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Does Sports Build Positive Youth Development?

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Does Sports Build Positive Youth Development?

A Synthesis of the Research Literature

A Synthesis Project

Presented to the

Department of Kinesiology, Sports Studies, and Physical Education

The College at Brockport

State University of New York

In Partial Fulfillment

of the Requirements for the Degree

Master of Science in Physical Education (Athletic Administration with Certification)

By

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Date: 5/13/19

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Title of synthesis Project: Does Sports Build Positive Youth Development: A Review of Literature. A synthesis of the Research Literature.

Read and Approved by:	_Susan C. Petersen
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Accepted by the Department of Kinesiology, Sport Studies, and Physical Education, The College at Brockport, State University of New York, in partial fulfillment of the requirements for the Master of Science in Education (Physical Education).

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Sport Studies, and Physical Education

Table of Contents

Abstract:	4
Chapter 1: Introduction	5-8
Chapter 2: Methods	9- 13
Chapter 3: Review of Literature	14- 33
Chapter 4: Discussion	34- 40
Chapter 5: Conclusion.	41- 44
References	45- 46
Appendix 1: Article Grid	47- 74

Abstract

Youth sports are as popular as they have ever been and their popularity is increasing. According to The National Council on Youth Sports (NCYS) "over 44 million youth participated in organized sports in 2008, and more recent estimations suggest an estimated 45 million youth participate in organized sports" (Hodge, Kanters, Forneris, Bocarro, & Sayre, 2017, p. 35). The purpose of this synthesis was to discover two different things. The first purpose was to identify whether sports builds positive youth development and to explore how to best encourage positive youth development in a sport setting.

After synthesizing the literature, results indicated that sports does indeed develop positive youth development. However, it was found that playing youth sports does not automatically develop positive youth development; an intentionally designed program has to be in place in order for positive youth development (PYD) to occur. Autonomy-supportive environments that focused on the well-being of the athlete were major influences on whether PYD occurred in a program. Future research should be done with larger sample sizes and more quantitative studies. In addition, understanding the parent perspective is critical because they have the ultimate say in whether their child continues in a program or not.

Keywords: (a) Five C's (confidence, competence, character, connection, and caring), (b) positive youth development, (c) youth sport, (d) Sportsmanship, (e) empowering climate, and (f) motivational climate.

Chapter 1

Introduction

Youth sports has the potential to be both beneficial and detrimental in regard to youth development. According to The National Council on Youth Sports (NCYS) "over 44 million youth participated in organized sports in 2008, and more recent figures suggest an estimated 45 million youth participate in organized sports" (Hodge, Kanters, Forneris, Bocarro, & Sayre, 2017, p. 35). More than ever kids are turning to sports to have fun, to meet new friends, to be active, and to learn and improve sports skills (Strand 2014). As such, it is a powerful tool in the development of young people. This paper will examine the perceptions coaches, parents, and players have regarding Positive Youth Development (PYD) in youth sports. In addition, this project will explore how to best develop PYD in a sport setting. PYD encompasses life values that enhance youth to becoming well-rounded people in society. PYD is not something that you have, but is something that is taught and modeled through someone's life.

Perceptions of PYD have been addressed in prior research, but the topic remains fairly new in the field of sports psychology. Early research suggests that participation in youth sports does not automatically create positive youth development experiences; it has to be incorporated in a program that has been intentionally designed and managed to create positive outcomes (Chalip, 2006; Edwards, 2015; Lyras & Welty-Peachey, 2011). One thing that is already known about PYD is that values such as character, sportsmanship, and respect are often mentioned in regards to youth sport but they are not always specifically taught and modeled by the leaders and coaches.

The article "Good (Youth) Sports: Using Benefits – Based Programming to Increase Sportsmanship (2008)" discussed two groups of teams. One is the control group where all the players, coaches and parents acted on and demonstrated good sportsmanship and the other group had participants who did not focus on teaching or modeling sportsmanship. This research found that the control group had more positive experiences related to sportsmanship than the group that did not focus on sportsmanship. What is still not clear regarding perceptions of PYD is who has the biggest influence on PYD and life skills in youth athletes. There are varying answers regarding who has the biggest impact on positive youth development. Wells, M. S., Arthur-Banning, S. G., Paisley, K. P., Ellis, G. D., Roark, M. F., & Fisher, K. (2008), found coaches have been deemed positive life changers, champions of second chances, father figures, and "gods". They have similarly been called dishonest and corrupt cheaters, pedophiles, and two faced.

Purpose of Study

The purpose of this synthesis project is to explore whether sports builds positive youth development. A secondary purpose is to explore how to best encourage positive youth development in a sport setting.

Research Questions

- 1. What are the perceptions of coaches regarding positive youth development in youth sports?
- 2. What are the perceptions of parents regarding positive youth development in youth sports?

- 3. What are the perceptions of players regarding positive youth development in youth sports?
- 4. How do we best develop positive youth development in sport setting?

Operational Definitions

- 1. <u>Positive youth Development</u>: Developmental indicators that form the frame work of positive sports experience: Connection, character, competence, confidence, caring or compassion (Lerner, Fisher, & Weinberg, 2000; Pittman et al., 2001).
- Values: "individuals or groups motivate action by giving it direction and intensity,
 provide standards by which behavior is evaluated, and are learned by individuals from the
 dominant values of their social groups, and through their own experiences." (Schwartz
 1994).
- Sportsmanship: Ethical, appropriate, polite and fair behavior to be exhibited by athletes, coaches, officials, administrators and fans (parents) in athletic competition." (Bredemeier 1995).
- 4. <u>Motivational climate</u>: Empowering Climate that include elements of task-involved climates (focus on effort, learning, and skill mastery), elements of autonomy-supportive climates informed by the skill-determination theory (SDT). In contrast, disempowering climates include ego-involved climates, which have a focus on winning. (Legg, Newland, Bigelow, (2018).
- 5. **Pro-social behavior**: positive forms of social behavior that are voluntary, not motivated by personal obligations, and that have positive social results (Wells, M. S., Arthur-Banning, S. G., Paisley, K. P., Ellis, G. D., Roark, M. F., & Fisher, K. (2008).

6. Autonomy-Supportive Program: Is a positive environment and coaches are able to transfer psychosocial development beyond sport-setting and coaches are able to challenge their athletes, but remain supportive. (Flett, M. R., Gould, D., Griffes, K. R., & Lauer, L. (2013). Tough Love for Underserved Youth: A Comparison of More and Less Effective Coaching. Sport Psychologist, 27(4), 325–337.

Assumptions

- The participants in each study answered all questions truthfully and honestly.
- All instruments used to collect data were valid and reliable

Delimitations

- Articles examined the perceptions of youth athletes, their coaches, and their parents.
- All articles focused on youth sport, recreation programs, interscholastic, but not intercollegiate sports.
- All articles were published between 2008-2019, and were peer reviewed, data based.

Limitations

- Many studies were from small sample sizes making it hard to generalize results.
- Many subjects who started the studies did not finish. One reason is that parents did not want to stay late to fill out questionnaires. This may have skewed some results.
- Most studies included male subjects and were based on team sports such as football, basketball, hockey, and rugby.

Chapter 2

Methods

The purpose of this chapter is to present the methods used to synthesize research pertaining to the perceptions of positive youth development among coaches, parents, players, and examines how to best develop positive youth development in a sports setting. This chapter will address the methods and procedures used for data collection and data analysis.

Data Collection

The studies that were selected for this synthesis project were located using a computer database that accessed peer-reviewed and scholarly articles. The database used for this synthesis project was EBSCOHOST. Articles from this database had to be data-based and published in a peer-reviewed journal in order to be included in the critical mass. In addition to being peer-reviewed, the articles had to have one of the following keywords in order to be considered: (a) Five C's (confidence, competence, character, connection, and caring), (b) positive youth development, (c) youth sport, (d) Sportsmanship, (e) empowering climate, and (f) motivational climate.

The first search under EBSCOHOST was found in the SPORTDiscus search engine. The key words *positive youth development* and *youth sports* were entered and yielded 258 articles. To condense the list and find the appropriate articles, quotation marks were used around *positive youth development* and *youth sports* to group the words together. After doing so, 10 articles resulted and five of them were selected for the critical mass based on their relevance to the title and research questions.

Another search was done using the SPORTDiscus search engine on EBSCOHOST. The keywords used were each of the *five C's* and "*youth sports*". Over 132 articles were produced from the search engine. Then the research was delimited to from 2007- 2019 and 45 articles appeared. From those 45 articles, three were chosen for the critical mass. In addition, the key words *youth sports* and *empowering climates* was used in SPORTDiscus search engine on EBSCOHOST. Only one article appeared and was used for the critical mass because it was the only article that was relevant to the research questions. The last search that was conducted on SPORTDiscus search engine on EBSCOHOST was entering the key words *sportsmanship* and "*youth sports*", and 19 articles were generated. Three were selected for review, but only one was up selected for the critical mass because again based on the relevance to the research questions.

In total about 30 articles were selected and saved in categorized folders under the EBSCOHOST database. Out of these 30 articles, 12 were selected to be used for the critical mass. Each of these 12 articles met the criteria for this synthesis because they were all peer-reviewed, and contained an appropriate amount of information relative to the research questions. In addition, about four to five articles were used for certain aspects of the synthesis, but did not meet the criteria for the critical mass. The reason these articles were not used was that they were not peer-reviewed, but provided useful information. Most of the articles that were not used for the critical mass provided general information about the topic that was used to introduce the synthesis project and provided background information.

The articles for this synthesis were obtain from the following journals: *Journal of Applied*Sports Psychology, Journal of Parks and Recreation Administration, Journal of Sport and

Exercise Psychology, and The Sports Psychologist. The following section describes more

specifically how data was collected throughout the synthesis project and created reliable and

trustworthy information to further enhance the topic of "Does Sports Build Positive Youth Development"

Data Analysis

A coding table was used to extract information from the articles that were chosen from this synthesis project. In the coding table, the purpose, participants, data methods and analysis, results, conclusion, and other notes were the categories used to summarize the information from each article. The notes section included limitations and or recommendations for future research.

All of the articles that were used for the critical mass were qualitative studies, but the articles used different approaches to achieve their results. For example, two of the studies (Romand, & Pantaleon, 2007, and Hodge, Kanters, Forneris, Bocarro, & McCord 2017), used and inductive content analysis to group raw data quotes into higher and lower order themes. Romand, & Pantaleon, (2007), used investigator triangulation, peer review, or debriefing, and member checks to illustrate trustworthiness. Hodge et al. (2017), used interviews that were transcribed verbatim and identified data themes using inductive analysis and open coding, which allowed the original transcripts to develop and support themes. Bean, Whitley, Gould, (2014), used a constant comparative method. These researchers used interviews that were audio recorded, transcribed, and checked for accuracy. Once that was done, the researchers looked for common themes. Another supporting article (Chung, Y. 2017), used content analysis to transcribe each interview that was conducted. Once the interviews were conducted, Chung created the initial coding sheet and transferred the data into common themes.

Flett, (2012) used a Youth Program Quality Assessment (YPQA) to measure best practices of youth programs. YPQA have been used to evaluate after school programs and youth

organizations. The YPQA is a structured pyramid model, which means that safety is the foundation of youth programming, but is followed by support, interaction, and engagement. Each assessment used a rubric to measure the extent to which a quality existed. Another study (Legg, Newland, & Bigelow, 2018), analyzed their data by using comprehensive questionnaires assessing perceptions of *motivational climate*, PYD (both in an out of the sport). They used an *empowering and disempowering motivational climate* (EDMCQ-C) five point likert scale to analyze the data. Once the data was collected, coaches had the option to receive feedback. In addition, Schwab, Wells, & Banning, (2010), used questionnaires to assess whether the league was meeting its goals from both the parent and players perspectives.

Whitehead, Ntoumanis, & Hatzigeorgiadis, (2008) used cross-validation of the Youth Sports Values Questionnaire (YSVQ) to measure data. The study had two tests. The first test measured moral, competence, and status values and the second test measured the conceptual relationships between values, achievement orientation, and sporting attitudes. The secondary purpose of the research was to cross-validate the factor solution of the YSVOQ-2 obtained in study 1.

