

EXPLORATION OF PARENTAL, YOUTH SPORTS COACH, AND 4-H CLUB
ADVISOR PRESSURE AND SUPPORT OF YOUTH INVOLVEMENT IN SCHOOL
SPORTS AND 4-H

DISSERTATION

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ABSTRACT

The purpose of this correlation and descriptive study was to explore the perceptions that youth involved in school sports and/or 4-H programs have regarding the level of support or pressure from their parents, coaches, and/or 4-H club advisors. A Likert-based written survey was administered to 433 students in the eighth and ninth grade at Coldwater Exempted Village, Convoy-Crestview Local, and Delphos St. Johns Schools.

This research did not find a statistically significant difference of parental support perceived by youth participants of school sports versus 4-H clubs. Youth involved in sports, and not 4-H, reported a higher level of pressure from their fathers than from their mothers ($z=3.36, p<.05$). There was not a statistically significant different level in support of sports involved children by mothers and fathers. There was no significant difference found in the level of support or pressure found by mothers and fathers of 4-H-involved youth. Youth involved in 4-H reported lower levels of pressure from 4-H club advisors than youth in sport reported from coaches ($z=2.01, p<.05$). There

was not a significant difference found in advisor/coach support perceived by youth.

Youth respondents whose mothers were alumni of school sports reported higher levels of maternal pressure than those whose mothers were not alumni of school sports ($z=2.16, p<.05$). Paternal alumni status did not explain any differences in paternal pressure or support of these youths' extracurricular activities.

There were small, but significant correlations found between enjoyment of school sports and coach support ($r=.33, p<.05$), paternal support ($r=.29, p<.05$), and maternal support ($r=.31, p<.05$). When comparing enjoyment of 4-H club involvement, there were small correlations between advisor support ($r=.39, p<.05$), advisor pressure ($r=-.25, p<.05$), paternal support ($r=.36, p<.05$), and maternal support ($r=.32, p<.05$).

When evaluating the likelihood of their continued involvement in sports, there were multiple small, yet significant correlations found for coach support ($r=.22, p<.01$), coach pressure ($r=-.12, p<.01$), paternal support ($r=.18, p<.01$), and maternal support ($r=.18, p<.01$). A similar analysis of likely continued involvement in 4-H found correlations with advisor pressure ($r=-.35, p<.01$), paternal pressure ($r=-.30, p<.01$), and maternal pressure ($r=-.25, p<.01$).

Dedicated to my wife Lori, and children Colby, Mitchel and Shelby.

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Chapter 1

INTRODUCTION

The effect of adult influence on youth involvement in extracurricular activities is an important topic for research. Parents and other adults that work with youth are chief socializing agents for young people and they are major influencers of youth self-perception and interest in extracurricular activities (Harter, 1978; Brustad, 1993, McCullagh, et al., 1993). Youth have many activities to choose from to participate during adolescence. Youth activity options may include youth sports leagues, school academic clubs, 4-H and many others. It has been found that greater parental influence is associated with higher levels of involvement in sports for both boys and girls (Brustad, 1992). This research describes differences in youth perceptions of adult support and pressure in two very prominent activity choices for youth in the United States, namely 4-H and sports. There has been extensive research done on sports involvement, including reasons for participating, family relations, effects of competition, gender differences, and burnout.

The topic of this research project is focused on the nature of adult influences on youth involvement in extracurricular activities such as 4-H and

school sports. Parental involvement is such a powerful influence that its effects may last for many years and may enhance children's participation and performance in many different areas (Leff & Hoyle, 1995). Parents have far-reaching effects upon youth in terms of their enjoyment of extra-curricular activities and their related self esteem (Harter, 1978, Scanlan & Lewthwaite, 1986, Leff & Hoyle, 1995). Not only do adults affect children's perceptions of an activity after it is completed, but adults influence youth performance expectancies (Scanlan & Lewthwaite, 1985).

The topic of parental influence in youth extracurricular activities is quite prominent in the current news. In 2002 the case of the "Hockey Dad" in Massachusetts focused the nation's attention on parental involvement in youth sports. This situation involved a disagreement between two fathers whose children were involved in a hockey program. The altercation ended with Thomas Junta killing Michael Costin Junior. Junta was found guilty in a highly publicized trial of involuntary manslaughter and received a sentence of six to ten years for this fatal beating (CNN, 2002). Another case involving hockey in Canada involved a father being charged with assaulting his daughter. In this situation, a father was found grabbing his daughter's facemask, screaming, yelling, and shaking his ten year-old daughter (Fidlen, 2002). According to the Ontario Minor Hockey Association, adults have become a concern at minor hockey events. Recently, Hockey Canada launched a public service campaign to deal with the issue of parental pressure in youth hockey, called, "Relax, It's Only a Game."

Additional research related to parental/adult influence on youth involvement in 4-H and sports is needed for a number of reasons. First, there are millions of youth across the United States involved in these activities. Children are spending a great deal of time in these activities that have the potential of having a significant impact upon their development (Ewing, 1997; Malina, 1997, McCale & Vinden, 2001; Astroth & Haynes, 2002). Youth withdrawal from extracurricular activities is a perennial issue of youth sports and 4-H activities. Many youth decide to discontinue involvement in youth sports and 4-H for a number of reasons. Leaders of youth activities such as 4-H and sports need an understanding of the influence adults (parents, coaches, and advisors) have in the youth 4-H and sports experience.

The 4-H Youth Development Program is an important option for youth and families across the United States. It is reported to be the largest youth organization in the United States (National 4-H Council, 2002). Nationally, 7,090,920 youth participated in 4-H in 2003 (USDA Annual 4-H Youth Development Enrollment Report, 2003). According to the Ohio 4-H Youth Development Statistics over 302,000 youth were involved in 4-H clubs and related developmental activities in the state of Ohio in 2002 (Ohio 4-H, 2002). Of these, 14,134 were in the seventh grade in 2002 and 12,632 were in the eighth grade. Nationally there were 407,955 members in the seventh grade and 358,676 in the 8th grade enrolled in the 4-H program in 2003 (USDA Annual 4-H Youth Development Enrollment Report, 2003).

Youth involved in 4-H programs across the United States are involved in a variety of activities and project areas. Of those youth involved in project work, the following are the top categories of educational content (according to the USDA Annual 4-H Youth Development Enrollment Report, 2003): Plants and Animals (3,724,625 youth), Healthy Lifestyle Education (2,364,989 youth), Personal Development and Leadership (1,811,719 youth), and Science and Technology (1,535,386 youth). With over seven million youth participating in 4-H across the United States, youth are enrolled in multiple delivery methods. 4-H school enrichment reaches the largest number of youth within the 4-H program, with 4,114,522 members involved. 4-H special interest programs reach 2,380,717 youth across the United States. The third largest enrollment group for 4-H is organized clubs with 1,572,235 youth enrolled (USDA Annual 4-H Youth Development Enrollment Report, 2003). This research project will focus on those youth enrolled in the organized club programs.

4-H is a youth program featuring a variety of educational experiences ranging from independent project work to community service and camping. The leadership for 4-H programming is provided by a foundation of youth and adult volunteers located in the communities where 4-H operates. Professional 4-H support is provided by the land grant Extension system in each state with staff members (Extension Agents, Extension Educators or other Extension personnel) providing overall leadership in areas such as volunteer administration, volunteer training, and direct youth program planning. In many states the adult with the

most direct contact with 4-H members is an unpaid volunteer. This advisor or club leader works directly with club members at the county level providing direction to club activities, youth project work, and serves as a liaison between the 4-H club and the County Extension Office.

Organized sport is another popular extra-curricular activity with youth in the United States and abroad. School athletic teams provide safe, supervised activities for youth in most school systems. Nationally between 1991 and 2000 the rate of school athletic team participation ranged from 67% to 70% for eighth graders (Child Trends Data Bank, 2000). The level of school sports involvement continues to increase with 6,845,096 high school students involved in school sports in the 2002-2003 school year (National Federation of State High School Associations 2002-2003 Participation Survey). According to the National Federation of State High School Associations (2003), the most popular girl sport choices (for high-school aged youth) are basketball (457,165 participants), outdoor track and field (415,602 participants), volleyball (396,682 participants) and fast pitch softball (357,912 participants). The most popular boys sports reported are: football (1,023,142 participants), basketball (540,874 participants), outdoor track and field (498,027) and baseball (453,792 participants).

School sports programs are offered in most public and private school systems across the United States. The leadership to school sports varies from school to school. Many school sports utilize educational faculty that take on the additional responsibility as coach of a specific school sport function. In other

schools, adults without an existing teaching assignment serve in the coaching role. The role as a school sport coach can be paid or volunteer (depending on the particular school). The coach is the representative of the school system with the most direct contact with the youth actively involved in that particular sport. Their role generally includes the responsibility of direct training and supervision of the youth involved with the particular sport.

Problem Statement

Studies have shown that parents significantly influence whether youth join extracurricular activities, their enjoyment of those activities and their length of time they remain involved in those activities. Youth taking part in extracurricular activities such as sports and 4-H can have effects upon family relationships. Scanlan and Lewthwaite (1984, 1985, 1986) have researched the parent factors related to youth involvement in organized sports activities. There has been little research done to date comparing the parental factors in sports involvement and 4-H.

Sports and other youth development activities can play a very prominent role in family relations. Youth seek involvement in extracurricular activities to develop skills, have fun and other social reasons. Parents, schools and communities encourage youth to take part in extracurricular activities, such as 4-H and school sports, because of the skills they instill in young people. Students involved in co-curricular activities have been found to have higher

grade point averages, better attendance records, lower dropout rates, and fewer discipline problems than non-involved students (National Federation of State High School Associations, 2003).

Youth are active in a variety of activities with varying levels of parental support and involvement. Situations such as the prominent newspaper story on the "Hockey Dad" highlight excessive parental involvement in youth sports programs. Leaders of 4-H programs across the State of Ohio can share similar stories of "over-zealous" parents pressuring their youth in 4-H related programs. On the other hand, countless youth and parents can highlight the many positive aspects of co-curricular involvement and the positive parental relationships that can be a part of youth involvement in co-curricular activities.

The perceptions that youth have regarding the parent, coach, and advisor support and pressure of their involvement in 4-H and/or school sports is an important topic for youth development professionals. Adults play an important role in the socialization of young people as parents and as volunteers or paid leaders of youth activities. The Ohio 4-H Youth Development program has not studied the nature of parental or advisor influence on youth involvement in 4-H. The research done with parental and coach influence on sports involvement has not been compared to 4-H club involvement.

A recent emphasis from the Ohio 4-H program has been to support the Eight Essential Elements of Youth Development (Ohio 4-H, 2002) which list among them: 1) Positive relationship with a caring adult, 2) Inclusive

environment, 3) Opportunity for mastery/competence, 4) Opportunity to value and practice service for others, 5) Emotionally and physically safe environment, 6) Opportunity for Self-Determination, 7) Opportunity to see oneself as an active participant in the future, and 8) Engagement in learning. Parental and advisor support or pressure can play an important role in meeting these Eight Essential Elements of positive youth development. Results of this research are relevant to the evaluation of 4-H programming as compared to the Eight Essential Elements.

Research Questions

1. How do youth involved in 4-H club activities perceive support or pressure from their parents?
2. How do youth involved in 4-H club activities perceive support or pressure from their club advisor?
3. How do youth involved in school sports perceive support or pressure from their parents?
4. How do youth involved in school sports perceive support or pressure from their coach?
5. Is there a difference between the perceived parental support or pressure reported by youth involved in school sports programs versus 4-H programs?

6. Is there a difference in the levels of support or pressure perceived by youth from their coaches and/or advisors for those involved in 4-H and/or sports?
7. Is there a difference between how children of parents who are alumni of 4-H or sports perceive parental support or pressure of their involvement in 4-H or school sports from those children of parents who are not alumni of the respective activity?
8. Is there a relationship between the perceived support or pressure felt by teens involved in the 4-H or sports activity and their enjoyment of their sports or 4-H activities?
9. Is there a relationship between the perceived parental support or pressure felt by teens involved in the 4-H or sports activity and the number of siblings in their family?
10. Is there a relationship between the perceived support or pressure felt by teens involved in the 4-H or sports activity and the likelihood of their continued involvement in sports or 4-H competitive events?

Significance of the Study

The studies of Scanlan & Lewthwaite (1984) have shown significant parental influence on youth involvement in organized sport activities. 4-H is similar to youth sports in the numbers of youth involved, the nature of adult involvement, and the hands-on learning focus of the activity. Although these

activities may be similar in many regards, there has been very little research done comparing sports and 4-H involvement as differing youth development choices for youth. This research will be of interest to those that work within the youth development field. Results will provide an indication of the degree of perceived significance of adults forces on youth perceptions of respective extracurricular activities. Extension educators may find the results useful in further understanding the role parents play in the 4-H educational process. 4-H Agents could utilize the research results to better understand the perceptions of youth involved in extracurricular activities such as 4-H and sports. The results may also provide some insight to see if 4-H competitive events contribute towards or detract from positive youth development.

Ohio State University Extension, 4-H is continuing to expand programming to meet the needs of youth outside the traditional 4-H club work arena. Over the past three years a team of Extension professionals and Ohio State University faculty have developed the "You're the Athlete" 4-H Curriculum. These materials are used as a 4-H project for youth interested in youth sports and also as a valuable curriculum for youth sports coaches working with young people outside of 4-H. In addition to written curriculum development, a team from Ohio State University Extension, 4-H has collaborated with faculty across the Ohio State University Campus to offer Youth Sports Coaches Workshops. These training opportunities are designed to enhance the skills of the volunteers and paid staff that work directly with youth in organized sports programs. A current research

base comparing youth perceptions of parental support/pressure of their involvement in sports and 4-H would enable additional curriculum and training opportunities to be developed to meet the needs of youth involved in sports and 4-H and those volunteers and staff members that work with young people involved in these extracurricular activity choices. Positive parental involvement can be emphasized in 4-H youth programs. This research could provide the basis for opening a dialogue about the nature of parental support and pressure in relation to their children's involvement in extracurricular activities. School coach and 4-H advisor training could utilize the results of this study to show an analysis of the situation in these particular schools.

Not only will the results of this study benefit the 4-H youth development educational system, but it may also offer benefits for school programs. School systems may utilize the results from this study to increase their understanding of significant adult factors of youth participation in school sports programs. School leaders and coaches may be able to use results from this study to improve their training for coaches and other adult volunteers.

This study also provides an opportunity for those working in either area, 4-H or school sports, to compare the nature of parental, coach, and advisor influences in the respective activity. Results from this study will allow for an opportunity to critically evaluate the youth experience in 4-H and/or school sports to highlight successes and to suggest changes, if necessary.

Definition of Terms

4-H club member: a youth who is a registered member of a local 4-H club or group in 2003.

Sports-Involved Youth: a youth who either has taken part in or is currently taking part in an organized school sports program this school year.

Mother – the person each respondent identifies as being the primary person in the “female parent role”. Some may not identify with a mother figure (due to divorce, death, or family situation).

Father – the person each respondent identifies as being the primary person in the “male parent role”. Some may not identify with a father figure (due to divorce, death, or family situation).

Pressure – a negative feeling of overly high expectations held by parents, coaches or advisors in terms of the performance expectations of an involved child.

Support – a positive feeling of encouragement provided by parents, coaches or advisors in terms of their performance expectations of an involved child.

Year – in the study youth were asked to rate their experiences over the past year. Year was described as the last 12 months.

