., Gershgoren, A., & Eklund, R. (2011). The effect of parental feedback on young athletes' perceived motivational climate, goal involvement, goal orientation, and performance. *Psychology of Sport and Exercise*, 12, 481-489.

Gould, D., Udry, E., Tuffey, S. & Loehr, J. (1996a) Burnout in competitive junior tennis players: I. A quantitative psychological assessment, *The Sport Psychologist*, 10, 322–340.

Harwood, C., Cumming, J., & Fletcher, D. (2004). Motivational profiles and psychological skills use within elite youth sport. *Journal of Applied Sport Psychology*, 16, 318 – 332.

Hendley, K. (2005). *Parental involvement in youth sports*. (Master's thesis). Retrieved from <http://repository.lib.ncsu.edu/ir/bitstream/1840.16/231/1/etd.pdf>

- Holt, N.L., Tamminen, K.A., Black, D.E., Sehn, Z.L., & Wall, M.P. (2008). Parental involvement in competitive youth sport settings. *Psychology of Sport and Exercise*, 9, 663–685.
- Hom, H., Duda, J. L., & Miller, A. (1993). Correlates of goal orientations among young athletes. *Pediatric Exercise Science*, 5, 168–176.
- Kanters, M. (2002, December 1). Parents and youth sports: The good, the bad and why we need them - Research Update. *Parks & Recreation* accessed at <http://www.sp2.upenn.edu/ostrc/pysec/prog/documents/ParentsandYouthSportsTheGoodTheBadandWhyWeNeedThem.pdf>.
- Kanters, M., Bocarro, J., & Casper, J. (2008). Supported or pressured? An examination of agreement among parents and children on parent's role in youth sports. *Journal of Sport Behavior*, 31, 64-80.
- Kim, B. J., & Gill, D. L. (1997). A cross-cultural extension of goal perspective theory to Korean youth sport. *Journal of Sport and Exercise Psychology*, 19, 142–155.
- Leff, S., & Hoyle, R. (1995). Young athletes' perceptions of parental support and pressure. *Journal of Youth and Adolescence*, 24(2). 187-203.
- Maccoby, E. E., & Maccoby, N. (1954). The interview; A tool of social science. In G. Lindzey (Ed.), *Handbook of social psychology. Vol. 1 theory and method* (pp. 449-487) Cambridge, MA: Addison-Wesley.
- McCarthy, P.J., Jones, M.V., & Clark-Carter, D. (2008). Understanding enjoyment in youth sport: A developmental perspective. *Psychology of Sport and Exercise*, 9,142–156.

- McCullagh, P., Matzanin, K., Shaw, S., & Maldonado, M. (1993). Motivation for participation in physical activity: a comparison of parent-child perceived competencies and participation motives. *Pediatric Exercise Science, 5*, 224-233.
- Miller, P. S., Roberts, G. C., & Ommundsen, Y. (2005). Effect of perceived motivational climate on moral functioning, team moral atmosphere perceptions, and the legitimacy of intentionally injurious acts among competitive youth football players. *Psychology of Sport and Exercise, 6*, 461-477.
- Nicholls, J. G. (1989). *The competitive ethos and democratic education*. Cambridge, MA: Harvard University Press.
- Ntoumanis, N. (2001). Empirical links between achievement goal theory and self-determination theory in sport. *Journal of Sports Sciences, 19*, 397-409.
- Ogle, P. (2006). Parental issues in youth athletics. *Coach and Athletic Director, 76*(2), 51-53.
- Ornelias, I., Perreira, K., & Ayala, G. (2007). Parental influences on adolescent physical activity: a longitudinal study. *International Journal of Behavioral Nutrition and Physical Activity, 4*(3).
- Padilla-Walker, L.M. & Nelson, L.J. (2012). Black hawk down?: Establishing helicopter parenting as a distinct construct from other forms of parental control during emerging adulthood, *Journal of Adolescence, 35* (5), 1177-1190.
- Papaioannou, A.G., Ampatzoglou, G., Kalogiannis, P., & Sagovits, A. (2008). Social agents, achievement goals, satisfaction and academic achievement in youth sport. *Psychology of Sport and Exercise, 9*, 122-141.