Wells, Banning, Paisley, Ellis, Roark, & Fisher, (2008), used a nested effect design that had an observer at every game to observe the players, coaches and spectators. The observers looked for positive and negative sportsmanship behaviors that were occurring throughout the game. The researchers had specific referees that were trained and not trained in pro-social behavior techniques. The researchers were examining whether having a prosocial referee had a positive, negative or no effect at all on sportsmanship. Strachan, McHugh, & Mason, (2019) used a constructive, phenomenological approach as a philosophical underpinning.

For the twelve articles chosen, 1,438 participants were involved. Out of the 1,438 participants, 143 of them were parents and thirty-eight of them were coaches. The majority of the data came from youth players ages 7-19. The majority of the youth athletes were from football, basketball, hockey, and rugby. In addition, most of the data coming from youth. The majority of the participants were male. There were 66 observations that took place throughout the twelve articles. These observations included an outside party looking in on what the researchers were collecting data for.

Chapter 3

Review of Literature

The purpose of this chapter is to review the literature that was used as the basis for this synthesis project. In total, there were 16 articles chosen from the search engines. For the final analysis, there were 12 articles that met the criteria for this critical mass of articles. The results will be reported across two different themes on PYD: a) the most influential people who support PYD, b) types of programs that demonstrate effective and ineffective PYD.

The most influential people who support PYD

For this section, influences can be explained by people such as, coaches, parents, and players who have an impact on PYD. Examples of this include being supportive and helping youth develop and become young adults who demonstrate good moral values. There were a total of six articles that fell into this category.

The purpose of the first study by, Flett, M. R., Gould, D., Griffes, K. R., & Lauer, L. (2013) was to examine the practices and perspectives of volunteer youth coaches who were more and less effective in an underserved sport setting. The participants in the study included 12 coaches who volunteered their time to participate. Six coaches were put into the effective group and the other six coaches were put into the ineffective group. One coach from each group was a part of one of the six sports (football, cheer, coed soccer, boys and girls basketball and girls volleyball). Next, each of the 12 coaches agreed to be interviewed and observed throughout the research. The average interview lasted one hour and twenty-three minutes. To demonstrate trustworthiness, open codes were independently identified by two coders before reaching a consensus. Once the consensus was reached, the open codes were grouped into lower-order

themes, higher-order themes, and general categories. The coaches that developed higher-order themes and were more effective in developing character and life skills were positive, autonomy building, and were able to challenge their athletes, while still being supportive of each athlete. More effective coaches were able to transfer life skills into the real world by teaching how work ethic will influence the athletes academics, and character. The effective coaches used the sport to not only teach fundamentals, but to help kids prioritize life values and how those values affects you in everyday life (Flett, 2013).

Coaches who were less effective in developing character and teaching life skills were harsh, negative, and lacked the ability to be detailed in descriptions regarding how lessons in sport could be transferred into non-sport settings. The research found that the coaches who were effective used positive coaching strategies. In addition, another reason "good "coaches were effective was largely due to the fact that they were more open to learning new things. In conclusion, this study found that when coaches use a more positive approach to coaching that they are more effective in producing young athletes who demonstrate good character and other life skills. The coaches who exhibited positive autonomy building and were able to challenge their athletes, while still being supportive, were able to show PYD in their athletes.

In an article by Flett, M. R., Gould, D., & Lauer, L. (2012), the purpose was to explore youth sport climates in underserved populations and to conduct an empirical evaluation of a youth sports organization in the Midwest that has a mission of teaching character to youth through sport. This study included 66 of observations high school (U 18) teams, 11 middle school (U 14) teams, and 23 teams from younger, recreational leagues (U 12). Most of the older groups (U 14 and U 18) were observed during practice and games, but not all. The U 18 groups were observed a total of 21 times and the U 14 group was observed 22 times.

The researchers used Youth Program Quality Assessments (YPQA) to collect data. YPAQ follows Maslow's hierarchy of needs. It measures safe environment, supportive environment, interactions, and engagement (Flett, Gould, & Lauer, 2012). Maslow's theory of human motivation proposes that PYD can only occur when basic needs, such as psychological and physical safety exist. Form A uses a 3 point rubric to evaluate the quality of the program. The rubric measures the extent to which a quality exists. A rating of one means it does not exist, three means it partially exists and five means it always exists. In addition, consent was not required and parents and coaches were not identified through this study. This was important because it allowed the researchers to observe everyone, even the less effective coaches and underserved practice fields.

In all three age groups (U 12, U 14, U 18) data showed that support was the most important factor, followed by safety, interaction, and engagement. When the researchers looked into practice and game contests of all age groups they found that because there was an unequal sample size that the results did not show a significant difference from practice to games. The only factor that showed a difference between games and practices was support, but the difference was minimal.

Finally, the results were based off three scores one, three, and five. Five was the highest scored that could be calculated. Levels of support (4.06) and safety (3.58) were high, but the researchers found that age and gender played a significant role. The U 14 group had significantly less safe, supportive, and engaging program environments; whereas, girls softball leagues had an environment that was slightly more conducive to positive psychosocial development than the boys.

In conclusion, spending time with a caring adult is essential to the development of life skills. It is critical for programs to understand why attrition exist in sports programs and using methodology such as, the YPQA, could help develop organizational policies that enhance retention, and educate and train coaches to implement PYD practices. Although this study showed that coaches provided safe and supportive environments, they did not provide interaction and engagement to influence PYD. The researchers suggest that coaches should be more prepared to facilitate youth interaction and engagement by making the athlete more involved in the process.

In another study by Romand & Pantaleon, (2007), the purpose was to "attain a deeper understanding of youth coaches attitudes toward the display of moral character (values they try to teach their players, the concrete means they use to teach game rules, and prosocial norms) and examine how they make rule abidance compatible with intensive efforts to achieve success" (p. 58). The sample from this study was made up of 16 French male rugby coaches. Each coach was between the ages of 28 to 50 and had at least five years of coaching experience. To teach rugby in a sports club, the coaches needed to go through training. The training included technical, tactical, and educational aspects of rugby. Next, these coaches were chosen because they trained cadet, meaning players from ages 15-17 and junior players ages 17-19. Next, all interviews were performed by the same interviewer throughout the study and each interview lasted one hour.

Steps were taken to ensure the trustworthiness of the data. First, the pilot study helped establish an appropriate and conceptually aligned interview guide. In addition to that, the interviews were audiotaped and transcribed verbatim. The interview guide had six areas of questions: the values coaches try to teach to their players, concreate means to teach the game rules and prosocial norms, concrete means to teach the rules during competition, attitude toward

officials, the influence coaches think they have on their players, and their position on the display of character regarding competition.

The results highlighted two different attitudes in coaches, whose attitudes and behaviors differed across context. When coaches were coaching during practice, their goals were to teach the rules that enabled effective group action. They assumed the role of the instructor. Furthermore, coaches even taught their athletes to strive for perfection in techniques and tactics at both the personal and team level. They also tried to show athletes that with self-control they could excel as players and still abide by the rules. However, the characteristics of competitive situations brought out another driving force. Romand & Pantaleon describe coaches in competition as being "actors on both sides that characterize their role as a coach" (p. 77). When the environment switches to competitive, coaches seem to redefine the transgressive conduct of their players. This shifts responsibility conduct of the players onto the referees, supporters, or other players, and minimizes the consequences of their conduct (cheating is not so serious, verbal or physical aggression can have positive effects (Romand & Pantaleon, 2007). Finally, the results indicate how coaches "subvert sport values through their reasoning. Different references to sport values are used to justify respect and violations by using socially acceptable and laudable elements to justify misconduct. These results reinforce and expand the concept of bracketed morality in the sports domain" (p.75).

This study found a deeper understanding of how coaches make sense of morality and teach it to their athletes. Rugby is a sport deemed to promote values such as team spirit, abidance by the rules of the game, respect for oneself and others, self-control, and humbleness. After conducting this research these values seem to be in question. The values are assumed to be taught, but when competition is added, it changes the game. Athletes and coaches are among the

most competitive people around and when you are competing you are trying to gain a competitive edge on your opponents. So PYD can occur, but it can be extremely difficult as a coach to stand strong on life values as it relates to teaching athletes more about life, rather than the X's and O's when winning is involved.

Vella, S., Oades, L., & Crowe, T. (2011), involved 22 coaches who were interviewed, 16 male and 6 female who coached kids from the ages 11-19. The focus of these programs were not on competition or performance. Coaches in this study were defined by living in a medium to high socio-economic community. Each coach spent two to six hours a week with their athletes. The purpose of this study was to build upon the theoretical understanding that coaches should be responsible for PYD. In addition, the study aimed to understand how this theoretical responsibility correlates with the goals of practitioners working in the real world of coaching.

For the researchers to gain understanding of the practical role and goals of coaching, a qualitative methodology was used. Qualitative methodologies have been used in coaching research to bring structure, understanding and a unified picture of phenomena that results from the complexity of the research. Semi-structured interviews were used that consisted of seven open-ended questions. The questions asked coaches questions about what leadership is, the role a coach has, what outcomes come from your athletes/team from your coaching, and asked about their coaching philosophy. The researchers objective was to gain a rich and detailed answered. During the interviews, probing was used to discover more of what the coach thought. Data analysis followed a five step approach, which included a) familiarization, b) initial codes were generated, c) codes were organized into themes, d) extracts for each code were taken from the data and collated into themes to, e) following the discussion each theme was discussed and a description was given (Vella, S., Oades, L., & Crowe, T. 2011).

Results showed that out of the top three themes, the number one thing that coaches discussed was character. Coaches described that when you are dealing with kids, "you just want them to know to play in the right spirit" (p. 38). The next theme was respect and the coaches emphasized that they wanted their athletes to respect their teammates, officials, and their opponents. Third, life skills were on or near the top of the list for coaches. One life skill in particular was leadership and the coaches feel that teaching children how to develop leadership through sports experience is important because so many kids sit in a room on the computer all day. One coached explained in more detail "I am talking about having that outside of the family, male influence somewhere in their lives. That is all I think I provide" (p. 39). The last comment made by coach 15 was "someone outside the family group needs to mentor athletes and teach them skills that they need to be successful in life" (p. 39).

Coaches see high value in teaching youth more than just skills and tactical approaches. The conclusion of this research is that coaches see themselves as responsible for PYD. Although the existing literature is not comprehensive enough to capture the entirety of outcomes desired by youth sport coaches, and despite seeing themselves as primarily responsible for PYD, the content of relevant coaching accreditation courses is lacking substance. Coaching education typically focuses on performance enhancement, with an emphasis on tactical knowledge.

Overall, the two out of the four articles in this section showed that coaches who demonstrated positive behavior that related to authentic teaching helped develop PYD. The contrasting article by Romand & Pantaleon 2007, supported the theory, but noted a change in coaching behavior when competition was added. Romand & Pantaleon stated that coaches play two roles and describe coaches as being "actors" indicating that their behavior changes when competition is elevated, which affects athlete's behavior. In addition, a second study by, Flett,

M. R., Gould, D., & Lauer, L. (2012) showed that support was the important quality, followed by safety, interaction, and engagement, which did not relate to PYD.

Other articles explored the role of parents and families in support of PYD. Hodge, C. J., Kanters, M. A., Forneris, T., Bocarro, J. N., & Sayre-McCord, R. (2017), sought to examine the role and influence of families in a sport-based life skills program targeting PYD outcomes among an underserved youth population (Hodge, et al, 2017). Thirty-six youth aged 7 to 15 participated in a Hockey is for Everyone (HIFE) program. The participants were from the southeastern United States. This program was delivered over 11 weeks and the participants were selected from local boys and girls clubs. Three-fourths of the participants were male and 44.4% self-identified as being black or African-American. Seventy percent of all participants qualified for free or reduced lunch. During the data collection, semi structured interviews took place for both the parents and the athletes. These interviews were conducted during the program, and three months after completion of the program. All interviews were recorded and transcribed. The primary author read the transcriptions and identified data themes using an inductive analysis and open coding.

The researchers found that family members and family contexts were an important part of acquiring life skills for youth. Parents and youth realized changes in behavior after the program. Parents seemed to attribute the (HIFE) program behavioral changes to their child. Youth seemed to perceive PYD in themselves through the program. Youth athletes were able to recall knowledge and topics covered in the program. Skills listed were healthy lifestyle, courage and confidence, and meeting new people. For example, participants described learning to lose more gracefully and to maintain team spirit (Hodge et al, 2017). In addition, participants were able to apply goal setting and positive thinking to multiple contexts outside of the sport. One participant

in particular learned to write his goals down and decided he wanted to get an A in a class and he used the steps of goal setting to develop a plan to do so.