Limitations

This study is confined to three participating schools. The schools are from three counties in Ohio (Mercer, Van Wert, and Allen). The methods used to develop this sample were convenience and purposeful in nature. Most schools are very reluctant to allow outside parties to administer surveys of this nature. The researcher has extensive contacts within these schools due to his employment by the Ohio State University Extension in Van Wert County. In an effort to maximize diversity, the researcher did include schools from three different counties. Two of the schools were public school systems and one of the schools, Delphos St. Johns, is a private parochial school.

This study did not incorporate a random sample of youth; therefore, generalizations cannot be made to the general population of youth. The researcher received approval to work with three school districts: Crestview, Delphos St. Johns, and Coldwater Exempted Village. These school districts are all located in western Ohio with primarily a Caucasian and middle-class student body. These school districts are relatively stable with very successful school sports programs and high levels of 4-H involvement. These school districts and communities are not representative of all school districts across Ohio. These schools were chosen as a convenience sample, as they were schools for which

the researcher was given administrative approval to administer the survey. The researcher worked with eighth and ninth grade youth and the results are limited to this age group. Also, the nature of this study assesses youth involved in competitive school sports and competitive 4-H programs. Many of the programs and activities of Ohio 4-H are not competitive in nature.

An additional limitation of this study is the nature of the group assessable. There were few youth involved in 4-H and not in sports in these three school systems, therefore the numbers of youth in 4-H only are considerably lower than those that are involved in sports-only for this study's comparisons.

The comparison between 4-H-involved youth and sports-involved youth is not a completely "parallel" comparison. Many youth involved in the 4-H program do not consider their involvement to be a competitive activity. Although most 4-H youth taking part in project work to participate in project evaluation systems, many are not overly interested in state competition or other 4-H-related competitive events (such as public speaking contest, demonstration contests, etc.).

The research questions in this study were answered using the development of summated variables of multiple questions. After running the Cronbach's Alpha scores on some of these summated scores, two cause the results to have some limitations. The reliability coefficient of the 4-H paternal support scale was .57 and the reliability coefficient of 4-H maternal support was .60. The other created scales (4-H maternal pressure, 4-H paternal pressure,

4-H advisor pressure, 4-H advisor support, sports maternal pressure, sports paternal pressure, sports maternal support, sports paternal support, sports coach support, sports coach pressure, 4-H enjoyment, and sports enjoyment) all had reliability coefficients ranging from .73 to .92. The reliability of individual questions was .91. According to Fraenkel & Wallen (1996) reliability scores generally should be .70 or higher. The 4-H paternal support and 4-H maternal support reliability scores are lower than this benchmark. According to Kerlinger (1964), a homogeneous sample may cause a lower reliability score.

Assumptions

There are several assumptions in this survey. First, the research compared 4-H involvement to sport involvement. In addition, this research assessed 4-H perceptions of involvement in competitive 4-H activities. Many 4-H youth are not involved in competitive activities, especially those involved in elementary schools. Sports involvement in this study was represented by youth involved in school sports programs. The researcher chose to concentrate on school sports programs to provide a convenient sample. Many youth are involved in community sports programs and these programs were not as accessible to the researcher. Also, working with in an existing school system provided an analysis of multiple sports and the necessity of seeking approval of one administrative body rather than the multiple recreation leagues, parks, etc. This study may not be generalized to youth involvement in sports activities at their local Y's, Parks & Recreation and other leagues.

This research also made assumptions in this study about parental status. It assumed that those youth involved in this study have one identifiable maternal and paternal figure. Youth were asked to respond to the questionnaire with a definition of mother and father as the person that they identify in that role. This may include stepfathers and mothers and other alternative family arrangements. Children that do not identify with either a paternal or maternal figure were asked to leave questions on the father and mother items blank.

Chapter 2

REVIEW OF LITERATURE

Youth Sports Involvement

Many youth take part in organized sports programs across the United States. According to the Child Trends Data Bank (2003), between 1991 and 2000 the participation rate of eighth graders in school athletic teams was from 67 to 70%. Of tenth grade students, 60 to 63% participated in school athletic teams during this same time period. Youth choose to take part in sports for multiple reasons. Biological, developmental, social and psychological factors influence if a youth takes part in sports (Brustad, 1996). Factors affecting sport involvement may include internal and external individual motives, and the influence of parents and/or peers. Internal motivation, or intrinsic motivation, is defined by Weinberg (2000, p. 323) as "(being) primarily motivated by engagement in the activity itself through competence (the desire to engage in challenges and exercise, and expand skills) and enjoyment (the desire to have

fun, pursue interests, be stimulated), whereas extrinsically motivated individuals participate to obtain rewards or outcomes that are separate from the behavior itself (e.g. desire to improve one's appearance, winning)." The top reported intrinsic reasons for youth that take part in sports are to (1) have fun; (2) learn new skills; and (3) the excitement or challenge of the sport (Barber, et al, 1999; Weinberg, et al, 2000). Brustad (1996) found that intrinsic motives such as having fun, improving skills or liking challenges as the top reasons for taking part in sport and that these motives accounted for 35% of the variance in physical activity in his study of urban elementary school students. The extrinsic motives commonly cited as factors for youth involvement in sport include winning, status, and rewards (Weinberg, et al, 2000).

Parents play a very important role in entry of youth into sports. Many youth enter these activities at very young ages in which their parents have a considerable impact on activity choices due to such factors as transportation arrangements and costs especially related to highly structured sports (Brustad, 1993; Eccles & Harold, 1991; Weiss & Hayashi, 1995). Brustad (1993, p. 322) found "parental encouragement and parental enjoyment of physical activity were significantly related to children's perceived physical competence and attraction to physical activity." Children learn at an early age from their parents to value involvement in sports and parents provide cues for their children in not only their active encouragement but also from their role modeling by taking part in physical activity themselves.

According to the Eccles' expectancy-value model (Eccles & Harold, 1991), youth respond to the varying levels of support that parents provide to activity choices that youth have. Those activities that parents believe their children are suited for, or can be successful in, will be provided more support by the parents. Alternatively, those activities that a parent believes their child will not be as successful will receive less encouragement or support. Children will tend to respond to the encouragement provided by parents, being more likely to take part in those activities parents support.

Another factor influencing youth enrollment in sports programs are the effect of peers. Research has found that the peer effect is described as the impression their peers have of involvement in a particular activity (Brustad, 1993, 1996). Youth also enjoy being part of a team and the social relationships established by taking part in sports (Barber, et al, 1999). It has been found that there is a relationship in sport among physical competence, interpersonal skills, and peer acceptance (Weiss & Duncan, 1992).

Youth Extracurricular Activity Involvement

Do Something (2002) reported that "Most (youth) describe their most recent community affiliation as an opportunity to have fun (94%), work with others on a common goal (94%), see the effects of their work (89%), and gain valuable experience, skills or contacts (86%). Somewhat smaller minorities note that their efforts are recognized or appreciated (80%), they receive school credit

of their work (77%) or improve their resume or transcript (60%) and get a chance to make key decisions (62%). However, young people do not receive many “perks” from these organizations: only 42 percent say they generally get gifts, meals, or other side benefits for their efforts”. *Do Something* also found “The most important personal benefit for young people involved with community-based organizations is to enjoy what they do. Forty-five percent of those who say they had fun, compared with ten percent who say they did not, rate their experience with community-based organizations as excellent. However, young people do not want to play games. They respond to community programs that encourage them to take on responsibilities and to develop skills.”

Benefits of Sports Participation

Many researchers have been studying the benefits of sports participation. First, it is suggested that sports is an avenue that youth can develop social and emotional skills interacting with others. Feedback from peers, parents, coaches, and others provide an opportunity for youth to learn about socially acceptable roles and behavior patterns (Ewing, 1997). Sports participation is also suggested as a vehicle for youth to develop or enhance their self-esteem. One avenue for the development of high self-esteem is the pride that youth take in developing their physical skills through sport involvement (Ewing, 1997). Jeriorski (1994) concluded that educators and youth program administrators report better grades, better school behavior, and better school attendance rates for those

involved in organized sports programs than those not involved. The National Federation of State High School Associations (2003), citing a study conducted by the North Carolina High School Athletic Association in 1995, found that athletes, when compared to non-athletes had higher average grade point averages, fewer absences per school year, fewer discipline referrals, lower dropout rates, and a higher rate of graduation.

Edwards (1995) found that girls that play sports have higher levels of self-esteem and lower levels of depression than girls who do not play sports (cited by the Centers for Disease Control – CDC). He also found that girls involved in sports have more positive body image than those not involved in sports. McHale & Vinden (2001) conducted a study of seventh-grade youth from economically depressed inner-city neighborhoods in Massachusetts. The youth in this study that were involved in sports were found to have higher self esteem and judged by their teachers as having more developed social skills than their peers that were not involved in sports.

Sport involvement can also have benefits for youth physically. Research has indicated that regular training for sport can help youth improve their bodies in such ways as reducing body fat, increasing muscle development and improving bone density (Malina, 1997).

There are also some negative perceptions of sport presented by research. White, et al (1998) found that high school youth taking part in sports programs believed that sports teaches youth how to “bend the rules” and “weed out those

who don't have what it takes." Other research cited by Coakley (2001) indicates that young men on high school sports teams are more likely to use alcohol than other students (Carr et al., 1996).

Benefits of Other Activities & 4-H Involvement

Involvement in 4-H activities can be attributed to decreased deviance and increased positive skill development. Astroth & Haynes (2002) found that youth involved in after-school programs (such as 4-H) were less likely to be involved in a wide range of at-risk behaviors such as drinking alcohol, shoplifting, damaging property, smoking, or abusing other drugs. They also found that 4-H'ers, when compared to non-4-H youth, are more likely to succeed in school, be more involved as leaders in their communities, help others in their community, and be seen as a role model by other kids. When asked about their school performance a sample of Montana youth indicated that 33.4% of those in 4-H described their grades as "Mostly A's" as compared to 19.6% for those that were not involved in 4-H. 2.9% of 4-H youth indicated that they has shoplifted in the past 12 months compared to 9.2% of non-4-H youth. 32.0% of 4-H youth reported that they had been elected to a leadership position, while 20.0% of non-4-H youth indicated that they were elected to a leadership position in the Montana study.

Do Something found there are three general categories of skill type: interpersonal, managerial, and leadership. Interpersonal skills consist of the ability to get along well with people, to see a situation from someone else's point

of view, and to resolve conflicts between others. Managerial skills comprise organizational capabilities like setting priorities, coordinating events, and completing projects. Leadership skills include speaking in public and persuading others to do things.” *Do Something* also found that “Virtually all young people believe that individuals must possess these various skills in order to be effective within a community-based organization. Over 95% of young people believe that the abilities to get along well with people (97%), to complete projects (96%), and to set priorities (96%) are vital for an effective community-based organization.”

Butler and Bowman (1998) report, "Studies show that teenagers who participate in 4-H club activities are more likely to develop life skills in leadership, personal development, and citizenship (Cantrell, Heinsohn, and Doebler, 1989; Boyd, et. al, 1992). According to an Astroth study of 4-H club members (1996) "4-H is quite effective at developing leadership skills in 4-H members. This pattern consistently emerged in the data, and nearly all those interviewed spoke about the way that 4-H helped them learn leadership skills." Boyd, et. al. found that the greater the level of involvement in 4-H, the greater the reported level of leadership skill development. Astroth (1996) elaborates "In addition to developing leadership skills, 4-H clubs can be effective at helping youth develop critical life skills such as decision-making, responsibility, interpersonal skills, an ethic of service, and how to get along with others. Yet again, youth in autonomy-oriented clubs developed these kinds of skills to a much greater extent than youth in control-oriented clubs."

A study of 4-H members in New York, conducted by Rodriguez, et.al. (1999), found "The majority of club youth reported multiple gains in terms of public speaking, problem solving, goal setting, leadership skills, planning skills, self-confidence, citizenship, communication skills, academic gains, expanded horizons, organizational skills, respect for (and from) others, patience, tolerance, and 'real world' experience from hands-on projects." They continue, "Additionally many youth reported that 4-H club membership had improved their school performance, their ability to make lasting friendships, and their desire to

make a difference in their communities.” Also, according to the Rodriguez, et.al. study of New York 4-H youth and leaders (1999), “Nearly all the focus group participants agreed that the emphasis in 4-H is on the development of life skills. However, how “life skills” should be defined varied greatly. Some defined life skills in terms of more traditional skills such as cooking and sewing. The majority of focus group participants defined life skills in terms consistent with the Search Institute’s Asset Model (i.e., communication, problem solving, decision making, caring for others, sexual restraint and values).” The study also found “Statistically significant differences were shown for youth who remain in 4-H for one year or more for the following assets/skills: leadership, conflict resolution, communication, self-confidence, ability to make healthy choices, knowledge of nutrition and food safety, and record keeping.”

Rodriguez, et.al. (1999), in their study of New York 4-H members, found that 4-H was accredited to helping them gain many life skills. “69% report 4-H helped them learn how to set goals, 68% were helped in learning how to make decisions, 62% for solving problems, and 67% with keeping records. In addition, almost 70% reported that 4-H helped them learn about planning/organizing, 69% with communicating ideas, 52% with resolving conflicts, and 70% with accepting people who are different. 83% were helped by 4-H in learning how to work as a team, 73% with leadership, 58% with nutrition and food safety, 60% with making healthy choices, and 67% with feeling confident about myself.”

Parent/Child Relationship with Sports

In a study conducted by Weiss & Hayashi (1995), of highly competitive gymnasts, they found that sport participation can bring parents and children closer together or it can also separate them. Research has found that, on average, youth sports participants evaluate their parents as supportive and moderately to highly involved in their sports activities (Stein et al., 1999). This level of support provided by parents is very important to youth as they choose to take part in sports or evaluate their continued involvement. A study completed by Weiss & Hayashi (1995) of female youth gymnasts indicated that most children perceive their parents as proud of their accomplishments and performance on most occasions. Van Yperen (1995) describes a healthy relationship between parents and their children involved in youth sports as a "buffering role". Parental support their children by helping them to deal with stress stemming from the demands of activity involvement and interpersonal issues. Some issues that youth deal with related to sports may include learning to interact with others on their sports teams and personal esteem issues as they challenge themselves learning new skills in sports and through competition. Positive parental social support and positive parental pressure were found to be significant predictors of a tennis player's enjoyment level (Wiesner, 1997). Leff & Hoyle (1995) found, in a study of youth tennis players, that perceived support from parents is correlated to sport enjoyment and youth self esteem.

Parents are important socializing agents, providing encouragement for their children to get involved in extra-curricular activities such as sports. Brustad (1988) found that boys and girls both report a higher level of perceived competence with sports when their parents encouraged their involvement in sports. Brown, et al. (1989) revealed through their study that when compared to peers, a father's influence is stronger for adolescent males involved in interschool sport. For girls, they found a comparable level of influence between peers and parents regarding involvement in sports.

Not only do parents effect youth participation in sports, but parents are also affected by their children's involvement in sports. Weiss & Hayashi (1995) report that parents indicate that they feel a sense of pride from their children's involvement in sports (36%), enjoy the sport themselves (23%), feel good about their children's achievements in the sport (21%), develop a better relationship with their children (18%) among other reasons. They also report that 25% of the parents surveyed indicated that their child's involvement in sports made their parenting role easier. They cited such reasons as better self-discipline in their children and that their children were more goal oriented.

