

1  
2  
3  
4  
5  
6  
7  
8  
9  
10  
11  
12  
13  
14  
15  
16  
17  
18  
19  
20  
21  
22

**A history of parent involvement in organized youth sport: A scoping review**

**Travis E. Dorsch, Emily Wright, Valeria C. Eckardt, Sam Elliott, Sam N. Thrower, &  
Camilla J. Knight**

Manuscript Accepted on: 31<sup>st</sup> March 2021

**© 2021, American Psychological Association. This paper is not the copy of record and may not exactly replicate the final, authoritative version of the article. Please do not copy or cite without authors' permission. The final article will be available, upon publication, via its DOI: 10.1037/spy0000266**

## Abstract

A fundamental step in describing a research field is the review and synthesis of accumulated knowledge. Multiple qualitative reviews have been conducted over the last decade to provide a summary and commentary on the growing literature in the area of youth sport parenting.

However, these reviews have focused on contemporary findings in the field, largely ignoring work in the area that began in the late 1960s. In light of this under-discussed history, there remains a need to highlight the historical foundations of the youth sport parenting literature, the transitions that shaped the trajectory of work, as well as the contemporary research that informs our current understanding. The purpose of this scoping review was to provide an historical analysis of the literature on parent involvement in organized youth sport. In conducting the analysis, we identified key concepts and trajectories that define the field's *foundational* (1968-1981), *transitional* (1982-1998), and *contemporary* (1999-2020) periods. Specifically, this review not only sought to define and summarize these periods of research, but also to use the synthesized knowledge to frame remaining gaps and potential future directions for the field.

Keywords: Youth sport, parent involvement, scoping review, historical trends



1 disciplines that use a range of designs and methodologies (Pham et al., 2014). They are  
2 undertaken primarily to identify and summarize the key constructs or veins of knowledge  
3 (Sucharew and Macaluso, 2019). Given the desire to understand the historical context of the  
4 complex area of parental involvement in youth sport, define and summarize knowledge in this  
5 area, and also to use the synthesized knowledge to frame remaining gaps and potential future  
6 directions for the field, a scoping review seemed appropriate.

### 7 **Inclusion and Exclusion Criteria**

8 An extensive search was conducted to locate peer-reviewed articles that addressed  
9 questions related to parent involvement in organized youth sport. To guide article retrieval, two  
10 inclusion criteria were used. First, articles were required to highlight some form of parent  
11 involvement in organized youth sport. In the present study, organized youth sport was  
12 operationalized as “adult-organized and controlled athletic programs for young people,” wherein  
13 “participants are formally organized [and] attend practices and scheduled competitions under the  
14 supervision of an adult leader” (Smoll & Smith, 2002, p. xi). In line with this criterion, we did  
15 not include physical activity, exercise, physical education, and free play settings, which comprise  
16 a substantial volume of research in sport and exercise psychology. We also excluded research  
17 that simply collected data *on* parents or *from* parents but did not explicitly assess their  
18 involvement in their children’s sport participation. Second, articles were required to have been  
19 published in peer-reviewed, English-language, academic journals. As such, we did not include  
20 books, chapters, reviews, conceptual papers, conference proceedings, theses and dissertations, or  
21 organizational “white papers” in this scoping review.

### 22 **Article Retrieval**

23 Articles were sought via general (PubMed, Web of Science, Google Scholar) and specific  
24 (PsycINFO, SportDiscus) electronic databases. Databases were searched using 12 combinations  
25 of keywords at three levels. The first level ( $n =$  four keywords) included “families,” “parents,”

1 “fathers,” and “mothers.” The second level ( $n =$  three keywords) included “children,” “athletes,”  
2 and “adolescents.” The third level included the keyword “sport.” During an initial search  
3 conducted in December 2019, 1003 English-language articles were identified for review.  
4 Removal of duplicates resulted in 691 articles being retained for consideration. A three-step  
5 filtering approach (Jones, 2004; Meade & Richardson, 1997) was used to consolidate the article  
6 population. First, article *titles* were reviewed, which yielded 377 articles that fit the inclusion  
7 criteria. Second, article *abstracts* were reviewed, yielding 253 articles. Finally, *full texts* were  
8 reviewed, leaving 208 articles in the final article population (see Figure 1).

9 A second search was conducted in March 2020, whereby the references cited in these 208  
10 articles were examined. An additional twenty-seven articles were identified and subjected to the  
11 same title, abstract, and full-text screening procedures in line with the established inclusion  
12 criteria. Consequently, 19 new articles were retained in the final article population (Figure 1). A  
13 third search was conducted in September 2020, prior to initial submission of this manuscript, to  
14 document recently published articles that fit the study’s inclusion criteria. Twelve articles were  
15 identified and subjected to the same screening procedures as detailed above. Subsequently, eight  
16 new articles that were retained in the final article population (Figure 1).

17 Finally, prior to resubmission of this manuscript, a validation of this iterative sample ( $N =$   
18 235) was conducted in January 2021. This search yielded nine new articles, which were again  
19 screened against the inclusion criteria. Ultimately, seven new articles were retained for inclusion.  
20 Two articles from the iterative sample were excluded from the final sample because it was  
21 determined they did not meet one of the two inclusion criteria. This yielded a final  $N$  of 242  
22 peer-reviewed manuscripts in the sport parent involvement literature (see Figure 1). A  
23 comprehensive bibliography of the final article population is available from the authors upon  
24 request.

25 \*\*\*\*\*INSERT FIGURE 1 HERE \*\*\*\*\*

## 1 **Data Extraction and Representation**

2           The authors annotated each of the 242 articles, extracting 14 pre-determined pieces of  
3 data: (1) author(s), (2) year of publication, (3) study title, (4) journal, (5) volume, (6) article page  
4 range, (7) country or countries of origin of the participants, (8) age range(s) of the athletes and  
5 their parents, (9) sport(s) played by the participants, (10) level of competition, (11) stated study  
6 aim(s), (12) methods employed, (13) major findings, and (14) take-home messages. Knowledge  
7 gleaned from article results sections was then synthesized and used to create an inclusive  
8 narrative of the many research trajectories that have shaped the literature in this area. During this  
9 process, the authors engaged in a critical analysis of the youth sport parent involvement  
10 literature, identifying common trends/areas of focus in the literature, establishing gaps in the  
11 knowledge base, and highlighting potential future directions worth investigating.

12           Our analysis initially led to narratives that were delineated by decade, from the 1960s  
13 through the 2010s. However, it became evident through the assembly of these narratives that  
14 they were arbitrarily constructed and did not fully capture the important paradigm shifts that had  
15 taken place in the field. Through iterative discourse, the authorship team acknowledged and  
16 defined three qualitatively unique periods of research on youth sport parent involvement: the  
17 *foundational* period (1968 through 1981), the *transitional* period (1982-1998), and the  
18 *contemporary* period (1999-2020). These periods are demarcated by impactful papers that set or  
19 changed the trajectory of the field. The *foundational* period began with the earliest paper found  
20 in our search of the literature: Felker (1968). This period was unique in that its research sought to  
21 highlight how parents' interests and behaviors influenced athletes' initial and ongoing  
22 involvement in youth sport. The *transitional* period began with Gould and colleagues' (1982)  
23 publication. This period was unique in that research began shift from descriptive, atheoretical  
24 studies, toward studies designed to explicitly test theory in the context of youth sport. Finally, the  
25 *contemporary* period began with Côté's (1999) publication. This period was unique in that

1 research efforts expanded beyond the nature of parent involvement and its influence on  
2 children's psychosocial outcomes to consider the experience of parenting children in sport and  
3 pursue understanding of *why* parents behave the way they do.

#### 4 **The foundational period (1968-1981)**

5 Academic interest in sport parenting began during the late 1960s in the United States  
6 (US). Without an established field of inquiry, research in the area was conducted by academics  
7 within the more well-established sub-fields of educational psychology (e.g., Felker, 1968; Felker  
8 & Kay, 1971) and sport sociology (e.g., Greendorfer & Lewko, 1978; Snyder & Spreitzer, 1973).  
9 As a result, much of the early sport parenting research was informed by Bandura and Walter's  
10 (1963) social learning theory. Specifically, research started by exploring the relationship between  
11 parents' own interest in sport and child outcomes and progressed to more theoretically informed  
12 studies examining parents' roles in children's sport socialization and the subsequent influence on  
13 the parent-child relationship. Although studies were in some ways limited by retrospective,  
14 quantitative, cross-sectional designs (cf. Orlick, 1974), and often used measures which had not  
15 yet undergone rigorous psychometric testing in sport samples (e.g., Gilliland & Tutko, 1978;  
16 Spreitzer & Snyder, 1976), they made a foundational contribution to this area by highlighting  
17 how parents' interests and behaviors influence young athletes' initial and ongoing involvement  
18 in sport (Greendorfer, 1977).

19 Studies published during this period ( $n = 13$ ) focused on three main areas of inquiry: (1)  
20 The influence of parents' interest in sport (i.e., how parents' own interest in sport influenced  
21 their child's involvement); (2) parents' roles in children's sport socialization (i.e., how parents  
22 encouraged or discouraged sport involvement); and (3) the impact of sport involvement on the  
23 parent-child relationship.

#### 24 **The Influence of Parents' Interest in Sport**

1           The first research article that focused on sport parent involvement was published in 1968  
2 by Donald Felker. Felker (1968) examined the relationship between self-concept, body build,  
3 and perceptions of fathers' interest in sport in sixth- (age 11-12) and ninth-grade (age 14-15)  
4 boys. Findings highlighted differences in self-concept scores across body builds and fathers'  
5 interest in sport in the younger sample. Felker and colleagues (i.e., Felker & Kay, 1971; Kay et  
6 al., 1972) extended these relationships to seventh-, eighth-, and ninth-grade boys, providing  
7 additional support for the notion that boys who perceived their parents as having a higher interest  
8 in sport had higher self-concept scores, particularly during early adolescence (Kay et al., 1972).  
9 Collectively, these findings suggested that *boys* placed a substantial emphasis on perceived  
10 similarities of interest between themselves and their parents when making judgements about their  
11 own self-worth (Kay et al., 1972). In doing so, these studies highlighted the potential value of  
12 providing opportunities for parents and boys to participate in sport-related activities together  
13 (Kay et al., 1972). The absence of girls within these studies is noticeable but perhaps  
14 understandable within the historical context of the late 60s/early 70s, as sport was not necessarily  
15 valued or deemed an appropriate pastime for girls. This was explored in more depth through  
16 studies examining parents' roles in children's sport socialization.

### 17 **Parents' Roles in Children's Sport Socialization**

18           In 1972, 'Title IX' of the Educational Amendments to the Civil Rights Act became law in  
19 the US, leading to major increases in girls sport participation (Vealey & Chase, 2016). These  
20 changes resulted in greater academic interest in gender-differences within the context youth  
21 sport. As a result, sport parenting researchers moved beyond studying the influence of parents'  
22 interests in sport on boys and started to explore *whether* and *how* parents (and the broader family  
23 unit) predicted boys' and girls' socialization into sport (e.g., Greendorfer, 1977; Greendorfer &  
24 Lewko, 1978; Lewko & Ewing, 1980; Snyder & Spreitzer, 1973; Spreitzer & Snyder, 1976).