Family presence was meaningful and many participants reported feeling proud when their parents came to their practices or games. Further into the study, family presence grew deeper as youth reported that their games and practices were memorable when other family members (brother, sister, aunt, uncle) came to a game (Hodge, 2017). Sibling relationships also emerged as an important element of family involvement. Many participants enrolled in the program with a sibling and reported feeling supported knowing that they were going through it together. Having a sibling was more prevalent in those who did not have families attend practice and games. The primary themes, family presence and family involvement captured to a certain extent the concept of parental feedback. Having that feedback enhanced PYD behaviors because participants reported feeling proud when family members attended. Therefore, feedback in a family system can have positive effect on PYD.

The authors concluded that this (HIFE) program was able to foster development of positive character traits and behaviors, and families play an important role in reinforcing goal setting, family involvement, healthy lifestyle, courage and confidence, and meeting new people (hodge et al., 2017).

In a study by Schwab, K. A., Wells, M. S., & Arthur-Banning, S. (2010), the purpose was to "compare the perspectives of antecedent, ongoing expectations of players and parents in youth sport experience" (p. 44). Data was collected from both parents and players involved in a youth football program in the mid-west. This program was open to children in first through eighth grade or children aged from 6-14. Questionnaires were distributed and collected by league board

members prior to the final game of the season. Three-hundred and sixty-seven questionnaires were collected, 143 from parents, and 224 from players. The questions asked were designed to see if the league was meeting its goals from the parents and players perspectives. Questions for the players included, but were not limited to fun, sportsmanship, skills, teamwork, and respect for coaches. A likert-type scale was used. Parents were asked the same set of questions, but their set included two more questions that asked about willingness to play for the same coach and likelihood of playing again next year.

Results found that players strongly valued fun as 6.98 out of 7.0. In addition, they related their willingness to play for the same coach next year as 4.53 out of 5.0 (Schwab et al., 2010). This was important because the research suggests that those players who had more fun and wanted to play for the same coach next year gained more confidence and competence within their sport. This led to these participants to be more motivated and more likely to display PYD.

On the other hand, results also indicated parents' perspectives of the overall experience as 5.33 out of 7 and parent willingness to register for the league next year was 3.99 out of 5. Thus, results indicate that players perceive their experience quite differently than their parents do. The research suggests that if parents are more aware of what their children actually feel during practices and games, they may be less likely to exhibit negative involvement and less likely to take their child out of a program that is effective and enjoyable.

Players perceive their youth experience quite different from their parents do. The research suggests that parents need to be more aware of what their children actually feel during practices and games. If so, they may be less likely to exhibit negative involvement and less likely to take their child out of a program that is effective. In this study, youth perceived the program as

fun and were willing to participate next year with the same coach. This led the athletes to be more motivated, display good moral character, and PYD. However, program directors my want to address the needs of the parents who have the final say if the youth participates again next year. Parents were looking at the program differently than their kids were. They were looking at how much playing time their child got and the competition of winning to whereas that did not play a significant role for their child to decide to continue to play.

All of these articles support the idea that influences from coaches and parents play a vital role in PYD. The studies also showed that competition is a factor in how coaches coach, which would affect PYD. In addition to coaches and parents playing a vital role, one article discussed the different perspectives of how players and parents view the coaches and their likelihood to return the following year. There was a significant difference in how players and their parents perceived the coach.

Types of programs that demonstrate effective and ineffective PYD

For this category, types of programs that demonstrate effective and ineffective PYD is defined by intentionally developing a program that was created specifically to develop PYD. Examples of programs are broken down into lower and higher order themes, motivational climates, and pro-social behavior.

Bean, E., Whitley, M. A., & Gould, D. (2014), examined the impact, both positively and negatively, of an urban youth sport organization that has as its primary goal the development of life skills and character. In this study, 23 youth athletes (10 male, 13 female) from the Think Detroit Police Athletic League (TDP) participated. The TDP estimates that about half of their youth participants live in poverty. The researchers wanted to interview a wide range of youth

from each age group. They categorized the age groups from 10-12, 13-15, and 16-18. Each participant in this study had been in the league for at least three years. Each of the participants were individually interviewed. Each interview was audio recorded, transcribed and checked for accuracy by the investigators. Once the transcripts were analyzed, the investigators created narratives for each participant. In this study, the constant comparative method was used to look at the data. Once the data was reviewed, investigators identified key themes, from all of the interviews. Those themes were then broken down into meaning units (which the investigators came to a consensus on). Once that happened the investigators broken down the meaning units into lower and higher order themes. A third investigator was brought in at the conclusion of the analysis to conduct a reliability checks on the meaning units, lower order themes, higher order themes, and global themes from the inductive content analysis. The researchers found that participants reported having "fun" during the TDP program. In addition, participants reported learning both sport and life skills, such as improving sport skill and learning life lessons. In the article, one athlete was on record saying, that the program "has helped me with my game and my attitude, like towards people" (p. 11). Continuing Bean, Whitley, & Gould (2014), listened to another participant say, "How I act when I get mad and how I act towards my friends and my teammates" (p. 11). These are just two examples of participants reporting how their youth program helped build PYD. Other positive lessons learned from the program were how to be a leader, the value of hard work, and the focus on personal development and goal directed behavior. A few dislikes that participants mentioned were officials, pressure, and a miscellaneous section.

After conducting the research, the findings are promising in terms of how many positive outcomes came from the program regarding life skills, but additional research is needed. In this

study, the researchers found that the program created an inclusive and caring climate. For example, none of the youth mentioned winning as a major benefit of participation, but discussed the experience being socially rewarding, inclusive and enjoyable. Furthermore, this study supported other findings, one in particular by Jones & Lavallee (2009) which supported that social skills are one of the life skill areas that young athletes need to develop.

In a second study done by Chung, Y. (2017), the purpose was to examine effective strategies for life skills by ten coaches that impact positive youth development. Ten academic coaches participated in this study, five male and five female. Five were African American and five were Caucasian. During data collection, an interview guide was developed based on the review of literature. Previous research on high school coaches was used to help guide the questions as well. The researcher's audiotaped and transcribed all of the interviews. Each interview lasted 60-90 minutes. After the interviews took place, the data went through a three step coding process. An initial coding took place and generated three columns (line number, raw quote and a blank space for initial coding). The researchers went through three coding processes, eventually coming to a master coding sheet.

The research found two higher order themes throughout the interviews: success/achievement goals and satisfaction/emotional well-being. The first higher order theme success/achievement indicated that coaches wanted to assist student athletes in achieving success beyond high school. This was broken down into three lower order themes, academic skill development (increase GPA, staying eligible, 100% graduation rate); life skill development (less referrals, future forward thinking, and giving back to the community); and providing opportunities in school and their community, Chung, Y. (2017). Results showed that the coaches wanted their athletes to have future forward thinking, striving for something better, and to help

themselves. Coaches wanted to provide their athletes with opportunities that they never thought they had, expose them to opportunities in the community that they did not have, and provide them with opportunities to interact with positive role models.

The second high order theme was satisfaction/emotional well-being goals. Coaches wanted their athletes to be happy, feel good about themselves, and wanted each player to develop a sense of believing in himself. In addition, coaches developed strategies that aimed at assisting players. Junior players would help eighth graders academically in the morning, setting clear goals for each class, creating progress reports for the students they were helping, providing homework sheets, and giving players a calendar to organize their schoolwork.

This study supports the idea that coaches believe that coaching is more than X's and O's. In other words, academic coaches need to ensure that their environment is supportive and positive while being consistent with their athletes. Although there was not a single significant technique that made the coaches in the study successful, it was their consistent presence that mattered, and staying with their players for long periods. The athletes in the study were from the inner city and overall, they do not have good support systems. Therefore, the most effective coaches displayed positive and supportive environments; the difference was the extended time spent with the athletes that made the difference in PYD.

Both studies discovered that PYD could occur in youth if the programs are developed correctly to meet the needs of the participants. Chung, Y. (2017), discovered success/achievement goals and satisfaction/emotional well-being as primary indicators for PYD and Bean, E., Whitley, M. A., & Gould, D. (2014) found that the program created with an inclusive and caring climate for a sustained time led to athletes developing PYD.

In Legg, E., Newland, A., & Bigelow, R. (2018), the purpose was to examine coaches and to give observational feedback that would best develop an empowering motivational climate. A secondary purpose is to assess the specific elements of empowering and disempowering motivational climates to PYD outcomes within and outside the sport. Participants in this study were youth in a municipal recreation level youth basketball program in rural Arizona. All participants were males in grades four through nine. Coaches and parents were asked to sign consent forms if they chose to participate in the research. Data was collected on a total of 57 participants, representing about 75% of the sampling frame. Parents who did not complete questionnaires often had to leave to get to another event. Eight coaches were eligible to be observed and provided feedback. The researchers used four types of motivational climates (task-involving, ego involving, autonomy support, and controlling coach). These types were analyzed using a MANOVA.

The authors states that motivational climate was defined as empowering or disempowering. "Empowering climates include elements of task-involved climates (focus on effort, learning, and skill mastery), elements of autonomy-supportive climates informed by the skill-determination theory (SDT) (recognizing athletes preferences and perspectives and providing meaningful choice), and social supports. In contrast, disempowering climates include ego-involved climates (focus on winning), and a controlling coach" (p. 93). The hypothesis related to the connection of empowering and disempowering climates was partially supported. Only autonomy- supportive were significant predictors of PYD. Task-involving, ego involving, and controlling coaches showed no significant signs of empowering or disempowering motivational climates in regards to PYD within and outside of the sport. Players who received autonomy- supportive coaches felt that their voice was heard, which lead to the athlete enjoying

the experience and taking on more leadership type roles. Furthermore, when coaches explained their rationale for actions and provided youth with meaningful options, youth were more likely to enjoy the experience and achieve PYD within and outside the sport (Legg, Newland, & Bigelow 2018).

The research did not support a significant impact for creating empowering and disempowering climates and the researchers did note that autonomy-supportive climates were most likely to predict PYD outcomes. The researchers did not find that observational feedback improved the coach-climate, but they also did not imply that observational feedback was useless or a negative tool. Finally, they found that coaches being observed could influence coaching behavior by forcing coaches to be aware of their outward behavior.

Lee J, M., Whitehead, J., Ntoumanis, N., & Hatzigeorgiadis, A. (2008) looked at the relationships among values, achievement orientations, and attitudes in youth sport. The purpose of this article was to examine the conceptual relationship between values, achievement orientation, and attitudes in youth sports (p. 596). The research specifically focused on the role of achievement and the functions of attitude. There were 503 male participants, and 389 female participants between the ages of 12-15. Each athlete was from southern England. The participants played for their school or at a higher level (youth program not professional). The researchers used a YSVO questionnaire that represented a hierarchical ranking of the importance of youth athletes values. Due to too many indicators, the researchers selected three experienced judges to (a) parsimoniously represent the conceptual breadth of a construct, (b) reduce overemphasis on one facet of a construct, and (c) avoid items with similar wording that could inflate paths between constructs (Lee, Whitehead, & Hatzigeorgiadis, 2008).

The researchers found that "pro-social attitudes were predicted positively by both competence and moral values, whereas antisocial attitudes were predicted positively by status and negatively by morals" (p. 604). This finding is important because it demonstrates pro-social attitudes of commitment to sport and respect for its social conventions. Inversely, anti-social attitudes of cheating and gamesmanship express the opposite of pro-social attitudes. This article provides evidence that either pro-social attitudes or negative attitudes depend on the value system that are taught and transmitted into practice. Either positive or negative values will have an effect on PYD. The paradox that coaches and teachers go through to develop competition between opponents, while also promoting fairness is difficult. It is suggested that to enhance PYD, significant others should encourage young people to strive for personal excellence and competitive success, while at the same time encouraging fairness and respect for both the rules and opponents.