Weiss & Hayashi (1995) reported, from their study, that 70% of parents of youth gymnasts felt that their home life revolved around their child's involvement in sport. In this study, parents did usually evaluate this concentration as excessive. 72% of parents suggested that if their children were

not involved in gymnastics, they would likely spend the same amount of time on alternative activities for their children (Weiss & Hayashi, 1995).

Steinberg, et al. (1992) studied the effect of an authoritative parenting style on youth involvement in extra-curricular activities. Authoritative parents are described as having a combination of high levels of parental responsiveness and high levels of demandingness. Not only are parents very attentive to the needs of their children, but they also have high expectations of their children. The research found that an authoritative parenting style generally had positive effects on school performance and the levels of involvement that youth had in terms of school-related activities. Steinberg, et al. (1992) found that parental authoritativeness to be significantly correlated to parental school involvement ($r=.46$, $p<.001$) and with parental academic encouragement ($r=.33$, $p<.001$).

Young people place a high value on their parents' impression of their performance in sport. A study completed by Scanlan & Lewthwaite (1986) found that adult satisfaction with the season performance was highly correlated to a child's enjoyment in the sport ($r=.47$, $p<.05$). Children seek to please their parents and the effect of parental perceptions of youth performance is an important factor in youth sport enjoyment as determined by this study of youth male wrestlers.

Stein, et al., (1999) found that parents not only can provide support and encouragement for their children, but they can overextend this involvement to an excessive level that is stressful for children. This research also found that a

curvilinear relationship can be found between parental involvement and stress perceived by children. Youth have higher levels of stress when their parents are either under-involved or over-involved in their child's activities. Moderate levels of parental involvement are suggested to be ideal. When parents become overly involved in their child's sports activities is when things can become stressful for children (Brustad, 1988; Scanlan & Lewthwaite, 1986; Eccles & Harold, 1991). In a study of elite youth soccer players, Van Yperen (1995) found that youth of lower sports ability and lower parental support perceived higher levels of stress than those of low ability and high levels of parental support. It was also found that those of high athletic ability and high parental support perceived higher stress than those of high athletic ability and lower parental support. This study seems to indicate that parental support serves as a buffer and self-esteem boost for those youth of lower ability. Those that have developed their skills to a higher level do not require the additional parental involvement.

According to Dr. Benjamin Spock, a prominent child psychologist, "Children always feel any kind of stress in their parents, even if they don't always understand it. The excessive competitiveness that many parents transmit to their children is usually not due to the parents consciously trying to stir up ambitiousness to an abnormal degree. It's because the parents themselves are feeling the constant pressure to compete, to get ahead, that so permeates our society that they can't help passing it on (Spock, 2001)." Many youth do not report that winning is a top priority in their involvement in sport. Clark (1994)

relates that when a national sample of adolescents was asked why they took part in sports, winning was not even in the top ten reasons. In addition he reported that youth indicated that they would like to make their sports less-focused on winning.

Parental pressure is a key factor related to youth enjoyment in sport and many other extra-curricular activities. Hellstedt (1990) defined parental pressure as "the amount of motivational influence the parent exerts on the child-athlete to compete in sports, perform at a certain level, and continue sport participation (p. 136)." According to a study conducted by Hellstedt (1990) of competitive adolescent skiers, it was found that over 70% of youth report that their parents provided either moderate or forceful pressure to these elite athletes. Hellstedt (1990) also found that approximately half of these youth indicate that their parents show some degree of parental disapproval when they do not ski well. It has been found that parental negative evaluation of sport performance and the exaggerated importance of good performance has led to increased stress by some athletes (Gano-Overway, 2001; Hellstedt, 1990; Scanlan & Lewthwaite, 1984).

Low parental pressure and high parental involvement or support has been found to provide the best foundation for a more favorable sport experience for youth. Brustad (1988) found that low perceived parental pressure related to higher season-long enjoyment in a study of youth basketball players. Hellstedt (1990) found that as athletes perceived higher levels of pressure from their

parents they were more likely to have negative reactions to the pressure and feel more pressure to remain in the activity rather than choose other alternative opportunities for their time. Scanlan & Lewthwaite (1986) found that higher season-long enjoyment was related to high parental satisfaction, positive adult involvement and high-perceived ability.

Not only is there competitive pressure placed upon children to win by their parents after they are in sports, but there is also a tendency for some parents to enroll their children in sports early in life. Elkind (2000) suggests "There are many reasons why contemporary parents are tempted to place their children in organized sports at an early age. Certainly the idea that the earlier you start, the better chance you have of great success is one of them. Another reason cited for early sports enrollment is parent peer pressure (p. 14)." Elkind also reports that parents register their children in organized sports as a sort of child-care, keeping children involved in activities that are structured rather than leaving them vulnerable to unsupervised play. Children pushed too early into organized sports may have problems due to their lack of physical, social, and emotional development. Those that do not perform well in the field of sport can develop lower levels of self esteem that will not only harm them on the sport field, but in possibly other endeavors (Elkind, 2000).

Older adolescence is a time period in a young person's life when youth gradually develop their independence from their parents. During this period, the powerful relationship that parents have in relation to youth opinion and choice of

activities begins to be replaced by their peers and individual choice. Coakley & White (1999) found in their study of British adolescents, that youth were sensitive to adult control of their leisure activities. They tended to take part in those activities that would enable them to do "adult things". Some researchers are alarmed by high drop-out rates of youth taking part in sports. Engh (2002), writes "...an alarming 70% of the approximately 20 million children who participate in organized out-of-school athletic programs will quit by the age of thirteen because of unpleasant sports experiences (p.2)." These statistics may reflect the tendency for teens to withdraw from activities selected with greater parental influence in early childhood and choosing alternate activities.

Parent Factor – Other Youth Activities

Do Something writes, "Students whose parents are involved in community-based organizations are more likely than others to be active in extracurricular activities. Ninety-five percent of high school students who have involved parents have participated in at least one extracurricular activity, compared with eighty-five percent of students with parents who are not involved." "In the same way, having parents who are active in community-based organizations substantially increases the likelihood of a student participating in a community youth organization. More than nine in ten (94%) young people whose parents are involved with community-based organizations, compared with

eighty-two percent whose parents are not active, have been involved with a community youth organization.” Parents and friends both have an impact on what teens decide to do and this could relate to their volunteer capacities.

Rennekamp (1990), studying decision-making practices of teens found, “51% of respondents indicated friends had greater influence, while the remaining 49% cited parents as having more.”

Withdrawal from Sport

Many youth choose to take part in sports. Research has found that many of them also choose to eventually leave these activities. Brown (1985), citing Roberts & Kleiber (1981) found that 80% of youth leave their respective organized sport activity between the ages of 12 and 17. There are numerous reasons for withdrawal from sports. Brown (1985) studied adolescent swimmers and found the following reasons for exit from competition: (a) to spend more time with friends (34.3%), (b) swimming was no longer important compared to other activities (34.1%), (c) the desire to participate in other activities (31.9%), (d) the lack of success (27.4%), and (e) the need to choose between available alternatives (25.8%). There seems to be a change in priority in their lives, moving toward other activities and interests outside of the existing sport domain. As youth leave the particular sport activity, they tend to distance themselves, spending less time on the activity and reorienting to other interests (Brown, 1985).

Research completed by Smith (1986) developed a Cognitive-Affective Model of Athletic Burnout. Smith (1986) presents that youth tend to withdraw from sports when the costs outweigh the benefits of participation. When the pressures from parents, time and energy demands from practice, possible disagreements with coaches or teammates gets to the point that the continued involvement is no longer worth it (compared to alternative activities), most athletes will quit and pursue other interests.

The effect of parents and peers play an important role in youth choices to remain active or to leave a particular sport activity. Brown (1995) found that the roles (such as athlete) that are likely to be maintained by young people are those that are supported by those who the young athlete sees as powerful, competent and who are held in high esteem. Brown (1995) found that those swimmers that chose to leave the sport received significantly less positive reinforcement for the competitive swimming role. Those swimmers that chose to leave the sport received more encouragement to take part in other alternative activities. Those that remain active in the sport role tend to not only receive more positive reinforcement, but they also tend to place more value on that role in their lives (Brown, 1995). It is suggested that early in a young person's life parents are the most important socializers of young children.

As young people age and enter the teenage years, their primary socializing agents tend to shift from that of parents to peers. VanYperen (1995) found an increasing tendency as youth aged to rely on close friends and intimate

partners to replace a large portion of the socializing role that parents once fulfilled. The peer group is usually associated with taking part in similar activities as children mature. Eccles & Barber (1999) found that a youth's peer group and the activities that a youth takes part in can have a profound effect on shaping a young person's identity through adolescence.

Why Youth Drop-Out from 4-H

Heinsohn and Lewis (1995) report, "...at any given time, participation in 4-H, Scouts, and other youth organizations is skewed with nine to eleven year-olds comprising over half of the participants." Also "a look at early adolescence tells us youth leaving these programs to do something else is a part of the developmental process rather than a programming glitch." They explain "...from a developmental perspective, a teen's decision to move on to other experiences is not and should not be unexpected." "They want to pursue interests and activities of their own, not their parents' choosing. Also there are many more activities for teen to choose from, many of which they can access themselves."

According to Thompson (1998), "The three reasons non re-enrollees ranked as most important in their decision to not re-enroll were (1) they were too busy; (2) other activities were more important; and (3) they did not have enough time for 4-H activities." The researcher concluded that it is not how many activities teens are involved with, but how important 4-H is to them in

comparison to the other activities that determine whether they remain in 4-H." Thompson (1998) reports "Ohio 4-H has had little problem attracting preteen 4-H members to the program, but has experienced difficulty retaining the members through the teen years." Thompson (1998) , citing a study by Nichols (1973) reported that "members with high participation levels were less likely to drop out and that participation levels were inversely related to their age at initial enrollment." Thompson also cites Beasley (1980) stating "Peer influence is an important factor in recruitment and retention." In Leeds' (1997) study of 4-H members in Union County, she found "The high school age participants expressed frustration that 4-H sometimes felt as though it was focused toward younger members."

A research study of 4-H teens in Ohio conducted in 1989 indicated five major factor factors associated with satisfaction with 4-H including: positive parental support (.51), commitment (.62), responsibility (.59), work with younger members (.59), and quality 4-H club meetings (.68) (Norland & Bennett, 1993). Of particular interest to this researcher is that positive experience with competition (.42) was a moderate factor in satisfaction with 4-H for the older 4-H member. An Oklahoma study of teen leaders involved in 4-H indicated that very few saw winning awards or blue ribbons as an attractive feature of the 4-H program (1.8%), rather a majority saw the social interaction and personal development of 4-H as more attractive (Weber & McCullers, 1986).

Factors Most Related to Satisfaction with Experience

Do Something found, "Whether leaders give important responsibilities to young people and whether young people find the leadership to be inspiring are the two strongest determinants of satisfaction." They also found "...young people are negatively effected when leaders do not clearly communicate their expectations or when there is frequent turnover in leadership positions." *Do Something* found, "Young people respond to programs that are well-organized and that make the best use of their talents." Leeds (1997) studying 4-H member perceptions in Union County, found "...the aspects which members liked best about 4-H were also the same things which members saw as being the benefit of participating in 4-H. These included: learning and doing new things, meeting new friends and other people, working with animals and having fun."

Why Youth Stayed Involved in Extracurricular Activities

Do Something found that many young people say they remain involved because they enjoy working with others and it is fun (30%), or because they want to help others or their community (29%). One-tenth note their commitment to the organization or its cause (11%) or a personal sense or accomplishment (10%). Referring to why youth did not remain involved, *Do Something* found "...common reasons include conflicts with work or school responsibilities (30%), moving to a new area, especially college (18%), lack of

time in general (12%), or the temporary or seasonal nature of the volunteer opportunity (10%)". Heinsohn and Lewis (1995) report "Adolescents who participate in youth organizations are those who like being part of a group and for whom the group experience is a reason for remaining involved in a particular youth program or organization." They also found "Teens who choose to participate in youth organizations often do so because of the guidance and support provided by staff and adult leaders." Thompson (1998) "Nearly 80% of re-enrollees in the Repogles's (1976) study indicated liking club meetings was a reason they continued to be 4-H members."

According to a Thompson (1998) study, she found 15 factors that may be related to 4-H membership status of older youth: (1) age at first enrollment; (2) place of residence; (3) gender; (4) length of 4-H tenure; (5) activity level; (6) parental involvement; (7) educational level of parents; (8) economic status; (9) occupation of parents; (10) siblings in 4-H; (11) friends in 4-H; (12) club meetings; (13) projects; (14) 4-H leaders; and (15) competition.

Stress and Competition

Dr. Benjamin Spock (2001) writes, "In self-organized, more spontaneous athletics in earlier times, the aim was primarily to have fun and to see how well you could perform. In more recent years the focus, it seems to me, has shifted more and more to winning, with the unspoken assumption of course you shouldn't expect to have much fun – just gain glory (p. 254)." Scanlan &

Lewthwaite (1986) found through a study of male youth wrestlers that the children that had greater enjoyment with the sport were those that felt their parents and coaches were more satisfied with their performance and pressured the young athlete less.

There are several sources of stress for athletes. Gould, Horn & Spreeman (1983) found that among the most important sources of stress for athletes as: performing up to their level of ability, improving over the last performance, participating in championship meets and making mistakes. Hollander, Meyers & LeUnes (1995) found that over-training was common among athletes and that if not solved it may lead to withdrawal from sports. Scanlan, Stein & Ravizza (1991) found the stressors for youth sports participants as: worrying about failure, performing poorly and losing. Cohn (1990) found that youth golfers worried about not playing well, making a mistake and stress caused by parents, coaches and teammates. Cohn (1990) also reported that in his study 23.6% of youth respondents reported that they may discontinue participation because their worries had become such a problem for them.

Brustad (1988) found that children with lower self-esteem exhibited higher levels of competitive trait anxiety. Scanlan & Lewthwaite (1984) found that regardless of whether they were on a winning team, the amount of fun children perceived was inversely related to the levels of post-competition stress. Those children that found the sports experience to be stressful did not find the experience to be fun. Scanlan & Lewthwaite (1984) relate coaching behavior

and parental approval of performance to season-long enjoyment of the experience for youth sports players.

Hollander, Meyers & LeUnes (1995) evaluated the effect of locus of control on sports enjoyment. Youth that had an external locus of control, those that felt they were not in control of their own destiny, tended not to enjoy the sport experience as much as those with a more internalized locus of control. Those athletes that felt parent, coaches and peers controlled their involvement in sports, tended to be less internally motivated to take part in, or continue with sports.

4-H and Competition

“Competition in 4-H is about as American as apple pie on the 4th of July (Fetsch & Yang, 2002, p.1).” Fetsch & Yang (citing the National 4-H Competition Task Force Report) indicate that research on competition in 4-H to be limited and lacking in psychological or educational concepts. A study conducted in North Dakota found that 51% of fathers and 25% of mothers report pressuring their children to win (Fetsch & Yang, citing Query, 1985). They also report that twenty-seven percent of 4-H’ers perceived maternal pressure to win and 23% perceived paternal pressure to win. Fetsch & Yang (2002) found that providing more cooperative learning experiences in grades three through five than competitive learning experiences is associated with higher scores in Behavioral Conduct, Physical Appearance, Scholastic Competence, and Social Acceptance.

4-H'ers were found to score lower on Competitive Learning Orientation than non-4-H members (Fetsch & Yang, 2002). Results would suggest that 4-H'ers in this study preferred a more cooperative learning style.

