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From Pressure to Pampering: How Parenting Style Impacts a Youth Athlete's Ability to Achieve Flow

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FROM PRESSURE TO PAMPERING:
HOW PARENTING STYLE IMPACTS A YOUTH
ATHLETE'S ABILITY TO ACHIEVE FLOW

A Thesis
Presented to
the Graduate School of
Clemson University

In Partial Fulfillment
of the Requirements for the Degree
Master of Science
Parks, Recreation & Tourism Management

by
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August 2015

Accepted by:
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ABSTRACT

Recreation professionals strive to provide preferred recreation experiences to various age ranges and demographics on a daily basis, hoping that each participant is able to achieve flow. Flow is defined as a mental state reached when challenge and skill level are in balance. Despite recreation professionals' attempts to facilitate a flow opportunity through programming, additional factors are at work in each participant's enjoyment of an activity. In the case of youth sport, parents can play a large role in socially and psychologically supporting their child. When parents are too demanding of their child it is common for the child to experience stress and anxiety. Likewise, when parents are too responsive to their child it is common for the child to become bored as they are not being challenged. This thesis will investigate whether a relationship exists between parenting style and flow achievement.

DEDICATION

This thesis is dedicated to Dr. Steven Smidley, for introducing me to the theory of flow and encouraging my thought process on the subject.

ACKNOWLEDGMENTS

This thesis would not have been possible without the support of Dr. Denise Anderson and her belief that I could undertake such a challenge.

I would also like to thank the many parents and youth that completed surveys, as well as every other interested person that listened to me ramble about my passion for the subject of flow and the field of recreation.

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CHAPTER ONE

INTRODUCTION

Parks and recreation professionals continually strive to offer fulfilling programming to their respective communities and many base these programs on specific goals and objectives. In setting these goals and objectives, professionals should remember the importance of facilitating a flow opportunity experience for participants. This thesis will provide an in-depth look at flow, youth sport, and parenting style while striving to determine whether a relationship exists between parenting style and flow achievement during youth sport.

Background

Flow, as coined by Csikszentmihalyi (1990), describes the mental state met when activity challenge and personal skill level match. Many researchers have explored the theory of flow and agree with Csikszentmihalyi that “flow is characterized by intense involvement, a loss of sense of time, clarity of goals, deep concentration, a transcendence of the self, lack of self-consciousness, and a belief in the intrinsic value of the experience” (Decloe, Kaczynski, & Havitz, 2009, p. 76). Additionally, when skill level and challenge do not match, anxiety and boredom may be formed within the participant’s psyche. If the activity challenge is too great and the participant’s skill level too little, anxiety may be experienced. Alternatively, if the activity challenge is too little and the participant’s skill level too great, boredom may be the outcome, (Csikszentmihalyi, 1990).

The ability to achieve flow can greatly impact a participant's enjoyment of a program. However, a variety of factors can influence enjoyment and the ability to achieve flow. In regards to youth sports, participants' interaction with their parent or guardian can greatly impact their ability to focus, along with their mood. If participants are pressured by their parent or guardian, they are more likely to feel anxious during program participation. Likewise, if participants are pampered by their parent or guardian, they may be more likely to become bored.

Parenting style has much to do with the children's experiences of anxiety and boredom. According to Baumrind (1971), parenting styles can be broken into four categories: authoritarian, permissive, authoritative, and rejecting-neglecting. According to Holt, Tamminen, Black, Mandigo, and Fox (2009), an authoritarian parenting style refers to a strict and demanding parental presence while a permissive parenting style tends to pamper the child and praise even the smallest of accomplishments. An authoritative parenting style is a moderate approach to parenting that does not incorporate either of the extremes. For the purpose of this study, rejecting-neglecting will not be examined as it involves the lack of parental presence.

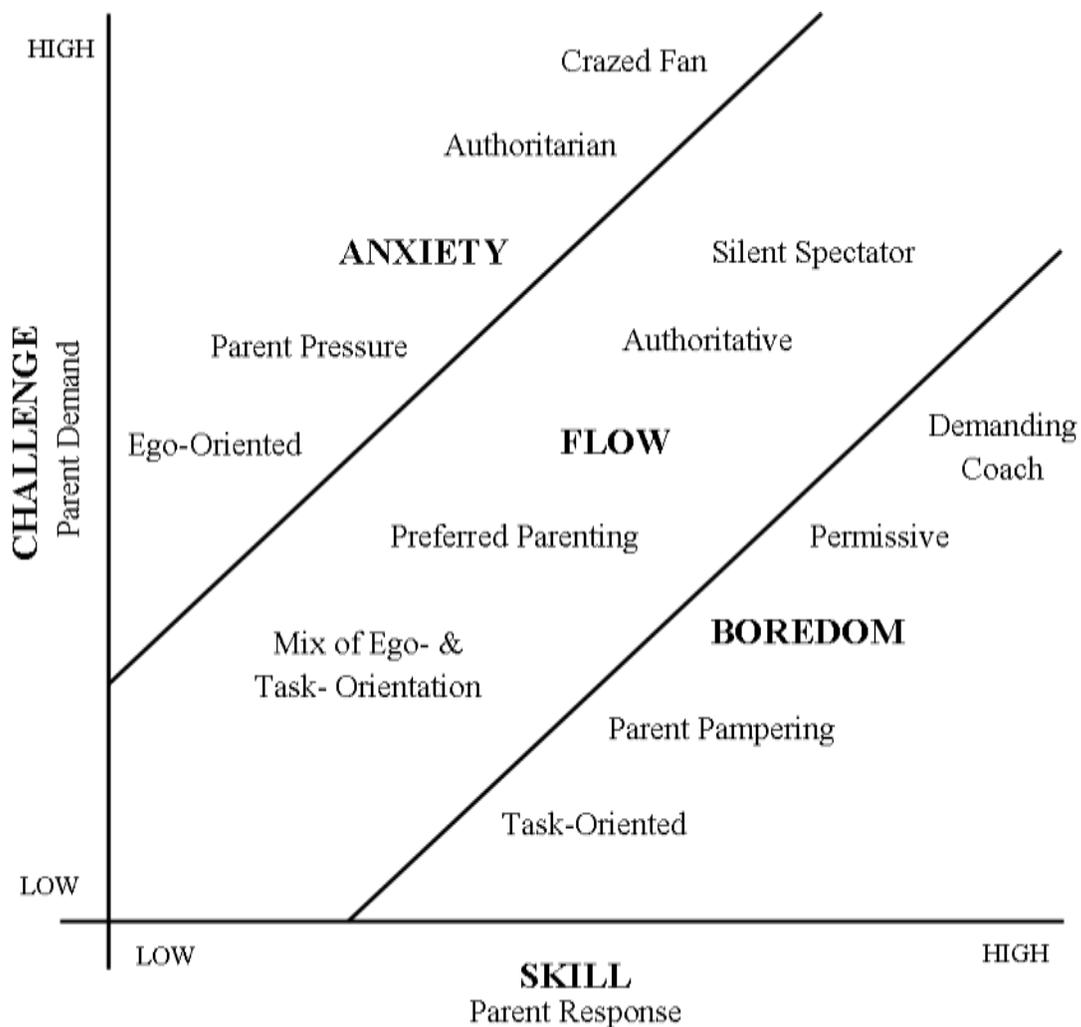


Figure 1. Flow and parenting style. Csikszentmihalyi’s visual representation of flow, accompanied by associated parenting style research terminology.