1 Drawing from social learning theory perspective (Bandura & Walters, 1963), Snyder and  
2 Spreitzer explored how family related variables (i.e., mother's interest in sport, father's interest  
3 in sport, and parental encouragement) were predictive of youth participation and adult sport  
4 involvement in males and females. Results from two retrospective studies (Snyder & Spreitzer,  
5 1973; Spreitzer & Snyder, 1976) suggested that parents who were more interested in sport tended  
6 to encourage their children to participate in sport, which in turn increased the likelihood of their  
7 children's participation. Although findings from the earlier study (Snyder & Spreitzer, 1973)  
8 indicated the same-sex parent might be most influential regarding a child's sport involvement,  
9 further analyses suggested that fathers' interest was more influential for both sons and daughters  
10 (Spreitzer & Snyder, 1976). In addition, parental encouragement from mothers and fathers was  
11 more influential for females than males (Spreitzer & Snyder, 1976).

12 Subsequently, Greendorfer (1977) employed a social learning paradigm to examine the  
13 influence of socializing agents (e.g., family, peers, teachers, and coaches) on the socialization of  
14 young women into sport. Results demonstrated that peers were the most important influence  
15 across each life cycle stage (i.e., childhood, adolescence, adulthood) while family served as a  
16 strong socializing influence during childhood but were less influential over time. Findings also  
17 suggested that male socializing agents served as the predominant role models influencing sport  
18 involvement during childhood, whereas female agents became more significant role models  
19 during adulthood. Follow-up studies on the role of family members in the sport socialization  
20 process during childhood suggested that parents are more significant socializing agents than  
21 siblings for both sexes (Greendorfer & Lewko, 1978); however, fathers were the most significant  
22 family member influencing sport participation of boys and girls (Greendorfer & Lewko, 1978;  
23 Lewko & Ewing, 1980). Collectively, these findings showed that parents (particularly fathers)  
24 play an important role in the athletic socialization of males and females, but their influence may  
25 be mitigated somewhat during adolescence by other social influences, particularly peers.

## 1 **The Impact of Sport Involvement on the Parent-Child Relationships**

2           Around 1980, parenting practices in the US shifted to focus more on scheduling  
3 children's time extensively in achievement activities (e.g., youth sport; Vealey & Chase, 2016)  
4 rather than encouraging free and spontaneous play, which had previously been more common.  
5 This change coincided with greater interest in the parent-child relationship (McElroy &  
6 Kirkendall, 1981). For instance, Gilliland and Tutko (1978) examined the retrospective accounts  
7 of differences in parent-child relations between collegiate athletes and non-athletes. Findings  
8 suggested no significant differences between athletes and non-athletes; however, male athletes  
9 reported significantly more neglect by mothers and fathers, more rejection by mothers, and more  
10 demands from their fathers compared to female athletes. Extending the earlier findings from  
11 socialization studies, it was suggested that this may be due to parents placing a greater emphasis  
12 on young males' participation and performance in sport compared to females.

13           McElroy and Kirkendall (1981) subsequently explored if involvement in youth sport  
14 programs led to conflict within the parent-child relationship. Findings supported the notion that  
15 social conflicts can occur when children's perceptions of their sport ability differ from their  
16 perceptions of their parents' evaluations. Specifically, differences in parent-child ability  
17 judgments were related to lower self-esteem for adolescents who possessed high self-evaluation  
18 of their sport abilities and impacted on males to a greater degree than females. These findings  
19 extended previous research by highlighting how parenting practices affect children's perceptions  
20 of their sport abilities. Consequently, this early work established an emerging sub-discipline of  
21 youth sport research, prompting greater and more sustained academic interest in sport parenting.

### 22 **The transitional period (1982-1998)**

23           The transitional period was fundamental in establishing sport parenting as a viable sub-  
24 discipline within the field of sport and exercise psychology. A growing number of studies were  
25 conducted to extend scientific knowledge around the influences of mothers and fathers as well as

1 patterns of parental involvement (via support and/or pressure) on youth outcomes in sport.  
2 Within these lines of inquiry, the field also began to see a shift from descriptive, atheoretical  
3 studies, toward studies designed to explicitly test (usually psychological) theory in sport. The  
4 period further advanced understanding of parental involvement by starting to include parents as  
5 co-participants in the research process by directly seeking their experiences and perspectives.  
6 Most studies, however, were bounded by relying only on the child's perspective while also  
7 lacking even the most basic sociodemographic information about the respective parents. More  
8 importantly, findings remained limited by largely quantitative, single-time-point, correlational  
9 designs and neglected the significance of the youth sport context, a gap that would set the stage  
10 for a surge of qualitative research and more holistic investigations in the contemporary period.

11 The transitional period built upon the foundational literature (1968-1981) by continuing  
12 to recognize the significance of parents throughout their children's sport participation and by  
13 capturing the unique roles of mothers and fathers in the sport socialization process. In both  
14 broadening and deepening the sport parenting literature base, a majority of the field's 37  
15 English-language publications during this period originated from the United States ( $n = 21$ ). This  
16 work was complemented by ongoing research in other Western countries (e.g., Canada, the  
17 United Kingdom, and Australia) and began to establish a trajectory for sport parent research by  
18 illuminating three primary areas of inquiry. First, building on foundational phase work, there was  
19 a focus on parents' roles in children's sport socialization. Linked to this but focuses specifically  
20 on gender stereotyping was a consideration of parents' roles in reinforcing children's gender  
21 stereotypes. Finally, there was an introduction of research explicitly examining the influence  
22 parents have on children's outcomes in sport.

### 23 **Parents' roles in children's sport socialization**

24 In building from the foundational period, an early emphasis during the transitional period  
25 was to further tease apart the independent and combined influences of significant others on

1 children's socialization into sport (see McPherson, 1980). In general, several studies expanded  
2 our understanding about socializing influences on children's early sport participation  
3 experiences. For instance, reinforcing earlier findings (e.g., Greendorfer, 1977; Greendorfer &  
4 Lewko, 1978), Higginson (1985) found that socializing influences on female athletes changed  
5 from being mostly parental prior to the age of 13 to mostly coach and teacher-oriented during  
6 junior and senior high school years. Meanwhile, McGuire and Cook (1983) identified that  
7 children who perceived they had autonomy regarding their decision to participate in sport (i.e.,  
8 perceived their choice to participate as being independent of others' influence) were less likely to  
9 consider quitting and more likely to report higher self-ratings of sport-related skill and ability  
10 compared to their peers. As such, these studies suggested that significant others exerted some  
11 influence over children's attitudes (i.e., thoughts of quitting, self-rating of skill and ability) and  
12 behaviors (i.e., their decision to participate in youth sports) relating to youth sport participation.

13         The distinct influence of mothers and fathers in socializing children into sport and  
14 physical activity were also further unpacked during this period (e.g., Brown et al., 1989; Lewko  
15 & Ewing, 1980). Fathers were identified as the predominant socializing agent for highly sport-  
16 involved boys (Lewko & Ewing, 1980) and most predictive of boys' sport involvement if they  
17 were physically active (McElroy, 1983; Wold & Anderssen, 1992). Fathers were also identified  
18 as most supportive when their children lacked ability and effort (Averill & Power, 1995).  
19 However, Howard and Madrigal (1990) suggested that the final decision to pursue recreational  
20 opportunities was shared between mothers and children, while fathers are less meaningfully  
21 involved. Furthermore, physically active mothers and older sisters tended to be most predictive  
22 of girls' participation (Wold & Anderssen, 1992), reinforcing the view that mothers may be the  
23 primary and fiduciary facilitators of the sport experience (Kirk et al., 1997). In essence, and  
24 notwithstanding the influence of peers who can also exert significant influence during the

1 adolescent years (Higginson, 1985), the literature established that mother and father differences  
2 in involvement are closely related to parents' socializing roles for their children.

3 Another major contribution toward understanding the role of parents in children's sport  
4 socialization was a consideration of the reciprocal nature of sport parenting. Early sport  
5 socialization research framed the process as primarily unidirectional (i.e., as parents socializing  
6 children into and through sport), but Snyder and Purdy (1982) drew from extant theory and  
7 research in the developmental literature (e.g., Bell, 1968) to forward a reciprocal approach  
8 whereby children also have the ability to influence parents' sport-related behaviors and attitudes.  
9 This research supported the idea of "reverse" socialization and the argument that although  
10 parents may enroll their children in sport, children's participation also has behavioral and  
11 attitudinal consequences for the parents. Such processes can be observed in the early  
12 socialization of children into sport, whereby parents weigh the costs and benefits associated with  
13 sport participation before making purchase decisions with children (Green & Chalip, 1998).

#### 14 **Parents' roles in reinforcing children's gender stereotypes**

15 The transitional period comprised of scholarly interest in further understanding parents'  
16 roles in reinforcing gendered expectations and behaviors surrounding children's sport  
17 participation. At the time, social agents reinforced pervasive gender stereotypes that sport was  
18 more "appropriate" for young males than females (Lewko & Ewing, 1980), reflective of broader  
19 societal distinctions between male and female appropriate roles/activities. For instance, McElroy  
20 (1983) investigated the influence of same-sex and cross-sex parent-child relationships on youth  
21 athletes' value orientations toward sport. It was concluded that cross-sex relationships (i.e.,  
22 mother-son/father-daughter) reinforced non-traditional value orientations in boys, but traditional  
23 value orientations in girls. This was consistent with earlier notions that females' acceptance into  
24 sport was based upon different values than male counterparts (Spreitzer & Snyder, 1976).

1 Similarly, Brown and colleagues (1989) examined the influence of significant others on  
2 the continued female sport involvement of adolescents in three different activity contexts  
3 (intramural, interschool, community). It was found that in each context, fathers were important  
4 for the continued involvement of adolescent girls, whereas the presence of active sport mothers  
5 became important only in more competitive contexts (i.e., interschool; community) and was a  
6 significant predictor of girls continued sport participation. Taken together, this research suggests  
7 that several sources of influence might be necessary to help girls overcome the stereotype that  
8 sport is less “appropriate” for them than for young boys (Greendorfer, 1983). More broadly, it is  
9 apparent that gender and gender stereotyping are relevant factors to consider in relation to  
10 children’s sport socialization experiences.

#### 11 **Parents’ influence on children’s outcomes in sport**

12 The transitional period was also demarcated by a growth in work identifying the  
13 influence of parental pressure and support on a variety of children’s sport-related outcomes. For  
14 instance, Gould and colleagues (Gould et al., 1982; Gould et al., 1985) identified parents as  
15 important social influences on children’s sport continuation and attrition. Specifically, it was  
16 noted that if youth athletes perceived an overemphasis on winning and parental pressure it  
17 contributed to their sport dropout. In contrast, parental support and encouragement were cited as  
18 primary reasons why children participated in sport (Gould et al., 1985).

19 Subsequent work focused largely on various predictors, including parents’ influence, on  
20 children’s self-esteem (Hines & Groves, 1989; McElroy, 1982; Hoyle & Leff, 1997), competitive  
21 stress (Scanlan & Lewthwaite, 1984; Cohn, 1990), sport enjoyment (Brustad, 1988; Scanlan &  
22 Lewthwaite, 1986), and competitive trait anxiety (Lewthwaite & Scanlan, 1989; Ommundsen &  
23 Vaglum, 1991; White, 1998). In essence, greater perceptions of parental pressure, higher  
24 expectations for success, negative performance evaluations, and concerns about what parents  
25 might say or think were associated with higher rates of stress and anxiety among children (Hines

1 & Groves, 1989; Scanlan & Lewthwaite, 1984; Lewthwaite & Scanlan, 1989) and pressure both  
2 to compete in and not withdraw from sport (Hellstedt, 1990). In contrast, perceptions of greater  
3 parental satisfaction with performance, less parental pressure, and more positive parent-child  
4 interactions were associated with greater enjoyment and positive affect (e.g., Brustad, 1988;  
5 Scanlan & Lewthwaite, 1986; Hoyle & Leff, 1997). Importantly, this line of inquiry paved the  
6 way for subsequent investigations which studied parents' sport related behaviors and attitudes  
7 (e.g., DeFrancesco & Johnson, 1997; Lee & MacLean, 1997) – an area which would mature into  
8 a substantive trajectory in the contemporary period.