Wells, M. S., Arthur-Banning, S. G., Paisley, K. P., Ellis, G. D., Roark, M. F., & Fisher, K. (2008), studied the impact of a youth sports program intentionally designed using pro-social behavior techniques that impacted sportsmanship, and fun during games. The researchers compared varying levels of implementation including no intervention, pro-social behavior-based atmosphere, and a pro-social-based atmosphere plus the use of referees trained in pro-social behavior. In this study, participants were a part of a youth basketball program at two local community centers. The league was divided into four divisions (first and second graders, third and fourth graders, fifth and sixth graders and seventh and eighth graders). Third and fourth and fifth and sixth graders were the focus of this study. During the data analysis process, the researchers had two groups, one group played hard, played fair, played fun (PHPFPF) and the PHPFPF plus pro social referee. The analysis looked at sportsmanship (both positive and

negative) from both groups. In addition, at every game there was an observer who was watching all behaviors by players, coaches, and spectators.

To measure positive sportsmanship behaviors the researchers used "admitted to infractions", "checking on injured players", and "encouraging teammates and opponents" as their indicators. Negative sportsmanship was categorized as "blaming referees for poor play", "taunting opponents", and "demonstrating acts of aggression" (Wells et al. 2008). These listed above were a guideline for the observers, but the list was not limited to only these categories. The most negative sportsmanship behavior occurred with the PHPFPF only. In contrast, the lowest number of negative sportsmanship occurred with the **PHPFPF plus referees**. Tables were used to represent the data collected for each behavior. As a result, it was concluded from this study that intentional programming can be successfully employed to increase sportsmanship in **PHPFPF** plus pro social referee. The youth sport league that did not utilize the program PHPFPF (only) displayed lower levels of positive sportsmanship and higher levels of negative sportsmanship. There are several lessons resulting from this study to improve youth sports programs. First, spending time to determine goals of a program and implementing it into the program based on specific goals can lead to desired results. Seond, the role of the referee in PYD should not be overlooked.

Two out of the three articles in this section found that when using an intentional program that is geared for PYD, PYD occurred during the programs. For example, Wells et al (2008), demonstrated this by developing two groups, one being the control group and one being the experimental. The contrasting article by Legg, E., Newland, A., & Bigelow, R. (2018), only partially supported PYD, showing that PYD occurred in autonomy-supportive climates, but not in ego-involved climates or with controlling coaches.

The last article by Strachan, L., McHugh, T.-L., & Mason, C. (2018), explored how the five C's (confidence, competence, character, connection, and caring) of PYD are understood and experienced by urban indigenous youth in Western Central Canadian communities. Indigenous is referred to as First Nations, Metis, Inuit people in the context of colonial Canada. There were 43 youth from across three Canadian settings who were recruited to participate in this study. The participants ranged from ages 12-19 and were all selected because they were a part of the First Nations. To collect data, researchers used talking circles that were culturally sensitive for youth physical activity and sports programming. The researchers transcribed the conversations in the talking circles and developed common themes for each of the five C's. Although this research does take a constructive, phenomenological approach, it is rooted as a two-eyed seeing approach meaning an Indigenous concept that recognizes Canada and urban centers.

When participants were asked about confidence, the first C, two sub themes that arose were bravery and freedom. Bravery was described as overcoming fear and doubt, refusing to be intimidated by others and freedom was described as being free from political and societal constraints. The second C' that was analyzed was competence. Competence was the most difficult for the participants to define. The researchers eventually found competence meant believing in oneself. In addition, offering sport opportunities that provided connection to the land was seen to be a key component for enhancing sports opportunities among indigenous youth. Connection, the third C was broken down into 4 sub themes, building relationships, feeling encouragement or support, being aware of the environment, and self-compassion. When participants built good relationships, they felt closer to their teammates. When participants felt encouragement or support, they described it as making a connection with a coach. Not only did participants report feeling closer to a coach, but to their environment and community around

them. Participants also spoke of mindful belief and connecting with themselves in a kind manner. The fourth C, character was divided into four sub themes, such as discipline, integrity/respect, leadership, and self-discovery. In particular, self discovery was an important sub theme that the researchers described. Participants talked about learning about themselves, finding out who they are as well as having confidence in themselves as important steps in character development. The final C that was discussed was caring and the participants explained showing concern for others when an injury occurred, asking others if they are doing well, and praying for others when they are sick. In conclusion, of all the C's researchers offer that there may be a link between competence and confidence. Developing competence means that you are gaining more confidence and if people can become more confident, then they will feel more effective within a particular context and ultimately be able to transfer this feeling to other contexts and environments. The researchers discovered that creating inclusive, welcoming and positive sport programs, and understanding the five C's from a cultural perspective would allow programs to develop PYD.

These articles all describe programs that include lower and higher order themes, motivational climates, and pro-social behavior. Throughout these articles, initial coding processes took place in order to categorize the lower and higher order themes. Motivational climates such as task-involving, ego involving, and controlling coaches, autonomy- supportive were used for supporting data. Continuing, pro-social behavior was used as an experimental group and a control group to discover if PYD occurs in one or the other, or both environment.

Chapter 4

Discussion

The purpose of this chapter is to answer the research questions presented in chapter one.

The articles in the critical mass described in chapter three will be used to answer the questions.

The discussion portion of this synthesis is broken up into the four research questions.

RQ #1: What are the perceptions of coaches regarding positive youth development in youth sports? Three of the articles were able to answer research question one.

Through the years, youth sport programs have promoted the idea that your son/daughter will develop positive life skills, which in this study we refer to as PYD. Based on the research, it seems that all coaches believe that they have an influence on a youth's PYD. Vella (2011) study showed that out of the eight themes presented the number one thing coaches valued was teaching character. One coach was on record saying, "you just want them to know to play in the right spirit" (p.39). Respect for officials, opponents and teammates were among the things coaches looked for in their athletes as they were under their watch. This article supports that sports develops positive youth development.

Flett (2012), examined sports climates and the impact on teaching character. He found that in all three age groups (U 12, U 14, U18), data showed that safety and support was the most important in teaching underserved youth. Flett (2012) continued and found that interaction and engagement from coach to player was extremely low by the coaches. Since interaction and engagement were low, it is suggested that to develop successful youth, interaction and engagement with coach to player are vital keys to ensure PYD occurs.

Romand &Pantaleon, (2007) article on coach's perceptions of PYD brought a spin to the research. In two studies, done by Flett (2012) and Vella (2011), coaches believed that teaching life values was important. The results show that coaches did not always lead by example. Romand & Pantaleon (2007), describe coaches as being "actors" on both sides that characterize their role as a coach. They found that coaches seemed to talk about life values such as respect, character, and sportsmanship during practice time, but during games, coaches did not necessarily model those values. Furthermore, coaches were asked about their role and described their role as "we have a big influence on our athletes" (p. 71). Our lifestyle, our behavior, they watch too" (p. 71). This shows that coaches have to be a role model and be cautious of how they act because their athletes are absorbing everything. Coaches were asked about competition and its implications. One coach talked about how he tries to show and teach kids how to act, but states "as long as there's competition, there is always somebody who's trying to cheat" (p. 71). Another example from a coach stated "when we tell them they have to show respect for the referee, were not thinking about teaching them values like respect, but we're thinking that if they argue with the referee, it will penalize the team" (p.71). This discovery showed that youth are not specifically taught these values that lead to PYD. In addition, Romand & Pantaleon (2007) found that there is a cost-benefit reasoning process that goes on with players. It seems to be that if a player knows the game is high stakes and that they can get away with cheating without getting caught, then they will do it.

The articles that answered this question concluded that coaches perceive themselves as someone who is important for PYD to occur, but based on the data, coaches do not always demonstrate the values that are supposed to be taught and modeled. This happens because most

coaches at the youth level are volunteers, significantly underpaid or uneducated regarding teaching youth.

RQ #2: What are the perceptions of parents regarding positive youth development in youth sports? Two articles were selected for the critical mass to help support parents and their perspectives.

Hodge et al. (2017) found that family members and family contexts were an active part of acquiring life skills in youth. Parents saw behavior changes in their child and attributed the change in behavior to the (HIFE) program. Parents were on record saying that their children have stepped up and taken leadership roles at home by telling mom that they can do something and that they don't have to do it for them. In addition to that, parents also noticed that their child was able to "lose a little more gracefully" (p. 40). Overall, parents were very pleased with the (HIFE) program and were happy that their child was a part of the program.

Schwab, Wells, & Banning (2010), compared players and parents perspectives in regard to positive youth development. The researchers discovered that the parents and players have a different interpretation of whether PYD occurs. Youth in this study valued "fun" as being an important piece to continuing in a program. 6.98 out of 7.0 of youth reported having fun in their youth program. In addition, they rated willingness to return to the program with the same coach next year as highly (4.3 out of 5). The discrepancy was when they looked and the parent's perspective of the overall experience, which was rated lower (4.33 out of 5). Parent's willingness to sign their child up for another year was also lower (3.99 out of 5). These findings put into perspective the dilemma youth programs have in designing a program geared towards the child and PYD, but to also fit the needs of the parents who will ultimately have the final say in if the

child returns next year. Schwab, Wells, & Banning (2010), suggest that parents need to be aware what their child is feeling during practice and games, which may lead to less negative involvement and would lead to lower rates of parents pulling their child from a program. Parents tend to focus more on if their child is playing in the games and if they were winning rather than looking at the fun factor and PYD.

Both of these articles showed the parents perspective on positive youth development, but both have distinct ways of showing it. Hodge et al. (2017), showed that parent's perception of PYD comes from a successful youth program and that program showed direct results of PYD. Schwab, Wells, & Banning (2010) study showed that parents were looking at different factors in a youth programs than their kid was, which only makes the program developers jobs that much harder. They saw a distinct difference in how kids perceived PYD compare to their parents. Sports can build PYD, but when parents are pulling their child out of programs because of playing time or not liking a coach, it lessens the chances of youth developing PYD because of the lack of consistency in a child's life.

RQ #3: What are the perceptions of players regarding positive youth development in youth sports? Four articles were selected for the critical mass and majority of the data for this synthesis came from the youth athlete's perspective.

Bean, Whitley, & Gould (2014), did a study on underserved youth athletes' impression of character based sports program. During the interviews, the researchers found that many athletes reported having "fun" during the program. Supporting evidence from Schwab, Wells, & Banning (2010) indicate that fun was a top priority for athletes. Next, the athletes reported that the TDP helped them stay off the streets and stay on track. In addition, other participants supported that

and went further in saying that the TDP helped them with their game and their attitude. Furthermore Bean, Whitley, & Gould (2014), found players learned how to have a good attitude

toward themselves as well as others. They learned how to have positive social interactions, value

team effort, and to be more respectful in the TDP.

Strachan, Mc-Hugh, & Mason, (2018), did another study on underserved youth and found similar results on how athletes perceive PYD. Both studies used talking circles to formulate their results. Strachan, Mc-Hugh, & Mason (2018), used the five C's as the basis of their research and the results they found were different in many ways. When the researchers asked about character, the Indigenous youth described character as discipline, integrity/respect, and leadership.

Integrity/respect were defined by the indigenous youth as having respect for others and treating them well was their way of displaying their character. In both Strachan, Mc-Hugh, & Mason, (2018) and Bean, Whitley, & Gould (2014), leadership was explained as being put out of your comfort zone and having the confidence to talk to others and listen to others views and perspectives. Competence was described in both Strachan, Mc-Hugh, & Mason, (2018), and Hodge et al, (2017), as a direct result of believing in one's self and being able to try new things and to get out of their comfort zone.

Overall, all of the articles related to this research question showed the player's perspective on positive youth development. Each one talked about "fun" as being a huge indicator in their development. All of the articles described character and how athletes show respect for themselves and their teammates. In addition to that, competence was examined in all of the articles and was considered another factor athletes saw in their growth towards positive youth development.

RQ #4: **How do we best develop positive youth development in sport setting?** Five articles from the critical mass were selected that met the criteria and answered research question four.

Flett (2013) discovered that coaches who were more effective in developing character and other life skills were positive, autonomy building, and were able to challenge their athletes, while still being supportive. Although in Legg, Newland, & Bigelow, (2018), they hoped to find that if the motivational climate was an autonomy-supportive climate then that would predict PYD. The results were promising, the research found little, but not enough data to suggest that creating an autonomy-supportive environment for youth would display PYD. The small sample size of the study did limit the power to dictate a significant difference in results. Furthermore, coaches who received observational feedback may have not taken the advice and used the information, therefore creating a gap in the literature. Flett (2013) also found that if the coach was negative, lacked detailed lessons in the sport, then PYD could not be transferred into the real world.