Despite much research on Csikszentmihalyi’s theory of flow, and even more research on parenting style, no one has undertaken research relating the two. However, a number of youth sport studies have found an apparent relationship among parent interaction, involvement, and attitude, and a child’s participation level and overall enjoyment (Anderson, Funk, Elliott, & Smith, 2003; Gutierrez, Caus, & Ruiz, 2011; Omli

& LaVoi, 2011; Omli & Wiese-Bjornstal, 2011; Sapieja, Dunn, & Holt, 2011). Thus, it can be inferred that there may be a connection between parenting style and a youth athlete's ability to achieve flow. Discovering a possible relationship between parenting style and flow for youth athletes may allow practitioners the ability to better serve youth as they strive to improve quality of life through athletics.

Significance/Rationale

There is vast research on the effects parenting has on youth athletes, but not on how it may impact the athlete's flow achievement. Likewise, there is extensive research on flow, but not in regards to a parental influence on achievement of flow. As of yet, there is no research relating Csikszentmihalyi's flow with Baumrind's parenting styles.

Examining the relationship between parenting style and flow may provide recreation professionals an opportunity to train and coach their parents in specific ways to help their youth participants have a greater chance of achieving flow during sport participation.

Purpose Statement

The purpose of this study was to investigate whether a relationship exists between flow and parenting style. Greater understanding of a relationship can be utilized within the parks and recreation profession to better train parent volunteers, coaches, and spectators, to provide opportunities for positive youth development, to encourage future youth sport participation, and to influence the philosophy of sport organizations.

Research Question

1. Is there a relationship between parenting style and a youth athlete's level of flow achievement?

Null Hypotheses

1. Authoritarian parenting style has no relationship to the achievement of flow.
2. Permissive parenting style has no relationship to the achievement of flow.
3. Authoritative parenting style has no relationship to the achievement of flow.

Definition of Terms

Flow: The mental state met when activity challenge and personal skill level match (Csikszentmihalyi, 2009).

Authoritarian parenting style: Identified by high demand from a parent with low response. Parents who exhibit this style tend to pressure their children, act assertively towards their actions, and have an ego-oriented approach toward parenting (Baumrind, 1991).

Authoritative parenting style: The preferred style of parenting; identified by a balance of demand and response from the parent. Parents who exhibit this style tend to act as silent spectators towards their children's actions and offer a mix of an ego- and task-oriented approach to parenting (Baumrind, 1991).

Permissive parenting style: Identified by low demand from a parent with high response. Parents who exhibit this style tend to pamper their children, over-encourage their children's good or bad actions, and have a task-oriented approach toward parenting (Baumrind, 1991).

Delimitations

The study population was delimited to:

1. Youth athletes aged 11- to 16-years old.
2. Participants registered in the Clarksville, Tennessee, Parks and Recreation Department's Winter Youth Basketball League.

Outline of Chapters

This thesis consists of five chapters. Chapter One introduces the background, purpose, and significance of the study. Chapter Two includes a review of literature on youth sport, parenting style, and flow. Chapter Three explains the methodology behind the research and the manner in which it was conducted. Chapter Four includes the results of the study, while Chapter Five summarizes the findings and addresses the implications of such.

CHAPTER TWO

LITERATURE REVIEW

This literature review will describe existing research related to parenting style, the parental impact during youth sport, flow, the parental impact on flow achievement, and other impacts on flow achievement.

Parenting Style

Baumrind (1991) identified four styles of parenting, of which the following three will be examined in this study: authoritarian, permissive, and authoritative. For the purpose of this research, Baumrind's fourth style, rejecting-neglecting, will not be discussed as it involves the lack of a parental presence.

Authoritarian parents are strict and demanding; they give their children very little, if any, leeway with rules and expectations and constantly monitor their activities and choices. Permissive parents are quite the opposite: they demand very little of their children yet shower them with praise regardless of their actions or decisions; they are very lenient and try to avoid confrontation. Authoritative parents seem to be a mix of these two extremes. While they have expectations and demands of their children, they allow them to make their own decisions and offer support along the way (Holt, et. al., 2009).

Determinants of parenting style

Baumrind (1989, 1991) identified these parenting styles with two determinants, responsiveness and demandingness. “Responsiveness refers to the extent to which parents foster individuality and self-regulation, are supportive, and responsive to their children’s needs. Demandingness includes control, supervision, and a willingness to confront children” (Holt, et. al., 2009, p. 39).

Leff and Hoyle’s (1995) research identified parental pressure as a cause of youth sport participants’ general fears, anxieties, and issues of self-worth, among other problems. Holding children to unreasonably high standards will likely result in burnout as well as decreased enjoyment and motivation with regard to youth sport (Anderson et al., 2003; Sapieja, Dunn, & Holt, 2011). Hellstedt’s (1990) research defined parental pressure as an influential motivator to participate well and for a period of time. Hellstedt (1990) believed that some parental pressure is beneficial, but too much can cause anxiety for the youth athlete.

Permissive parenting describes an attempt to coddle or pamper the child, shielding him or her from failure. Research on permissive parenting styles is becoming prevalent in the child development field as the current generation of youth, otherwise known as Millennials, have difficulty self-regulating and dealing with confrontation (Holt, et al., 2009).

As parenting style relates to education, Areepattamannil (2010) found that rewarding children with praise is correlated to greater achievement in school, while Manuel (2006) discovered permissive parenting style to have an association to lesser

achievement in school. Areepattamannil (2010) also suggested that constant monitoring of a child's progress and work can result in lower achievement and decreased intrinsic motivation, which negates flow. Manuel (2006) found that children from homes that exhibit authoritarian parenting style tend to exhibit antisocial tendencies and have trouble confronting and dealing with authority.

Variables of parenting style

Carter and Welch (1981) took parenting style one step further by suggesting ways in which parenting style is affected. For instance, they believe that parenting style changes based on the situation, as well as the gender and attractiveness of the child. Their study posed a series of vignettes of varying child behavior to a room of parents who were asked to respond in their own typical manner. Responses were then categorized into Baumrind's parenting styles.

The parent's situation, their experience in parenting, whether or not they were married or single, their number of children, and their gender and age also came into play in determining the style of parenting they represent. Males were more likely to respond in an authoritarian or permissive manner, while females were more authoritative. They also found that an increase in the parent's age caused a decrease in authoritative responses.