Sport Burnout

Cohn (1990, p. 98) defined burnout as "a negative reaction to physical or psychological stress leading to withdrawal from activity." Smith (1986) describes burnout as a psychological, physical and emotional withdrawal from an activity that was formerly enjoyable for the participant. Coakley (1992) ties burnout to lack of empowerment within the sport activity and to the point in which the activity no longer provides developmental opportunities for them. Gould et. al. (1983, p. 285) writes, "...initial burnout research on athletes, though limited, reveals that athletes do indeed burn out in sports. And when they burn out, they suffer from decreased personal motivation, poor concentration, and deteriorated performance." Gould, et al. (1983) found that burnout can either be psychological or physically driven. Sources of psychological stress include athletic perfectionism or situational pressure. Gould (1996), studied burnout among tennis players and found that most burnout was not physically driven. According to Gould's research, those athletes that described their withdrawal as stemming from burnout did not train any more hours than those that did not leave the sport.

Coakley (1992) proposes that dealing with burnout is best handled as a societal problem rather than an individual problem. Prevention is best aimed at changing the structure and organization of sport programs, the training and competition in sports, and the experiences offered to young athletes. Young athletes should be encouraged to pursue a variety of interests of their choosing and should not be forced into heavy training and overly competitive situations when they are not prepared for or seeking it. Individuals that have such a focused life, that the individual sport is the only priority in their life, are at danger of burnout according to Coakley (1990). These overly-focused individuals may be pushed by others (parents or coaches) to the point that they feel powerless.

Waldron (2000) wrote, "Most people agree that sport provides many benefits such as cooperation, skill development, teamwork, and fitness for youth participants. In recent years, many parents, coaches, and athletes have felt the pressure for youth sport participants to specialize in order to be successful. However, specialization or year-round involvement of youth in one particular sport, at the expense of playing multiple sports, may not provide the expected benefits and may be harmful in the long run (p. 1)." Waldron (2000) also cites an American Academy of Pediatrics report (July, 2000), that suggests children should be encouraged to take part in a variety of different activities to develop diverse skills.

Overtraining is identified with the issue of burnout and withdrawal from sport. Hollander, Meyers & LeUnes (1995) indicate that overtraining presents stress for young athletes when unrealistic training demands are placed on them.

The issue of the "over-scheduled" child is a topic that is just recently becoming apparent. Dr. Benjamin Spock (2001) writes, "...there is a temptation to over-schedule among conscientious parent who want their children to be capable in all things. Such children do feel the pressure and they do feel tired." Spock (2001) suggests, "If I were a parent of school-aged children today, I would carefully refrain from suggesting an activity, but leave it to my children to involve themselves in those they had chosen for themselves. Then if they got themselves over-scheduled, I'd let them give up any of them without reproaching them, hoping they'd learn something from mistake (p. 152)." Schultz (1999) concurs, "Today, many children are picked up right after school, taken to one activity, and then picked up and taken to another. Some children never play in child-created activities (p. 14)." Eccles & Barber (1999) trying to explain the preference many adults place on constructive leisure (highly organized and structured) activities compared to relaxed leisure (unorganized and relaxed) activities suggested there were several key benefits to constructed leisure activities including: (a) developing physical and intellectual skills, (b) contributing to one's community, (c) to belong to a social group, (d) establish support networks with peers and adults, (e) to experience and deal with challenges.

4-H Youth Compared to Non 4-H Youth

Boyd, Herring and Briers (1992) report, "...4-H club members perceptions of their development of leadership life skills were significantly higher than the perceptions of non 4-H youth for all measurement scales. As a group 4-H club members rated their skill development higher on the scales of working with groups, understanding self, communicating, and making decisions..." The researchers also found "...a low-to-moderate positive and statistically significant relationship between the level of participation in 4-H activities and the perceived development of leadership life skills."

Summary

School sports and 4-H club activities are popular extracurricular options for youth across the United States. Research has indicated the association of 4-H club and school sports involvement and positive youth development. The involvement of youth in either activity is associated with adult influence as a parent, coach or 4-H club advisor.

Research has been conducted on the nature of the parent and child relationship and youth involvement in organized sports activities. Weiss and Hayashi (1995) found that sports involvement can offer an opportunity to strengthen the parent/child relationship in some families. In addition, they also found that sports involvement can be attributed to weaker parent/child

relationships in other families. Leff & Hoyle (1995) reported that greater levels of sports enjoyment were associated with higher levels of parental support of the sporting activity. Other research has indicated that parents can become overly-involved in their child's sport causing pressure for their children (Brustad, 1998; Scanlan & Lewthwaite, 1986, Eccles & Harold, 1991).

Researchers have worked to explore and evaluate the nature of the parent/child relationship within sports involvement. The body of research of parent/child relationship within 4-H is not as developed. A comparison of 4-H and sports in terms of the nature of adult influence has not been conducted. With 4-H youth programs and school sports programs involving such a large number of youth and adults in Ohio and across the United States, further research is needed to further understand the relationships between youth and adults involved. An analysis and comparison of parental, coach and advisor pressure and support of youth sports and 4-H club involvement would be valuable to those working within youth sports and 4-H programs.

Chapter 3

METHODS

Research Design

The design of this research was a descriptive and correlation study completed with a written survey instrument. This study collected information from three western Ohio schools with youth in grades eight and nine in the fall of 2003. The target population was divided into three groups based upon their involvement in extracurricular activity: 4-H involved youth, sports involved youth, and youth involved in sports and 4-H.

The study design involved soliciting responses from youth on a Likert-type survey instrument (Appendix A). All youth in the participating schools were invited to take part in the survey as administered in the school classrooms by the researcher. The survey instrument and procedures were approved by the Ohio State University Behavioral Sciences and Institutional Review Board (Appendix B).

A sample of eight youth from non-participating schools was used as a preliminary pilot test to help with the development and revision of the

instrument. They assessed readability, structure, and time necessary to complete the survey. After this pilot the researcher made slight revisions to the instrument including the removal of a "Don't Know" category from most rating questions. Results from the pilot test indicated youth were using the "Don't Know" category instead of answering with negative adult evaluations. To solve this problem, the original instrument was changed to remove the "Don't Know" category of responses.

The researcher chose a sample of schools to administer the survey including Crestview, Coldwater Exempted Village, and Delphos St. Johns Schools. This convenience sample was selected as they were accessible in terms of distance from the researcher. School administrators in these schools allowed for the research to be conducted at their respective school systems (Appendix C, D & E).

Coldwater Exempted Village School is located in Mercer County Ohio. The village of Coldwater had 4,482 residents in 2000 with 1,661 students in grades K-12 during 2002 (Ohio State University Extension Data Center, 2002). The school district has 81% passing rate for the 6th grade proficiency tests, a 94.6% graduation rate and a 97% attendance rate in 2002. The average expenditure per student is \$6,732 (Ohio State University Extension Data Center, 2002). The area economy is agricultural, industrial and service-based. The school district residents are primarily Roman Catholic.

The Mercer County area is primarily caucasian with a very small percentage of residents classified as non-white. According to the OSU Extension Data Center, the 40,294 residents are 98.4% Caucasian (2000). There is a high involvement rate of youth in 4-H clubs and a strong school sports program throughout the county, and particularly in the Coldwater area. Mercer County 4-H reached 938 youth in organized 4-H clubs and over 4,000 other youth through 4-H camping, school enrichment, and other special 4-H activities (Ohio 4-H Youth Development Statistical Report 2002).

Crestview Local schools is located in Convoy Ohio with 1,120 village residents in 2000 and 1068 students enrolled in this public school in 2002 (Ohio State University Extension Data Center, 2002). This school district is one of three located in Van Wert County with the largest 4-H enrollment in the county and has high levels of involvement in school sports programs. Crestview Schools had 45.1% of 6th graders passing the proficiency tests in 2000/2001. The graduation rate for Crestview is 88.9% with a 96.5% attendance rate and a per pupil expenditure of \$5,971 (Ohio State University Extension Data Center, 2002). The Convoy area is predominantly Protestant in religion.

The Van Wert County population is 97.4% Caucasian. According to the OSU Extension Data Center, there were 29,659 residents living within the county lines in 2000. The area is agriculturally based with many residents commuting to other areas for employment such as Fort Wayne Indiana. There were 640 members of 4-H organized clubs in 2002 with over 1,500 youth involved in camping, school programs, or special interest activities (Ohio 4-H Youth Development Statistical Report, 2002).

Delphos St. Johns is a Roman Catholic private school. This school system serves primarily parishioners of the Delphos St. Johns Catholic parish. This school, located in Delphos Ohio is split between Van Wert and Allen Counties. There are 1,000 students in grades K-12. The school district has an active and successful school sports program and many youth are involved in either the Van Wert County or Allen County 4-H programs. Similar to Coldwater and Convoy, Delphos is comprised of a mixture of agriculture and industry. Many residents of the Delphos area commute to the Lima area for employment, recreation and shopping.

According to the OSU Extension Data Center (using the 2000 Census), the population of Allen County is 108,473. Allen County is 85% Caucasian, 12.2% African American, and 2.8% other. According to the Ohio 4-H Youth Development Statistical Report 2002, Allen County had 1,141 members in 4-H community clubs and over 3,000 other youth involved in camps, school enrichment programs, or other special activities.

Population and Sample Selection Procedures

A purposive and convenience sample was used. The researcher selected the respective school systems to provide a compilation of private and public schools, and from different counties to provide a slightly different cultural background. The researcher works as a County 4-H Extension Agent for Ohio State University in Van Wert County. Crestview, Coldwater, and Delphos St. John's Schools are in close proximity to the Van Wert County Extension Office, yet are located in three counties. These three schools are in a predominantly white, middle-class environment.

All youth within these selected schools in the eighth and ninth grades were invited and encouraged to take part in the survey. The survey was comprised of three sections. Section one was designed for those currently involved in 4-H clubs, section two was designed for those involved in a school-based athletic team and section three was completed by all students assessing their basic demographic data. Once the schools were identified, the schools distributed a letter explaining the research study to the parents of each potential participant (Appendix F). The cooperating school systems provided time within the school day (home room or other regular class time) in which the researcher could administer the survey to all eighth and ninth grade students.

A letter was sent home to each youth in the participating school systems. Two copies of a parental consent form were enclosed in this correspondence with the instruction for each parent to sign if they were providing consent for

their child to take part in the research study (Appendix G). Youth with a signed parental consent were distributed a written survey for them to complete on the administration date arranged for their respective school.

Instrumentation

The instrument used in this study is based on the Scanlan & Lewthwaite (1984) Factors of Adult Influences Scale. This instrument assesses the degree of influence child-athletes perceive their parents place on them. The "Factors of Adult Influences Scale" was developed to assess youth perceptions of parental support and pressure in a sports setting. This instrument was revised to better meet the needs of this project and expanded to allow for comparison to 4-H involvement. A similar 4-H version was developed to assess a comparable perception that youth hold of their involvement in the 4-H program. Dr. Tara Scanlan granted approval to the researcher to allow use of components of her instrument used in the Factors of Adult Influence Scale (Appendix H).

Survey Administration

This research was conducted at three school systems during the fall of 2003. Selected schools included: Coldwater Exempted Village, Convoy-Crestview, and Delphos St. Johns School. The target group was all eighth and ninth graders in the participating schools. Surveys at Coldwater and Crestview were both administered during the homeroom period of the schools, the first

session of the day. At Delphos St. Johns, surveys were administered during the eighth and ninth grade Language Arts class period. Only youth with signed parental consent forms and who offered their personal willingness to take part were included in the study.

Directions (explained to students)

- 1) Introduce researcher name and the purpose of the study: to learn more about the thoughts and feelings that young people have about their involvement in school sports or 4-H activities.
- 2) Explain that all eighth and ninth graders with signed parental consent forms who are also willing to take part are all asked to take part. If at any time an eligible student wishes to discontinue involvement, they may and will not suffer any penalty.
- 3) There are three sections to this survey, which takes approximately 15 minutes to complete. Section one is for those who are current 4-H members. Those youth who are currently signed up as members of a local 4-H club are asked to complete section one. Youth who are not currently in 4-H are asked to advance to section two. Section two asks questions about involvement in school sports programs. Any youth who was involved in any organized school sports program over the past year is asked to complete this section. If you were/are not involved in a school

sport this year, you are asked to skip section two. All youth are asked to complete section three. Anyone that is involved in both school sports and 4-H club activities is asked to fill out both section one and section two before completing the third demographic section. This group of questions focuses primarily on demographics or facts about you such as age, gender and number of brothers and sisters. Year is defined as the past twelve months.

- 4) This survey will ask you to answer questions about your father, mother, coach and advisor. Father, in this study, means the male person that you identify as the father figure in your life. This may or may not be your birth father. Mother is defined in a similar way: the female person that you identify as the mother figure in your life. If you are in multiple sports activities, your coach is defined as the coach for the sport that you are most active. If you are in multiple 4-H clubs, advisor will mean the key advisor for the club that you are most active. If you do not have a mother or father figure in your life you are asked to leave the questions asking about mother or father blank.

- 5) There are several types of questions on this survey. First, there are some frequency questions that ask you how often you feel a certain way. An example may be: "I get at-least seven hours of sleep each night." Responses for this question include Never, Hardly Ever, Sometimes, Often, and Always. You are asked to circle the most appropriate answer. Please only circle one response.
- 6) There are also questions based on how much you agree with a statement. These questions offer responses including: 0) Strongly Disagree, 1) Disagree, 2) Neutral, 3) Agree, and 4) Strongly Agree. Please select one response to each question by circling the most appropriate answer.
- 7) A third type of question asks you to rate how pleased your parents or leaders are with how you are doing with 4-H or sports this year. Again, select the response that you feel is most correct.
- 8) The fourth question style asks how much fun you had with either 4-H or sports this year. This is ranked from 0-4. "0" is described as "No Fun at All", "1" is "Little Fun", "2" is "About Half Fun", "3" is "Fun" and "4" is described as "Very Much Fun". Please select the best answer.
- 9) The next type of question asks "How much do you like 4-H or sports?" The response choices include 0) None, 1) A Little, 2) About Half, 3) A Lot, and 4) Very Much.
- 10) The last question that you will find on section one (4-H section) and section two (Sports section) is "Why do you participate in 4-H" for the first

section and "Why do you participate in sports" for the second section. In this area you are asked to simply write the reasons that you think are right.

- 11) The last section, or section three, is for all respondents to fill out. This asks the demographic questions. You will find questions such as age, grade, and other types of questions. Please circle the correct answer. There are a couple of fill-in questions asking what 4-H project you have taken (if you are in 4-H) and what sports you are involved in (if you are in sports).
- 12) If you have any questions while completing the survey, please notify me and I will do my best to help you.
- 13) If you have problems reading the questions, please let me know so that I can help you.
- 14) If at any time you do not wish to continue with the survey you may stop.
- 15) Please turn the survey into me when you are finished.
- 16) I appreciate your help.

Validity

The instrument used in this research is based on the Scanlan & Lewthwaite Factors of Adult Influences Scale (1984). The "Factors of Adult Influences Scale" was developed to assess youth perceptions of parental support and pressure in a sports setting. The "Factors of Adult Influences Scale" was

shown to possess construct validity through a factor analysis procedure. This instrument involved the expansion of the Factors of Adult Influences Scale to include similar questions focused on 4-H-involved youth. To test validity of the revised instrument, the researcher had the survey instrument reviewed by two 4-H professionals and two school administrators (Appendix I). Those reviewing the instrument indicated the survey adequately reflected components of parental, advisor, and coach support and pressure of 4-H and sports involvement.