Another discovery in this study was that successful coaches in this program were more open to learning new ideas.

Furthermore, Wells et al. (2008), found considerable amount of supporting evidence from (Arthur-Banning, 2005) that "that individuals will act in accordance with what is expected of them" (p. 17). In wells et al. (2008), found this to be true as well. The control group who had the **PHPFPF plus the referee** had youth athletes who showed positive sportsmanship. In addition, athletes in the control group reported having more fun and learned life values not only from their coach, but also from the referees. The environment was relaxed and had little influence on the result of the game, but more on the teaching. This program made athletes feel comfortable and relaxed, which enhanced their learning.

Lee et al. (2008), examined the conceptual relationship between values, achievement orientation, and sporting attitudes. The researchers found "that prosocial attitudes were predicted positively by both competence and moral values, whereas antisocial attitudes were predicted positively by status and negatively by moral values" (p. 604). However, the researchers found that positive or negative results depends on the value systems that are encouraged and transmitted into the coaching process.

Chung, Y. (2017), examined the key components to a successful program and the stories of the coaches who helped create them. Success/achievement, were among a list of themes that were categorized to help improve positive youth development. Coaches did not just teach the skills, but used sport as their platform for PYD. Researchers found that coaches who were successful in developing PYD discussed wanting their athletes to demonstrate "future forward thinking", "striving for something better", and an ability "to help themselves". In addition, satisfaction/emotional well-being showed that coaches wanted their athletes to "be happy", "feel good about themselves", and "develop a sense of believing in himself". The research found that coaches who did not guide their program based on these themes, were not as successful in developing PYD.

When developing PYD, the data suggest that it is important to have programs that meet the needs of parents, players and coaches. The most successful programs designed curriculum that was autonomy-supportive, valued the athlete's skills and their well-being. Although there was one article that could not support an autonomy supportive climate that creates PYD, the majority of the research demonstrated otherwise.

Chapter 5

Conclusion/Future Research

This section of the synthesis project will discuss the conclusion of the question, "Does Sports Build Positive Youth Development" as well as examine the future research recommendations that could be conducted on positive youth development.

Conclusion

The findings from these articles conclude that sports does in fact build positive youth development, but positive youth development does not occur automatically as a result of playing a sport. This supports the notion of Chalip, 2006; Edwards, 2015; Lyras & Welty-Peachey, (2011) because in these studies, they suggested that participation in youth sports has to be incorporated into a program that has been designed to create positive outcomes. Through the literature, it was concluded that programs that were autonomy-supportive and were focused on the well-being of the athlete showed the most positive youth development in athletes. Flett (2013), examined an autonomy-supportive program and found that the coaches who were positive, who were able to challenge their athletes and still support them, and could show how to transfer these skills into the real world were the most effective coaches in developing PYD. Flett (2013), was able to show that coaches who exemplified the opposite traits listed above were not effective in developing PYD. Wells et al. (2008) found considerable amount of support from (Arthur-Banning, 2005) that "there is considerable evidence to suggest that individuals will act in accordance with what is expected of them (p. 17)". By having, a control group in Wells et al. (2008), she was able to show that with the support of coaches and referees exemplifying sportsmanship and not focusing on winning, young athletes were in a more relaxed and fun environment, which abled them to develop PYD.

Another significant finding from the literature was the difference in player and parent's perspectives on positive youth development. Schwab, Wells, & Banning (2010), and Bean, Whitley, & Gould (2014) found that for youth athletes "fun" was a huge indicator in whether the athletes wanted to return to the program and have the same coach the following year. If the players perceived the program to be fun, they wanted to return next year. In contrast, parents rated their overall experience for their child lower and fewer would have signed up their child again next year with the same coach. This was an important finding because of the difference in perspectives; it puts youth sport program directors in a bind in trying to create a program that is effective in developing PYD and having youth continue in the programs with parental support.

In this synthesis, it's clear that coaches play an important role in an athlete's development of PYD, but the research found that coaches do not always positively enhance an athletes PYD based on the coaches own practices and behaviors. Coaches feel they play a role in developing positive youth development. Vella (2011) stated, "You just want them to know to play in the right spirit" (p. 38). Respect for officials, opponents and teammates were among the things coaches looked for in their athletes as they were under their watch. In Flett (2012), he found that coaches were giving high safety and support to it's athletes, but that was not a predictor of PYD. He found that to have PYD, you had to have high interactions and engagement with athletes. Furthermore, Romand & Pantaleon (2007), described coaches as being "actors on both sides that characterize their role as a coach" (p. 77). Coaches seem to discuss life values such as respect, character, and sportsmanship, but do not directly teach it in their program. In addition, when coaches were observed during games they did not model PYD values, which would lead to negative behavior and PYD would not occur. The articles from the critical mass often points out that coaches in youth programs are mainly volunteers and are not certified to teach or coach a

specific sport that they are. Sometimes, this leads to decline in PYD and youth athletes leaving a sport. The studies used in the critical mass for this research discovered that: 1) the most successful programs are autonomy-supportive and focus on the well-being of the athletes; 2) parents and players perceive PYD differently; 3) and coaches support PYD, but do not always model the appropriate behavior that enhances PYD in youth athletes.

Future Research

One suggestion for future research is to have more quantitative studies done. All of the studies from the critical mass were qualitative. By doing more quantitative studies, the sample size could be larger and the researchers would be able to look for different information in the reports of the participants.

Another future suggestion that could enhance this topic is examining the parent's perspective in more detail. By examining this topic, future researchers could discover better programs to gear towards the athlete and the parent. In addition, research on effective education for parents is vital because there seems to be a gap between youth participant's perspective and their parents.

Thirdly, a future research suggestion to enhance and further this topic would be to examine less effective coaches, not just in regard to their behaviors, but also in regard to their beliefs. In doing so, this would help coaching educators understand how to guide their curriculum and help those less effective coaches.

The last future suggestion that would enhance the research topic is the need for more research on females, male/female coaches and coaches who coach individual sports. In order to understand the topic better there needs to be other types of sports and genders that are included.

Future research is essential for youth sports because each year participants, coaches and parents change. Since the topic of *Does Sports Builds Positive Youth Development* is fairly new, future research is important to further enhance youth sport programs. Finally, by furthering this topic with the recommendations above, it will only further research and hopefully keep youth and their parents participating in youth sports in a positive fulfilling way.

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Appendix A

Article Grid

APA	Purpose	Participan	Data	Results	Conclusion	Recommendati
Citation		ts	Collectio			ons
			n			Research
			Analysis			Notes-
Bean,	This study	23	Each of	Many	After	Future
E.,	examined the	participant	the	participants	conducting	research:
Whitley,	impact, both	s (10	participa	reported	the research,	This study
M. A.,	positively and	male, 13	nts were	having fun	the findings	suggest that
&	negatively, of an	female)	individua	during the TDP	are promising	future research
Gould,	urban youth	from the	lly	program. In	in how many	should
D.	sport	Think	interview	addition,	positive	triangulate its
(2014).	organization that	Detroit	ed. Each	participants	outcomes	findings. Bean,
Athlete	has as its	Police	interview	reported	came from the	Whitley,
Impressi	primary goal the	Athletic	was	learning both	research	&Gould 2014
ons of a	development of	League	audio	sport and life	regarding life	suggest using
Characte	life skills and	(TDP).	recorded,	skills. These	skills, but	other methods
r-Based	character.	The TDP	transcrib	were broken	additional	such as
Sports		estimates	ed and	down into two	research is	observations
Program		that about	checked	lower order	needed. In this	and
for		half of	for	themes,	study, they	quantitative
Underse		their youth	accuracy	characterized	found that the	measures and
rved		participant	by the	this category:	program	by employing
Youth.		s live in	investigat	improving	created an	different
Journal		poverty.	ors. Once	sport skill and	inclusive and	sources by
of Sport		The	the	learning life	caring	looking for
Behavio		researcher	transcript	lessons. In the	climate. For	consistency in
<i>r</i> , <i>37</i> (1),		s wanted	s were	article "Athlete	example, none	reports from
3–23.		to	analyzed	Impressions of	of the youth	young athletes,
		interview	the	a Character-	mentioned	coaches
		a wide	investigat	Based Sports	winning as a	evaluations,
		range of	ors	Program for	major benefit	and parent
		youth	created	Underserved	of	evaluations of
		from each	narrative	Youth", One	participation,	change in life
		age group.	s for each	athlete was on	but discussed	skills. They
		They	participa	record saying	the experience	continued to
		categorize	nt. This	"has helped me	being socially	explain that
		d the age	was done	with my game	rewarding,	this design did
		groups	to	and my	inclusive and	not allow the
		from 10-	develop a	attitude, like	enjoyable.	for a casual
		12, 13-15,	more	towards	Furthermore,	conclusion to
		and 16-18.	holistic	people. How I	this study	be made,

			broken			influencing a
			down the			youth
						development.
			meaning units into			development.
			lower			
			and			
			higher			
			order			
			themes.			
			A third			
			investigat			
			or was			
			brought			
			in at the			
			conclusio			
			n of the			
			analysis			
			to			
			conduct a			
			reliability			
			checks			
			on the			
			meaning			
			units,			
			lower			
			order			
			themes,			
			higher			
			order			
			themes,			
			and			
			global			
			_			
			themes			
			from the			
			inductive			
			content			
			analysis.			
Elett M	The pumper of	This strade:	Each of	The goods a	This stude:	Enture
Flett, M.	The purpose of	This study		The coaches	This study	Future
R.,	this study was to	included	the 12	that developed	found that	research:
Gould,	examine the	12	coaches	higher-order	when coaches	Both
D.,	practices and	coaches	agreed to	themes and	use a more	interviewing
Griffes,	perspectives of	were	be .	were more	positive	and observing
K. R., &	more and less	volunteere	interview	effective in	approach to	were valuable
Lauer,	effective	d their	ed and	developing	coaching that	methods, and
L.	volunteer youth	time to	observed	character and	they are more	should be

(2013).	coaches in an	participate	througho	life skills were	effective in	continued.
Tough	underserved	. Six	ut the	positive,	producing	Since
Love for	sport setting.	coaches	research.	autonomy	young athletes	underserved
Underse	sport setting.		The	building, and	who	
		were put		U,	demonstrate	population and
rved		into the	average	were able to		less effective
Youth:		effective	interview	challenge there	good	coaches were
A		group and	lasted	athletes, while	character and	important,
Compari		the other	one hour	still being	other life	future research
son of		six	and	supportive.	skills. The	suggest that to
More		coaches	twenty-	Another	coaches who	further the
and Less		were put	three	technique more	exhibited	research should
Effectiv		into the	minutes.	effective	positive	seek to
e		ineffective	То	coaches did	autonomy	understand the
Coachin		group.	demonstr	were they were	building and	less effective
g. Sport		One coach	ate	able to transfer	were able to	coaches'
Psychol		from each	trustwort	life skills into	challenge	beliefs and not
ogist,		group was	hiness	the real world.	there athletes,	just their
27(4),		apart of	open	On the	while still	behavior. In
325–		one of the	codes	contrary,	being	doing so, this
337.		six sports	were	coaches who	supportive	would help
337.		(football,	independ	were less	were able to	coaching
		cheer,	ently	effective in	show PYD in	educators
		coed	identified	developing	there athletes.	understand
				character and	there atmetes.	how to reach
		soccer,	by two			
		boys and	coders	teaching life		less effective
		girls	before	skills were		coaches.
		basketball	reaching	harsh,		
		and girls	a	negative,		
		volleyball)	consensu	lacked the		
			s. Once	ability to be		Limitations:
			the	detailed in		"The sample
			consensu	descriptions		size was
			s was	for how		limited because
			reached,	lessons in sport		both interviews
			the open	could be		and
			codes	transferred into		observations
			were	nonsupport		were
			grouped	settings. The		conducted and
			into	research		because less
			lower-	continued to		effective
			order	find that the		coaches
			themes,	coaches who		required more
			higher-	were effective		time and
			order	used more		expense to
			themes,	positive		collect data
			and	coaching		(Flett, Gould,
		l	anu	Coaching		(Fich, Obulu,

 Γ	ı	1		C .cc 0
		general .	strategies,	Griffes, &
		categorie	which	Lauer 2013)."
		S.	supported	Implications:
			previous	Extreme
			research. In	coaching styles
			addition,	are easy to
			another factor	identify, but
			why effective	what about the
			coaches were	gray areas. One
			effective was	example is an
			largely due to	authoritarian
			the fact that	style may
			they were more	benefit for
			<u> </u>	some youth in
			open to	underserved
			learning new	
			things.	communities.
				Based on the
				data from the
				research should
				the league
				remove
				coaches who
				are too
				extreme, even
				though they all
				demonstrated
				that they cared
				and showed the
				knowledge
				they knew
				about the
				game. With
				this data, it
				may be vital
				for less
				effective
				coaches to
				adopt a more
				positive
				approach.
				Leagues could
				benefit from
				requiring that
				each coaching
				staff have
				assistants.