Parental Impact during Youth Sport

“Parents fulfill three fundamental roles in their child's sport experience. These are firstly as ‘provider’ (e.g., of opportunities, finance, transport); as ‘interpreter’ of the sport

experience for their child (e.g., emotionally reacting to competition in adaptive manners); and finally, as ‘role model’ (i.e., modeling the ideal attributes and behaviors in sport),” (Harwood & Knight, 2009, p. 448). This approach is focused solely on the parent’s responsibility in regards to youth sport involvement.

However, Domingues and Goncalves (2013) found that parents put their youth in sport programs as a personal benefit to the youth, to encourage resilience, a sense of belonging, responsibility, respect, and discipline, as well as a social equilibrium. Their study found that parents play a much more vital role in youth sport during the early and middle years of their youth. As youth age, parents become less involved.

Youth response

Omli and Wiese-Bjornstal (2011) conducted a study in which they asked youth sport participants the type of behavior they would prefer to see from their parents. From their study it was determined that youth athletes preferred supportive parents as opposed to demanding parents.

Anderson, et al. (2003) reasoned that youth athletes should be encouraged during participation, yet given the opportunity to choose their own level of participation and amount of time dedicated to the activity. Their research assumed that children would prefer parents who offer a balanced, authoritative parenting style.

Youth athletes, and children in general, who believe their participation is supported by their parents are able to enjoy their activity more and have less anxiety during participation. Additionally, these supported children have the confidence to

undertake harder challenges as their self-worth is more highly developed (Scanlan & Lewthwaite, 1986; Fraser-Thomas, Côté, & Deakin, 2007). Put simply, children experienced positive youth development. However, Fraser-Thomas and Côté (2009) and Hellstedt (1990) believed that some stress can be beneficial to a youth athlete as it teaches coping mechanisms and resilience, two important developmental characteristics for later in life.

Regardless of how the child is influenced, it is important to influence them appropriately to allow for positive youth development. Recreation professionals play an important role in facilitating this positive youth development and they should strive to create programs that meet the needed development skills for participants. Scanlan and Lewthwaite (1986) also made the point that participant enjoyment will inevitably lead to future participation, another goal of all recreation departments and youth-serving organizations.

Recreation programs' impact

Since many recreation programs are run by volunteers or parents, recreation professionals must take it upon themselves to properly train these adults in positive youth development tactics. Petitpas, Cornelius, Van Raalte, and Jones (2005) explained that several factors are at play in creating a pleasant experience for a participant. These factors include "...the philosophy of the sport organization, quality of coaching, nature of parental involvement, and participants' individual experiences and resources" (p. 63).

Several studies in recreation and sport have shown evidence of a relationship between parental “attitudes, beliefs, expectancies, and behaviors and children’s self-perceptions, self-reported motivation, and levels of activity involvement” (Gutiérrez, Caus, & Ruiz, 2011, p. 360). Domingues and Goncalves (2013) found that “Parents can have a negative influence, namely, by exerting pressure to perform and forcing professional aspirations on their [youth]; but on the other hand, they can be supportive, fundamentally recognizing the social importance of sport in the family and the inherent skills that youngsters can learn from it,” (p. 120).

Harwood and Knight (2009) studied youth tennis players and the stress caused by their parents’ attitudes. Their decision to study tennis players was because of the media attention associated with problematic parents in this sport. They believed that the parental behavior was associated with the scoring system in tennis. Since tennis is an individual sport, mistakes and failure are more easily evidenced to the crowd, placing more stress on youth players, and in turn, more stress on those youth’s parents. The authors described parents who seemed to exemplify a permissive parenting style and found that those parents had the most difficult time dealing with such a situation. Those permissive parents were striving to protect their youth from a psychologically unsafe or unfair outcome.

Sport orientation

Parenting style can also be displayed in the manner in which parents attempt to orient their child to sport. Ego-oriented parents instruct their children that it only matters

if they win the game or if they are better than their opponents or teammates, clearly an authoritarian approach in terms of demanding expectations and approval. Task-oriented parents focus on the child's ability to learn a new skill and improve at previously acquired skills, giving praise to the completion of one aspect of the sport, not necessarily the entirety of the activity (Gutiérrez, et al., 2011). This hints that task-oriented parents might exhibit a more permissive parenting style. Authoritative parents would seem to fall into a mix of both of these orientations to sport, offering some ego-orientation and some task-orientation. Additionally, youth athletes who felt their parents were focused on ego-orientation did not enjoy their participation as expected and had increased anxiety (Gutiérrez, et al., 2011, p. 372).

These parenting styles can become apparent in the stands of a youth sport event. Omli and LaVoi (2011) explained that “[some] parents act like demanding coaches by shouting instructions, advice, and critical encouragement during competitions or act like crazed fans by arguing, blaming, derogating, disrupting, yelling, and cheering fanatically” (p. 11-12). These demanding and fanatic parents can be labeled authoritarian in parenting style. Permissive parents will represent the opposite of this, giving praise regardless of performance and offering a coddled mentality of acceptance. Authoritative parents will be supportive fans, understanding when to remain silent allowing for athlete concentration and when to encourage or praise a valiant effort or success.

Research shows that authoritative, ego-oriented parents who may act as crazed fans at youth sport events are more likely to cause stress to their children, thus creating anxiety and likely eliminating the ability to achieve flow (Omli et al., 2008, as cited in

Omli & LaVoi, 2011; Gutiérrez, et al., 2011; Brustad, Babkes, & Smith, 2001; Hellstedt, 1998, as cited in Omli & Wiese-Bjornstal, 2011; Anderson, Funk, Elliott, & Smith, 2003). Most research tends to describe this as parent pressure.

Flow

Flow, as coined by Csikszentmihalyi, describes the mental state met when activity challenge and personal skill level match. Many researchers, such as Bryce and Haworth (2002), Mannell and Kleiber (1997), and Decloe, et al. (2009) have explored the theory of flow in that “flow is characterized by intense involvement, a loss of sense of time, clarity of goals, deep concentration, a transcendence of the self, lack of self-consciousness, and a belief in the intrinsic value of the experience” (Decloe, et al., 2009, p. 76). Additionally, when skill level and challenge do not match, anxiety and boredom may be formed within the participant’s psyche. If the activity challenge is too great and the participant’s skill level too little, anxiety may be experienced. Alternatively, if the activity challenge is too little and the participant’s skill level too great, boredom may set in.

Csikszentmihalyi (2000) has published a vast array of research articles on his theory and studied subjects of varying demographics, including: inner-city teenagers, assembly-line workers, welders, Alpine farmers, an Egyptian hobo, and a Chinese cook. Some of these studies focused on storytelling by the subject followed by survey completion, and eventually progressed to a pager experiment, where respondents were asked to record their feelings each time a pager went off throughout the day. Through all of these studies he was able to identify the characteristics of flow and explained: “What is

lost in flow is not the 'I' but the 'me,'" (p. 1163). This statement exemplifies the ability of transcendence of the self, one of many characteristics of flow achievement.