9         Other theoretical advances in the field included the application of motivation-related  
10 theories with a goal toward developing hypotheses about *why* particular parent behaviors might  
11 impact children's outcomes in sport and physical activity settings (Knight, 2019). Indeed, there  
12 was increased interest among researchers in the structural, social (i.e., support/pressure), and  
13 motivational (i.e., goal orientations) conditions to which parents contribute in youth sport (e.g.,  
14 Brustad, 1992; Duda & Horn, 1993; White et al., 1992; White, 1998). For instance, and building  
15 from an achievement goal theory perspective (Nicholls, 1984), researchers engaged in a line of  
16 inquiry targeting the relative impact of parent-initiated (Roberts et al., 1994; White, 1996, 1998)  
17 or parent- and coach-initiated (White et al., 1998) motivational climates on individual differences  
18 in goal orientations as well as competitive trait anxiety among child and adolescent athletes.  
19 Findings highlight the fact that athletes higher in task- and lower in ego-orientation perceived  
20 that their parents emphasized a motivational climate valuing learning and enjoyment rather than  
21 success and minimal necessary effort (White, 1996). Conversely, athletes with high ego- and low  
22 task-orientation reported the highest levels of competitive trait anxiety (White, 1998).  
23 Ostensibly, parental involvement was found to have the capacity to shape the motivational  
24 climate, which in turn, impacted children's anxiety and motivational orientations.

1           Theoretical frameworks were also used to help explain why particular parental behaviors  
2 impacted children's sport enjoyment and achievement behaviors in sport. For example,  
3 Ommundsen and Vaglum's (1991) application of Harter's (1978) competence motivation theory  
4 highlighted that parents' and coaches' positive emotional involvement as well as high  
5 perceptions of soccer competence individually predicted enjoyment of soccer. Generally, this  
6 was consistent with other findings that have identified a positive relationship between parent  
7 perceptions of their child's competence and children's achievement behaviors (e.g., Brustad,  
8 1993; Eccles & Harold, 1991). Similarly, Eccles and colleagues' (1998) expectancy value  
9 framework offered theoretical understanding of how children's competence beliefs derive from  
10 interactions with their parents – specifically, interactions through which parents communicate  
11 beliefs about the likelihood of a child's sport success. Collectively, these studies highlight a  
12 deliberate emphasis on the application of theory to advance understanding regarding the  
13 influence of parents on children's sport-related outcomes in sport, specifically motivation and  
14 competence.

15           Another contribution that catalyzed the sport parent involvement literature during the  
16 transitional period and enabled a more explicit focus on the influence of parents on children's  
17 outcomes, was the operationalization of "parental involvement". Specifically, Leff and Hoyle  
18 (1995) operationalized parental involvement as a multidimensional construct consisting of parent  
19 pressure (i.e., parents' unattainable expectations towards a child's sport participation) and  
20 support (i.e., parent behaviors that facilitate a child's sport participation). Based on this  
21 distinction between pressure and support, they subsequently identified gender-discrepant  
22 differences in parent involvement: Females indicated higher levels of parental support while  
23 males reported higher levels of parental pressure, reinforcing the significance of gender work in  
24 relation to parental involvement in sport (Brown et al., 1989; Greendorfer & Lewko, 1978).



1 In sum, work during the transitional period critically advanced the field of sport parenting  
2 through the application of theory-driven research designs, which addressed a major limitation of  
3 research conducted during the foundational period. The literature also advanced the evidence-  
4 base regarding the role of parents in youth sport socialization and progressed early  
5 understandings about parental involvement from the foundational period toward more considered  
6 distinctions in the specific role of mothers' and fathers' involvement on youth sport outcomes.  
7 Recognizing these scholarly advances should not be understated in the sub-disciplines historical  
8 account given that they provided the basis for what was a seismic and exponential increase in  
9 sport parenting research in the contemporary period – a time in which the literature matured into  
10 several distinct, yet meaningful trajectories.

#### 11 **The contemporary period (1999-2020)**

12 Research published advanced the field by moving from simple to complex  
13 understandings of parent involvement in sport, achieved both through asking more nuanced  
14 theoretical and conceptual research questions and also drawing upon a broader range of  
15 (particularly qualitative) research methodologies. Illustrating this shift in both research focus and  
16 methodological approaches, Côté's (1999) investigation into patterns of family dynamics among  
17 talented athletes was noteworthy, and remains a benchmark for how parents' roles may change  
18 over the course of their children's development in sport. Such work encouraged researchers and  
19 practitioners to move beyond a simple, dichotomous understanding of parent involvement as  
20 inherently 'positive' or 'negative' toward a better appreciation of the complexities and nuances  
21 of sport parenting. Research efforts during the contemporary period expanded beyond the nature  
22 of parent involvement and its influence on children's psychosocial outcomes to consider the  
23 experience of parenting children in sport and pursue understanding of *why* parents behave the  
24 way they do.

1 Overall, studies in this period showcased theoretical and methodological advancement  
2 by, for example, incorporating qualitative designs to gain a deeper understanding of relevant  
3 constructs. Scholars have also begun to employ more sophisticated data analysis procedures such  
4 as structural equation modeling to assess causal relationships among variables. Many studies,  
5 however, still utilized quantitative, cross-sectional designs, which are most useful for answering  
6 questions pertaining to *what* and *how*, but less useful for answering questions such as *why* (cf.  
7 Lauer et al., 2010a, 2010b). In most cases, contemporary sport parenting research has leaned on  
8 rigorously tested psychometric measures, which provide greater reliability and validity and  
9 reduced error of measurement compared to earlier periods of sport parenting research.  
10 Nevertheless, there is still a need for scholars to continue to develop diagnostic and psychometric  
11 instruments to extend insights in this area (Harwood, Caglar et al., 2019; Hurtel & Lacassagne,  
12 2013; Teques, Serpa et al., 2018).

13 In all, 194 scholarly articles were published in this area during the contemporary period,  
14 solidifying youth sport parenting as an influential sub-discipline within the sport sciences. An  
15 accounting of these articles suggests that academic knowledge (published in English) during this  
16 period emerged largely from studies conducted in the United States ( $n = 77$ ) and other  
17 industrialized countries such as the United Kingdom ( $n = 36$ ), Canada ( $n = 25$ ), Australia ( $n =$   
18 16), Portugal ( $n = 9$ ), France ( $n = 7$ ), Sweden ( $n = 5$ ), The Netherlands ( $n = 3$ ), Finland ( $n = 2$ )  
19 and Germany ( $n = 2$ ). Building on earlier work, the research during this period continued to  
20 focus on (1) the role of parents in socializing children into sport and (2) parental influence on  
21 children's involvement in sport. However, it also expanded to focus explicitly on how parents  
22 influenced children's motivational patterns and outcomes, while also considering others'  
23 perceptions of parent involvement in sport, factors that influence parent behaviors, and  
24 educational considerations to enhance parent involvement in sport.

25 **The role of parents in socializing children in sport**

1 Building on the research conducted from 1968 through 1998, the contemporary research  
2 in this area expanded the field's understanding by highlighting how socialization processes are  
3 influenced by deeply rooted stereotypes and ideologies about sport and gender. This perspective  
4 was theorized by Coakley (2006), Harrington (2006), and Kay (2007), each of whom noted that  
5 sport was an important context for men to do the 'identity work' of being involved with, and  
6 emotionally connected to, their children. Sociological perspectives were consistent with  
7 empirical accounts of how parents socialize children into sport. Parents perceived that sons had  
8 more athletic potential and that sport was more important for their sons than daughters (Fredricks  
9 & Eccles, 2005). Parents' gendered beliefs and stereotyped attitudes were also shown to  
10 influence the types of sports into which children were socialized (Baxter-Jones & Maffulli,  
11 2003). A novel finding from the contemporary period was that parents are themselves socialized  
12 within youth sport through their active participation and the sacrifices they make to enable their  
13 children's participation. Specifically changes in their emotional connection to sport, reactive  
14 emotional experiences to their children's outcomes, changes to their relationships with their  
15 children and parent peers were apparent (Dorsch et al., 2009).

16 Beyond the provision of opportunities to facilitate children's engagement in sport,  
17 contemporary research has examined a range of socio-contextual characteristics of parents and  
18 families that may influence children's sport participation. Specifically, literature suggested that  
19 family income and a high socioeconomic position (SEP; e.g., Baxter-Jones & Maffulli, 2003;  
20 Denault & Paulin, 2009; Seabra et al., 2008), parents' own engagement in physical activity  
21 (Denault & Paulin, 2009; Eriksson et al., 2008; Rodrigues et al., 2018; Seabra et al., 2008), and  
22 high educational attainment (Dukes & Coakley, 2002) are key correlates of sport participation.  
23 However, far more consideration of a broader range of individual and contextual factors (e.g.,  
24 culture, ethnicity) are required to really unpack this topic. Nevertheless, taken together, these and

1 other studies reinforced the view that parents are key role models and enablers of children's  
2 participation in organized sport.

### 3 **Parents' influence on children's outcomes in sport**

4 Contemporary sport parent involvement research built from earlier research that had  
5 explored the positive and negative impact of parent involvement (support and pressure) on  
6 children's psychosocial outcomes in youth sport (e.g., Knight et al., 2011; Wuerth et al., 2004).  
7 Specifically, research during this period explored *what* constitutes parent support (e.g., offering  
8 praise, feedback and reinforcement for mastery attempts, unconditional love) and pressure (e.g.,  
9 overemphasis on outcome goals, harsh criticism, excessive expectations) (references here) and  
10 how such behaviors distinctively impact children's outcomes in sport (references here). Further,  
11 research during this period also moved beyond just pressure and support, considering how  
12 parents influence children's participation patterns (i.e., specialization and diversification) (Padaki  
13 et al., 2017) and sport continuation (Rodrigues et al., 2018; Wright, Chase, et al., 2019).

14 Overall, however, a major focus was upon the relationship between pressure and support  
15 and different child outcomes. In general, children's perceptions of parents' support have been  
16 associated with adaptive outcomes for children such as perceived sport competence, self-esteem,  
17 and enjoyment (Atkins et al., 2013; Mossman & Cronin, 2019; Sánchez-Miguel et al., 2013), and  
18 coping skills (Tamminen et al., 2016; Teques, Calmeiro et al., 2018). Meanwhile, pressuring  
19 behaviors and directive parenting practices (i.e., low autonomy support, more pressure), have  
20 largely been associated with maladaptive outcomes for children, including decreased enjoyment,  
21 perceptions of a threatening sport environment, competitive (trait) anxiety, lower intrinsic  
22 motivation, and lower satisfaction of autonomy, competence, and relatedness (Amado et al.,  
23 2015; Bean et al., 2016; Jõesaar & Hein, 2011; Ross et al., 2015; Sánchez-Miguel et al., 2013).  
24 Other maladaptive outcomes identified in the literature suggest that negative parent socialization  
25 practices (i.e., punitive behavior, controlling behavior, high expectations) and negative responses

1 to failure can contribute to children's fear of failure development (Sagar & Lavallee, 2010).  
2 Collectively, the literature suggests the associated benefits of youth sport participation are more  
3 likely to occur when children have positive, supportive relationships with their parents (Blom et  
4 al., 2013).