						Also, they could limit the amount of troubled youth on one team. Just this measure could improve the positive impact that coaches have by increasing resources and decreasing demand (2013).
Flett, M.	The purpose of	This study	Youth	In all three	Spending time	Future
R.,	this study was to	included	Program	domains (U 12,	with a caring	research:
Gould,	explore youth sports climates	66 observatio	quality	U 14, U 18) data showed	adult is essential to	To further this
D., & Lauer,	in underserved	ns high	assessme nts	that support	the	research,
Lauci,	populations, and	school (U	(YPQA)	was the most	development	theoretical
(2012).	to conduct an	18) teams,	were	important,	of life skills.	models of
A Study	empirical	11 middle	performe	followed by	Sadly, youth	positive youth
of an	evaluation of	school (U	d	safety,	sports seem to	development in
Underse	youth sports	14) teams,	througho	interaction, and	recycle many	a competitive
rved	organization in	and 23	ut this	engagement.	youth, thus	sport and
Youth	the Midwest that	teams	study.	Next, when the	limiting the	underserved
Sports	has a mission of	from	YPAQ	researchers	possibilities	setting are
Program	teaching	younger,	follow	looked into	for	needed. In
Using the	character to youth through	recreation al leagues	Maslow'	practice and	development. Therefore, it	addition observation
Youth	sport (Fleet,	(U 12).	s hierarchy	games contest of all ae groups	is critical for	instruments,
Program	Gould, Lauer	Most of	of needs.	they found that	programs to	such as the
Quality	2012).	the older	It	because there	understand	YPQA are
Assessm	,	groups (U	measures	was an unequal	why attrition	needed to be
ent.		14 and U	safe	sample sizes	exist in sports	modified
Journal		18) were	environm	that that the	programs an	because of the
of		observed	ent,	results did not	using	sensitivity of
Applied		during	supportiv	show a	methodology	the
Sport		practice	e .	significant	such as, the	environment.
Psychol		and	environm	difference	YPQA, could	
ogy,		games, but	ent,	from practice	help develop	As montioned
24(3), 275–		not all. The U 18	interactions, and	to games. The only domain	organizational policies that	As mentioned before, poor
289.		groups	engagem	that showed	enhance	coaching is
۷٥٦.		groups	ciigageiii	mai showed	Ciliance	coaching is

	were observed a total of 21 times and the U 14 group was observed 22 times.	ent. Maslow's theory of human motivatio n proposes that PYD can only occur when basic needs, such as psycholo gical and physical safety exist. Form A uses a 3 point rubric to evaluate the quality of the program. The rubric measures how much somethin g exist. A rating of one means does not exist, three meaning partially exist and five	difference between games and practices was support, but the difference was minimal. Lastly, the results showed levels of support and safety much higher, but found that age and gender played a significant role. The U 14 group had significantly less safe, supportive, and engaging program environments; whereas, girl's softball leagues had an environment that was slightly more conductive to positive psychosocial development than the boys were.	retention, and educate and train coaches to implement PYD practices.	often the main reason for youth leaving sports. At the younger levels when youth are, playing in mastery-oriented environments, with positive coaches, who deemphasized winning, and promoted player-coach interactions showed levels of demonstrating life skills. It is when youth progress to more competitive levels that we see life values dropping and youth quitting sport.
--	---	---	---	--	---

			always exist.			
Hodge,	The purpose of	Thirty-six	Semi	The	The primary	Future
C. J.,	this study was to	youth	structure	researchers	themes,	research:
Kanters,	examine the role	aged 7 to	d	found that	family	Based on this
M. A.,	and influence of	15	interview	family	presence and	study,
Forneris	families in a	participate	s took	members and	family	implications of
, T.,	sport-based life	d in	place for	family contexts	involvement	gender and
Bocarro,	skills program	Hockey is	both the	were an active	captured, to a	family attitudes
J. N., &	targeting PYD	for	parents	part in	certain extent,	regarding
Sayre-	outcomes among	Everyone	and the	acquiring life	the concept of	gender
McCord,	underserved	(HIFE)	athletes.	skills in youth.	parental	appropriate
R.	youth	program. The	These	Parents and	feedback.	sport, and the
(2017). A	population.	participant	interview s were	youth discovered	Having that feedback	outcomes that are associated
Family		s were	conducte	changes in	enhanced the	with sport-
Thing:		from the	d during	behavior after	PYD	based life skills
Positive		southeaste	the	the program.	behaviors	program
youth		rn united	program,	Parents seemed	because	participation.
develop		States.	and three	to attribute the	participants	Additionally,
ment		This	months	(HIFE)	reported	Hodge suggest
outcome		program	after	program	feeling proud	that future
s of a		was	completi	behavioral	when family	research should
sport-		delivered	on of the	changes to	member	consider
based		over 11	program.	their child.	attended	quantitatively
life skills		weeks.	All	Youth seemed	Therefore,	whether
program		The	interview	to perceive	feedback in a	families could
		participant	s were	PYD in self	family system	reinforce
Journal		s were	recorded	through the	can have	positive or
of Park		selected	and transcrib	program. Youth athletes	positive and	negative
& Roomagti		from local			negative effect on	developmental
Recreati on		boys and girls clubs.	ed. Parental	were able to recall	PYD. In	outcomes associated with
Administ		Three-	consent	knowledge and	conclusion,	sport-based life
ration,		fourths of	forms	topics covered	(HIFE)	skills
35(1),		the	were	in the program.	program can	participation.
<i>34–50.</i>		participant	collected	Skills listed	foster	(p. 47). Lastly,
		s were	for youth	were healthy	development	sibling
		males and	who	lifestyle,	of positive	relationships
		44.4%	participat	courage and	character	emerged in this
		self-	ed in the	confidence,	traits and	study and

	: 1 4 : 0" 1	-4 1-		1 1	-11.1.1.
	identified	study.	and meeting	behaviors, and	should be
	s being	The	new people.	that families	considered for
	black or	primary	For example	do play an	future research.
	African-	author	Participants	important role	
	American.	read the	learned to lose	in reinforcing	
	70% of all	transcript	more	goal setting,	Limitations:
	participant	ions and	gracefully and	family	Parent
	s qualified	identified	to keep team	involvement,	respondent was
	for free or	data	spirit. In	healthy	small, which
	reduced	themes	addition,	lifestyle,	most likely
	lunch.	using an	participants	courage and	prevented data
		inductive	were able to	confidence,	saturation.
		analysis	apply goal	and meeting	Many parents
		and open	setting and	new people.	work schedule
		coding.	positive	non people.	did not allow
		Journa.	thinking to		them to attend
			multiple		practice o
			context outside		games, which
			of the sport.		is where the
			One participant		interviews
			in particular		
			learned to		were.
					Cocondly, the
			write his goals down and		Secondly, the
					parents who
			decided he		did participate
			wanted to get		in the study
			an A in a class		were parents
			and he used the		who were
			steps of goal		routinely
			setting to		involved.
			develop a plan		
			to do so.		Thirdly,
					interviews
			Family		could have
			presences was		been structured
			meaningful		differently. For
			and many		example, the
			participants		interviews
			reported		could have
			feeling proud		been joint
			when their		together.
			parents came		
			to their		
			practices or		
			games.		
			Further into the		

		1	I	. 1 . 1		
				study family		
				presence grew		
				deeper as		
				youth reported		
				that their		
				games and		
				practices were		
				memorable		
				when other		
				family		
				members came		
				as well		
				(brother, sister,		
				aunt, uncle).		
				aum, uncie).		
				Sibling		
				relationships		
				also emerged		
				as an important		
				element of		
				family		
				involvement.		
				Many		
				participants		
				enrolled in the		
				program with a		
				sibling and		
				reported		
				feeling		
				supported		
				knowing that		
				they were		
				going through		
				it together.		
				Having a		
				sibling was		
				more prevalent		
				in those who		
				did not have		
				families attend		
				practice and		
				-		
Laci	The nurnose of	There	The	games.	This articles	Future
Lee J,	The purpose of			This study		1
M.,	this article was	were 503	researche	found that	provides	research;
Whitehe	to examine the	male's	rs used a	"prosocial	evidence that	Although the
ad, J.,	conceptual	participant	YSVO	attitudes were	either	mediation

Ntouma	relationship	s, and 389	questionn	predicted	prosocial	models were
nis, N.,	between values,	female	aire that	positively by	attitudes or	robust and it
&	achievement	participant	represent	both	negative	was not
Hatzige	orientation, and	s that were	ed a	competence	attitudes	necessary to
orgiadis,	attitudes in youth	from the	hierarchi	and moral	depends on	add or delete
A.	sports (p. 596).	ages of	cal	values,	the value	anything,
(2008).		12-15.	ranking	whereas	system that	future testing
Relation		Each	of the	antisocial	are taught and	should
ships		athlete	importan	attitudes were	transmitted	examine the
among		was from	ce of	predicted	into practice.	generalization
values,		southern	youth	positively by	Either	effects, and the
achieve		England.	athletes	status and	positive or	meditation
ment		These	values.	negatively by	negative will	model should
orientati		athletes	Due to	morals." (Lee	have an effect	be adapted to
ons, and		represente	too many	2008). This	on PYD. This	include both
attitudes		d the 12	indicator	finding is	paradox that	approach
in youth		most	s, the	important	coaches and	avoidance
sport.		popular	researche	because it	teachers go	forms of task
		sports in the United	rs selected	demonstrates	through to develop	and ego orientation
		Kingdom.	three	that prosocial attitudes of	competition	(Lee et al
		The	experienc	commitment to	between	2008). Next,
		participant	e judges	sport and	opponents,	while future
		s played	to (a)	respect for its	while also	research could
		for their	parsimon	social	promoting	asses other
		school or	iously	conventions.	fairness is	sport related
		at a higher	represent	Inversely, anti-	difficult, but	values, using
		level.	the	social attitudes	significant	the multi-items
		10 (01.	conceptu	of cheating and	others should	scale would be
			al	gamesmanship	encourage	demanding on
			breadth	express the	young people	the attention
			of a	opposite of	to strive for	span of young
			construct,	prosocial	personal	athletes this
			(b)	attitudes.	excellence	research has
			reduce		and	found
			overemp		competitive	reliability with
			hasis on		success, while	fewer items.
			one facet		at the same	They
			of a		time	recommend
			construct,		encouraging	that other
			and (c)		fairness and	values selected
			avoid		respect for	should extend
			items		both the rules	on their
			with		and	research
			similar		opponents.	because it
			wording			could provide