Reliability

To determine reliability, data was entered using SPSS and Cronbach's alpha was used to indicate internal consistency within the instrument. This test explored the degree to which youth answered related questions similarly. Separate reliability scores were created for each of the subscales within this research. The reliability scores generally are acceptable for this type of research. According to Fraenkel & Wallen (1996) reliability should be at least .70 and preferably higher. Two subscales were lower than that and may limit results. The reliability of 4-H paternal support was .57. The reliability of the 4-H pressure summated variable was .67. According to Kerlinger (1964), when administering an instrument to a homogeneous population, reliability scores may be lower.

The rest of the reliability scores were higher within this research. The reliability of sports paternal support was .73. The paternal sports pressure variable had a reliability of .81. The maternal 4-H support reliability coefficient was .60. The maternal sports support reliability coefficient was .74. The reliability coefficient score reported for maternal 4-H pressure .71 and the coefficient found for maternal sports pressure was .77.

Coach and advisor summated scales were also tested for reliability. The coach support scale had a reliability coefficient of .74. The coach pressure scale had an alpha coefficient of .77. Similar scales were created for 4-H advisor support and pressure with scores reported as: .76 (4-H advisor support) and .77 (4-H advisor pressure).

Activity enjoyment scales were created for both sports and 4-H-involved youth. The reliability coefficient for the 4-H summated enjoyment scale was .92. The reliability for the sports enjoyment scale was .83.

The reliability scores generally are acceptable for this type of research. According to Fraenkel & Wallen (1996) reliability should be at least .70 and preferably higher. Two subscales are lower than that and may limit results.

Instrument

This survey included three sections. The first two sections consisted of 43 questions respectively. Section one, was targeted towards those youth involved

in 4-H activities. In section one, there were 21 questions with a frequency Likert-style scale with responses of 0) Never, 1) Hardly Ever, 2) Sometimes, 3) Often and 4) Always. These questions were designed to compare the perceived pressure or support that mothers, fathers and 4-H advisors provide youth in 4-H competitive events. The first section on 4-H included 19 Likert-style questions using an agreement scale. Responses to these questions included 1) Strongly Agree, 2) Disagree, 3) Neutral, 4) Agree and 5) Strongly Agree. These questions provided an opportunity to analyze perceived parental support or pressure related to a specific or series of events. There were three Likert-style questions rated on a five-point scale assessing the extent that youth felt their mother, father and advisor was pleased with their 4-H performance this year. Two questions were asked exploring the nature of youth's general perception of their activity choice. These questions included: "How much fun did you have with 4-H this year?" and "How much do you like 4-H?" These questions utilized Likert-type rating scales. Youth involved in 4-H club activities were instructed to complete section one.

Section two in the instrument was very similar to section one. This section repeated questions in the first section, however references were changed to be applicable to sports involvement. All references to 4-H involvement were referred to sports involvement and references to "advisor" were replaced with "coach". These questions were also designed to compare the pressure or

support provided by mothers, fathers and coaches in the sports setting. Youth involved in school sports programs were instructed to complete section two.

Section three was designed for all respondents. These demographic questions assessed various factors that are useful in the comparison of data. This research assessed their current involvement in their respective activity or activities. The survey instrument also asked if their parents were involved in their respective activity when they were younger and if their parents were serving as their respective coach or 4-H advisor. Other variables ascertained from the demographic section included: the number of siblings, the type of sport or 4-H projects they were involved in, the age of the respondent, the marital status of the involved parents, and if the respondent's parents served in the coach or advisor role for their child. Many of these variables were used to determine if they are associated with differences in the perception of pressure or support as reported by the child involved in sports or 4-H activities.

The written survey was administered to all youth that had a signed parental consent form to participate in the study (Appendix J). The survey was explained to the groups of students. If youth did not have a completed parental consent form, they were not asked to complete the instrument. Youth with limited reading abilities were identified by the teacher and assistance was provided by the teacher in the respective class in completing the instrument. Youth currently enrolled as 4-H club members were asked to complete the first section of the instrument. Youth that have been involved in an organized school

sponsored sport throughout the school year were asked to complete section two. All youth were asked to complete the third section, focused on demographic variables. Youth were asked in the survey questions to rate their perceptions of parental, coach and advisor support and pressure of their involvement in sports or 4-H club work. Mother, in this instrument, is explained to the youth as the person that they identify most in the maternal or mother role in their lives. Father, in this instrument, is explained to the youth as the person they identify most in the paternal role in their lives. If they did not identify with someone in either the maternal or paternal roles, they were instructed to leave those particular questions blank. Youth involved in more than one sport or more than one 4-H club were asked to rate the advisor or coach of the group in which they were most involved.

Youth were instructed in the explanation process that the researcher was present to answer any questions. It was also emphasized that their involvement was totally voluntary and they could withdraw from participation at any time. The process of gathering data was totally anonymous and no responses could be linked to any youth completing the survey. It was stressed that all information is completely confidential. All responses to the instruments were destroyed after completion of the study.

The research project was submitted to, reviewed and approved by the Ohio State University Committee on the Use of Human Subjects in Research (Appendix B). The committee reviewed the proposal, informed consent form,

survey instruments, and procedures. It was in the opinion of the committee that this research project met the standards established by the Ohio State University Graduate School.

Data Collection

The researcher works as an OSU Extension Agent for 4-H Youth Development in Van Wert County. Many school administrators are reluctant to allow survey research from outside parties in their schools due to a number of factors including increased performance standards, parental and community concerns and youth protection policies. The researcher had developed working relationships with administrators and teachers at Crestview Schools and Delphos St. Johns School. Coldwater Exempted Village School District is the school that the researcher graduated from and his current district of residence. The researcher was granted permission to work with these three schools. Several attempts were made to work with urban and suburban schools within Ohio and Indiana with limited success.

The researcher shared preliminary copies of the instrument and research objectives with teachers or administrators at each of the three participating schools. After answering questions, they agreed to allow the researcher access to the eighth and ninth grade students. The Crestview and Delphos St. Johns School Systems allowed for the researcher to work with students during the homeroom period. The Coldwater School eighth grade and ninth grade surveys were administered during the regularly scheduled science and language arts classes respectively.

Approximately one week before the survey was administered, a parental information sheet and two copies of a parental consent form were distributed to each youth in the eighth and ninth grades at each of the three school systems. They were instructed to bring back the signed parental consent form on the particular administration date if they were willing to participate in the study. Only those youth that were personally willing and that had a signed parental consent form were asked to complete the survey. Participants responded anonymously to questionnaires that took approximately 15 minutes to complete. Participation was voluntary and individuals were able to withdraw from the study at any time.

Data Analysis

This research involved the use of a multiple-item Likert-type survey instrument. Series of questions were designed to explore variables of maternal support, maternal pressure, paternal support, paternal pressure, coach support, coach pressure, advisor support, and advisor pressure. The Likert-type questions were designed with qualitative responses assigned to numerical values (such as 0=Never, 1=Hardly Ever, 2=Sometimes, 3=Often, and 4=Always). These responses are ordinal in nature. Each variable was assigned a summated score by adding the scores of multiple questions (six or seven questions depending on the variable). This summated score was treated like interval data allowing for additional analysis, such as the creation of t-scores to assess mean differences. According to Abelson & Tukey (1959), "ordered metric measures approximate interval level when numeric values are assigned to categories." Labovitz (1972) also supports this process of applying interval statistics to ordinal-level data (used in this research).

To evaluate the hypotheses posed in this project, the researcher used t-tests by creating z-scores for each of the research questions comparing various variables for differences. For each question a null hypothesis was developed assuming similarity between groups. For a statistically significant difference to be found between groups, and to rule out the null hypothesis, a z-score higher than 1.96 or lower than -1.96 is necessary with a .05 significance level (Downie & Heath, 1970).

1. How do youth involved in 4-H club activities perceive support or pressure from their parents (maternal support of 4-H involvement, maternal pressure of 4-H involvement, paternal support for 4-H involvement, and paternal pressure of 4-H involvement)?

Maternal Support Questions: 8, 15,16,29,32,39 (Section 1)

Maternal Pressure Questions: 3,4,11,20,23,26,35 (Section 1)

Paternal Support Questions: 7,13,14,28,31,38 (Section 1)

Paternal Pressure Questions: 1,2,10,19,22,25,34 (Section 1)

Each question was analyzed to determine rates of response (number of youth indicating that particular response to each question and percentage of respondents) for each Likert-type question. The mean and standard deviation were computed for each question.

2. How do youth involved in 4-H club activities perceive support or pressure from their club advisor (advisor support of 4-H involvement and advisor pressure of 4-H involvement)?

Club Advisor Support Questions: 9,17,18,30,33,40 (Section 1)

Club Advisor Pressure Questions: 5,6,12,21,24,27,36 (Section 1)

Each question was analyzed to determine rates of response (number of youth indicating that particular response to each question and percentage of respondents) for each Likert-type question. The mean and standard deviation were computed for each question.

3. How do youth involved in school sports perceive support or pressure from their parents (maternal support of sports involvement, maternal pressure of sports involvement, paternal support for sports involvement, and paternal pressure of sports involvement)?

Maternal Support Questions: 8, 15,16,29,32,39 (Section 2)

Maternal Pressure Questions: 3,4,11,20,23,26,35 (Section 2)

Paternal Support Questions: 7,13,14,28,31,38 (Section 2)

Paternal Pressure Questions: 1,2,10,19,22,25,34 (Section 2)

Each question was analyzed to determine rates of response (number of youth indicating that particular response to each question and percentage of respondents) for each Likert-type question. The mean and standard deviation were computed for each question.

4. How do youth involved in school sports perceive support or pressure from their coach (coach support of sports involvement and coach pressure of sports involvement)?

Coach Support Questions: 9,17,18,30,33,40 (Section 2)

Coach Pressure Questions: 5,6,12,21,24,27,36 (Section 2)

Each question was analyzed to determine rates of response (number of youth indicating that particular response to each question and percentage of respondents) for each Likert-type question. The mean and standard deviation were computed for each question.

5. Is there a difference between the perceived parental support or pressure reported by youth involved in school sports programs versus 4-H programs?

Paternal Support Questions: 7,13,14,28,31,38 (Section 1 & 2)

Paternal Pressure Questions: 1,2,10,19,22,25,34 (Section 1 & 2)

Maternal Support Questions: 8,15,16,29,32,39 (Section 1 & 2)

Maternal Pressure Questions: 3,4,11,20,23,26,35 (Section 1 & 2)

Questions were summated to create maternal support, maternal pressure, paternal support and paternal pressure scores for 4-H-only involved youth, for sports-only involved youth, and separate scores for each activity for those youth involved in both activities. The null hypothesis, that there is no statistical difference between the perceived level of support and pressure for 4-H involvement as compared to sports involvement was evaluated. A t-test was run to determine the mean score difference. An additional analysis was done comparing maternal and paternal influences on youth involvement in sports and 4-H. To compare these variables the

maternal scores for pressure and support were compared to paternal scores for pressure and support for both sports and 4-H involvement.

6. Is there a difference in the levels of support or pressure perceived by youth from their coaches and/or advisors for those involved in 4-H and/or sports?

Coach Support Questions: 9,17,18,30,33,40 (Section 2)

Coach Pressure Questions: 5,6,12,21,24,27,36 (Section 2)

Club Advisor Support Questions: 9,17,18,30,33,40 (Section 1)

Club Advisor Pressure Questions: 5,6,12,21,24,27,36 (Section 1)

Questions were summated to create coach support, coach pressure, advisor support and advisor pressure scores for 4-H-only involved youth, for sports-only involved youth. The null hypothesis, that there is no statistical difference between the perceived level of support and pressure perceived from sports coaches and 4-H club advisors was evaluated. A t-test was run to determine the mean score difference.

7. Is there a difference between how children of parents who are alumni of 4-H or sports perceive parental support or pressure of their involvement in 4-H or school sports from those children of parents who are not alumni of the respective activity?

Paternal Support Questions: 7,13,14,28,31,38 (Section 1 & 2)

Paternal Pressure Questions: 1,2,10,19,22,25,34 (Section 1 & 2)

Maternal Support Questions: 8, 15,16,29,32,39 (Sections 1 & 2)

Maternal Pressure Questions: 3,4,11,20,23,26,35 (Sections 1 & 2)

The data was split with youth that identify their parents as being alumni compared to those that do not identify their parents as alumni of their respective activity. Summated variables for 4-H Alumni Paternal Pressure, 4-H Alumni Maternal Pressure, Non 4-H Alumni Paternal Pressure, Non 4-H Alumni Maternal Pressure, 4-H Alumni Paternal Support, 4-H Alumni Maternal Support, Non 4-H Alumni Paternal Support, and Non 4-H Alumni Maternal Support were created. The null hypothesis, that there is no statistical difference between the level of perceived support by youth whose parents are alumni as compared to those whose parents are not alumni was evaluated. A t-test was run to determine mean score difference. A similar comparison was run on sports-involved youth to determine if those youth that had parents that were alumni of sports report any differences in paternal and maternal support and pressure perceived. These statistics indicated the confidence level to keep the null hypothesis (that there is no statistical difference between the groups).

8. Is there a relationship between the perceived support or pressure felt by teens involved in the 4-H or sports activity and their enjoyment of their sports or 4-H activities?

Level of Enjoyment in 4-H: Questions 41 and 42 (Section 1)

Level of Enjoyment in Sports: Questions 41 and 42 (Section 2)

Summated scores were created for 4-H and sports enjoyment (H41 and H42) and (S41 and S42 respectively). Scores on these two questions were compared to pressure and support scores in a Contingency Table to evaluate relationship. The association between activity enjoyment and the summated pressure and support scores from parents, coaches and advisors was analyzed with a Pearson R Correlation. This analysis described the correlation between the summated pressure and support scores with activity enjoyment as reported by youth respondents. Although, not originally a component of this research a cross-comparison was done exploring correlation between the other variables of the research.

9. Is there a relationship between the perceived parental support or pressure felt by teens involved in the respective activity and the number of siblings in their family?

Maternal Support Questions: 8, 15,16,29,32,39 (Sections 1 & 2)

Maternal Pressure Questions: 3,4,11,20,23,26,35 (Sections 1 & 2)

Paternal Support Questions: 7,13,14,28,31,38 (Section 1 & 2)

Paternal Pressure Questions: 1,2,10,19,22,25,34 (Section 1 & 2)

A summated scale was created for Maternal Support, Maternal Pressure, Paternal Support, and Paternal Pressure. To evaluate the relationship between family size and the summated parental support and pressure scores, a Pearson R correlation was run. This procedure determined the correlation between the variables.

10. Is there a relationship between the perceived support or pressure felt by teens involved in the 4-H or sports activity and their continued involvement in sports or 4-H competitive events?

Likely Continued Involvement in 4-H: Quest. 37 (Sect. 1)

Likely Continued Involvement in Sports: Quest. 37 (Sect. 2)

The responses to the question on “likely continued involvement” were compared to the summated scores on parental, coach, and/or advisor support and pressure. A Kendall’s tau b correlation was run to measure the association between summated parental parent, coach, and advisor support and pressure scores with that of the response to the question referring to “likely continued involvement” (question 37).

Chapter 4

RESULTS

Across the United States there are hundreds of thousands of young people involved in a wide variety of extracurricular activity choices. Two of the most popular activity choices available for youth include 4-H club involvement and school sports programs. Organized school sports programs commonly begin in the seventh grade with choices ranging from basketball to football and swimming. 4-H club involvement is an organized youth development program offered by the land grant university system in each state of the United States. 4-H club involvement, particularly project work, traditionally begins in the third grade.