Once these characteristics were determined, Csikszentmihalyi (1990) went further by explaining flow as "the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it," (p. 4). He continued by explaining the impact flow achievement has on quality of life and explained that, indeed, recreational and leisure services were beginning to be created with flow achievement as a goal.

Seifert and Hedderson (2010) explored flow and found that people will participate in activities simply to achieve flow. Their study specifically focused on youth skateboarders and they found that their population was seeking the flow experience. Their interviews resulted in statements regarding a loss of time awareness, a full body undertaking of the activity, a feeling that everything is working in unison with everything else, and a feeling of goal accomplishment. The authors went on to explore the idea that participants experienced different levels of flow and they found their results to identify graduated levels of flow achievement. However, they believe some of this graduation may be because people define the state of flow, or 'being in the zone' differently.

Briegel-Jones, Knowles, and Eubank (2013) studied youth swimmers' participation in yoga as associated with flow achievement. Csikszentmihalyi (1990) believed yoga to be a systematic method to achieving flow as the activity assists in developing a better sense of control and concentration. Briegel-Jones, et. al (2013) found that, following their yoga instruction, the youth swimmers were more aware of their

thoughts and feelings and were more easily able to reframe negative aspects of their lives. The swimmers motivation toward the sport increased, as did their swimming performance, and their worry was reduced.

Flow is also relevant to other disciplines as well, not just recreation. For instance, Sherry (2004) and Sheridan and Byrne (2002) related flow to creativity in art and music. Sherry (2004) went further to explain how flow is achieved through media. Examples include movies and a viewer's ability to get entranced in the story and character development, loss of time while reading or listening to music, as well as loss of time while playing video games into the early morning hours while striving for the next level of the game.

Pearce, Ainley and Howard (2005) found that students in online learning programs moved in and out of flow regularly based on the subject of the class and their personal interest in such. Meanwhile, Eisenberger, Jones, Stinglhamber, Shanock and Randall (2005) researched flow achievement in the workplace. They found that employees get better at their jobs by growing their skills and matching them to increasingly difficult challenges. This constant challenge-chasing caused employees to go above and beyond in their work ethic, if for no other reason than to achieve flow.

Csikszentmihalyi (1990) knew that flow was a fluctuating psychological state and that a person could fall out of it as easily as they had entered. However, he explained that after achieving flow, a person would strive to stay in flow or create flow for themselves. Since people eventually hit a point where their skill level is no longer challenged by their activity, they then seek more difficult challenges in order to maintain flow.

Parental Impact on Flow Achievement

While a great deal of research has examined flow, very little has examined its relationship to the role of parents in youth sport. The parenting style, sport orientation, and sideline behavior of parents should be in balance, allowing for participants to successfully achieve flow. In order to achieve this balance, parents should strive to utilize an authoritative parenting style, a mix of ego- and task-orientation, and a silent spectator approach when attending sporting events (Holt, et al., 2009; Gutiérrez, et al., 2011; Omli & LaVoi, 2011; Omli & Wiese-Bjornstal, 2011). Boredom, as listed in Csikszentmihalyi's theory of flow, in this instance, is characterized by a permissive, task-oriented parent who may act as a demanding coach during a sporting event (Gutiérrez, et al., 2011; Omli & LaVoi, 2011; Holt, et al., 2009).

CHAPTER THREE

METHODS

Introduction

Parental influence may positively and negatively affect a child's ability to achieve flow during youth sport participation. Research suggests that parenting style and the variable of flow may be related. Authoritarian parents who pressure their children and focus on ego-oriented outcomes tend to bring anxiety about for their children. Conversely, permissive parents who overpraise and pamper their children have an attitude that results in boredom for the child participating. This study will investigate whether a relationship exists between parenting styles and achievement of flow.

Participants

This study of the relationship between parenting styles and a youth athlete's achievement of flow was conducted in partnership with the Clarksville Parks and Recreation Department in Clarksville, Tennessee. The participants in the study were registered youth basketball players in the winter youth basketball league. Participants ranged in age from 11- to 16-years-old. Every youth athlete registered on the applicable teams was given the opportunity to participate in the study. While both male and female athletes were surveyed, respondents were predominately male.

Procedures

Surveys were administered immediately following one of the league's weekly basketball games using convenience sampling. These surveys were comprised of a series of questions to be answered on a Likert-scale. The survey measured the athletes' perceptions of their parents' parenting styles as well as their perception of whether they achieved flow in participation.

Data Collection

Quantitative data were collected through the use of a paper survey. Study participants were given as much time as needed to complete the survey. Surveys were administered in the racquetball court, which is connected to the gymnasium of the Kleeman Community Center in Clarksville, Tennessee. Youth athletes were told that participation was voluntary and they could skip questions they did not understand.

Instrument

The survey instrument measuring parenting style was developed by Bushor (1998) who had achieved reliability coefficients of greater than .70 across each of the three parenting style scales used in this study. Their analysis resulted in the following reliability coefficients: authoritarian - .70, authoritative -.86, and permissive -.79. The instrument studying flow was developed by Jackson and Marsh (1996) who achieved a reliability coefficient alpha of .83.

The portions of the surveys identifying characteristics of flow were formatted similarly to the parenting style portion of the survey and meant to identify whether or not each flow characteristic was met. The parenting style questions in the survey determined how they felt they were parented by their parents, the importance they felt was placed on sport participation, their levels of self-esteem during sport participation, their enjoyment of the sport activity, as well as questions related to achieving the characteristics of flow. Participants were directed to answer the parenting style questions based on whoever was responsible for taking care of them. In some instances that included both a mother and father, in others a single parent, and for some, a grandparent or other guardian. Participants were not asked to identify who they were considering when answering the questions. Participants were asked to answer questions using a Likert-scale ranging from one to five, with one representing 'Strongly Disagree' and five representing 'Strongly Agree.' The basis for these quantitative questions was to roughly determine the parenting style affecting each youth athlete and his/her ability to achieve flow.

Demographic information was collected from participants to identify their age, sex, years of participation, and perceived skill level. The second section of the survey addressed parenting style perception and asked participants to respond to statements such as:

Authoritarian: I am punished when my room is messy.

Permissive: My parent(s) want me to decide things for myself.

Authoritative: I am encouraged to express my own beliefs and feelings.

The third section of the survey was used to determine if the youth athletes had achieved flow at any point during their sport participation. Youth were asked to respond to statements based on their experience in that day's game. Statements in this section of the survey included:

1. I was challenged, but I believed my skills would allow me to meet the challenge.
2. Things just seemed to be happening automatically.
3. I felt I was competent enough to meet the high demands of the situation.

Data Analysis

Data analysis was completed using Microsoft Excel. To test each of the three hypotheses, the mean and standard deviation were found for each parenting style and flow survey question. The correlation and level of significance was then determined between each parenting style and flow, respectively.