			that			insight into
			could inflate			other value
						conflicts and
			paths			basis
			between			interventions.
			construct			
			S.			
Legg,	The purpose was	Participant	Data was	The hypothesis	Though	Future
E.,	to examine	s in this	collected	related to the	research did	research:
Newlan	coaches and to	study were	on a total	connection of	not support a	The
d, A., &	give	youth in	of 57	empowering	significant	researchers
Bigelow	observational	municipal	participa	and	impact of the	would like to
, R.	feedback that	recreation	nts. This	disempowering	observation to	see further this
(2018).	would best	level	represent	climates were	creating	study into a
Somebo	develop an	youth	ed about	partially	empowering	more
dy's	empowering	basketball	75% of	supported.	and	comprehensive
Eyes are	motivational	program	the	Only	disempowerin	way. This
Watchin	climate. A	in rural	sampling	autonomy-	g climates, the	would include
g: The	secondary	Arizona.	frame.	supportive	researchers	training,
Impact	purpose is to	All	Parents	were	did note that	multiple
of	assess the	participant	who did	significant	autonomy-	observations,
Coachin	specific elements	s were	not	predictors of	supportive	and feedback,
g	of empowering	males in	complete	PYD. Task-	climates were	and attitudes
Observa	and	grades 4-	questionn	involving, ego	most likely to	and behaviors
tions on	disempowering	9. Coaches	aires	involving, and	predict PYD	of parents. In
Empowe	motivational	and	were due	controlling	outcomes.	addition,
ring	climates to PYD	parents	to them	coaches	Next, the	considering the
Motivati	outcomes within	were	having to	showed no	researchers	coach and
onal	and outside the	asked to	leave to	significant	did not find	player
Climates	sport.	sign	get to	signs of	that	engagement in
and	Б роги.	consent	another	empowering or	observational	practice,
Positive		forms if	event.	disempowering	feedback	observations
Youth		they chose	Next,	motivational	improved the	could be useful
Develop		to they enose	Eight	climates in	coach-	during practice
ment.		participate	coaches	regards to PYD	climate, they	times (Legg,
Journal		in the	were	within and	also did not	Newland, &
		research.	eligible	outside of the		Bigelow 2018).
of Park &		research.	to be		implicate that observational	Digelow 2016).
Recreati			observed	sport. Players who received	feedback was	Limitations:
			and		useless or a	
on Administ				autonomy-		The study was
			provided	supportive	negative tool.	selective in
ration,			feedback.	coaches felt	Lastly, they	only picking
<i>36</i> (4),			The	that their voice	found that	youth boys.
90–106.			researche	was heard,	coaches being	Results may
			rs used	which lead to	observed can	have differed if
			four	the athlete	influence	the study

			types of motivatio nal climates (Task-involving , ego involving , autonom y support, and controllin g coach). These types were used for the instrume nt MANOV A.	enjoying the experience and taking on more leadership type roles. Furthermore, when coaches explained their rationale for actions, and provided youth with meaningful options, youth were more likely to enjoy the experience and achieve PYD within and outside the sport.	coaching behavior by forcing coaches to be aware of their outward behavior.	included coed teams and/or girls.
Romand	"The purpose of	The	All	The results	This study has	Future
, P., & Pantaléo	this study was to attain a deeper	sample from this	interview s were	highlighted two different	found a deeper	research:
n, N.	understanding of	study was	performe	forces in	understanding	A larger
(2007).	youth coaches	made up	d by the	coaches, whose	of how	sample size
A	attitudes toward	of 16	same	attitudes and	coaches make	would be nice
Qualitati	the display of	French	interview	behaviors	sense of	to see better
ve Study	moral character	male	er	differed across	morality and	results as in
of	(values they try	rugby	througho	context. When	teach it to	this study the
Rugby	to teach their	coaches.	ut the	coaches were	their athletes.	sample size
Coaches	players, the	Each	study. He	coaching	Rugby is a	was small.
,	concrete means	coach was	was a 26	during practice	sport deemed	Also, it is
Opinion	they use to teach	between	year old	the goals were	to promote	recommended
s About the	game rules, and prosocial norms)	the ages of 28 to 50	in the final	to teach the rules that	values such as team spirit,	that future research be
Display	and examine	and had at	stage of	enabled	abiding by the	developed on a
of Moral	how they make	least five	his	effective group	rules of the	multidimension
Characte	rule abidance	years of	doctoral	action. They	game, respect	al scale that
r. Sport	compatible with	coaching	work in	assumed the	for oneself	pertains to
Psychol	intensive efforts	experience	sports	role of the	and others,	coaches'
ogist,	to achieve	. To teach	psycholo	instructor.	self control,	attitudes about
	success (Romand	rugby in a	gy. Each	Furthermore	and	character,

21(1),	& Pantaleon,	sports	interview	coaches even	humbleness.	gamespersonsh
58–77.	2007)."	club, you	lasted	taught there	After	ip, and
30-77.	2007).	must go	one hour.	athletes to	conducting	aggression
		through		strive for	this research	(Romand, &
		_	Steps	perfection in	these values	,
		training.	were	1		Pantaléon,
		The	taking to	techniques and	seem to be in	(2007). By
		training	ensure	tactics at both	question.	doing this,
		includes	the	the personal	These values	Romand, &
		technical,	trustwort	and team level.	are meant to	Pantaléon
		tactical,	hiness of	They also tried	be taught, but	would use a
		and	the data.	to show	when	mixed-methods
		educationa	First, the	athletes that	competition is	approach that
		1 aspects	pilot	with self-	added it	would involve
		of rugby.	study	control they	changes the	a combination
		No where	helped	could excel as	game.	of interviews
		in the	establish	players and	Athletes and	and attitude
		certificatio	appropria	still abide by	coaches are	scales (P. 76).
		n process	te and	the rules. Next,	among the	
		does the	conceptu	the	most	
		training	ally align	characteristics	competitive	
		include	interview	of competitive	people around	
		anything	guide. In	situations	and when you	
		about	addition	brought out	are competing	
		values,	to that,	another driving	you are trying	
		moral	the	force. Romand	to gain a	
		reasoning	interview	& Pantaleon	competitive	
		or rule	s were	describe	edge on your	
		abidance.	audiotape	coaches as	opponents.	
		Next,	d and	being "actors	So with that	
		these	transcrib	on both sides	we have	
		coaches	ed	that	learned that	
		were	verbatim.	characterize	the PYD can	
		chosen	The	there role as a	occur, it can	
		because	interview	coach (P. 77)."	be extremely	
		they	guide had	When the	difficult as a	
		trained	six areas:	environment	coach to stand	
		cadet,	the	switches to	strong on life	
		meaning	values	competitive,	values as it	
		players	coaches	coaches seem	relates to	
		from ages	try to	to redefine the	teaching	
		15-17 and	teach to	transgressive	athletes more	
		junior	their	conduct of	about life,	
		players	players,	their players. A	rather than the	
		ages 17-	concreate	few examples	X's and O's.	
		19.		are cheating is	A S and O S.	
		17.	means to	_		
		<u> </u>	teach the	a part of the		

game game rugby rules and rules allow aggression. prosocial This shifts norms, responsibility concrete conduct of the means to teach the players onto rules the referees, during supporters, or competiti other players, on, and attitude minimizing the consequences toward officials, of their conduct the (cheating is not influence they so serious, think verbal or they have physical on their aggression can have positive players, effects and their position (Romand & on the Pantaleon). display Lastly, the of results indicate how coaches character "subvert sport regarding competiti values through on. their reasoning. Different references to sport values are used to justify respect and violations by using socially acceptable and laudable elements to justify misconduct. These results reinforce and expand the

concept of
bracketed
morality in the
sports domain
(2007)."
Furthermore,
coaches were
asked about
their role and
coaches
described their
role as "we
have a big
influence on
our athletes.
Our lifestyle,
our behavior,
they watch
too" (p. 71).
This shows
that coaches
have to be a
role model and
be cautious of
how they act
because their
athletes are
absorbing
everything.
Coaches were
asked about
competition
and its
implications.
One coach
talked about
how he tries to
show and teach
kids how to
act, but states
"as long as
there's
competition,
there is always
somebody
who's trying to

				cheat" (p. 71).		
				In addition,		
				Romand &		
				Pantaleon		
				(2007) found		
				, ,		
				that there is a		
				cost-benefit		
				reasoning		
				process that		
				goes on with		
				players. It		
				seems to be		
				that if a player		
				knows the		
				game is high		
				stakes and that		
				they can get		
				away with		
				something		
				without getting		
				caught, then		
C -11-	T1-1	D-4	0	they will do it.	D 14 C	Factor and
Schwab,	This article	Data was	Question	Players valued	Results from	Future
K. A.,	researches two	collected	naires	fun as being an	this review	research:
Wells,	important stakeholders for	from both	were	important	show that	Since data
M. S., & Arthur-		parents and	distribute d and	piece (6.98 out	players	from this study
	youth programs. One stakeholder		collected	of 7.0). Also,	perceive their	was generated
Banning		players involved		willingness to	youth	solely from select football
, S.	being the players and the other		by league board	play for the same coach	experience quite different	
(2010).		in a youth football			than their	programs, future research
Experie	being parents. It		members	next year 4.53		could examine
nces in Youth	is important to design the	program in the mid	prior to the final	out of 5.0)	parents do. The research	
Sports:	program for the	west. This	game of	were among the top results		different sports and levels of
A A	youth	program is	the	from the	suggest that parents need	competition
Compari	participants, but	open to	season.	players side.	to be more	using the same
1 *	to also gear it	kids in	367	This was	aware of what	methodological
son Between	to also gear it toward their	first	questionn	important	their children	approach.
Players'	parents as they	through	aires	because the	actually feel	Schwab, Wells,
and	will have the	eighth.	were	research	during	& Arthur-
Parents'	final say in	Kids aged	collected:	suggest that	practices and	Banning, S
Perspect	continuing with	from 6-14.	143 from	those players	games, they	suggest that,
ives.	the program.	110111 0-14.	parents,	who had more	may be less	since
Journal	ine program.		and 224	fun and wanted	likely to	perspectives
of Sport	Purpose: is to		from	to play for the	exhibit	and attitudes of
Administ	compare the			same coach	negative	
Aummilist	compare me		players.	Same Coach	negative	parents could

ration &	perspectives of	The	next year	involvement	alter based on
Supervis	antecedent,	questions	gained more	and less likely	future
ion,	ongoing	asked	confidence and	to take their	opportunities
2(1),	expectations of	were	competence	child out of a	like college
41–51.	players and	designed	within their	program that	scholarships it
11 51.	parents in youth	to see if	sport. This led	is effective. In	would be
	sport experience.	the	to these	this study,	influential to
	sport experience.	league	participants to	youth	look at
		was	be more	perceived the	individual
		meeting	motivated and	program as	sports or other
		its goals	display PYD.	fun and	non-common
		from the	On the	willing to	sports that lead
		parents	contrary,	participate	to scholarships.
		and	•	next year with	to scholarships.
		players	parents perspective of	the same	
		1 2	the overall	coach. This	
		perspecti		led the	
		ves.	experience (5.33 out of 7)	athletes to be	Limitations:
		Question s for the	` /		
			and parent	more	Study conducted on
		players	willingness to	motivated,	
		included,	register for the	display good	male athletes
		but not	league next	moral	from a select
		limited to	year (3.99 out	character, and	football
		fun,	of 5).	PYD.	program. Most
		sportsma		However,	participants
		nship,		program	that came from
		skills,		directors my	this study were
		teamwor		want to fit the	from middle
		k, and		needs of the	class families
		respect		parents who	and live in
		for		have the final	suburban areas.
		coaches.		say if the	XX71-:1
		Likert-		youth	While positive
		type		participates	experiences for
		scale was		again next	children rate as
		used.		year. Parents	a top priority,
		Parents		were looking	perhaps more
		were		into the	effort could be
		asked the		program	made in
		same set		differently	enhancing the
		of		than their kids	parent's
		questions		were. They	perspective.
		, but		were looking	Since the
		including		at how much	parents are the
		two more		playing time	ones who make
		that		there kid got	the final

			talked about willingne ss to play for the same coach and likelihoo d of playing again next year. Again, the researche rs used a likert- type scale.		and the competition of winning to whereas that did not play a significant role for their child to continue to play.	decision. Changing the program is not something you may have to do, but instead try to change the parent's perspective. Parents could benefit from understanding the importance fun has on their child.
Strachan , L.,	The purpose of this study was to	There were 43	This study	Results from this study came	In conclusion, of all the C's	Future research:
McHugh	explore how the	youth	used a	from the	researchers	research.
, TL.,	five C's	from	communi	talking circles.	offer that	"Offering sport
& &	(confidence,	across	ty based	The	there may be	opportunities
Mason,	competence,	three	participat	researchers	a link between	that provide a
C.	character,	Canadian	ory	transcribed	competence	connection to
(2018).	connection, and	settings	framewor	these talking	and	the land seems
Underst	caring) of PYD	who were	k	circles and	confidence.	to be a key
anding	are understood	recruited	approach.	developed	Ву	component for
Positive	and experienced	to	To	common	developing	enhancing
Youth	by urban	participate	collect	themes for	competence	sport
Develop	Indigenous youth	in this	data,	each of the five	means that	experience for
ment in	in Western	study. The	researche	C's.	you are	Indigenous
Sport	Central Canadian	participant	s used		gaining more	youth"
Through	communities.	s ranged	talking	When	confidence	Strachan,
the	Indigenous is	from ages	circles	participants	and if people	McHugh, &
Voices	referred to as	12-19 and	througho	were asked	can become	Mason, C.
of	First Nations,	were all	ut the	about	more	(2018).
Indigeno	Metis, Inuit	selected	study.	confidence,	confident,	
us	people in the	for the	Although	two sub themes	then they may	
Youth.	context of	reason	this	that arose were	feel more	
Journal	colonial Canada.	such as,	research	bravery and	effective	
of Sport		being a	does take	freedom.	within a	
&		part of the	a	Bravery was	particular	