Parents play an important role in the activities that young people choose to take part in and those that they remain active in from year to year. Greater parental influence is associated with higher levels of involvement for both boys and girls (Brustad, 1992). The goal of this research project was to analyze the perceptions of adult influence that youth involved in school sports and/or 4-H

clubs report. To explore the nature of adult influence upon youth extracurricular involvement, a descriptive and correlation study was conducted to assess youth perceptions of parental, coach, and/or advisor support or pressure related to their involvement in school sports and/or 4-H club programs.

As explained in the methodology, the researcher arranged to administer a written survey instrument at three school systems (Coldwater Exempted Village, Convoy-Crestview, and Delphos St. Johns). A total of 433 surveys were completed by students at the participating schools.

The researcher successfully collected data at the sites in October and November of 2003. Youth currently in grades eight and nine of the included schools with parental permission were invited to complete the written survey instrument. Five surveys were unusable. Sixty-three (14.7%) youth were not involved in either 4-H or school sports programs. Three-hundred-sixty-five youth were participants in 4-H, school sports, or both extracurricular options.

All three sites had similar participation rates with 126 participants from Delphos St. Johns, 192 from Coldwater and 115 from Crestview Schools respectively. Of those indicating grade, 200 (46.3%) were in the eighth grade and 232 (53.7%) in the ninth grade. The total enrollment in the eighth and ninth grade at Delphos St. Johns School was 148 students (85% completed surveys). The eighth and ninth grade enrollment at Crestview Schools was 164 students (70% completed surveys). Coldwater School had 252 students enrolled in the eighth and ninth grades (76% completed surveys).

Demographic Data

Eighteen percent of respondents (n=78) indicated they were involved in 4-H last year. The majority (85%) of 4-H members completing this survey have been involved with 4-H for four or more years. Of those involved in 4-H, 39% were involved solely with livestock-related projects last year, 41% were involved in both livestock and non-livestock projects, while 18% were involved only in non-livestock projects. Twenty-two percent of those members not involved in 4-H last year were members in the past (but not the last year). Twenty-one percent of youth involved in 4-H reported their mothers serve as their 4-H advisor, while 12% of fathers serve in the advisor role for these children.

Three hundred fifty four youth (82%) indicated they were involved in a school sports program last year. Of the youth involved in sports, 62.8% indicated they had been involved in sports for four years or more. Results indicated 43.3% (n=177) of the youth were involved in non-school sports such as programs at the local Y, parks, or other club programs. The vast majority of youth involved in school sports programs were involved in more than one school sport (72.4%). Of those youth involved in a single sport the top four choices were: football (4.6%), cheerleading (4.3%), track (3.7%) and soccer (3.2%). Of those youth not involved in sports last year 34% were involved in the past, but were not this past year. These youth do not normally have their mothers and fathers serving as a school coach with 2.4% (n=9) and 8% (n=30) youth indicating their mothers and fathers in these roles respectively.

The average family size of youth taking part in this study was large, when compared to national averages. Of those youth responding, 45.5% of youth indicated they have three or more siblings in their family. The vast majority of youth indicated their parents were married and living together at a rate of 83.6%. The divorce rate was relatively low with 11.9% of youth reported their parents were divorced. Of the youth that replied, 4.5% indicated their parents were married and separated, widowed, never married, or other situation. "White/Caucasian" was the most prevalent race in the sample, with 94.5% of youth selecting that category and 5.5% of youth indicating they were of a minority race.

Reliability

This survey involved the creation of summated variables with multiple questions. The reliability coefficient for sports paternal support (questions S7, S13, S14, S28, S31, and S38) was .7257. The alpha level coefficient for 4-H paternal support (H7, H13, H14, H28, H31, and H38) was .57. A paternal 4-H pressure scale was developed (H1, H2, H10, H19, H22, H25, and H34) with an alpha reliability coefficient of .67. The paternal sports pressure scale (S1, S2, S10, S19, S22, S25, and S34) resulted in a reliability coefficient of .81. Removing individual questions from the subscales did not have a significant effect upon the reliability of the summated paternal scales.

Maternal summated scales were also developed with alpha correlations calculated to determine reliability. Maternal 4-H support (H8, H15, H16, H29, H32, and H39) reliability alpha was .60. Maternal sports support (S8, S15, S16, S29, S32, and S39) had a reliability of .74. Maternal 4-H pressure scale (H3, H4, H11, H20, H23, H26, and H35) had an alpha reliability coefficient of .71. The maternal sports pressure scale (S3, S4, S11, S20, S23, S26, and S35) had an alpha coefficient of .77. Removing any questions from the maternal summated scales did not have a significant effect upon the reliability level.

Coach and advisor summated scales were also developed. The coach support scale (S9, S17, S18, S30, S33, and S40) had a reliability coefficient of .74. The coach pressure scale (S5, S6, S12, S21, S24, S27, and S36) had an alpha coefficient of .77. Similar scales were developed for advisor support and pressure related to 4-H-involved youth. 4-H advisor support scale (H9, H17, H18, H30, H33, and H40) had an alpha coefficient of .76. The 4-H advisor pressure scale (H5, H6, H12, H21, H24, H27, and H36) had an alpha coefficient of .77.

Activity enjoyment scales were created for both sports and 4-H-involved youth. The 4-H enjoyment scale consisted of a mean of two items (H41 and H42). The reliability coefficient for this summated scale was .92. A summated scale for sports enjoyment was also created with two items (S41 and S42). The reliability for this scale was .83.

This research project involved a series of comparisons between 4-H-involved youth and sports-involved youth on a variety of factors to determine differences/similarities on parental and advisor/coach support factors. The first research objective was to describe the perception of parental, coach and advisor pressure described by youth participants in 4-H and/or school sports programs.

1. How do youth involved in 4-H club activities perceive support or pressure from their parents?

To explore parental support of 4-H activities youth were asked six questions with a Likert-style scale. Responses available for the first three questions included: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often and (4) Always. The first question was: "My Dad tries to make me feel good when I don't do well in 4-H competitive events." As cited in Table 4.1, with n=76 responses, the mean of responses was 2.75 (between sometimes and often). When asked "My Dad is pleased with how I do in 4-H competitive events", the mean of responses was 3.37. In response to "My Dad is proud of me – even when I don't do well in 4-H competitive events."; the mean response was 3.53. The next two questions also asked for responses based on a Likert-type scale with available responses of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. 1.43 was the mean response to: "I take part in 4-H because my Dad and I have fun going to the meetings/events together." The fifth question exploring paternal support asked: "I take part in 4-H because

my Dad helps me with my projects.” The mean for the 76 responses for this question was 1.84 (between Disagree and Neutral). The final question for paternal support was “How pleased do you think your Dad is with the way you are doing with 4-H this year?” This question used a response scale with ratings of: (0) Very Displeased, (1) Displeased, (2) Neutral, (3) Pleased, and (4) Very Pleased with a mean response of 3.40.

A summated score was created to describe the youth perception of paternal support of 4-H involvement. For youth involved in 4-H only (and not school sports), the mean was 2.85 with 14 respondents. With 59 youth involved in both activities responding, the mean for paternal support of 4-H involvement was 2.67.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Some-times 2	Often 3	Always 4		
My Dad tries to make me feel good when I don't do well in 4-H competitive events.	7 9.2%	4 5.3%	15 19.7%	25 32.9%	25 32.9%	2.75	1.23
My Dad is pleased with how I do in 4-H competitive events.	1 1.3%	0 0%	10 13.3%	23 30.7%	41 54.7%	3.37	.81
My Dad is proud of me – even when I don't do well in 4-H competitive events.	1 1.4%	0 0%	7 9.5%	17 23.0%	49 66.2%	3.53	.78
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
I take part in 4-H because my Dad and I have fun going to the meetings/ events together.	24 31.6%	18 23.7%	16 21.1%	13 17.1%	5 6.6%	1.43	1.27
I take part in 4-H because my Dad helps me with my projects.	15 19.7%	14 18.4%	22 28.9%	18 23.7%	7 9.2%	1.84	1.25
	Very Displeased 0	Dis-pleased 1	Neutral 2	Pleased 3	Very Pleased 4	Mean	Stand. Dev.
How pleased do you think your Dad is with the way you are doing with 4-H this year?	0 0%	0 0%	10 13.7%	24 32.9%	39 53.4%	3.40	.72
Summated Paternal Support Score for 4-H	4-H Only Youth Mean=2.85 SD=.60 n=14			Both Activity Youth Mean=2.67 SD=.60 n=59			

Maximum n=76

Table 4.1 Paternal Support of 4-H Involvement

Respondents were asked a series of questions associated with paternal pressure and their 4-H competitive event involvement. Seven questions were asked evaluating the level of pressure youth feel from their fathers in relation to their participation in 4-H competitive events. The first three questions used a Likert-type response with choices including: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often, and (4) Always. Table 4.2 reports results of paternal pressure of 4-H involved youth. When asked "My Dad is ashamed of me when I don't perform well in 4-H competitive events", the mean response was .46 (between Never and Hardly Ever). The second question with the same scale was "My Dad gets upset with me when I don't perform well in 4-H competitive events." The mean response for this question was .59. A mean score of 1.24 (between Hardly Ever and Sometimes) and was found for the question of "My Dad thinks I should be able to do better in 4-H competitive events than I really can."

Four questions were asked with a five-point Likert scale of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. When asked: "I am nervous about 4-H competitive events because of my Dad", the mean was .44 (between Strongly Disagree and Disagree). Also using the agreement scale, the respondents were asked: "My being good in 4-H competitive events is too important to my Dad." The mean response was .86. Youth were also asked: "No matter how well I do in 4-H competitive events, my Dad doesn't think it is good enough." The responses to this question indicate a

mean of .36 (between Strongly Disagree and Disagree). A mean of .51 was found for the final question: "I take part in 4-H because I feel that I have to do this to please my Dad."

A summated score was also created to describe the youth perception of paternal pressure of 4-H involvement. For youth involved in 4-H only (and not school sports), the mean was .62 with 14 respondents. With 59 youth involved in both activities responding, the mean for paternal pressure of 4-H involvement was .65.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Sometimes 2	Often 3	Always 4		
My Dad is ashamed of me when I don't perform well in 4-H competitive events.	54 71.1%	11 14.5%	9 11.8%	2 2.6%	0 0%	.46	.81
My Dad gets upset with me when I don't perform well in 4-H competitive events.	48 63.2%	13 17.1%	13 17.1%	2 2.6%	0 0%	.59	.87
My Dad thinks I should be able to do better in 4-H competitive events than I really can.	28 37.3%	14 18.7%	22 29.3%	9 12.0%	2 2.7%	1.24	1.16
I am nervous about 4-H competitive events because of my Dad.	52 69.3%	15 20.0%	7 9.3%	0 0%	1 1.3%	.44	.78
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
My being good in 4-H competitive events is too important to my Dad.	32 42.1%	27 35.5%	14 18.4%	2 2.6%	1 1.3%	.86	.91
No matter how well I do in 4-H competitive events, my Dad doesn't think it is good enough.	56 75.5%	11 14.9%	5 6.8%	2 2.7%	0 0%	.36	.73
I take part in 4-H because I feel I have to do this to please my Dad.	52 68.4%	15 19.7%	4 5.3%	4 5.3%	1 1.3%	.51	.92
Summated Paternal Pressure Score for 4-H	4-H Only Youth Mean=.62 SD=.53 n=14	Both Activity Youth Mean=.65 SD=.65 n=59					

Maximum n=76

Table 4.2 Paternal Pressure of 4-H Involvement

When asked about maternal support of 4-H activities youth were asked six questions with a Likert-style scale. Responses available for the first three questions included: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often and (4) Always. The first question asked: "My Mom tries to make me feel good when I don't do well in 4-H competitive events." According to Table 4.3, with n=75 responses, the mean of responses was 2.77 (between sometimes and often). When asked "My Mom is pleased with how I do in 4-H competitive events."; the mean of responses was 3.44. In response to "My Mom is proud of me – even when I don't do well in 4-H competitive events."; the mean response was 3.52. The next two questions also asked for responses based on a Likert-type scale with available responses of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. 1.61 was the mean response to: "I take part in 4-H because my Mom and I have fun going to the meetings/events together." The fifth question exploring maternal support asked: "I take part in 4-H because my Mom helps me with my projects." The mean for the 75 responses for this question was 1.79 (between Disagree and Neutral). The final question for maternal support was "How pleased do you think your Mom is with the way you are doing with 4-H this year?" This question used a response scale with ratings of: (0) Very Displeased, (1) Displeased, (2) Neutral, (3) Pleased, and (4) Very Pleased with 3.45 as the mean response.

A summated score was created to describe the youth perception of maternal support of 4-H involvement. For youth involved in 4-H only (and not school sports), the mean was 2.92 with 14 respondents. With 62 youth involved in both activities responding, the mean for maternal support of 4-H involvement was 2.71.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Sometimes 2	Often 3	Always 4		
My Mom tries to make me feel good when I don't do well in 4-H competitive events.	8 10.7%	3 4.0%	13 17.3%	25 33.3%	26 34.7%	2.77	1.27
My Mom is pleased with how I do in 4-H competitive events.	1 1.3%	0 0%	8 10.7%	22 29.3%	44 58.7%	3.44	.79
My Mom is proud of me – even when I don't do well in 4-H competitive events.	0 0%	2 2.7%	8 10.7%	14 18.7%	51 68.0%	3.52	.80
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
I take part in 4-H because my Mom and I have fun going to the meetings/events together.	21 27.6%	14 18.4%	21 27.6%	14 18.4%	6 7.9%	1.61	1.29
I take part in 4-H because my Mom helps me with my projects.	17 22.4%	13 17.1%	20 26.3%	21 27.6%	5 6.6%	1.79	1.26
	Very Displeased 0	Displeased 1	Neutral 2	Pleased 3	Very Pleased 4	Mean	Stand. Dev.
How pleased do you think your Mom is with the way you are doing with 4-H this year?	0 0%	0 0%	10 13.7%	20 27.4%	43 58.9%	3.45	.73
Summated Maternal Support Score for 4-H	4-H Only Youth Mean=2.92 SD=.57 n=14	Both Activity Youth Mean=2.71 SD=.63 n=62					

Maximum n=73

Table 4.3 Maternal Support of 4-H Involvement

Respondents were also asked a series of questions associated with maternal pressure and their 4-H competitive event involvement. Seven questions were asked evaluating the level of pressure youth feel from their mothers in relation to their participation in 4-H competitive events. The first three questions used Likert-type responses with choices including: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often, and (4) Always. When asked "My Mom is ashamed of me when I don't perform well in 4-H competitive events", the mean response was .40 (between Never and Hardly Ever), as reported in Table 4.4. The second question with the same scale was "My Mom gets upset with me when I don't perform well in 4-H competitive events." The mean response for this question was .45. A mean score of 1.21 (between Hardly Ever and Sometimes) was found for the question of "My Mom thinks I should be able to do better in 4-H competitive events than I really can."

Four questions were asked with a five-point Likert scale of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. When the survey asked: "I am nervous about 4-H competitive events because of my Mom", the mean was .24 (between Strongly Disagree and Disagree). Also using the agreement scale, the respondents were asked: "My being good in 4-H competitive events is too important to my Mom." The mean response to this survey question was .92. Youth were also asked the question: "No matter how well I do in 4-H competitive events, my Mom doesn't think it is good enough." The responses to this question indicate a mean of .30 (between Strongly

Disagree and Disagree). A mean of .50 was found for the final survey question: "I take part in 4-H because I feel that I have to do this to please my Mom."