### 5 **Children's Motivational Patterns and Outcomes**

6 Beyond all other child-related outcomes, motivation has gained particular attention  
7 during the contemporary period, likely linked to the sustained interest in motivation within the  
8 broader field of sport and exercise psychology. As such, consideration of this body of work  
9 distinctly from the outcomes identified above relating to parental influence is necessary.  
10 Specifically, contemporary studies examining parent involvement and children's motivation  
11 drew on several prominent theories (e.g., Harter's 1978 competence motivation theory, Eccles'  
12 1998 expectancy-value model). The contemporary period also brought together lines of research  
13 on the motivational aspects of parents, coaches, peers. Specifically, findings from this period  
14 shed light on how combined perceptions of parent-child and athlete-peer relationships predicted  
15 self-determined motivation (Ullrich-French & Smith, 2006), highlighted the way in which social  
16 influence on children's motivation differs according to one's specific role (e.g., parent role:  
17 support and facilitation) (Keegan et al., 2010), and showed how strength of social influence from  
18 parents, peers, and coaches may vary according to the child's developmental stage (i.e., mother  
19 social influence stronger in childhood) (Chan et al., 2012).

20 Other prominent motivational theories that guided research during the contemporary  
21 period included Achievement goal theory (Nicholls, 1984) and Self-determination theory (Deci  
22 & Ryan, 1985). While AGT was used to help explain why children adopt certain achievement  
23 goals and belief patterns similar to their parents' definition of success (Bergin & Habusta, 2004;  
24 Sánchez-Miguel et al., 2013; White et al., 2004), SDT helped to build theoretical understanding  
25 about parents' influence on children's intrinsic motivation by illuminating the importance of

1 autonomy-supportive behaviors (e.g., affording athletes choice, positive competence feedback)  
2 for enhancing athletes' self-determined motivation (Gagné, 2003; Hein & Jöesaar, 2015), the  
3 way in which gender may influence children's intrinsic motivation (Woolger & Power, 2000),  
4 and protecting parents from engaging in aggressive spectator behavior (Goldstein & Iso-Ahola,  
5 2008). Taken together, this body of research collectively highlights scholars' more forceful  
6 engagement in theoretically driven studies and efforts to advance scholarly understanding about  
7 parent involvement in youth sport.

### 8 **Others' perceptions of parent involvement in sport**

9 Contemporary research has expanded our understanding of parent sport involvement by  
10 documenting others' preferences for parent involvement behaviors. For example, research  
11 indicates that children want parents to focus on effort rather than outcomes, respect etiquette,  
12 match non-verbal behaviors with supportive comments, encourage the entire team (Knight et al.,  
13 2010, 2011), and control their emotions (Omli & Wiese-Bjornstal, 2011). However, children do  
14 not want their parents to coach from the sidelines or provide technical and tactical advice unless  
15 they have sufficient knowledge (Knight et al., 2010; Omli & Wiese-Bjornstal, 2011). In  
16 particular, children's preferences seem to be dependent on context (i.e., at home, in training, in  
17 the car) and timing (i.e., before, during or after competition; Elliott & Drummond, 2017a; Elliott  
18 & Drummond, 2017c; Knight et al., 2011; Knight, Little et al., 2016; Tamminen et al., 2017).

19 Additionally, in building from Stein and colleagues (1999), there has been an increased  
20 focus on understanding children's perceptions of their parents' involvement in sport (e.g.,  
21 Dorsch et al., 2016; Knight et al., 2010). This contrasts with work conducted during the  
22 foundational and transitional periods, which tended to examine parent behaviors more explicitly,  
23 rather than *how* such behaviors were perceived by others. This shift catalyzed an important line  
24 of inquiry, given that parents and children do not always agree on what might constitute support  
25 and pressure in youth sport (Dorsch, Smith et al., 2016; Kanters et al., 2008). For instance,

1 children can perceive behaviors deemed to be supportive by parents as pressuring, while parents  
2 can overestimate how supportive their own actions are (Kanters et al.).

3 In general, children's perceptions of parent involvement were shown to be associated  
4 with their own sport conduct, enjoyment, anxiety, and coping strategies (LaVoi & Babkes-  
5 Stellino, 2008; Lafferty & Dorrell, 2006). In terms of sport conduct, children are more likely to  
6 display graciousness and concern for their opponent if they perceived that their parents  
7 associated success with enjoyment, encouraged mastery of skill, emphasized mistakes as part of  
8 learning, and didn't place pressure on winning (LaVoi & Babkes-Stellino, 2008). However,  
9 when fathers were perceived to place pressure on winning, and created fear around losing,  
10 children were more likely to display poor sportpersonship. Other findings highlighted the fact  
11 that youth athletes perceived their parents to use more praise and understanding than active  
12 involvement and directive behavior. However, they were dissatisfied with their parents' overall  
13 level of involvement (i.e., directive behavior, praise and understanding, active involvement)  
14 suggesting they wanted more from their parents (Ede et al., 2012), which is consistent with  
15 previous literature (Wuerth et al., 2004). In particular, Stein and colleagues (1999) argued that  
16 the perceived *quality* (i.e., appropriate, positive; inappropriate, negative) of involvement  
17 impacted the athlete's experience of enjoyment and stress to a greater degree than the *quantity*  
18 (i.e., too much or too little) of that involvement.

19 In addition to children's perspectives, coach and spouse/partner perceptions on parent  
20 involvement have been considered (Gould et al., 2006; Gould et al., 2008). The contemporary  
21 period began by addressing the need to move beyond unidimensional perceptions of parent  
22 involvement to consider multiple perspectives. For example, Lauer and colleagues (2010a, b)  
23 triangulated players', coaches', and parents' perceptions of parent influence on athlete talent  
24 development which was especially valuable because it offered triadic insights and thus reflected  
25 the overarching ideas forwarded by a family systems perspective (Minuchin, 1974) – an

1 approach that has received more attention in the sport parent literature (Dorsch et al., 2020;  
2 Grimm et al., 2017; Newhouse-Bailey et al., 2015; Wright, Gould et al., 2019). Research that  
3 followed primarily focused on individual perspectives of coaches and league administrators (e.g.,  
4 Bean et al., 2016; Knight & Holt, 2014; Ross et al., 2015), providing insight into the value of  
5 considering perceptions of parent involvement beyond the athlete.

## 6 **Factors influencing parent involvement in sport**

7 A noticeable shift occurred during the contemporary period, wherein researchers moved  
8 from an emphasis on *what* constitutes parent involvement toward emphases on *why* certain  
9 parent involvement behaviors occur and *how* they affect children's psychosocial outcomes and  
10 performance. A number of interdisciplinary research teams have sought to promote  
11 understanding of a broader range of individual and environmental factors related to parent  
12 involvement in sport by engaging in qualitative research aimed at providing an in-depth, rich  
13 picture of the sport parenting experience.

14 **Individual factors.** Stemming from earlier work based on Eccles' expectancy value  
15 model (Eccles et al., 1998), contemporary research has been designed to consider parent beliefs,  
16 attitudes, and expectations as salient factors that influence parent involvement in their child's  
17 sport participation. For example, parents' own past sport experiences, level of sport knowledge,  
18 and goals and expectations have been found to shape the way in which parents approach their  
19 child's sport participation (Dorsch, Smith, Wilson et al., 2015; Knight, Dorsch et al., 2016).  
20 Researchers have also considered parenting styles, producing findings that suggest authoritative  
21 parenting styles are most conducive to optimal parent involvement and children's adaptive  
22 outcomes (e.g., task-oriented behavior, satisfaction; Juntumaa et al., 2005). Building from this  
23 perspective, autonomy-supportive parenting styles were associated with parents' improved  
24 ability to read their children's moods, engage in bidirectional open communication, and make  
25 training and competition-related decisions together (Holt et al., 2009). Within this line of inquiry,



1 Dunn and colleagues (2016) findings suggest that parent's financial investment (a behavior  
2 typically viewed as instrumental support) may influence children's perceptions of pressure and  
3 ultimately their commitment to return to sport in subsequent seasons. Taken together, individual  
4 differences among parents should be accounted for to understand antecedents that may influence  
5 parent involvement behaviors.

6 **Environmental factors.** Beyond individual factors, environmental influences on parent  
7 involvement such as the characteristics of the sport culture (e.g., selection policies, time and  
8 financial demands) have emerged as a primary contributor to parents' experiences (Clarke &  
9 Harwood, 2014). Within this line of work, research has suggested that the type of sport culture in  
10 which families are socialized may over time, shift or change parents' beliefs and behaviors  
11 regarding their child's sport participation (Dorsch et al., 2009), influence parent identity relative  
12 to the goals they promote for their child (Dorsch, Smith et al., 2015), and reinforce particular  
13 attitudes and expectations that align with the sport culture (e.g., performance-oriented,  
14 perfectionistic), which further influence their behaviors (McMahon & Penney, 2015).

15 Deliberate attention has also been placed on understanding stressors and challenges  
16 related to being a sport parent (Harwood et al., 2010; Harwood & Knight, 2009a, 2009b). For  
17 example, parents identified a range of challenges related to the provision of adequate support and  
18 perceived pressures and demands placed on their child, which were a function of the  
19 characteristics of the sport environment (i.e., quality of officials, league quality, child's  
20 performance, processes of competition) that in turn influenced parent involvement behavior  
21 (Wiersma & Fifer, 2008). Importantly, Wiersma and Fifer's study foreshadowed a shift in  
22 research toward a more empathetic understanding of parents' experiences in youth sport and the  
23 integration of the 'parent' voice within future studies (e.g., Knight & Harwood, 2009a, 2009b;  
24 Lally & Kerr, 2008). Accordingly, research that followed identified a range of stressors related to  
25 a number of personal (e.g., family-role conflict, family income, siblings) and organization-

1 related (e.g., time and financial investments, developmental concerns, inefficiencies of  
2 organization) stressors (Burgess et al., 2016; Harwood & Knight, 2009a, b; Harwood et al., 2010;  
3 Knight & Holt, 2013a; Knight, Dorsch, et al., 2016; Lienhart et al., 2019). These findings  
4 suggest that parents can encounter numerous demands when attempting to facilitate their  
5 children's sport involvement and consideration of these when working with parents are  
6 warranted.

7 Studies have also identified the context of competition as an environmental factor to  
8 consider (Blom & Drane, 2008; Bowker et al., 2009; Omli & LaVoi, 2009, 2012). Research has  
9 suggested parents experience empathy with their child during participation, especially when they  
10 see their child upset or losing (Knight & Holt, 2013b) and these emotions appear to change in  
11 relation to the dynamic game and contextual circumstances (Holt et al., 2008). Thus, parents  
12 seem to share in the highs and lows of their children's competitive sport experiences, which in  
13 turn may have the potential to affect their behaviors (Elliott & Drummond, 2017b). Taken  
14 together, these findings further delineated the complex nature of parent involvement beyond the  
15 supportive and pressuring behaviors they engage in during their child's sport experience and  
16 align with Dorsch, Smith and colleagues (2016) argument that parent behavior may be related to  
17 the repeated social and cognitive processes parents experience in sport, characteristics of the  
18 parent, and the sport context(s) in which parents interact over time.