	E' '	1	1 11 1	, , , 1	
Exercise	First	constructi	described as	context and	
Psychol	nations.	ve,	overcoming	ultimately be	
ogy,	Each	phenome	fear and doubt,	able to	
40(6),	participant	nological	refusing to be	transfer this	
293–	received a	approach,	intimidated by	feeling to	
302.	\$10 gift	it is also	others. Next,	other contexts	
	card for	rooted in	freedom was	and	
	participati	a two-	described as	environments.	
	ng in the	eyed	being free from	The	
	study.	seeing	political and	researchers	
		approach	societal	discovered	
		meaning	constraints.	that creating	
		an		inclusive,	
		Indigeno	The second C'	welcoming	
		us	that was	and positive	
		concept	analyzed was	sport	
		that	competence.	programs, and	
		recognize	Competence	understanding	
		s Canada	was the most	the five C's	
		and urban	difficult for the	from a	
		centers.	participants to	cultural	
			define. The	perspective	
			researchers	would allow	
			eventually	programs to	
			found	develop PYD.	
			competence	r	
			meant		
			believing in		
			oneself. In		
			addition,		
			offering sport		
			opportunities		
			that provided		
			connection to		
			the land has		
			demonstrated		
			to be a key		
			component for		
			enhancing		
			_		
			sports		
			opportunities		
			among		
			Indigenous		
			youth.		

Next, connection was broken down into 4 sub themes, building relationships, feeling encouragement or support, being aware of the environment, and selfcompassion. When participants build good relationships they felt closer together to their teammates. Next, when participants felt encouragement or support they described it as making a connection with a coach. In addition to that not only did participants report feeling closer to a coach, but to their environment and community around them. Lastly, Participants

spoke of mindful Belief and connecting with the self in a kind manner. Character was defined into four sub themes, such as discipline, integrity/respec t, leadership, and selfdiscovery. In particular self discovery was a major one that the researchers gathered. Participants talked about learning about themselves, finding out who they are as well as having confidence in themselves as important steps to character development. The final C that was discussed was caring and the participants explained showing concern for others when an injury occurred,

				a alvin a a Albana if		
				asking others if		
				they are doing		
				well, and		
				praying for		
				others when		
				they are sick.		
Vella,	The purpose of	Twenty-	For the	Out of the	The	No future
S.,	this study was to	two	researche	eight themes,	conclusion of	implications
Oades,	build upon the	coaches	rs to gain	The number	this research	
L., &	theoretical	were	understan	one thing that	is that coaches	
Crowe,	understanding	interviewe	ding of	coaches	see	Furthermore,
T.	that coaches	d for this	the	discussed was	themselves as	this research
(2011).	should be	study, 16	practical	character.	responsible	reflects a
The	responsible for	being	role and	Coaches	for PYD.	particular
Role of	PYD. In	male and	goals of	described that	Although the	context that
the	addition, the	6 being	coaching	when you are	existing	limits the
Coach in	study aimed to	female.	practition	dealing with	literature is	transferability
Facilitati	understand how	All	ers a	kids, "you just	not	of findings. All
ng	this theoretical	coaches in	qualitativ	want them to	comprehensiv	of the coaches
Positive	responsibility	this study	e	know to play	e enough to	came from one
Youth	correlates with	coached	methodol	in the right	capture the	medium to
	the goals of	youth			entirety of	
Develop		•	ogy was	spirit (Vella et	•	high economic status. It
ment:	practitioners	aged	used.	al 2011)." Next	outcomes	
Moving	working in the	athletes.	Qualitati	was respect	desired by	remains to be
from	reality of	The focus	ve	and the	youth sport	seen whether
Theory	coaching.	of these	methodol	coaches	coaches. In	the same
to		programs	ogies	emphasized	addition,	responsibilities
Practice.		are not on	have	that they	despite seeing	are articulated
Journal		competitio	been used	wanted their	themselves as	by
of		n or	in	athletes to	primarily	performance
Applied		performan	coaching	respect their	responsible	coaches
Sport		ce.	research	teammates,	for PYD, the	(2011).
Psychol		Coaches	to bring	officials, and	content of	
ogy,		in this	structure	their	relevant	
23(1),		study	,	opponents.	coaching	
33–48.		were	understan	Thirdly, life	accreditation	
		defined by	ding and	skills were	courses is	
		living in a	a unified	among the top	lacking	
		medium to	picture of	of the list for	substance.	
		high	phenome	coaches. One	Coaching	
		socio-	na that	skill in	education	
		economic	results	particular was	typically	
		status.	from the	leadership and	focuses on	
		Each	complexi	teaching	performance	
		coach	ty of the	children how	enhancement,	
		spent two	research.	to develop that	with an over	
		-P		is as trop that		

	I	ı			
	to six	Next,	through sports	emphasis on	
	hours a	semi-	experience is	tactical	
	week with	structure	important	knowledge.	
	their	d	because so		
	athletes	interview	many kids sit		
	each	s were	in a room on		
	week.	used that	the computer		
		consisted	all day. One		
		of seven	coached		
		open-	explained in		
		ended	more detail		
		question.	that "I am		
		These	talking about		
		questions	having that		
		were	outside of the		
		designed	family, male		
		to elicit	influence		
		open-	somewhere in		
		ended	their lives.		
		responses	That is all I		
		. Data	think I provide		
		analysis	(Vella, 2011)."		
		followed	The last		
		a five-	comment made		
		step	by coach 15		
		approach,	was Someone		
		which	outside the		
		included	family group		
		a)	that mentors		
		familiariz	them and is		
		ation, b)	able to teach		
		initial	them skills that		
		codes	they need to be		
		were	successful in		
		generated	life (2011). As		
		, c) codes	you can see		
		were	that coaches		
			see high value		
		organized into	_		
		themes,	in teaching youth more		
			_		
		d)	than just skills and tactical		
		extracts			
		for each	approaches.		
		code			
		were			
		taken			1

			from the data and collated into themes to ensure, e) following the discussion each theme			
			was discussed			
			and a			
			descriptio			
			n was			
Wells,	The purpose of	Participant	given. At every	To measure	As a result	Future
M. S.,	this study was to	s were a	game	positive	from this	research:
Arthur-	determine the	part of a	there was	sportsmanship	study	
Banning	impact of a	youth	an	behaviors the	intentional	The area of
, S. G.,	youth sports	basketball	observer	researchers	programming	sportsmanship
Paisley,	program	program	who was	used "admitted	can be	is an area that
K. P.,	intentionally	at two	watching	to infractions",	successfully	needs to
Ellis, G.	designed using	local	all	"checking on	employed to	continue to be
D.,	prosocial	communit	demonstr	injured	increase	study and
Roark,	behavior	y centers.	ated	players", and	sportsmanship	developed. In
M. F., &	techniques	The	behaviors	"encouraging	in PHPFPF	the present
Fisher,	influencing	league	by	teammates and	plus pro social	study there was
K. (2008).	sportsmanship and fun during	was divided	players, coaches,	opponents" as their	referee. The	anecdotal evidence from
Good	games, by	into four	and	indicators.	youth sport league that	the participants
(youth)	comparing	divisions	spectator	Negative	did not utilize	suggested that
sports:	varying levels of	(first and	s. Tables	sportsmanship	the program	those at the
Using	implementation	second	were	was	PHPFPF	treatment site
Benefits	including no	graders,	used to	categorized as	(only)	were more
-Based	intervention,	third and	collect	"blaming	displayed	likely to
Program	pro-social	fourth	the data	referees for	lower levels	register for the
ming to	behavior-based	graders,	of each	poor play",	of positive	program again,
increase	atmosphere, and	fifth and	behavior.	"taunting	sportsmanship	but no data was
sportsm	a prosocial-based	sixth		opponents",	and higher	collected to
anship.	atmosphere plus	graders	Data	and	levels of	confirm this. In
Journal	the use of	and	Analysis:	"demonstrating	negative	addition, only
of Park	referees trained	seventh	The study	acts of	sportsmanship	one sport was
&	in prosocial	and eighth	had two	aggression"	. We can	included in this
Recreati	behavior.	graders).	groups.	(Wells et al.	conclude that	study, so

					1
on	Third and	play	2008). These	there are	looking into
Administ	fourth,	hard,	listed above	several	other sports
ration,	and fifth	play fair,	were a	lessons	may differ the
26(1),	and sixth	play fun	guideline for	resulting from	results. Wells
1–21.	were the	(PHPFPF	the observers,	this study to	et al. 2008
	focus on) and the	but the list was	improve	suggest that it
	this study.	PHPFPF	not limited to	youth sports	is important to
		plus pro	only these	programs.	study the
		social	categories. The	Spending time	impact of pro-
		referee.	most negative	to determine	social on
		The	sportsmanship	goals of a	different sports
		analysis	behavior	program and	because of the
		looked at	occurred with	implementing	cultural
			the PHPFPF	it into the	difference each
		sportsma			
		nship	only. In	program	sport has.
		(both	contrast, the	based on	Lastly, future
		positive	lowest number	specific goals	research could
		and	of negative	can lead to	be examined
		negative)	sportsmanship	desired	by looking at
		from both	occurred with	results.	the type of
		groups.	the PHPFPF		leagues such as
			plus refs.		recreational
					and
					competitive.
					There is
					considerable
					evidence
					throughout the
					literature that
					individuals will
					act accordance
					with what is
					expected of
					them. You see
					this through the
					study as the
					programs who
					had the pro
					social reefer
					showed more
					positive
					sportsmanship
		l			Sportsmansinp

						than those that did not have the pro social referee.
						Limitations: Overwhelmingly male.
Yongch ul Chung. (2017). Develop ing youth through sport: Strategie s used by ten coaches. Internati onal Journal of Applied Sports Sciences, 29(1), 86–98.	The Purpose of this study was to examine effective strategies for life skills by ten coaches that impact positive youth development.	Ten academic coaches participate d in this study. Five being male and five being female. Five were African American and five were Anglo American. Each coach was asked to sign an informed consent form. Once that was done they were asked to fill out a backgroun d informatio n form.	An interview guide was develope d based on the review of literature. Previous research on high school coaches were used to help guide the questions as well. The researche rs audio taped and transcribe d all of the interview s. Each interview lasted 60-90 minutes. After the interview s took place, the	The research found two higher order themes throughout the research (success/achiev ement goals and satisfaction/em otional well-being. 1. The first higher order theme success/achiev ement found was that coaches wanted to assist student athletes achieve success beyond high school. This was broken down into three lower order themes, one in particular was Life skill development (PYD). The results showed that the	This study answers research question one and supports that coaches believe that coaching is more than X's and O's. In other words, academic coaches need to ensure that their environment to be supportive and positive while being consistent with their athletes. Although there was not a significant technique that made the coaches in the study successful, but it was their consistent presence staying with their players	Future research: None Present study was limited by only interviewing 10 coaches and results could differ based on each environment.
			data went	coaches	for long	

periods. The through a wanted their three step athletes to have athletes in the coding future forward study were process. thinking, from the inner striving for city and in An initial coding something majority do better, and to not have good took place and help support generated themselves. systems. Therefore, the three Coaches columns wanted to most effective (line provide their coaches did number, athletes with display raw quote opportunities positive and and a that they never supportive blank thought they environments; space for had, expose the difference them to initial was the coding). opportunities, extended time The and provide spent with the researche them athletes that made the opportunities rs went through to interact with difference in three positive role PYD. coding models. processes 2. The second eventuall high order y coming theme was satisfaction/em to a otional wellmaster coding being goals. sheet. This included raw data responses as they want their athletes to be happy, feel good about themselves, and want each player to develop a sense of believing in himself.