- Roberts, G. C. (2001). Understanding the dynamics of motivation in physical activity: The influence of achievement goals on motivational processes. In G. C. Roberts (Ed.), *Advances in motivation in sport and exercise* (pp. 1-50). Champaign, IL: Human Kinetics.
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, *55*(1), 68-78.
- Rychtecky, A., & Naul, R. (2005). Goal Orientation and Perception of Olympic Ideals in the Czech and German Youth. *ACTA Universitatis Carolinae, Kinanthropologica*, *41*(2), 35-48.
- Sabiston, C., & Crocker, P. (2008). Exploring self-perceptions and social influences as correlates of adolescent leisure-time physical activities. *Journal of Sport and Exercise Psychology*, *30*, 3-22.
- Sit, C. H. P., & Lindner, K. J. (2004). Motivational orientations in youth sport participation: Using achievement goal theory and reversal theory. *Personality and Individual Differences*, *38*, 605-618.
- Smith, A.L. (2003). Peer relationships in physical activity contexts: A road less traveled in youth sport and exercise psychology research. *Psychology of Sport and Exercise*, *4*, 25-39.
- Standage, M., Duda, J., & Ntoumanis, N. (2005). A test of self-determination theory in school physical education. *British Journal of Educational Psychology*, *75*(41), 411-433.

- Treasure, D. C., & Roberts, G. C. (1998). Relationship between female adolescents' achievement goal orientations, perceptions of the motivational climate, beliefs about success, and sources of satisfaction in basketball. *International Journal of Sport Psychology*, 29, 211–230.
- Trost, S.G., J. F. Sallis, R. R. Pate, P. S. Freedson, W. C. Taylor, and M. Dowda. Evaluating a model of parental influence on youth physical activity. *American Journal of Preventive Medicine*. 25:277–282, 2003.
- Ullrich-French, S., & Smith, A. L. (2006). Perceptions of relationships with peers and parents in sport: Independent and combined prediction of motivational outcomes. *Psychology of Sport and Exercise*, 7, 193–294.
- Underwood, J. (1975, November 17). Taking the fun out of the game. *Sports Illustrated*, 43, 87-98.
- Urduan, T., & Maehr, M. L. (1995). Beyond a two-goal theory of motivation and achievement: A case for social goals. *Review of Educational Research*, 65(3), 213-243.
- Vallerand, R., & Losier, G. (1999). An integrative analysis of intrinsic and extrinsic motivation in sport. *Journal of Applied Sport Psychology*, 11(1), 142-169.
- Vazou, S., Ntoumanis, N., & Duda, J. L. (2005). Peer motivational climate in youth sport: A qualitative inquiry. *Psychology of Sport & Exercise*, 6, 497 – 516.
- Vilhjalmsson, R., & Thorlindsson, T. (1998). Factors related to physical activity: A study of adolescents. *Social Science and Medicine*, 47(5), 665-675.

- Vlachopoulos, S., & Biddle, S. (1996). Achievement goal orientations and intrinsic motivation in a track and field event in school physical education. *European Physical Education Review*, 2, 158–164.
- Vlachopoulos, S., Karageorghis, C., & Terry, P. (2000). Motivation profiles in Sport: A self-determination theory perspective. *Research Quarterly for Exercise and Sport*, 71(4), 387-397.
- Wald, J. (1999). *Parents motivation for registering their child in gymnastics*. (Master's thesis). Retrieved from [http://digital.library.unt.edu/ark:/67531/metadc2204/m1/1/high\\_res\\_d/Thesis.pdf](http://digital.library.unt.edu/ark:/67531/metadc2204/m1/1/high_res_d/Thesis.pdf)
- Weirsmas, L. D. (2000) Risks and benefits of youth sport specialization, *Pediatric Exercise Science*, 12, 13–22.
- Wheeler, S. (2012). The significance of family culture for sports participation. *International Review for the Sociology of Sport*, 47(2) 235–252.
- Wuerth, S., Lee, M., & Alfermann, D. (2004). Parental involvement and athletes' career in youth sport. *Psychology of Sport and Exercise*, 5, 21-33.
- Zahariadis, P., & Biddle, S. (2000). Goal orientations and participation motives in physical education and sport: Their relationships in English schoolchildren. *Athletic Insight—The Online Journal of Sport Psychology*, 2(1).

## APPENDIX A

### ACHIEVEMENT GOAL SCALE FOR YOUTH (PLAYER)

NAME:
AGE:
NUMBER OF YEARS PLAYING VOLLEYBALL:

We want to know what your goals are for playing club volleyball. Please read each statement and circle the answer that is most correct for you. Remember, there are no right or wrong answers.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Not at all True</b>				<b>Very True</b>

1	My goal is to learn new skills and get as good as possible	1 2 3 4 5
2	The most important thing is to be the best athlete	1 2 3 4 5
3	The most important thing is to improve my skills	1 2 3 4 5
4	My goal is to improve so I am better than others	1 2 3 4 5
5	I work hard to become the best I can be	1 2 3 4 5
6	I want to be better than others at my sport	1 2 3 4 5
7	I feel successful when I learn new skills	1 2 3 4 5
8	To me, success means being better than others	1 2 3 4 5
9	I feel successful when I do my best	1 2 3 4 5
10	I want to show that I am better than others	1 2 3 4 5
11	My goal is to master the skills in my sport	1 2 3 4 5
12	My goal is to be better than others in my sport	1 2 3 4 5

**Please circle one answer for the following two questions.**

1) How long can you see yourself playing volleyball?