### 19 **Educational considerations to enhance parent involvement in sport**

20 Although an abundance of valuable knowledge pertaining to sport parenting exists,  
21 relatively less emphasis has been placed on disseminating this knowledge to key stakeholders  
22 (e.g., parents, athletic directors, coaches, program directors, sport organizations) (Knight, 2019).  
23 A majority of the practical application of sport parenting research has been characterized by a  
24 "one size fits all" approach to developing initiatives to support parents, failing to recognize that  
25 sport parenting is an intricate and dynamic social experience, influenced by a host of factors and

1 variables (Knight et al., 2017). Nevertheless, over the last five years a number of initiatives have  
2 been designed by researchers, practitioners, and sport organizations to enhance parent  
3 involvement in sport and individualize parent education (e.g., Dorsch et al., 2019; Project Play,  
4 2020). These initiatives have been delivered for both in-person and virtual audiences (through  
5 seminars) and self-paced learning (hard copy and online guides) and have been guided by  
6 evidence-based findings in the sport parent involvement literature (Dorsch et al., 2017; Thrower  
7 et al., 2016, 2019). Recently, digitalization trends have been considered in using web-based  
8 delivery methods for parent education (Tamminen et al., 2020; Thrower et al., 2019). Within this  
9 line of work, clear logistical constraints regarding implementation of parent education programs  
10 were identified, including the challenge of increasing parent attendance and lack of support from  
11 sport organizations (Dorsch, King et al., 2019; Richards & Winter, 2013; Vincent & Christensen,  
12 2015). Despite these constraints, overall, results of parent interventions have been positive. In  
13 particular, fostering parenting expertise and understanding of the sport (Thrower et al., 2016),  
14 increases in parenting efficacy (Thrower et al., 2019) or parental support and warmth (Dorsch et  
15 al., 2017), indicating the value of developing evidence-based, individualized strategies to support  
16 -- not just *educate* -- parents in overcoming the widely used parenting strategies following “trial  
17 and error” in sport (Knight et al., 2017; Knight, 2019).

18         Research conducted during the contemporary period provided a needed extension to  
19 research conducted during the foundational and transitional periods. While confirming the  
20 influential role of parents in their children’s sport participation outcomes and experiences, the  
21 period critically highlighted how parent involvement in sport is shaped by various factors and  
22 can be a challenging, intricate, and nuanced phenomenon. A critique of the contemporary period  
23 lies in its emphasis on individual rather than holistic approaches, as well as its neglect of issues  
24 related to diversity. A critical review of studies in this area suggests that research is heavily  
25 skewed toward White males, families with a high socioeconomic position, and traditional two-

1 parent households. In addition, results published in English to date seem limited by a Western  
2 cultural perspective, highlighting the need to study parent involvement across a range of settings  
3 and cultures (see Dorsch, Vierimaa et al., 2019).

4 Overall, research during this period was characterized by a noticeable shift from  
5 descriptive and correlational studies to more nuanced studies aiming to better understand and  
6 capture the complexity of sport parenting. This paves the way for researchers in the decades  
7 ahead to address emerging conceptual and theoretical gaps that remain in the field.

### 8 **Remaining gaps and future directions**

9 The purpose of this scoping review was to provide an historical analysis of the literature  
10 on parent involvement in organized youth sport. In conducting the analysis, we identified key  
11 concepts and trajectories that define the field's *foundational* (1968-1981), *transitional* (1982-  
12 1998), and *contemporary* (1999-2020) periods. An important extension of this knowledge is to  
13 use the synthesized understanding from these 242 articles to frame remaining gaps in the field  
14 and subsequently to stimulate thinking regarding areas for future research. Through this review it  
15 has become apparent that there are gaps in our knowledge arising in relation to who and what has  
16 been studied, as well as how studies have been conducted and subsequently how applied practice  
17 has developed.

#### 18 **Who has been studied?**

19 One noticeable gap in the literature is related to the samples from which our and others'  
20 inferences have been drawn. Certainly, it is important to acknowledge that study samples,  
21 especially during the foundational period, were skewed toward male youth sport participants and  
22 families who identified as middle to upper-middle class. In this sense, the accumulated  
23 knowledge in this is not truly representative of a broad range of families with children  
24 participating in youth sports, particularly within current society. As such, it is paramount that  
25 future research in this area is designed to diversify the samples that are integrated and examined

1 within studies of parental involvement in organized youth sport. For instance, there continues to  
2 be a need differentiate the influence and involvement of parents based on gender, as well as  
3 considering children's genders within data collections and analyses. Integration of both parents  
4 (if present) within studies, as well as incorporating parents and children's data within the same  
5 studies are required.

6 Expanding samples to ensure scholars obtain information from participants within diverse  
7 family structures, across a range of socioeconomic status, cultures and countries, and sports is  
8 also needed. A potential new direction, given the changing landscape of sport and society may be  
9 to examine the experiences of parenting athletes in non-traditional youth sport settings. This  
10 could include a more targeted focus on parents and children participating in sport programs  
11 designed for minoritized youth (e.g., racial/ethnic minority, disability, or transgender  
12 populations). Such directions could offer new insights into a broad range of parent experiences  
13 and outcomes. It is also important to note that our definition of organized youth sport did not  
14 include informal games or free play, contexts in which much research has been carried out over  
15 the period of our review. A follow-up review of that literature would meaningfully add to  
16 understanding in the area.

### 17 **What has been studied?**

18 A second gap has to do with the selection of topics (i.e., constructs, variables, and  
19 phenomena) to be studied. Prior to the turn of the 21<sup>st</sup> century, research on parent involvement in  
20 organized youth sport was largely focused on understanding parents' roles in the socialization of  
21 young people in sport, as well as the potential impact parents could have on their children's  
22 engagement and outcomes. As such, it is clear that sport parent involvement research needs to  
23 continue to expand beyond asking *what* parents do and what influence it has, to critically  
24 considering *how* and *why* this occurs. Theoretically informed research designed to explicate the  
25 mechanisms of factors such as socialization, motivation, specialization, burnout, and enjoyment

1 would shed much needed light on the field's understanding of sport parent involvement. Over  
2 time, the range of theories that have been used to examine sport parenting have steadily grown.  
3 For instance, in the early decades, motivation theories dominated, while more recently work has  
4 increasingly drawn on systems level thinking. Specific models of sport parenting have also been  
5 proposed (Teques, Calmeiro, et al., 2018) and recent calls for a systems approach (e.g., Dorsch et  
6 al., 2020) have the potential to shape research moving forward. Nevertheless, to expand our  
7 understanding further, considering theories from the human development, social psychology, and  
8 interpersonal communication literatures may prove fruitful. For instance, greater use of family  
9 systems theory (Minuchin, 1974), attachment theory (Bowlby, 1988), models of thriving through  
10 relationships (e.g., Feeney & Collins, 2004), concepts of responsiveness (Reis et al., 2004), or  
11 the broad range of parenting styles typologies may be beneficial.

12         Additionally, although research in the contemporary period has started to consider the  
13 experiences of parents and how this might influence their involvement in their child's sporting  
14 lives, there is still much to do in this area. Specifically, to continue moving the field forward,  
15 especially within applied settings, it will be imperative to acknowledge and embrace complexity  
16 and heterogeneity in the sport parenting experience. To do this, a conceptualization of parents as  
17 but one of many contributors to the youth sport system (Dorsch et al., 2020) could be embedded  
18 within future research designs. By combining findings from creative, multifaceted, and  
19 methodologically-inventive studies based on a strong foundation of existing literature, there is  
20 potential for research in this area to have a substantial, positive, and measurable impact within  
21 organized youth sport. For example, researchers may examine the societal, community-level, and  
22 organizational influences on parents' involvement in sport as spectators, volunteers, and coaches.  
23 Such work would afford new understanding of the range of contextual influences on the parent  
24 youth sport experience.

25 **How have studies been carried out?**

1           A third gap, most evident during the foundational and transitional periods, was that most  
2 studies in this area have been quantitative in design, utilizing self-report questionnaire data to  
3 develop correlations among parental behaviors and child outcomes (Knight, 2019). Fortunately,  
4 as research in sport parent involvement has grown, so too have the range of methods that have  
5 been utilized, as indicated within the contemporary period. However, a critical appraisal of the  
6 literature still indicates that, aside from a few notable exceptions, much of the work is heavily  
7 reliant upon single time point data collections, usually through in-person or online  
8 questionnaires, interviews, or focus groups. Future research in this area should be designed to  
9 draw on a broader range of data collection strategies, such as arts-based research, narratives,  
10 story completion, or observation-based methodologies such as instrumental case studies,  
11 ethnographies, or action research. Employing these strategies has the potential to provide more  
12 intricate insights into the phenomenon and experience of sport parenting. Similarly, well  
13 developed experimental studies that allow for manipulation of different parenting variables to  
14 study subsequent child outcomes or behavioral analysis of parent-child interactions may be  
15 useful. Creative approaches (e.g., through mobile phones) to monitor child and parent behaviors  
16 over an extended period of time could facilitate multilevel repeated measure analyses and would  
17 substantially enhance our understanding in this area. In following Dorsch and colleagues (2015),  
18 scholars could adopt a longitudinal approach to data collection, while also utilizing dynamic  
19 frameworks such as Côté and colleagues' developmental model of sport participation to critically  
20 frame the antecedents, consequences, and mechanisms of sport behavior.

### 21 **How has research been used in practice?**

22           A final gap in the literature relates to the application of the parental involvement  
23 literature in practice. Only in the last five years or so have evidence-based programs to  
24 disseminate knowledge to parents been evaluated within the sport parent involvement literature.  
25 Initial findings suggest that such approaches may help to promote changes in parents' knowledge

1 and behaviors. However, the extent to which these lead to, for instance, long-term behavior  
2 changes, influence parent-child relationships, or enhance children's sporting experiences is less  
3 well-known. Moreover, there are clear challenges pertaining to parents attending and engaging  
4 with programs (Dorsch et al., 2019). Consequently, not only is there a clear need for the  
5 development and evaluation of more evidence-based sport parenting programs, further research  
6 examining novel approaches to parent support that extends beyond simply disseminating  
7 information to parents is required. For instance, targeting coaches and organizations to increase  
8 their knowledge regarding sport parents and encouraging changes in their approaches to  
9 engaging with parents, may be a fruitful avenue by which to support parents that overcomes  
10 issues associated with a lack of attendance at workshops. Similarly, working directly within  
11 clubs to encourage culture or environmental changes and minimize the demands parents face,  
12 could indirectly result in changes in parents' patterns of involvement. Whichever approaches are  
13 adopted, evaluation of their impact needs to consider short- and long-term follow-ups, as well as  
14 the programmatic impacts on parent *and* child outcomes and experiences.

15         Moving forward, we strongly encourage researchers to continue to develop, deliver, and  
16 evaluate evidence-based programs and interventions with parents so they may, in turn, better  
17 cope with the challenges that arise in youth sport. This will equip parents to best help their  
18 children enjoy their participation and fulfill their athletic and human potential. Because previous  
19 contributions have lacked a holistic approach, future investigations should tackle methodological  
20 challenges and aim to apply broader theoretical frameworks such as a family systems theory  
21 lens, and include parents, siblings, children, coaches and peers (Dorsch et al., 2020). Future  
22 research should also continue to account for limitations related to the implementation of parent  
23 education, by addressing low levels of parent attendance/adherence, the difficulty in engaging in  
24 long-term interventions, and the dangers of applying a one-size-fits-all approach to sport parent  
25 education initiatives.



## Conclusion

1  
2 In conducting this scoping review, we sought to provide an analysis of the literature on  
3 parent involvement in organized youth sport. The 242 articles included in this scoping review  
4 have been critical in extending our understanding of the influence of parents within this context.  
5 Although this research has been conducted across the family, social psychology, education,  
6 communication, and human development disciplines, the accumulated knowledge has solidified  
7 sport parenting as a viable sub-field within sport and exercise psychology. As research methods,  
8 interest in the area, and the body of evidence have developed, our ability to further consider the  
9 inherent complexity of youth sport parenting has also grown. Specifically, research has  
10 progressed from (mostly) descriptive and correlational studies to more intricate, multifaceted  
11 examinations of the youth sport parenting experience. As such, researchers in the sport parenting  
12 sub-discipline have begun to uncover the various influences on parents as well as their impact on  
13 children's performances and psychosocial outcomes. This has included the identification of  
14 personal and environmental factors that shape parent involvement, as well as the stressors and  
15 challenges that result from that involvement. We are proud of the knowledge gained in this area  
16 over the last six decades, and look forward to seeing where the future of this research lies. Given  
17 the quality and quantity of scholars now doing work in this area, and those who will invariably  
18 follow, we are confident the best is yet to come!