A summated score was also created to describe the youth perception of maternal pressure of 4-H involvement. For youth involved in 4-H only (and not school sports), the mean was .48 with 14 respondents. With 62 youth involved in both activities responding, the mean for paternal pressure of 4-H involvement was .60.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Sometimes 2	Often 3	Always 4		
My Mom is ashamed of me when I don't perform well in 4-H competitive events.	58 77.3%	6 8.0%	9 12.0%	2 2.7%	0 0%	.40	.81
My Mom gets upset with me when I don't perform well in 4-H competitive events.	54 71.1%	11 14.5%	10 13.2%	1 1.3%	0 0%	.45	.77
My Mom thinks I should be able to do better in 4-H competitive events than I really can.	27 36.0%	16 21.3%	21 28.0%	11 14.7%	0 0%	1.21	1.09
I am nervous about 4-H competitive events because of my Mom.	60 80.0%	12 16.0%	3 4.0%	0 0%	0 0%	.24	.52
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
My being good in 4-H competitive events is too important to my Mom.	29 38.2%	27 35.5%	18 23.7%	1 1.3%	1 1.3%	.92	.89
No matter how well I do in 4-H competitive events, my Mom doesn't think it is good enough.	57 75.0%	16 21.1%	2 2.6%	1 1.3%	0 0%	.30	.59
I take part in 4-H because I feel I have to do this to please my Mom.	51 67.1%	16 21.1%	6 7.9%	2 2.6%	1 1.3%	.50	.86
Summated Maternal Pressure Score for 4-H	4-H Only Youth Mean=.48 SD=.42 n=14	Both Activity Youth Mean=.60 SD=.50 n=62					

Maximum n=73

Table 4.4 Maternal Pressure of 4-H Involvement

2. How do youth involved in 4-H club activities perceive support or pressure from their club advisor?

To explore club advisor support of 4-H activities youth were asked six questions with a Likert-style scale. Responses available for the first three questions included: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often and (4) Always. The first question asked: "My advisor tries to make me feel good when I don't do well in 4-H competitive events." As indicated in Table 4.5, there were n=75 responses with the mean of responses at 2.31 (between sometimes and often). When asked "My advisor is pleased with how I do in 4-H competitive events", the mean of responses was 3.15. In response to "My advisor is proud of me – even when I don't do well in 4-H competitive events", the mean response was 2.95. The next two questions also asked for responses based on a Likert-type scale with available responses of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. 1.78 was the mean response to: "I take part in 4-H because my advisor and I have fun going to the meetings/events together." The fifth question exploring paternal support the survey asked: "I take part in 4-H because my advisor helps me with my projects." The mean for the 76 responses for this question was 1.25 (between Disagree and Neutral). The final question related to advisor support on this survey, was "How pleased do you think your advisor is with the way you are doing with 4-H this year?" This question used a response scale with ratings of:

(0) Very Displeased, (1) Displeased, (2) Neutral, (3) Pleased, and (4) Very Pleased with 3.11 as the mean response, with a rating between Pleased and Very Pleased.

A summated score was created to describe the youth perception of advisor support of 4-H involvement. For youth involved in 4-H, the mean was 2.39 with 76 youth responding.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Sometimes 2	Often 3	Always 4		
My advisor tries to make me feel good when I don't do well in 4-H competitive events.	12 16.0%	5 6.7%	25 33.3%	14 18.7%	19 25.3%	2.31	1.36
My advisor is pleased with how I do in 4-H competitive events.	4 5.3%	1 1.3%	12 16.0%	21 28.0%	37 49.3%	3.15	1.09
My advisor is proud of me – even when I don't do well in 4-H competitive events.	4 5.3%	3 4.0%	17 22.7%	20 26.7%	31 41.3%	2.95	1.14
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
I take part in 4-H because my advisor and I have fun going to the meetings/events together.	14 18.4%	17 22.4%	25 32.9%	12 15.8%	8 10.5%	1.78	1.23
I take part in 4-H because my advisor helps me with my projects.	29 38.2%	15 19.7%	18 23.7%	12 15.8%	2 2.6%	1.25	1.20
	Very Displeased 0	Displeased 1	Neutral 2	Pleased 3	Very Pleased 4	Mean	Stand. Dev.
How pleased do you think your advisor is with the way you are doing with 4-H this year?	1 1.4%	3 4.1%	15 20.5%	22 30.1%	32 43.8%	3.11	.97
Summated Advisor Support Score for 4-H	All 4-H Youth Mean=2.39 SD=.82 n=76						

Maximum n=76

Table 4.5 Advisor Support of 4-H Involvement

Respondents were also asked a series of questions associated with advisor pressure and their 4-H competitive event involvement. Seven questions were asked evaluating the level of pressure youth feel from their advisor in relation to their participation in 4-H competitive events. The first three questions used Likert-type responses with choices including: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often, and (4) Always with data compiled in Table 4.6. When asked "My advisor is ashamed of me when I don't perform well in 4-H competitive events", the mean response was .36 (between Never and Hardly Ever). The mode response was 0 (Never). The second question with the same scale was "My advisor gets upset with me when I don't perform well in 4-H competitive events." The mean response for this question was .31 with a mode of 0. A mean score of .95 (between Hardly Ever and Sometimes) and a mode of 0 (Never) was found for the question of "My advisor thinks I should be able to do better in 4-H competitive events than I really can." Four questions were asked with a five-point Likert scale of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. When asked: "I am nervous about 4-H competitive events because of my advisor", the mean was .32 (between Strongly Disagree and Disagree) with a mode response of 0 (Strongly Disagree). Also using the agreement scale, the respondents were asked: "My being good in 4-H competitive events is too important to my advisor." The mean response was 1.09 and the mode was 0. Youth were also asked: "No matter how well I do in 4-H competitive events, my advisor doesn't think it is good enough." The

responses to this question indicated a mean of .49 and a mode of 0 (Strongly Disagree). A mean of .59 and mode of 0 (Strongly Disagree) was found for the final question: "I take part in 4-H because I feel that I have to do this to please my advisor."

A summated score was created to describe the youth perception of advisor pressure of 4-H involvement. For youth involved in 4-H, the mean was .58 with 76 youth responding.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Sometimes 2	Often 3	Always 4		
My advisor is ashamed of me when I don't perform well in 4-H competitive events.	56 74.7%	14 18.7%	3 4.0%	1 1.3%	1 1.3%	.36	.75
My advisor gets upset with me when I don't perform well in 4-H competitive events.	57 76.0%	15 20.0%	1 1.3%	2 2.7%	0 0%	.31	.64
My advisor thinks I should be able to do better in 4-H competitive events than I really can.	33 45.2%	19 26.0%	15 20.5%	4 5.5%	2 2.7%	.95	1.07
I am nervous about 4-H competitive events because of my advisor.	61 81.3%	9 12.0%	2 2.7%	1 1.3%	2 2.7%	.32	.83
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
My being good in 4-H competitive events is too important to my advisor.	28 36.8%	22 28.9%	19 25.0%	5 6.6%	2 2.6	1.09	1.06
No matter how well I do in 4-H competitive events, my advisor doesn't think it is good enough.	52 68.4%	15 19.7%	6 7.9%	2 2.6%	1 1.3%	.49	.86
I take part in 4-H because I feel I have to do this to please my advisor.	49 64.5%	16 21.1%	7 9.2%	1 1.3%	3 3.9%	.59	1.00
Summated Advisor Pressure Score for 4-H	All 4-H Youth Mean=.58 SD=.58 n=76						

Maximum n=76

Table 4.6 Advisor Pressure of 4-H Involvement

3. How do youth involved in school sports perceive support or pressure from their parents?

When asked about paternal support of sports activities youth were asked six questions with a Likert-style scale, with summarized results shown in Table 4.7. Responses available for the first three questions included: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often and (4) Always. The first question asked: "My Dad tries to make me feel good when I don't do well in sports." With n=343 responses the mean of responses was 2.64 (between sometimes and often). When asked "My Dad is pleased with how I do in sports", the mean of responses was 3.24. In response to "My Dad is proud of me – even when I don't do well in sports", the mean response was 3.35. The next two questions also asked for responses based on a Likert-type scale with available responses of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. 1.73 was the mean response to: "I take part in sports because my Dad and I have fun going to the practices/games together." The fifth question exploring paternal support asked: "I take part in sports because my Dad helps me with my sport." The mean for the responses for this question was 1.75 (between Disagree and Neutral). The final question for paternal support was "How pleased do you think your Dad is with the way you are doing with sports this year?" This question used a response scale with ratings of: (0) Very Displeased, (1)

Displeased, (2) Neutral, (3) Pleased, and (4) Very Pleased with 3.24 the mean response, falling between Pleased and Very Pleased on the rating scale within the survey.

A summated score was also created to describe the youth perception of paternal support of sports involvement. For youth involved in sports only (and not 4-H), the mean was 2.65 with 285 respondents. With 62 youth involved in both activities responding, the mean for paternal support of sports involvement was 2.68.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Some- times 2	Often 3	Always 4		
My Dad tries to make me feel good when I don't do well in sports.	27 7.9%	23 6.7%	95 27.7%	98 28.6%	100 29.1%	2.64	1.19
My Dad is pleased with how I do in sports	8 2.3%	7 2.0%	38 11.1%	132 38.6%	157 45.9%	3.24	.90
My Dad is proud of me – even when I don't do well in sports.	9 2.6%	12 3.5%	28 8.2%	95 27.7%	199 58.0%	3.35	.96
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
I take part in sports because my Dad and I have fun going to the practices/games together.	71 21.0%	68 20.1%	107 31.7%	64 18.9%	28 8.3%	1.73	1.22
I take part in sports because my Dad helps me with my sport.	70 20.5%	75 21.9%	98 28.7%	70 20.5%	29 8.5%	1.75	1.23
	Very Displeased 0	Displeased 1	Neutral 2	Pleased 3	Very Pleased 4	Mean	Stand. Dev.
How pleased do you think your Dad is with the way you are doing with your sport this year?	2 0.6%	6 1.8%	41 12.4%	144 43.5%	138 41.7%	3.24	.78
Summated Paternal Support Score for Sports	Sports Only Youth Mean=2.65 SD=.70 n=285	Both Activity Youth Mean=2.68 SD=.70 n=62					

Maximum n=333

Table 4.7 Paternal Support of Sports Involvement

Respondents were also asked a series of questions associated with paternal pressure and their sports involvement. Seven questions were asked evaluating the level of pressure youth feel from their fathers in relation to their participation in sports. The first three questions used Likert-type responses with choices including: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often, and (4) Always. As summarized in Table 4.8, when asked "My Dad is ashamed of me when I don't perform well in sports", the mean response was .57 (between Never and Hardly Ever). The second question with the same scale was "My Dad gets upset with me when I don't perform well in sports." The mean response for this question was .73. A mean score of 1.47 (between Hardly Ever and Sometimes) was found for the question of "My Dad thinks I should be able to do better in sports than I really can." Four questions were asked with a five-point Likert scale of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. When asked: "I am nervous about sports because of my Dad", the mean was .54 (between Strongly Disagree and Disagree). Also using the agreement scale, the respondents were asked: "My being good in sports is too important to my Dad." The mean response for this question was 1.12. Youth were also asked: "No matter how well I do in sports, my Dad doesn't think it is good enough." The responses to this question indicated a mean of .54. A mean of .60 was found for the final question: "I take part in sports because I feel that I have to do this to please my Dad."

A summated score was also created to describe the youth perception of paternal pressure of sports involvement. For youth involved in sports only (and not 4-H), the mean was .79 with 285 respondents. With 59 youth involved in both activities responding, the mean for paternal support for 4-H involvement was .86.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Sometimes 2	Often 3	Always 4		
My Dad is ashamed of me when I don't perform well in sports.	217 62.9%	73 21.2%	44 12.8%	7 2.0%	4 1.2%	.57	.87
My Dad gets upset with me when I don't perform well in sports.	189 54.8%	83 24.1%	55 15.9%	12 3.5%	6 1.7%	.73	.97
My Dad thinks I should be able to do better in sports than I really can.	94 27.4%	82 23.9%	105 30.6%	36 10.5%	26 7.6%	1.47	1.21
I am nervous about sports because of my Dad.	237 69.1%	58 16.9%	25 7.3%	15 4.4%	8 2.3%	.54	.97
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
My being good in sports is too important to my Dad.	120 35.1%	115 33.6%	73 21.3%	23 6.7%	10 2.9%	1.12	1.20
No matter how well I do in sports, my Dad doesn't think it is good enough.	227 66.2%	72 21.0%	25 7.3%	12 3.5%	7 2.0%	.54	.92
I take part in sports because I feel I have to do this to please my Dad.	211 61.9%	83 24.3%	26 7.6%	14 4.1%	7 2.1%	.60	.94
Summated Paternal Pressure Score for Sports	Sports Only Youth Mean=.79 SD=.70 n=285	Both Activity Youth Mean=.86 SD=.70 n=59					

Maximum n=333

Table 4.8 Paternal Pressure of Sports Involvement

When asked about maternal support of sports, youth were asked six questions with a Likert-style scale, with data compiled in Table 4.9. Responses available for the first three questions included: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often and (4) Always. The first question was: "My Mom tries to make me feel good when I don't do well in sports." With n=345 responses the mean of responses was 2.80 (between sometimes and often). When asked "My Mom is pleased with how I do in sports", the mean of responses was 3.42. In response to "My Mom is proud of me – even when I don't do well in sports."; the mean response was 3.47. The next two questions also asked for responses based on a Likert-type scale with available responses of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. 1.64 was the mean response to: "I take part in sports because my Mom and I have fun going to the practices/games together." The fifth question exploring maternal support asked: "I take part in sports because my Mom helps me with my sport." The mean for the 341 responses for this question was 1.35 (between Disagree and Neutral). The final question for maternal support was "How pleased do you think your Mom is with the way you are doing with your sport this year?" This question used a response scale with ratings of: (0) Very Displeased, (1) Displeased, (2) Neutral, (3) Pleased, and (4) Very Pleased. 3.29 was the mean response for this question.

A summated score was also created to describe the youth perception of maternal support of sports involvement. For youth involved in sports only (and not 4-H), the mean was 2.65 with 286 respondents. With 59 youth involved in both activities responding, the mean for maternal support of sports involvement was 2.70.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Sometimes 2	Often 3	Always 4		
My Mom tries to make me feel good when I don't do well in sports.	25 7.2%	24 7.0%	70 20.3%	103 29.9%	123 35.7%	2.80	1.21
My Mom is pleased with how I do in sports.	6 1.7%	5 1.5%	24 7.0%	112 32.6%	197 57.3%	3.42	.83
My Mom is proud of me – even when I don't do well in sports.	4 1.2%	10 2.9%	22 6.4%	92 26.7%	216 62.8%	3.47	.83
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
I take part in sports because my Mom and I have fun going to the practices/games together.	83 24.4%	64 18.8%	114 33.5%	50 14.7%	29 8.5%	1.64	1.24
I take part in sports because my Mom helps me with my sport.	103 30.2%	84 24.6%	100 29.3%	39 11.4%	15 4.4%	1.35	1.15
	Very Displeased 0	Displeased 1	Neutral 2	Pleased 3	Very Pleased 4	Mean	Stand. Dev.
How pleased do you think your Mom is with the way you are doing with your sport this year?	2 0.6%	2 0.6%	53 16.0%	115 34.6%	160 48.2%	3.29	.80
Summated Maternal Support Score for Sports	Sports Only Youth Mean=2.65 SD=.68 n=286	Both Activity Youth Mean=2.70 SD=.70 n=59					

Maximum n=334

Table 4.9 Maternal Support of Sports Involvement

Respondents were also asked a series of questions associated with maternal pressure and their 4-H competitive event involvement. Seven questions were asked evaluating the level of pressure youth feel from their mothers in relation to their participation in sports with responses reported in Table 4.10. The first three questions used Likert-type responses with choices including: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often, and (4) Always. When asked "My Mom is ashamed of me when I don't perform well in sports", the mean response was .38 (between Never and Hardly Ever). The second question with the same scale was "My Mom gets upset with me when I don't perform well in sports." The mean response for this question was .50. A mean score of 1.26 (between Hardly Ever and Sometimes) was found for the question of "My Mom thinks I should be able to do better in sports than I really can." Four questions were asked with a five-point Likert scale of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. When asked: "I am nervous about sports because of my Mom", the mean was .31 (between Strongly Disagree and Disagree). Also using the agreement scale, the respondents were asked: "My being good in sports is too important to my Mom." The mean response was .97 for this question. Youth were also asked: "No matter how well I do in sports, my Mom doesn't think it is good enough." Respondents indicated a mean response to this question of .39. A mean of .52 was found for the final question: "I take part in sports because I feel that I have to do this to please my Mom."