Just this Year	Through Middle School	Through High School	Through College	Professional ly	Not Sure
-------------------	-----------------------------	---------------------------	--------------------	--------------------	-------------



2) How would you rank your parent's involvement in your sport choices?

Not Involved	Sometimes Involved	Involved	Usually Involved	Always Involved	Not Sure
--------------	--------------------	----------	------------------	-----------------	----------

We want to know about your relationship with your **parent/caregiver who brought you to this tryout**. Please read each statement and circle the answer that is most correct for you. Remember, there are no right or wrong answers.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>				<b>Strongly Agree</b>

1	I get along well with my parent	<b>1 2 3 4 5</b>
2	I am satisfied with the relationship with my parent	<b>1 2 3 4 5</b>

Please take a moment to respond to the following questions

	Why do you want to play club volleyball?

	Why do you think your parent/caregiver wants you to play club volleyball?

## APPENDIX B

### ACHIEVEMENT GOAL SCALE FOR YOUTH (PARENT)

NAME:
AGE:
DAUGHTER'S NAME:

We want to know what your goals for allowing your daughter to play club volleyball. Please read each statement and circle the answer that is most correct for you. Remember, there are no right or wrong answers.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Not at all True</b>				<b>Very True</b>

1	My goal is for my daughter to learn new skills and get as good as possible	1 2 3 4 5
2	The most important thing is for my daughter to be the best athlete	1 2 3 4 5
3	The most important thing is for my daughter to improve her skills	1 2 3 4 5
4	My goal is for my daughter to improve so she is better than others	1 2 3 4 5
5	The most important thing is for my daughter to work hard to become the best she can be	1 2 3 4 5
6	I want my daughter to be better than others at her sport	1 2 3 4 5
7	The most important thing is that my daughter feels successful when she learns new skills	1 2 3 4 5
8	To me, success means my daughter is better than others	1 2 3 4 5
9	The most important things is that my daughter feels successful when she does her best	1 2 3 4 5
10	The most important thing is for my daughter to show that she is better than others	1 2 3 4 5
11	My goal is for my daughter to master the skills in her sport	1 2 3 4 5
12	My goal is for my daughter to be better than others in her sport	1 2 3 4 5

**Please circle one answer for the following two questions.**

- 1) How long can you see your daughter playing volleyball?

Just this Year	Through Middle School	Through High School	Through College	Professionally	Not Sure
----------------	-----------------------	---------------------	-----------------	----------------	----------

2) How would you rank your involvement in your daughter's sport choices?

Not Involved	Sometimes Involved	Involved	Usually Involved	Always Involved	Not Sure
--------------	--------------------	----------	------------------	-----------------	----------

We want to know about your relationship with your **child who is trying out for club volleyball**. Please read each statement and circle the answer that is most correct for you. Remember, there are no right or wrong answers.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Strongly Disagree</b>				<b>Strongly Agree</b>

1	I get along well with my child	<b>1 2 3 4 5</b>
2	I am satisfied with the relationship with my child	<b>1 2 3 4 5</b>

Please take a moment to respond to the following questions

Why do you want to your child to play club volleyball?
--

Why do you think your child wants to play club volleyball?
--

**APPENDIX C**  
**INFORMATION SHEET**

We hope you are excited for your Alamo Volleyball tryout! This study is striving to receive honest answers about player and parent motivations for trying out for the club season as part of an effort to improve the club volleyball experience. The young ladies who are trying out for the 12-and-under age division as well as one of their legal parents or guardians are being asked to participate in this study. These young ladies and parents are the only way for us to gather information that will lead to the potential for an improved club volleyball experience for future youth.

Your participation in this study is voluntary and at any time you may withdraw from study participation. Please review this packet and including the Minor's Assent Form for young ladies ages 10 to 12 and Consent Form for legal guardians. If you have any questions regarding the materials you have been given please come to the tryout desk where the primary investigator for this study will be happy to answer any all questions you may have. Just ask for Tori.

When you and your parent/legal guardian have signed the Minor's Assent Form and the Parent Consent/Permission Forms and completed the youth and parent surveys please return the Assent Forms, Consent Forms, and the surveys to the tryout desk prior to leaving the gym.

**Thank you for contributing your time to youth development research!**

## APPENDIX D

### INSTRUCTION SHEET

Please use this sheet to guide you through this packet. Following is a step by step list of what you need to do in order to complete the survey within this envelope.