## References

- 1
- 2 Amado, D., Sánchez-Oliva, D., González-Ponce, I., Pulido-González, J. J., & Sánchez-Miguel,  
3 P. A. (2015). Incidence of parental support and pressure on their children's motivational  
4 processes towards sport practice regarding gender. *PloS One*, *10*, e0128015.
- 5 Atkins, M. R., Johnson, D. M., Force, E. C., & Petrie, T. A. (2013). " Do I Still Want to Play?"  
6 Parents' and peers' influences on girls' continuation in sport. *Journal of Sport Behavior*, *36*,  
7 329-345.
- 8 Averill, P. M., & Power, T. G. (1995). Parental attitudes and children's experiences in soccer:  
9 Correlates of effort and enjoyment. *International Journal of Behavioral Development*, *18*,  
10 263–276.
- 11 Bandura, A., & Walters, R.H. (1963). *Social learning and personality development*. Holt Rinehart  
12 & Winston.
- 13 Baxter-Jones, A. D. G., & Maffulli, N. (2003). Parental influence on sport participation in elite  
14 young athletes. *Journal of Sports Medicine and Physical Fitness*, *43*, 250-255.
- 15 Bean, C. N., Jeffery-Tosoni, S., Baker, J., & Fraser-Thomas, J. (2016). Negative parental  
16 behaviour in Canadian youth hockey: Expert insiders' perceptions and  
17 recommendations. *Revue phénEPS/PHEnex Journal*, *7*, 46-67.
- 18 Bell, R.Q. (1968). A reinterpretation of the direction of effects in studies of socialization.  
19 *Psychological Review*, *75*, 81–95.
- 20 Bergin, D. A., & Habusta, S. F. (2004). Goal orientations of young male ice hockey players and  
21 their parents. *The Journal of Genetic Psychology*, *165*, 383-397.
- 22 Blom, L. C., & Drane, D. (2008). Parents' sideline comments: Exploring the reality of a growing  
23 issue. *Athletic Insight: The Online Journal of Sport Psychology*.
- 24
- 25

- 1 Blom, L. C., Vissek, A. J., & Harris, B. S. (2013). Triangulation in youth sport: Healthy  
2 partnerships among parents, coaches, and practitioners. *Journal of Sport Psychology in*  
3 *Action, 4*, 86-96.
- 4 Bowker, A., Boekhoven, B., Nolan, A., Bauhaus, S., Glover, P., Powell, T., & Taylor, S. (2009).  
5 Naturalistic observations of spectator behavior at youth hockey games. *The Sport*  
6 *Psychologist, 23*, 301-316.
- 7 Bowlby, J. (1988). Developmental psychiatry comes of age. *The American Journal of Psychiatry,*  
8 *145*, 1–10.
- 9 Bremer, K. L. (2012). Parent involvement, pressure, and support in youth sport: A narrative  
10 literature review. *Journal of Family Theory and Review, 4*, 235–248.
- 11 Brown, B. A., Frankel, B. G., & Fennell, M. P. (1989). Hugs or shrugs: Parental and peer  
12 influence on continuity of involvement in sport by female athletes. *Sex Roles, 20*, 397-412.
- 13 Brustad, R. J. (1988). Affective outcomes in competitive youth sport: The influence of  
14 intrapersonal and socialization factors. *Journal of Sport & Exercise Psychology, 10*, 307-  
15 321.
- 16 Brustad, R. J. (1992). Integrating socialization influences into the study of children's motivation in  
17 sport. *Journal of Sport & Exercise Psychology, 14*, 59–77.
- 18 Brustad, R. J. (1993). Who will go out and play? Parental and psychological influences on  
19 children's attraction to physical activity. *Pediatric Exercise Science, 5*, 210-223.
- 20 Burgess, N. S., Knight, C. J., & Mellalieu, S. D. (2016). Parental stress and coping in elite youth  
21 gymnastics: An interpretive phenomenological analysis. *Qualitative Research in Sport,*  
22 *Exercise, and Health, 8*, 237-256.
- 23 Chan, D. K., Lonsdale, C., & Fung, H. H. (2012). Influences of coaches, parents, and peers on the  
24 motivational patterns of child and adolescent athletes. *Scandinavian Journal of Medicine*  
25 *& Science in Sports, 22*, 558-568.

- 1 Clarke, N. J., & Harwood, C. G. (2014). Parenting experiences in elite youth football: A  
2 phenomenological study. *Psychology of Sport and Exercise, 15*, 528-537.
- 3 Coakley, J. (2006). The good father: Parental expectations and youth sports. *Leisure Studies, 25*,  
4 153-163.
- 5 Cohn, P. J. (1990). An exploratory study on sources of stress and athlete burnout in youth golf.  
6 *The Sport Psychologist, 4*, 95-106.
- 7 Côté, J. (1999). The influence of the family in the development of talent in sport. *The Sport*  
8 *Psychologist, 13*, 395-417.
- 9 Deci, E. L., & Ryan, R. M. (1985). The general causality orientations scale: Self-determination in  
10 personality. *Journal of Research in Personality, 19*, 109-134.
- 11 DeFrancesco, C., & Johnson, P. (1997). Athlete and parent perceptions in junior tennis. *Journal of*  
12 *Sport Behavior, 22*, 29-36.
- 13 Denault, A. S., & Poulin, F. (2009). Predictors of adolescent participation in organized activities:  
14 A five-year longitudinal study. *Journal of Research on Adolescence, 19*, 287-311.
- 15 Dorsch, T. E., Vierimaa, M., & Plucinik, J. M. (2019). A citation network analysis of research on  
16 parent– child interactions in youth sport. *Sport, Exercise, and Performance Psychology, 8*,  
17 145.
- 18 Dorsch, T. E., King, M. Q., Dunn, C. R., Osai, K. V., & Tulane, S. (2017). The impact of  
19 evidence-based parent education in organized youth sport: A pilot study. *Journal of*  
20 *Applied Sport Psychology, 29*, 199-214.
- 21 Dorsch, T. E., King, M. Q., Tulane, S., Osai, K. V., Dunn, C. R., & Carlsen, C. P. (2019). Parent  
22 education in youth sport: A community case study of parents, coaches, and  
23 administrators. *Journal of Applied Sport Psychology, 31*, 427-450.

- 1 Dorsch, T. E., Smith, A. L., & Dotterer, A. M. (2016). Individual, relationship, and context factors  
2 associated with parent support and pressure in organized youth sport. *Psychology of Sport  
3 and Exercise, 23*, 132-141.
- 4 Dorsch, T. E., Smith, A. L., Blazo, J. B., Coakley, J., Côté, J., Wagstaff, C. R., Warner, S., &  
5 King, M. Q. (2020). Toward an integrated understanding of the youth sport system.  
6 *Research Quarterly in Exercise and Sport*.
- 7 Dorsch, T., Smith, A. L., & McDonough, M. H. (2009). Parents' perceptions of child-to-parent  
8 socialization in organized youth sport. *Journal of Sport & Exercise Psychology 31*, 444-  
9 468.
- 10 Dorsch, T. E., Smith, A. L., Wilson, S. R., & McDonough, M. H. (2015). Parent goals and verbal  
11 sideline behavior in organized youth sport. *Sport, Exercise, and Performance  
12 Psychology, 4*, 19-35.
- 13 Duda, J. L., & Horn, H. L. (1993). Interdependencies between the perceived and self-reported goal  
14 orientations of young athletes and their parents. *Pediatric Exercise Science, 5*, 234-241.
- 15 Dukes, R. L. & Coakley, J. (2002). Parental commitment to competitive swimming. *Free Inquiry  
16 in Creative Sociology, 30*, 185-198.
- 17 Dunn, R.C., Dorsch, T. E., King, M. Q., & Rothlisberger, K. J. (2016). The impact of family  
18 financial investment on perceived parent pressure and child enjoyment and commitment in  
19 organized youth sport. *Family Relations, 65*, 287-299.
- 20 Eccles, J. S., & Harold, R. D. (1991). Gender differences in sport involvement: Applying the  
21 Eccles' expectancy-value model. *Journal of Applied Sport Psychology, 3*, 7-35.
- 22 Eccles, J. S., Wigfield, A., & Schiefele, U. (1998). Motivation to succeed. In W. Damon & N.  
23 Eisenberg (Ed.), *Handbook of child psychology: Social, emotional, and personality  
24 development* (pp. 1017-1095). John Wiley & Sons, Inc.

- 1 Ede, S., Kamphoff, C. S., Mackey, T., & Mork-Armentrout, S. (2012). Youth hockey athletes'  
2 perceptions of parental involvement: They want more. *Journal of Sport Behavior*, 35, 3-18.
- 3 Elliott, S. K., & Drummond, M. J. N. (2017a). During play, the break, and the drive home: The  
4 meaning of parental verbal behaviour in youth sport. *Leisure Studies*, 36, 645-656.
- 5 Elliott, S. K., & Drummond, M. J. N. (2017b). The experience of parent-coaches in youth sport: A  
6 qualitative case study from Australia. *Journal of Amateur Sport*, 3, 64-85.
- 7 Elliott, S. K., & Drummond, M. J. N. (2017c). Parents in youth sport: what happens after the  
8 game? *Sport, Education and Society*, 22, 391-406.
- 9 Eriksson, M., Nordqvist, T., & Rasmussen, F. (2008). Associations between parents' and 12-year-  
10 old children's sport and vigorous activity: the role of self-esteem and athletic  
11 competence. *Journal of Physical Activity and Health*, 5, 359-373.
- 12 Felker, D. W. (1968). Relationship between self-concept, body build, and perception of father's  
13 interest in sports in boys. *Research Quarterly*, 39, 513-517.
- 14 Felker, D. W., & Kay, R. S. (1971). Self-concept, sports interests, sports participation and body  
15 type of seventh- and eighth-grade boys. *The Journal of Psychology*, 78, 223-228.
- 16 Fredricks, J. A., & Eccles, J. S. (2005). Family socialization, gender, and sport motivation and  
17 involvement. *Journal of Sport & Exercise Psychology*, 27, 3-31.
- 18 Feeney, B. C., & Collins, N. L. (2015). Thriving through relationships. *Current Opinion in*  
19 *Psychology*, 1, 22-28.
- 20 Gagné, M. (2003). Autonomy support and need satisfaction in the motivation and well-being of  
21 gymnasts. *Journal of Applied Sport Psychology*, 15, 372-390.
- 22 Gilliland, K., & Tutko, (1978). Differences in parent-child relations between athletes and non-  
23 athletes. *Journal of Sport Behavior*, 1, 51-60.
- 24 Goldstein, J. D., & Iso-Ahola, S. E. (2008). Determinants of parents' sideline-rage emotions and  
25 behaviors at youth soccer games. *Journal of Applied Social Psychology*, 38, 1442-1462.