CHAPTER FOUR

RESULTS

The purpose of this study was to investigate whether a relationship exists between flow and parenting style; three parenting styles were measured. The following chapter details the participant demographics, research questions and hypotheses, and statistical data analysis.

Description of Participants

Participants for the study were all registered and actively participating in the Clarksville Parks & Recreation Department's youth basketball league. Participants ranged in age from 11-years-old to 16-years-old with 78% identifying themselves as male, 8% female, and 14% who did not identify their gender. Participants were also asked to identify the number of years they have participated in sport and those results ranged from 1 to 11 years. Finally, participants were asked to self-identify their sport skill level by choosing beginner, moderate, or advanced skill. Of the 67% who responded to this item, 58% identified themselves as having a moderate skill level and only one respondent (4%) chose to identify him/herself as a beginner. See Table 1.

Demographics	Possible Answers	Frequency	Percent	Mean	Std. Deviation
Age				13.6	1.38
	11	3	8.3%		
	12	4	11.1%		
	13	5	13.9%		
	14	9	25.0%		
	15	8	22.2%		
	16	1	2.8%		
	No Response	6	16.7%		
Gender				N/A	N/A
	Male	28	77.8%		
	Female	3	8.3%		
	No Response	5	13.9%		
Years of Participation				4.56	3.45
	1	4	11.1%		
	2	5	13.9%		
	3	6	16.7%		
	4	1	2.8%		
	5	1	2.8%		
	6	1	2.8%		
	7	0	0.0%		
	8	2	5.6%		
	9	1	2.8%		
	10	2	5.6%		
	11	2	5.6%		
	No Response	11	30.6%		
Skill Level				N/A	N/A
	Beginner	1	2.8%		
	Moderate	14	38.9%		
	Advanced	9	25.0%		
	No Response	12	33.3%		

Research Questions and Hypotheses

This study aimed to determine if a relationship existed between parenting style and a youth athlete's level of flow achievement. Three null hypotheses were tested and the findings are presented below.

Survey Questions	Mean	Std. Dev.
I am allowed to 'back talk' my parent(s).*	4.69	0.75
I am required to follow the family rules.	4.67	0.53
My parent(s) do not allow disrespectful behavior.	4.49	1.03
My parent makes sure to enforce the household rules.	4.23	0.90
I am required to conform to my parents' rules.	4.17	0.90
My parent(s) demand respect and obedience from me.	4.06	1.01
My parent(s) order me to do things.	3.80	1.04
I am punished when I am rebellious.	3.74	1.22
I am required to conform to my parents' belief system.	3.17	1.18
I am punished when my room is messy.	2.97	1.34

*This item was reverse coded to remove negation.

The overall mean for authoritarian parenting style was found to be 4.00 and the overall standard deviation is 1.15, see Table 2. The first survey question 'I am allowed to 'back talk' my parent(s)' was reverse coded. Respondents strongly identified with being required to follow the family rules, while punishment for a messy room was highly uncommon.

Survey Questions	Mean	Std. Dev.
My parent(s) serves as a resource person for me.	4.06	1.12
My parent(s) accepts my desires and actions.	3.89	1.28
I am allowed to form my own opinions.	3.88	1.17
My parent(s) want me to decide things for myself.	3.75	1.13
My parent(s) encourage me to decide most things for myself.	3.75	1.05
I am allowed to form my own point of view.	3.64	1.29
I am allowed to regulate my own activities as much as possible.	3.56	1.36
I am generally allowed to decide my own actions.	3.47	1.16
I am rarely given guidelines for my behavior.	2.44	1.25
My parent(s) avoids controlling my behavior and activities.	2.07	1.13

The overall mean for permissive parenting style was 3.45 and the overall standard deviation was 1.34, see Table 3. Subjects readily identified their parent(s) as a resource person in their life, but few agreed with their parents' avoidance of controlling their behavior and activities.

Table 4 Mean Scores and Standard Deviations for Authoritative Parenting Style		
Survey Questions	Mean	Std. Dev.
My parent(s) respects my individual interests and opinions.	4.08	1.00
I am given personal guidance by my parent(s).	4.07	1.11
My parent(s) consider themselves capable of making mistakes as a human being.	4.00	1.15
I am encouraged to express my own beliefs and feelings.	3.92	1.16
My parent(s) listens when I have concerns about family decisions.	3.63	1.15
My parent(s) states their values to me.	3.57	0.98
My parent(s) admits when they are wrong.	3.53	1.23
I am guided by my parent(s) being sensitive to my individual needs.	3.52	0.91
My opinions are taken into consideration when making family decisions.	3.36	1.33
My parent discusses with me the reasons behind family rules.	3.34	1.41

The overall mean for authoritative parenting style was 3.70 and the overall standard deviation was 1.17, see Table 4. Parents were scored highly in respecting their child's individual interests and opinions, however, parents were scored lowest on sharing the reasoning behind family rules.

Survey Questions	Mean	Std. Dev.
I really enjoyed the experience.	4.53	0.69
I knew what I wanted to achieve.	4.43	0.82
I was challenged, but I believed my skills would allow me to meet the challenge.	4.33	0.93
I loved the feeling of that performance and want to capture it again.	4.24	1.01
I felt in total control of my body.	4.15	0.96
I felt I was competent enough to meet the high demands of the situation.	4.15	0.84
Time seemed to alter (either slowed down or speeded up).	4.08	1.02
I was completely focused on the task at hand.	4.08	0.92
I found the experience extremely rewarding.	4.04	1.23
The experience left me feeling great.	4.03	1.21
I was not worried about what others may have been thinking of me.	4.02	1.04
I had a good idea while I was performing about how well I was doing.	4.01	0.86
I knew clearly what I wanted to do.	4.00	0.93
I felt like I could control what I was doing.	3.99	0.83
I had a feeling of total control.	3.97	0.89
I felt in total control of what I was doing.	3.96	0.88
My abilities matched the high challenge of the situation.	3.94	0.88
I was not concerned with what others may have been thinking of me.	3.93	1.25
I performed automatically.	3.90	0.99
I had a strong sense of what I wanted to do.	3.87	0.98
I was aware of how well I was performing.	3.86	1.05
It was really clear to me that I was doing well.	3.84	1.01
I could tell by the way I was performing how well I was doing.	3.81	1.03
I had total concentration.	3.81	0.97
My attention was focused entirely on what I was doing.	3.76	1.18
My goals were clearly defined.	3.76	1.06
Things just seemed to be happening automatically.	3.73	1.03
The challenge and my skills were at an equally high level.	3.66	1.13
The way time passed seemed to be different from normal.	3.65	1.00

Table 5 continued Mean Scores and Standard Deviation of Flow Scale Items		
I made the correct movements without thinking about trying to do so.	3.57	1.09
It was no effort to keep my mind on what was happening.	3.44	1.34
I did things spontaneously and automatically without having to think.	3.40	1.19
I was not worried about my performance during the event.	3.30	1.41
I was not concerned with how I was presenting myself.	3.21	1.33
It felt like time stopped while I was performing.	2.99	1.32
At times, it almost seemed like things were happening in slow motion.	2.71	1.34

The overall mean for flow was 3.84 and the overall standard deviation was 1.11. The highest scored questions for flow included really enjoying the experience, as well as, and the respondent knowing what they wanted to achieve. The lowest scored response was that the activity had been happening in slow motion.