1. **Read the Introductory Letter** on the top of the packet.
2. Locate the **Minor's Assent Forms and the Consent Forms** and read them over.
3. Have youth fill out the **Minor's Assent Form**. Have them **print** and **sign** their name on the lines as well as provide the **date**. There is an Assent Form for each participating youth.
4. Have **parents or legal guardians** fill out the **Consent/Permission Form**. Have them **print** and **sign** their name on the lines as well as provide the **date**.
5. **Locate the Surveys** and look them over. Have the youth fill out the **pink Surveys**. The Survey should take no more than 5-10 minutes to complete. Have the legal guardian fill out the **blue Surveys**. The Survey should take no more than 5-10 minutes to complete.
6. **Return** the Assent Forms, Consent Forms, and the Surveys the tryout desk.

## APPENDIX E

### PARENT CONSENT/ PERMISSION FORM

We hope you are excited for your Alamo Volleyball tryout! You are invited to take part in a research study being conducted by Tori Schwarzlose, a researcher from Texas A&M University. The information in this form is provided to help you and your child decide whether or not to take part. If you decide to allow you and your child to take part in the study, you will be asked to sign this permission/consent form. If you decide you do not want your child to participate, there will be no penalty to you or your child, and your child will not lose any benefits they normally would have.

**Purpose of the Study:** The purpose of this study is to investigate the relationship between parent and youth motivation for trying out for club volleyball. You and your child are being invited to participate in this study because your child is trying out for Alamo Volleyball.

**Number of Participants:** A maximum of 100 individuals will be asked to participate in this study.

**Procedures and Duration:** If you decided to participate you and your child with both complete short surveys related to your motivation and your child's motivation for trying out for Alamo Volleyball. The surveys should take approximately 5-10 minutes to complete.

**Potential Risks/Discomforts:** The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life.

**Potential Benefits:** By participating in this study you and your child will not directly gain anything other than the opportunity to provide information that will be useful in research and improving the club volleyball experience.

**Confidentiality:** All responses to this survey will be kept confidential. You or your child's names will not be linked in any way to the research data. Only the research team from Texas A&M University will have access to the data. Information about you will be kept confidential to the extent permitted or required by law. People who have access to your information include the Principal Investigator and research study personnel. Representatives of regulatory agencies such as the Office of Human Research Protections (OHRP) and entities such as the Texas A&M University Human Subjects Protection Program may access your records to make sure the study is being run correctly and that information is collected properly.

**Right to refuse to withdraw:** *Both you and your child's participation is voluntary. You or your child may refuse to participate, or may discontinue the survey at any time.*

**Who may I Contact for More Information?:** You may contact the Principal Investigator ,Ms. Tori Schwarzlose. Department of Recreation, Park and Tourism Sciences, Texas A&M University E-Mail: toebo@neo.tamu.edu

For questions about your rights as a research participant; or if you have questions, complaints, or concerns about the research, you may call the Texas A&M University Human Subjects Protection Program office at (979) 458-4067 or irb@tam.u.edu.

#### **STATEMENT OF CONSENT**

**I agree to be in this study and know that I am not giving up any legal rights by signing this form. The procedures, risks, and benefits have been explained to me, and my questions have been answered. I agree to have myself and my child participate in this study I know that new information about this research study will be provided to me as it becomes available and that the researcher will tell me if I must be removed from the study. I can ask more questions if I want. A copy of this entire consent form will be given to me.**

---

Child's Name

---

Participant's Signature Date

---

Printed Name Date

#### **INVESTIGATOR'S AFFIDAVIT:**

Either I have or my agent has carefully explained to the participant the nature of the above project. I hereby certify that to the best of my knowledge the person who signed this consent form was informed of the nature, demands, benefits, and risks involved in his/her participation.

---

Signature of Presenter Date

---

Printed Name Date

**APPENDIX F**

**MINOR'S ASSENT FORM**

You are being asked to join a research study. A research study is a science project that is trying to answer a question. This research project is studying parent and youth motivations for trying out for club volleyball. To do this, we would like you to take a short (5-10 minute) survey about some of the reasons you have decided to try out for club volleyball.

You do not have to be in this research study and you can stop at any time. If you have any questions, you can talk to your parents or the person talking to you about this form.

**Name & Contact Information of Student Researcher** : Ms. Tori Schwarzlose.  
Department of Recreation, Park and Tourism Sciences, Texas A&M University. E-Mail:  
toebo@neo.tamu.edu

I have read this entire form and I understand it completely. All of my questions regarding this form or this study have been answered to complete satisfaction.

\_\_\_\_\_  
Minor's Name

\_\_\_\_\_  
Minor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Presenter's Signature

\_\_\_\_\_  
Date