- 1 Gould, D., Feltz, D., Horn, T., & Weiss, M. (1982). Reasons for attrition in competitive youth  
2 swimming. *Journal of Sport Behavior*, 5, 155.
- 3 Gould, D., Feltz, D., & Weiss, M. (1985). Motives for participating in competitive youth  
4 swimming. *International Journal of Sport Psychology*, 16, 126-140.
- 5 Gould, D., Lauer, L., Rolo, C., Jannes, C., & Pennisi, N. (2006). Understanding the role parents  
6 play in tennis success: a national survey of junior tennis coaches. *British Journal of Sports  
7 Medicine*, 40, 632-636.
- 8 Green, B. C., & Chalip, L. (1998). Antecedents and consequences of parental purchase decision  
9 involvement in youth sport. *Leisure Sciences*, 20, 95-109.
- 10 Greendorfer, S. L. (1977). Role of socializing agents in sport involvement. *Research Quarterly*,  
11 48, 304-310.
- 12 Greendorfer, S. L., & Lewko, J. H. (1978). Role of family members in sport socialization of  
13 children. *Research Quarterly*, 49, 146-152.
- 14 Greendorfer, S.L. (1983). Shaping the female athlete: The impact of the family. In M. Boutilier &  
15 L. San Giovanni (Eds.), *The sport woman* (pp. 135-155). Champaign, IL: Human Kinetics.
- 16 Grimm, M. X., Dorrance Hall, E., Dunn, C. R., & Dorsch, T. E. (2017). Parent-child  
17 communication in sport: Bridging the gap between theory and research. *Journal of  
18 Amateur Sport*, 3, 1-19.
- 19 Harrington, M. (2006). Sport and leisure as contexts for fathering in Australian families. *Leisure  
20 Studies*, 25, 165-183.
- 21 Harter, S. (1978). Effectance motivation reconsidered: Toward a developmental model. *Human  
22 Development*, 1, 34-64.
- 23 Harwood, C. G., Caglar, E., Thrower, S. N., & Smith, J. M. (2019). Development and validation  
24 of the parent-initiated motivational climate in individual sport competition  
25 questionnaire. *Frontiers in Psychology*, 10, 128-141.

- 1 Harwood, C., Drew, A., & Knight, C. J. (2010). Parental stressors in professional youth football  
2 academies: A qualitative investigation of specializing stage parents. *Qualitative Research*  
3 *in Sport and Exercise*, 2, 39-55.
- 4 Harwood, C. G., & Knight, C. J. (2009a). Understanding parental stressors: An investigation of  
5 British tennis-parents. *Journal of Sports Sciences*, 27, 339-351.
- 6 Harwood, C. G., & Knight, C. J. (2009b). Stress in youth sport: A developmental investigation of  
7 tennis parents. *Psychology of Sport and Exercise*, 10, 447-456.
- 8 Harwood, C. G., Knight, C. J., Thrower, S. N., & Berrow, S. R. (2019). Advancing the study of  
9 parental involvement to optimize the psychosocial development and experiences of young  
10 athletes. *Psychology of Sport and Exercise*, 42, 66-73.
- 11 Hein, V., & Joesaar, H. (2015). How perceived autonomy support from adults and peer  
12 motivational climate are related with self-determined motivation among young athletes.  
13 *International Journal of Sport and Exercise Psychology*, 13, 193-204.
- 14 Hellstedt, J. C. (1990). Early adolescent perceptions of parental pressure in the sport environment.  
15 *Journal of Sport Behavior*, 13, 135-144.
- 16 Higginson, D. C. (1985). The influence of socializing agents in the female sport-participation  
17 process. *Adolescence*, 20, 73-82
- 18 Hines, S., & Groves, D. L. (1989). Sports competition and its influence on self-esteem  
19 development. *Adolescence*, 24, 861-869.
- 20 Holt, N. L., Tamminen, K. A., Black, D. E., Sehn, Z. L., & Wall, M. P. (2008). Parental  
21 involvement in competitive youth sport settings. *Psychology of Sport and Exercise*, 9, 663-  
22 685.
- 23 Holt, N. L., Tamminen, K. A., Black, D. E., Mandigo, J. L., & Fox, K. R. (2009). Youth sport  
24 parenting styles and practices. *Journal of Sport & Exercise Psychology*, 31, 37-59.



- 1 Howard, D., & Madrigal, R. (1990). Who makes the decision: The parent or the child? *Journal of*  
2 *Leisure Research*, 22, 244-258.
- 3 Hoyle, R. H., & Leff, S. S. (1997). The role of parental involvement in youth sport participation  
4 and performance. *Adolescence*, 32, 233-243.
- 5 Hurtel, V., & Lacassagne, M. F. (2013). Development of the Parents' Perception of Their  
6 Involvement in their Child's Tennis Activity Questionnaire (Q-PPICTA). *Scandinavian*  
7 *Journal of Medicine & Science in Sports*, 23, e254-e262.
- 8 Jõesaar, H., & Hein, V. (2011). Psychosocial determinants of young athletes' continued  
9 participation over time. *Perceptual and Motor Skills*, 113, 51-66.
- 10 Juntumaa, B., Keskivaara, P., & Punamäki, R. L. (2005). Parenting, achievement strategies and  
11 satisfaction in ice hockey. *Scandinavian Journal of Psychology*, 46, 411-420.
- 12 Kanters, M. A., Bocarro, J., & Casper, J. (2008). Supported or pressured? An examination of  
13 agreement among parents and children on parent's role in youth sports. *Journal of Sport*  
14 *Behavior*, 31, 64-80.
- 15 Kay, T. (2007). Fathering through sport. *World Leisure Journal*, 49, 69-82.
- 16 Kay, R. S., Felker, D. W., & Varoz, R. O. (1972). Sports Interests and abilities as contributors to  
17 self-concept in junior high school boys. *Research Quarterly*, 43, 208-215.
- 18 Keegan, R. J., Harwood, C. G., Spray, C. M., & Lavalley, D. E. (2009). A qualitative investigation  
19 exploring the motivational climate in early career sports participants: Coach, parent and  
20 peer influences on sport motivation. *Psychology of Sport and Exercise*, 10, 361-372.
- 21 Kirk, D., Carlson, T., O'Connor, A., Burke, P., Davis, K., & Glover, S. (1997). The economic  
22 impact on families of children's participation in junior sport. *Australian Journal of Science*  
23 *and Medicine in Sport*, 29, 27-33.
- 24 Knight, C. J. (2019). Revealing findings in youth sport parenting research. *Kinesiology Review*, 8,  
25 252-259.

- 1 Knight, C. J., Berrow, S. R., & Harwood, C. G. (2017). Parenting in sport. *Current Opinion in*  
2 *Psychology, 16*, 93-97.
- 3 Knight, C. J., Boden, C. M., & Holt, N. L. (2010). Junior tennis players' preferences for parental  
4 behaviors. *Journal of Applied Sport Psychology, 22*, 377-391.
- 5 Knight, C. J., Dorsch, T. E., Osai, K. V., Haderlie, K. L., & Sellars, P. A. (2016). Influences on  
6 parental involvement in youth sport. *Sport, Exercise, & Performance Psychology, 5*, 161-  
7 178.
- 8 Knight, C. J., & Harwood, C. G. (2009a). Understanding parental stressors: An investigation of  
9 British tennis-parents. *Journal of Sport Sciences, 27*, 339-351.
- 10 Knight, C. J., & Harwood, C. G. (2009b). Exploring parent-related coaching stressors in British  
11 tennis: A developmental investigation. *International Journal of Sports Science &*  
12 *Coaching, 4*, 545-565.
- 13 Knight, C. J., & Holt, N. L. (2013a). Strategies used and assistance required to facilitate  
14 children's involvement in tennis: Parents' perspectives. *The Sport Psychologist, 27*(3),  
15 281-291
- 16 Knight, C. J., & Holt, N. L. (2013b). Factors that influence parents' experiences at junior tennis  
17 tournaments and suggestions for improvement. *Sport, Exercise, and Performance*  
18 *Psychology, 2*, 173.
- 19 Knight, C. J., & Holt, N. L. (2014). Parenting in youth tennis: Understanding and enhancing  
20 children's experiences. *Psychology of Sport and Exercise, 15*, 155-164.
- 21 Knight, C. J., Little, G. C., Harwood, C. G., & Goodger, K. (2016). Parental involvement in elite  
22 junior slalom canoeing. *Journal of Applied Sport Psychology, 28*, 234-256.
- 23 Knight, C. J., Neely, K. C., & Holt, N. L. (2011). Parental behaviors in team sports: How do  
24 female athletes want parents to behave? *Journal of Applied Sport Psychology, 23*, 76-92.
- 25 Krippendorff, K. (2004). Content analysis: An introduction to its methodology (2nd ed.). Sage.

- 1 Lafferty, M. E., & Dorrell, K. (2006). Coping strategies and the influence of perceived parental  
2 support in junior national age swimmers. *Journal of Sports Sciences, 24*, 253-259.
- 3 Lally, P., & Kerr, G. (2008). The effects of athlete retirement on parents. *Journal of Applied Sport  
4 Psychology, 20*, 42-56.
- 5 Lauer, L., Gould, D., Roman, N., & Pierce, M. (2010a). How parents influence junior tennis  
6 players' development: Qualitative narratives. *Journal of Clinical Sport Psychology, 4*, 69-  
7 92.
- 8 Lauer, L., Gould, D., Roman, N., & Pierce, M. (2010b). Parental behaviors that affect junior tennis  
9 player development. *Psychology of Sport and Exercise, 11*, 487-496.
- 10 LaVoi, N. M., & Babkes-Stellino, M. (2008). The relation between perceived parent-created sport  
11 climate and competitive male youth hockey players' good and poor sport behaviors. *The  
12 Journal of Psychology, 142*, 471-496.
- 13 Leff, S. S., & Hoyle, R. H. (1995). Young athletes' perceptions of parental support and pressure.  
14 *Journal of Youth and Adolescence, 24*, 187-203.
- 15 Lewko, J. H., & Ewing, M. E. (1980). Sex differences and parental influence in sport involvement  
16 of children. *Journal of Sport Psychology, 2*, 62-68.
- 17 Lewthwaite, R., & Scanlan, T. K. (1989). Predictors of competitive trait anxiety in male youth  
18 sport participants. *Medicine & Science in Sports & Exercise, 21*, 221-229.
- 19 Lienhart, N., Nicaise, V., Knight, C. J., & Guillet-Descas, E. (2019). Understanding parent  
20 stressors and coping experiences in elite sports contexts. *Sport, Exercise, and Performance  
21 Psychology, 9*, 390-404.
- 22 Lee, M., & MacLean, S. (1997). Sources of parental pressure among age group swimmers.  
23 *European Journal of Physical Education, 2*, 167-177.
- 24 McElroy, M. A. (1982). Consequences of perceived parental pressure on the self-esteem of youth  
25 sport participants. *American Corrective Therapy Journal, 36*, 164-167.