H1₀: Authoritarian parenting style is not related to achievement of flow.

Results: With a correlation of .15, the relationship between authoritarian parenting style and flow was not found to be statistically significant. Therefore, there was failure to reject the null hypothesis. See Table 6.

H2₀: Permissive parenting style is not related to achievement of flow.

Results: With a correlation of .45 and a level of significance of less than .01, the null hypothesis was rejected. Therefore, a permissive parenting style appears to be related to the achievement of flow.

H3₀: Authoritative parenting style is not related to achievement of flow.

Results: With a correlation of .42 and a level of significance of .01, the null hypothesis was rejected. Therefore, an authoritative parenting style appears to be related to the achievement of flow.

Comparison	Correlation	Level of Significance
Authoritarian Parenting Style & Flow	.15	0.37
Permissive Parenting Style & Flow	.45	0.00
Authoritative Parenting Style & Flow	.42	0.01

CHAPTER FIVE

DISCUSSION

The purpose of this study was to investigate whether a relationship exists between parenting style and a youth athlete's level of flow achievement. Three null hypotheses were used to test each of three parenting styles: authoritarian, permissive, and authoritative. The findings of this study showed permissive parenting style, as well as authoritative parenting style, to have a statistically significant relationship to achievement of flow, while authoritarian parenting style did not.

Summary of Findings

Quantitative data were analyzed using Microsoft Excel. The mean and standard deviation were found for each parenting style scale and for flow. Correlations and levels of significance were identified between each respective parenting style and flow. The data analyses evidenced a positive correlation between permissive parenting style and flow achievement, as well as between authoritative parenting style and flow achievement. However, of the respondents' opinions of their respective parents' style, no one specific parenting style stood out above another.

Discussion

Overall, the purpose of this study was to determine if a significant relationship existed between parenting style and a youth athlete's flow achievement. In determining this relationship, it is hoped that park and recreation agencies will utilize the information

to construct training and coaching programs for parents of youth athletes. The goal of many park and recreation agencies is to promote and improve quality of life and Csikszentmihalyi (1990) believed that flow achievement can do just that. Scanlan and Lewthwaite (1986) found that enjoyment in sport participation, and flow achievement, can lead to continued and additional participation amongst youth.

Based on the average flow score for participants in this study, it is difficult to determine if flow achievement was a common occurrence for the athletes, or at least to what extent flow was achieved. The results of the survey showed that the young athletes perceived less of an impact on the perception of time, but felt a greater impact on their confidence levels overall, both of which are characteristics of flow. However, it is possible that the youth athletes' confidence levels may have been impacted by a parental influence.

Permissive parenting style was identified as having the strongest relationship to flow achievement. This finding contradicts Areepattamannil's (2010) findings that stated that constant monitoring of a youth athlete will essentially negate flow and decrease the level of enjoyment during sport participation. Holt, et al. (2009) identified permissive parents as those parents who shower their children with praise regardless of their actions or decisions, are very lenient, and strive to avoid confrontation. In Holt et al.'s (2009) study, this constant praise for youth athletes eliminated the need felt by the youth to try harder and increase skill level or even open themselves to greater challenges, as participants may have believed they were already at their best. However, the findings of this study show that flow achievement may be positively impacted for youth athletes

whose parents exemplify permissive parenting style. Perhaps the increase in affirmation from a parent assists youth athletes in building their confidence and begins the basic formation of characteristics of flow achievement.

As suggested in the literature review, authoritative parenting style was also identified as having a significant relationship to a youth athlete's flow achievement. This parenting style is defined by a balance of demand and response. Unsurprisingly, Omli and Wiese-Bjornstal (2011) found that youth athletes preferred an authoritative approach from their parents, as they preferred to be supported in their participation. Authoritative parents also tend to allow their youth to choose their own level of participation and commitment to the sport (Anders et al., 2003). This freedom in participation allows the youth athlete to have a more positive experience and thus, more easily achieve flow.

Authoritarian parenting style, however, was shown to have no relationship to a youth athlete's ability to achieve flow. This parenting style is defined by parental pressure that can cause a youth athlete's fears, anxiety, and self-worth issues (Leff & Hoyle, 1995). Omli and LaVoi (2011) also identified authoritarian parenting style by calling those parents "demanding coaches." These parents lack leniency for mistakes and regularly push their children to try harder. Hellstedt (1990) believed that some parental pressure may be considered a good thing, though the results of this study do not suggest that. However, in this study, a lack of a relationship between parenting style and flow may also be beneficial. For instance, the lack of a significant relationship means that parents exhibiting authoritarian parenting style essentially do not interfere with their child's flow achievement, as opposed to promoting or negatively impacting flow

achievement. The youth athlete is left on their own to achieve flow as possible, simply from the sport experience itself.

The literature has identified additional factors that may come into play in regards to flow achievement. For instance, James and Sullivan (1953) believed children have multiple personalities, one for every person in their life (Alter, 2000). These theories set out to suggest the social influence in a child's life which implies that parenting could be eliminated from this new theory entirely and replaced with any social support in a child's life, such as a peer setting.

While the research seems to suggest there may be a relationship between parenting style and flow, Judith Harris, in her book *The Nurture Assumption* (1998), stated that children are more influenced by their peers and external experiences than their parents (Eisenberg, 2008). Likewise, Baumrind (1991) believes youth's influence changes over their lifetime from a parent influence to a peer influence. Therefore, it may be appropriate to have subjects rank the importance of external subjects on their sport participation and flow achievement in future research that examines flow in youth sport.

Brustad (1992) believed that a youth's maturation affects their motivation and sport orientation, to the point that an increase in age, or rather maturation, would impact their enjoyment and continued participation. The problem with claiming maturation as an influence is that each youth participant will mature at a different rate. While Brustad's (1992) research needs to be taken into account, the inability to specifically set a date of maturation may also impact the study of flow.

Domingues and Goncalves (2013) found that parents play a large role in their children's early stages of adolescence and sport involvement, so it is important that parents exemplify a favorable parenting style during that time period. In the case of this study, that would be either permissive or authoritative parenting styles. However, the research discussed in the literature review would posit only authoritative parenting style as the style that would positively affect flow achievement. For example, Harwood and Knight (2009) identified parents as providers, interpreters, and role models of sport. By fulfilling those roles in a balanced, authoritative manner, parents may feel satisfied that they have positively impacted their child's flow achievement. Yet, the results of this study suggest that permissive parenting style may be equally as beneficial to flow achievement.

Implications

The data from this research may begin to raise interest for additional studies on parenting styles' impact on flow achievement. As park and recreation practitioners strive to improve quality of life, it may be beneficial to address not only the participants' enjoyment, but also the parenting style that participants perceive in their daily lives. Not only does this provide an opportunity to improve the youth athlete's quality of life through sport participation, but it may also adjust their parents' parenting style and create an improved quality of life for the entire family by developing a welcoming atmosphere within the home.

Limitations

The largest limitation of this study was the size of the sample. The researcher attended one game for each team in the league; however the final subject pool was very small. Additionally, of the collected surveys, not all were completed entirely. Missing data in the surveys were replaced with a standard scale mean. Each survey was missing minimal amounts of data, on average two to three questions over the entirety of each respective survey.

There was also a concern that statements and survey responses were altered for fear of repercussions. It was believed that results may have been skewed as youth may provide answers that do not accurately reflect their opinion on their parents' style for fear of being punished.

Finally, results of the study may be impacted by the sport itself and the athlete's general sporting ability. Other outside influences including interactions with peers, coaches, and other parents may impact the results as well.

Future Study

It was the aim of this researcher to test for relationships between parenting style and achievement of flow among youth athletes. Based on prior literature it was anticipated that permissive and authoritarian parenting styles would be negatively correlated to flow achievement and authoritative parenting style would be positively correlated to flow achievement. However, a positive correlation was found for authoritative, as well as, permissive parenting styles. However, a very small sample size,

and the little variability among survey responses, may have impacted the findings and continued research is needed to further investigate the relationship between parenting styles and flow.

Future studies on the topic of parenting style and flow could aim to survey the parents involved with the youth sport, along with the youth athletes. Surveys could then be paired and scored from both point of views, the parent's and the child's. A larger population would have helped in data collection as a very minute portion of the actual youth basketball players chose to participate. The study could also be expanded to occur over a period of time much longer than simply one game. Unfortunately, circumstances beyond the control of the researcher made additional data collection impossible.

There are additional variables that researchers may want to include in the examination of parenting style, flow and youth sport including type of sport, race, and gender. For example, Wu and Van Egeren (2010) found that African-American and Middle Eastern parents were more concerned in enrolling their children in academic activities than white families suggesting race may play a role in sport experience. In relation to choice of sport, Leff and Hoyle (1995) examined youth tennis players in their study to determine parental support in an individual sport and Hellstedt (1990) provided a questionnaire to middle school-aged skiers regarding their perceived parental pressure. Scanlan and Lewthwaite (1986) studied middle school-aged, male wrestlers' enjoyment of the sport and chances of future participation based on their parents' influence during the sport, with results that may have been impacted by gender of the youth athlete. It

seems numerous variations of age, gender, race, and sport can be utilized in future studies.

Conclusion

The results of this study have found that permissive and authoritative parenting styles are more likely to positively affect flow achievement than authoritarian parenting style. While this was not entirely the anticipated outcome of the research, this data may still prove beneficial in the structuring of parks and recreation programming and its goal to promote positive youth development.

APPENDICES

Appendix A

Parent Permission Form with IRB Approval

Parent Permission Form
Clemson University

Parenting Styles' Impact on a Youth Athlete's Ability to Achieve Flow

Description of the Research and Your Child's Part in It

Jenna Tyler, under the direction of Dr. Denise Anderson, is inviting your child to take part in a research study. Dr. Denise Anderson is an Associate Professor and the Coordinator of Graduate Studies and Research for the Parks, Recreation, and Tourism Management department at Clemson University. Jenna Tyler is a student at Clemson University, running this study with the help of Dr. Denise Anderson. The purpose of this research is to determine the impact that parenting style has on a youth athlete's ability to achieve flow. Flow, as defined by Mihalyi Csikszentmihalyi, describes the mental state met when activity challenge and personal skill level match.

Your child's part in this study will be to complete one short survey following a youth basketball game. Both parent(s) and youth athletes will be surveyed. These surveys will ask questions related to parenting style and achievement of flow. Results will be coded so identification of individuals will not be possible.

It will take your child about 10 minutes to take part in this study.

Risks and Discomforts

There are certain risks or discomforts that we might expect your child to go through if they take part in this research. They include a concern that upon finding out the results of the study parents may treat their children differently, posing a threat of abuse or neglect. Identification of the results will be coded to prevent these risks from arising.

Possible Benefits

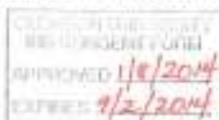
Benefits to the study include the ability to influence parenting style for the better, as well as recreational programming for a youth athlete's overall enjoyment in sport participation.

Protection of Privacy and Confidentiality

We will do everything we can to protect your child's privacy and confidentiality. We will not tell anybody outside of the research team that your child was in this study or what information we collected about your child in particular. Survey results as well as co-investigator notes will be maintained on a password-protected personal computer and/or stored in a locked filing cabinet when not directly supervised by the co-investigator. Additionally, results will be coded to prevent identification of research subjects.

We might be required to share the information we collect from your child with the Clemson University Office of Research Compliance and the federal Office for Human Research

This form is valid only if the
Clemson University IRB
stamp of approval is shown here:



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Protections. If this happens, the information would only be used to find out if we ran this study properly and protected your child's rights in the study.

Choosing to Be in the Study

Your child does not have to be in this research study. You do not have to let your child be in the study. You may tell us at any time that you do not want your child to be in the study anymore. Your child will not be punished in any way if you decide not to let your child be in the study or if you stop your child from continuing in the study. Your child's sport participation, including playing time, will not be affected by any decision you make about this study.

If you choose to have your child stop taking part in this study, the information your child has already provided will be used in a confidential manner.

We will also ask your child if they want to take part in this study. Your child will be able to refuse to take part or to quit being in the study at any time.

Contact Information

If you have any questions or concerns about this study or if any problems arise, please contact Dr. Denise Anderson at Clemson University at (864) 656-5679.

If you have any questions or concerns about your child's rights in this research study, please contact the Clemson University Office of Research Compliance (ORC) at 864-656-6460 or irb@clemson.edu. If you are outside of the Upstate South Carolina area, please use the ORC's toll-free number, 866-297-3071.

Consent

I have read this form and have been allowed to ask any questions I might have. I give my permission for my child to be in this study.

Parent's signature: _____ Date: _____

Child's Name: _____

A copy of this form will be given to you.

This form is valid only if the
Clemson University IRB
stamp of approval is shown here:



Appendix B

Child/Minor Agreement with IRB Approval

Child/Minor Agreement to Be in a Research Study
Clemson University

Parenting Styles' Impact on a Youth Athlete's Ability to Achieve Flow

You are being invited to be in a research study. Below you will find answers to some of the questions that you may have.

Who Are We?

- My name is Jenna Tyler and I am a graduate student at Clemson University. I will be conducting my research under Dr. Denise Anderson, an associate professor at Clemson University.