- 1 McElroy, M. A. (1983). Parent-child relations and orientations toward sport. *Sex Roles, 9*, 997-  
2 1004.
- 3 McElroy, M. A., & Kirkendall, D. R. (1981). Conflict in perceived parent/child sport ability  
4 judgements. *Journal of Sport Psychology, 3*, 244-247.
- 5 McGuire, R. T., & Cook, D. L. (1983). The influence of others and the decision to participate in  
6 youth sports. *Journal of Sport Behavior, 6*, 9-16
- 7 McMahon, J. A., & Penney, D. (2015). Sporting parents on the pool deck: living out a sporting  
8 culture? *Qualitative Research in Sport, Exercise and Health, 7*, 153-169.
- 9 McPherson, B. (1980). Socialization into and through sport. In G. Luschen & G. Sage (Eds.),  
10 *Handbook of social science of sport* (pp. 246-273). Stipes.
- 11 Meade, M. O., & Richardson, W. S. (1997). Selecting and appraising studies for a systematic  
12 review. *Annals of Internal Medicine, 127*, 531-537.
- 13 Minuchin, S. (1974). *Families and family therapy*. Cambridge: Harvard University Press.
- 14 Mossman, G. J., & Cronin, L. D. (2019). Life skills development and enjoyment in youth soccer:  
15 The importance of parental behaviours. *Journal of Sports Sciences, 37*, 850-856.
- 16 Newhouse-Bailey, M., Dixon, M. A., & Warner, S. (2015). Sport and family functioning:  
17 Strengthening elite sport families. *Journal of Amateur Sport, 1*, 1-26.
- 18 Nicholls, J. G. (1984). Achievement motivation: Conceptions of ability, subjective experience,  
19 task choice, and performance. *Psychological Review, 91*, 328.
- 20 Omli, J., & LaVoi, N. M. (2012). Emotional experiences of youth sport parents I: Anger. *Journal*  
21 *of Applied Sport Psychology, 24*, 10-25.
- 22 Omli, J., & Wiese-Bjornstal, D. M. (2011). Kids speak: Preferred parental behavior at youth sport  
23 events. *Research Quarterly for Exercise and Sport, 82*, 702-711.

- 1 Ommundsen, Y., & Vaglum, P. (1991). Soccer competition anxiety and enjoyment in young boy  
2 players: The influence of perceived competence and significant others' emotional  
3 involvement. *International Journal of Sport Psychology*, 22, 35-49.
- 4 Orlick, T.D. (1974) An interview schedule designed to assess family sports environment.  
5 *International Journal of Sport Psychology*, 5, 13-27.
- 6 O'Rourke, D. J., Smith, R. E., Smoll, F. L., & Cumming, S. P. (2014). Relations of parent-and  
7 coach-initiated motivational climates to young athletes' self-esteem, performance anxiety,  
8 and autonomous motivation: Who is more influential? *Journal of Applied Sport  
9 Psychology*, 26, 395-408.
- 10 Osai, K. V., & Whiteman, S. D. (2017). Family relationships and youth sport: Influence of  
11 siblings and parents on youth's participation, interests, and skills. *Journal of Amateur  
12 Sport*, 3, 86-105.
- 13 Padaki, A. S., Popkin, C. A., Hodgins, J. L., Kovacevic, D., Lynch, T. S., & Ahmad, C. S.  
14 (2017). Factors that drive youth specialization. *Sports Health*, 9, 532-536.
- 15 Pham, M. T., Rajić, A., Greig, J. D., Sargeant, J. M., Papadopoulos, A., & McEwen, S. A. (2014).  
16 A scoping review of scoping reviews: advancing the approach and enhancing the  
17 consistency. *Research Synthesis Methods*, 5, 371-385.
- 18 Project Play, (2020). *Parent resources*. Retrieved from: [https://www.aspenprojectplay.org/parent-  
19 resources](https://www.aspenprojectplay.org/parent-resources)
- 20 Reis, H. T., Clark, M. S., & Holmes, J. G. (2004). Perceived partner responsiveness as an  
21 organizing construct in the study of intimacy and closeness. In D. J. Mashek & A. P. Aron  
22 (Eds.), *Handbook of closeness and intimacy* (pp. 211–236). Psychology Press.
- 23 Richards, K., & Winter, S. (2013). Key reflections from “on the ground”: Working with parents to  
24 create a task climate. *Journal of Sport Psychology in Action*, 4, 34-44.

- 1 Roberts, G. C., Treasure, D. C., & Hall, H. K. (1994). Parental goal orientations and beliefs about  
2 the competitive-sport experience of their child. *Journal of Applied Social Psychology, 24*,  
3 631-645.
- 4 Rodrigues, D., Padez, C., & Machado-Rodrigues, A. M. (2018). Active parents, active children:  
5 The importance of parental organized physical activity in children's extracurricular sport  
6 participation. *Journal of Child Health Care, 22*, 159-170.
- 7 Ross, A.J., Mallett, C.J., & Parkes, J.F. (2015). The influence of parent sport behaviours on  
8 children's development: Youth coach and administrator perspectives. *International Journal*  
9 *of Sports Science and Coaching, 10*, 605-621.
- 10 Sagar, S. S., & Lavalley, D. (2010). The developmental origins of fear of failure in adolescent  
11 athletes: Examining parental practices. *Psychology of Sport and Exercise, 11*, 177-187.
- 12 Sánchez-Miguel, P. A., Leo, F. M., Sánchez-Oliva, D., Amado, D., & García-Calvo, T. (2013).  
13 The importance of parents' behavior in their children's enjoyment and amotivation in  
14 sports. *Journal of Human Kinetics, 36*, 169-177.
- 15 Scanlan, T. K., & Lewthwaite, R. (1984). Social psychological aspects of competition for male  
16 youth sport participants: I. Predictors of competitive stress. *Journal of Sport Psychology, 6*,  
17 208-226.
- 18 Scanlan, T. K., & Lewthwaite, R. (1986). Social psychological aspects of competition for male  
19 youth sport participants: IV. Predictors of enjoyment. *Journal of Sport Psychology, 8*, 25-  
20 35.
- 21 Seabra, A. F., Mendonça, D. M., Thomis, M. A., Peters, T. J., & Maia, J. A. (2008). Associations  
22 between sport participation, demographic and socio-cultural factors in Portuguese children  
23 and adolescents. *European Journal of Public Health, 18*, 25-30.
- 24 Smoll, F. L., & Smith, R. E. (2002). *Children and youth in sport: A biopsychosocial perspective*.  
25 Kendall Hunt.

- 1 Snyder, E. E., & Purdy, D. A. (1982). Socialization into sport: Parent and child reverse and  
2 reciprocal effects. *Research Quarterly for Exercise and Sport*, 53, 263-266.
- 3 Snyder, E.E., & Spreitzer, E.A. (1973). Family influence and involvement in sports. *Research*  
4 *Quarterly*, 44, 249-255.
- 5 Spreitzer, E. & Snyder, E. (1976). Socialization into sport: An exploratory path analysis. *Research*  
6 *Quarterly*, 47, 238-245.
- 7 Stein, G. L., Raedeke, T. D., & Glenn, S. D. (1999). Children's perceptions of parent sport  
8 involvement: It's not how much, but to what degree that's important. *Journal of Sport*  
9 *Behavior*, 22, 591–601.
- 10 Sucharew, H., & Macaluso, M. (2019). Progress notes: methods for research evidence synthesis:  
11 the scoping review approach. *Journal of Hospital Medicine*, 14, 416-418.
- 12 Tamminen, K. A., McEwen, C. E., & Crocker, P. R. (2016). Perceived parental support, pressure,  
13 and the socialization of adolescent athletes' coping. *International Journal of Sport*  
14 *Psychology*, 47, 335-354.
- 15 Tamminen, K. A., McEwen, C. E., Kerr, G., & Donnelly, P. (2020). Examining the impact of the  
16 Respect in Sport Parent Program on the psychosocial experiences of minor hockey  
17 athletes. *Journal of Sports Sciences*, 38, 2035-2045.
- 18 Tamminen, K. A., Poucher, Z. A., & Povilaitis, V. (2017). The car ride home: An interpretive  
19 examination of parent–athlete sport conversations. *Sport, Exercise, and Performance*  
20 *Psychology*, 6, 325.
- 21 Teques, P., Calmeiro, L., Martins, H., Duarte, D., & Holt, N. L. (2018). Mediating effects of  
22 parents' coping strategies on the relationship between parents' emotional intelligence and  
23 sideline verbal behaviors in youth soccer. *Journal of Sport & Exercise Psychology*, 40,  
24 153-162.

- 1 Teques, P., Serpa, S., Rosado, A., Silva, C., & Calmeiro, L. (2018). Parental involvement in sport:  
2 Psychometric development and empirical test of a theoretical model. *Current Psychology*,  
3 *37*, 234-249.
- 4 Thomas, J. R., Nelson, J. K., & Silverman, S. J. (2005). *Research methods in physical activity* (5<sup>th</sup>  
5 ed.). Champaign, IL: Human Kinetics.
- 6 Thrower, S. N., Harwood, C. G., & Spray, C. M. (2016). Educating and supporting tennis parents:  
7 A grounded theory of parents' needs during childhood and early adolescence. *Sport,*  
8 *Exercise, and Performance Psychology*, *5*, 107–124.
- 9 Thrower, S. N., Harwood, C. G., & Spray, C. M. (2019). Educating and supporting tennis parents  
10 using web-based delivery methods: A novel online education program. *Journal of Applied*  
11 *Sport Psychology*, *31*, 303-323.
- 12 Ullrich-French, S., & Smith, A. L. (2006). Perceptions of relationships with parents and peers in  
13 youth sport: Independent and combined prediction of motivational outcomes. *Psychology*  
14 *of Sport and Exercise*, *7*, 193-214.
- 15 Vealey, R., & Chase, M. (2016). *Best practice for youth sport*. Human Kinetics.
- 16 Vincent, A. P., & Christensen, D. A. (2015). Conversations with parents: A collaborative sport  
17 psychology program for parents in youth sport. *Journal of Sport Psychology in Action*, *6*,  
18 73-85.
- 19 White, S. A. (1996). Goal orientations and perceptions of the motivational climate initiated by  
20 parents. *Pediatric Exercise Science*, *8*, 122-129.
- 21 White, S. A. (1998). Adolescent goal profiles, perceptions of the parent-initiated motivational  
22 climate, and competitive trait anxiety. *The Sport Psychologist*, *12*, 16-28.
- 23 White, S. A., Duda, J., & Hart, S. (1992). An exploratory examination of the parent initiated  
24 motivational climate questionnaire. *Perceptual and Motor Skills*, *75*, 875-880.



- 1 White, S. A., Kavussanu, M., & Guest, S. M. (1998). Goal orientations and perceptions of the  
2 motivational climate created by significant others. *European Journal of Physical*  
3 *Education, 3*, 212-228.
- 4 White, S. A., Kavussanu, M., Tank, K. M., & Wingate, J. M. (2004). Perceived parental beliefs  
5 about the causes of success in sport: relationship to athletes' achievement goals and  
6 personal beliefs. *Scandinavian Journal of Medicine & Science in Sports, 14*, 57-66.
- 7 Wiersma, L. D., & Fifer, A. M. (2008). "The schedule has been tough but we think it's worth it":  
8 The joys, challenges, and recommendations of youth sport parents. *Journal of Leisure*  
9 *Research, 40*, 505-530.
- 10 Wold, B., & Anderssen, N. (1992). Health promotion aspects of family and peer influences on  
11 sport participation. *International Journal of Sport Psychology, 23*, 343-359.
- 12 Woolger, C., & Power, T. G. (2000). Parenting and children's intrinsic motivation in age group  
13 swimming. *Journal of Applied Developmental Psychology, 21*, 595-607.
- 14 Wright, E., Gould, D., & Erickson, K. (2019). Home away from home: An examination of the  
15 billet family experience in junior ice hockey. *Journal of Applied Sport Psychology, 31*, 1-  
16 20.
- 17 Wright, E., Chase, M.A., Horn, T.S., & Vealey, R.S. (2019). United States parents' perfectionism,  
18 parenting styles, and perceptions of specialization in youth sport. *Psychology of Sport and*  
19 *Exercise, 45*, 1-10.
- 20 Wuerth, S., Lee, M. J., & Alfermann, D. (2004). Parental involvement and athletes' career in youth  
21 sport. *Psychology of Sport and Exercise, 5*, 21-33.