What Is It For?

- I am conducting this study to determine how parenting style affects your ability to achieve flow. Flow is the way you feel and think when you are focused on an activity. It's like 'being in the zone.'

Why You?

- Since you are participating in the youth basketball league and you are between the ages of 11- and 15-years-old, you have been selected to participate in the study.
- Whether or not you choose to take part in the study, your playing time and sport participation will not be impacted.

What Will You Have to Do?

- You will have to complete one survey for this study. The survey will take you about 10 minutes.
- You will complete this survey following a game. Other players, your coach, and maybe even your parents will be around while you complete it. If you would like privacy to fill in your answers, we can find you a place away from others to answer the survey privately.

What Are the Good Things and Bad Things that May Happen to You If You Are in the Study?

- The only risk we think may come from participating in the survey is that you could be treated differently by your parents based on your answers. To keep this from happening, we will be coding your results so that no one knows what you said.
- By participating in this study you are helping us determine what we can do to give you the best youth sport experience. Your answers will help park departments across the country give better experiences to participants.

This form is valid only if the
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stamp of approval is shown here:



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What If You Want to Stop? Will You Get in Trouble?

- You do not have to participate in this study and you may stop participating at any time.
- Your participation will not impact your playing time or any other aspect of your sport participation.

Do You Have Any Questions?

- You can ask questions at any time. You can ask them now. You can ask later. You can talk to me at any time during the study. I can be reached at (219) 902-0700 or you can even call the professor in charge of my research, Dr. Anderson, at (864) 656-5679.

By signing below, I am saying that I have read this form and have asked any questions that I may have. All of my questions have been answered and I understand what I am being asked to do. I am willing and would like to be in this study.

Signature of Child/Minor

Date

A copy of this form will be given to you.

This form is valid only if the
Clemson University IRB
stamp of approval is shown here:



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Appendix C

Survey

First name and last initial: _____	Age (circle one): 10 11 12 13 14 15				
	Gender (circle one):				
How many years have you participated in youth sport? _____	Beginner	Moderate	Boy	Girl	Advanced
<i>I consider myself to be (circle one):</i>					
<i>Please answer each statement below to the best of your ability. You only need to circle the number that corresponds with your answer.</i>					
<i>If you do not understand a question you may leave it blank. You do not have to complete this survey and you may stop at any time.</i>					
	Strongly disagree	Disagree	Neither	Agree	Strongly agree
<i>When answering questions that ask about your parent(s), please answer based on who takes care of you.</i>					
I am allowed to "back talk" my parent(s).	1	2	3	4	5
I am punished when my room is messy.	1	2	3	4	5
I am required to follow the family rules.	1	2	3	4	5
My parent discusses with me the reasons behind family rules.	1	2	3	4	5
I am encouraged to express my own beliefs and feelings.	1	2	3	4	5
I am given personal guidance by my parent(s).	1	2	3	4	5
My parent(s) avoids controlling my behavior and activities.	1	2	3	4	5
I am allowed to form my own point of view.	1	2	3	4	5
My parent(s) want me to decide things for myself.	1	2	3	4	5
My parent makes sure to enforce the household rules.	1	2	3	4	5
I am required to conform to my parents' rules.	1	2	3	4	5
I am punished when I am rebellious.	1	2	3	4	5
I am required to conform to my parents' belief system.	1	2	3	4	5
My opinions are taken into consideration when making family decisions.	1	2	3	4	5
My parent(s) listens when I have concerns about family decisions.	1	2	3	4	5
My parent(s) admits when they are wrong.	1	2	3	4	5
I guided by my parent(s) being sensitive to my individual needs.	1	2	3	4	5
My parent(s) encourage me to decide most things for myself.	1	2	3	4	5
I am rarely given guidelines for my behavior.	1	2	3	4	5
I am allowed to form my own opinions.	1	2	3	4	5
I am generally allowed to decide my own actions.	1	2	3	4	5
My parent(s) do not allow disrespectful behavior.	1	2	3	4	5
My parent(s) order me to do things.	1	2	3	4	5
My parent(s) demand respect and obedience from me.	1	2	3	4	5
My parent(s) states their values to me.	1	2	3	4	5
My parent(s) respects my individual interests and opinions.	1	2	3	4	5
My parent(s) consider themselves capable of making mistakes as a human being.	1	2	3	4	5
My parent(s) serves as a resource person for me.	1	2	3	4	5
My parent(s) accepts my desires and actions.	1	2	3	4	5
I am allowed to regulate my own activities as much as possible.	1	2	3	4	5

<i>When answering the following questions, please answer based on your experience playing youth basketball today.</i>					
I was challenged, but I believed my skills would allow me to meet the challenge.	1	2	3	4	5
I made the correct movements without thinking about trying to do so.	1	2	3	4	5
I knew clearly what I wanted to do.	1	2	3	4	5
It was really clear to me that I was doing well.	1	2	3	4	5
My attention was focused entirely on what I was doing.	1	2	3	4	5
I felt in total control of what I was doing.	1	2	3	4	5
I was not concerned with what others may have been thinking of me.	1	2	3	4	5
Time seemed to alter (either slowed down or speeded up).	1	2	3	4	5
I really enjoyed the experience.	1	2	3	4	5
My abilities matched the high challenge of the situation.	1	2	3	4	5
Things just seemed to be happening automatically.	1	2	3	4	5
I had a strong sense of what I wanted to do.	1	2	3	4	5
I was aware of how well I was performing.	1	2	3	4	5
It was no effort to keep my mind on what was happening.	1	2	3	4	5
I felt like I could control what I was doing.	1	2	3	4	5
I was not worried about my performance during the event.	1	2	3	4	5
The way time passed seemed to be different from normal.	1	2	3	4	5
I loved the feeling of that performance and want to capture it again.	1	2	3	4	5
I felt I was competent enough to meet the high demands of the situation.	1	2	3	4	5
I performed automatically.	1	2	3	4	5
I knew what I wanted to achieve.	1	2	3	4	5
I had a good idea while I was performing about how well I was doing.	1	2	3	4	5
I had total concentration.	1	2	3	4	5
I had a feeling of total control.	1	2	3	4	5
I was not concerned with how I was presenting myself.	1	2	3	4	5
It felt like time stopped while I was performing.	1	2	3	4	5
The experience left me feeling great.	1	2	3	4	5
The challenge and my skills were at an equally high level.	1	2	3	4	5
I did things spontaneously and automatically without having to think.	1	2	3	4	5
My goals were clearly defined.	1	2	3	4	5
I could tell by the way I was performing how well I was doing.	1	2	3	4	5
I was completely focused on the task at hand.	1	2	3	4	5
I felt in total control of my body.	1	2	3	4	5
I was not worried about what others may have been thinking of me.	1	2	3	4	5
At times, it almost seemed like things were happening in slow motion.	1	2	3	4	5
I found the experience extremely rewarding.	1	2	3	4	5

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