Summated variables were also created to explore maternal pressure of sports involved youth. With 287 youth involved in sports only (and not 4-H) a median score of .61 was found for maternal pressure. A similar analysis of youth involved in both 4-H and school sports resulted in a median maternal pressure summated score for maternal pressure of sport of .66 (59 youth responding).

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Sometimes 2	Often 3	Always 4		
My Mom is ashamed of me when I don't perform well in sports.	246 71.3%	73 21.2%	20 5.8%	5 1.4%	1 0.3%	.38	.69
My Mom gets upset with me when I don't perform well in sports.	231 66.8%	73 21.1%	30 8.7%	9 2.6%	3 0.9%	.50	.83
My Mom thinks I should be able to do better in sports than I really can.	112 32.6%	99 28.8%	82 23.8%	32 9.3%	19 5.5%	1.26	1.17
I am nervous about sports because of my Mom.	265 77.0%	60 17.4%	13 3.8%	3 0.9%	3 0.9%	.31	.67
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
My being good in sports is too important to my Mom.	132 38.6%	118 34.5%	67 19.6%	20 5.8%	5 1.5%	.97	.97
No matter how well I do in sports, my Mom doesn't think it is good enough.	245 71.2%	76 22.1%	16 4.7%	3 0.9%	4 1.2%	.39	.72
I take part in sports because I feel I have to do this to please my Mom.	220 64.5%	84 24.6%	22 6.5%	9 2.6%	6 1.8%	.52	.87
Summated Maternal Pressure Score for Sports	Sports Only Youth Mean=.61 SD=.57 n=287	Both Activity Youth Mean=.66 SD=.53 n=59					

Maximum n=335

Table 4.10 Maternal Pressure of Sports Involvement

4. How do youth involved in school sports perceive support or pressure from their coach?

When asked about coach support of sports activities youth were asked six questions with Likert-style scales. Responses available for the first three questions included: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often and (4) Always. The first question asked: "My coach tries to make me feel good when I don't do well in sports." According to Table 4.11, there were n=347 responses, with a mean response of 2.34 (between sometimes and often). When asked "My coach is pleased with how I do in sports", the mean of responses was 2.91. In response to "My coach is proud of me – even when I don't do well in sports", the mean response was 2.66. The next two questions also asked for responses based on a Likert-type scale with available responses of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. 1.73 was the mean response to: "I take part in sports because my coach and I have fun going to the practices/games." The fifth question exploring coach support asked: "I take part in sports because my coach helps me with my sport." The mean for the 343 responses for this question was 2.28 (between Neutral and Agree). The final question for coach support was "How pleased do you think your coach is with the way you are doing with your sport this year?" This question used a response scale with ratings of: (0) Very Displeased, (1) Displeased, (2) Neutral, (3) Pleased, and (4) Very Pleased. 3.05 was the mean response to this question.

A summated score was also created to describe the youth perception of coach support of sports involvement. For youth involved in sports, the mean was 2.49, with 346 respondents.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Sometimes 2	Often 3	Always 4		
My coach tries to make me feel good when I don't do well in sports.	28 8.1%	42 12.1%	125 36.0%	88 25.4%	64 18.4%	2.34	1.15
My coach is pleased with how I do in sports.	3 0.9%	12 3.5%	90 26.2%	146 42.4%	93 27.0%	2.91	.86
My coach is proud of me – even when I don't do well in sports.	10 2.9%	34 9.9%	110 31.9%	102 29.6%	89 25.8%	2.66	1.06
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
I take part in sports because my coach and I have fun going to the practices/games together.	78 22.7%	59 17.2%	112 32.7%	66 19.2%	28 8.2%	1.73	1.24
I take part in sports because my coach helps me with my sport.	45 13.1%	42 12.2%	93 27.1%	99 28.9%	64 18.7%	2.28	1.27
	Very Displeased 0	Displeased 1	Neutral 2	Pleased 3	Very Pleased 4	Mean	Stand. Dev.
How pleased do you think your coach is with the way you are doing with your sport this year?	0 0.0%	7 2.1%	83 24.9%	130 39.0%	113 33.9%	3.05	.82
Summated Coach Support Score for Sports	All Sports Youth Mean=2.49 SD=.72 n=346						

Maximum n=346

Table 4.11 Coach Support of Sports Involvement

Respondents were also asked a series of questions associated with coach pressure and their sports involvement. Seven questions were asked evaluating the level of pressure youth feel from their coach in relation to their participation in sports and are summarized in Table 4.12. The first three questions used Likert-type responses with choices including: (0) Never, (1) Hardly Ever, (2) Sometimes, (3) Often, and (4) Always. When asked "My coach is ashamed of me when I don't perform well in sports", the mean response was 1.19 (between Hardly Ever and Sometimes). The second question with the same scale was "My coach gets upset with me when I don't perform well in sports." The mean response for this question was 1.53. A mean score of 1.77 (between Hardly Ever and Sometimes) was found for the question of "My coach thinks I should be able to do better in sports than I really can." Four questions were asked with a five-point Likert scale of: (0) Strongly Disagree, (1) Disagree, (2) Neutral, (3) Agree and (4) Strongly Agree. When asked: "I am nervous about sports because of my coach", the mean was 1.01 (between Hardly Even and Sometimes). Also using the agreement scale, the respondents were asked: "My being good in sports is too important to my coach." The mean response was 1.61 for this question. Youth were also asked: "No matter how well I do in sports, my coach doesn't think it is good enough." The responses to this question indicated a mean of .83. A mean of .66 was found for the final question: "I take part in sports because I feel that I have to do this to please my coach."

To analyze the perceptions of youth about the nature of coach pressure of their involvement in school sports, a summated variable was created. The mean response for coach pressure of youth involved in school sports was 1.23, with 346 youth responding.

Statement	Percentage and Frequency					Mean	Stand. Dev.
	Never 0	Hardly Ever 1	Sometimes 2	Often 3	Always 4		
My coach is ashamed of me when I don't perform well in sports.	111 32.0%	102 29.4%	103 29.7%	20 5.8%	11 3.2%	1.19	1.05
My coach gets upset with me when I don't perform well in sports.	65 18.7%	107 30.8%	118 34.0%	39 11.2%	18 5.2%	1.53	1.08
My coach thinks I should be able to do better in sports than I really can.	64 18.6%	69 20.1%	128 37.2%	49 14.2%	34 9.9%	1.77	1.20
I am nervous about sports because of my coach.	164 47.5%	72 20.9%	67 19.4%	25 7.2%	17 4.9%	1.01	1.19
	Strongly Disagree 0	Disagree 1	Neutral 2	Agree 3	Strongly Agree 4	Mean	Stand. Dev.
My being good in sports is too important to my coach.	82 23.9%	74 21.6%	107 31.2%	55 16.0%	25 7.3%	1.61	1.22
No matter how well I do in sports, my coach doesn't think it is good enough.	159 46.1%	110 31.9%	59 17.1%	8 2.3%	9 2.6%	.83	.97
I take part in sports because I feel I have to do this to please my coach.	198 57.6%	89 25.9%	38 11.0%	13 3.9%	6 1.7%	.66	.94
Summated Coach Pressure Score for Sports	All Sports Youth Mean=1.23 SD=.71 n=346						

Maximum n=346

Table 4.12 Coach Pressure of Sports Involvement

5. Is there a difference between the perceived parental support or pressure reported by youth involved in school sports programs versus 4-H programs?

The summated scores were developed describing each of these variables (Paternal Support 4-H, Paternal Pressure 4-H, Maternal Support 4-H, Maternal Pressure 4-H, Paternal Support Sports, Paternal Pressure Sport, Maternal Support Sports, and Maternal Pressure Sports). The null hypothesis, that there was no statistical difference between the perceived support or pressure reported by youth involved in school sports programs versus 4-H programs was evaluated. Due to a low number of 4-H-only involved youth (n=14), it was not possible to run a straight comparison between 4-H only-involved youth and sports-only involved youth. A Z-Score was run to determine differences between the groups with two other methods. The first analysis was done comparing the 4-H responses of youth involved in sports and 4-H with these being compared to youth involved in sports only. The second evaluation was a comparison of youth involved in both activities (4-H and sports) comparing their responses to questions based on the different activity.

Table 4.13 reports the mean and standard deviation for the computed parental support and pressure indicators of 4-H-involved youth. In addition, Table 4.13 shows the SD of the Means and the z-scores used to assist in comparing Paternal Support of 4-H and Sports Involvement. When comparing 4-H youth (the 4-H responses of the multi-activity youth) to sports-only youth, the

z-score was .28. The value needed to rule out the null hypothesis (that there is no difference between the two groups) was not achieved. A value of 1.96 is needed at the .05 confidence level. When comparing 4-H responses to sports responses for youth involved in both activities the z-score was -.03 indicating that the difference is not high enough to rule out the null hypothesis (that there is no difference between the two groups). Youth do not report a statistical difference between 4-H paternal support and sports paternal support.

Affiliation	N	Mean	Standard Deviation	Standard Error of Means	SE Mean Sq	SD Means	St Score (z)
4-H & Sports 4-H Score	62	2.67	.60	.0756	.0057	.09	.28
Sports-Only Sports Score	281	2.65	.71	.0422	.0018		
4-H & Sports 4-H Score	62	2.67	.60	.0756	.0057	.12	-.03
4-H & Sports Sports Score	59	2.68	.70	.0912	.0083		

Table 4.13 Paternal Support Comparison of 4-H and or Sports Involvement

When comparing 4-H-involved youth to sports-involved youth on the summated scale of paternal pressure, the z-scores found did not reach levels high enough to rule out the null hypothesis (of no difference). According to Table 4.14, the z-score of difference between paternal pressure reported by

youth involved in 4-H (those in both activities and assessing their 4-H scores only) compared to those only involved in sports-only was found to be -1.67. The z-score difference comparing 4-H scores to sports scores for those youth involved in both activities (explaining differences between the parental pressure of a respective activity) was found to be -1.81.

Affiliation	N	Mean	Standard Deviation	Standard Error of Means	SE Mean Sq	SD Means	St Score (z)
4-H & Sports 4-H Score	62	.65	.54	.0689	.0047	.08	-1.67
Sports-Only Sports Score	281	.79	.71	.0422	.0018		
4-H & Sports 4-H Score	62	.65	.54	.0689	.0047	.11	-1.81
4-H & Sports Sports Score	59	.86	.70	.0913	.0083		

Table 4.14 Paternal Pressure Comparison of 4-H and or Sports Involvement

When comparing 4-H-involved youth to sports-involved youth on the summated scale of maternal support, the z-scores found did not reach levels high enough to rule out the null hypothesis (of no difference). The z-score of difference between maternal support reported by youth involved in 4-H compared to those only involved in sports was found to be .77 (Table 4.15). On

this comparison the 4-H involved youth were those that were involved in both sports and 4-H, with their 4-H maternal pressure responses being compared to sports paternal pressure responses of those youth involved only in sports. The z-score difference comparing 4-H scores to sports scores for those youth involved in both activities (explaining differences between the preferential pressure of a respective activity) was found to be .12.

Affiliation	N	Mean	Standard Deviation	Standard Error of Means	SE Mean Sq	SD Means	St Score (z)
4-H & Sports 4-H Score	62	2.71	.63	.0799	.0064	.09	.77
Sports-Only Sports Score	282	2.65	.68	.0405	.0016		
4-H & Sports 4-H Score	62	2.71	.63	.0799	.0064	.12	.12
4-H & Sports Sports Score	59	2.70	.70	.0906	.0082		

Table 4.15 Maternal Support Comparison of 4-H and/or Sports Involvement

Results were not found to be significant when comparing the perceived pressure felt by youth involved in 4-H versus school sports programs. According to Table 4.16, the z-score explaining differences of perceived maternal pressure between youth involved in 4-H as compared to sports-only was -.12. The z-score of difference between 4-H and sports for those youth that are involved in both activities was -.72. The differences found were not found to be significant at the .05 level.

Affiliation	N	Mean	Standard Deviation	Standard Error of Means	SE Mean Sq	SD Means	St Score (z)
4-H & Sports 4-H Score	62	.60	.50	.0631	.0040	.07	-.12
Sports-Only Sports Score	283	.61	.57	.0339	.0011		
4-H & Sports 4-H Score	62	.60	.50	.0631	.0040	.09	-.72
4-H & Sports Sports Score	59	.66	.53	.0685	.0047		

Table 4.16 Maternal Pressure Comparison of 4-H and/or Sports Involvement

Although, not an original goal of this research, an additional related analysis was done on parental support and pressure related to 4-H and sports involvement. A comparison was run exploring the differences that youth perceive between their mothers and fathers in terms of the level of support or pressure of their involvement in sports or 4-H. Results were not found to be significant when comparing the perceived maternal and paternal support felt by youth involved in 4-H, school sports programs, or both activities. According to Table 4.17, the z-score explaining differences of perceived maternal and paternal support between youth involved in 4-H-only was .32. The z-score of difference between maternal and paternal support for youth involved in school sports-only was .01. For those youth that are involved in both activities the paternal and

maternal support difference was not found to be significant as the z-scores for 4-H support difference was .35 and for sports support difference was .16. The differences were not found to be significant at the .05 level for each comparison.

Activity Involvement	Parental Role	N	Mean	SE Mean Sq	SD Means	St Score (z)
4-H Only 4-H Scores	Maternal	14	2.92	.0234	.22	.32
	Paternal	14	2.85	.0258		
Sports Only Sports Scores	Maternal	286	2.65	.0016	.058	.01
	Paternal	285	2.65	.0017		
Both Sports & 4-H 4-H Scores	Maternal	59	2.71	.0064	.11	.35
	Paternal	59	2.67	.0057		
Both Sports & 4-H Sports Scores	Maternal	62	2.70	.0082	.13	.16
	Paternal	62	2.68	.0083		

Table 4.17 Parental Support Comparison of 4-H and Sports Involvement

The summated scores of maternal and paternal pressure were compared with the independent variable being the respective activity involvement level (4-H-only, sports-only, or both activities). Results of this comparison are tabulated and shown in Table 4.18. There was not a significant difference found between maternal and paternal pressure reported by youth involved in 4-H only and those involved in sports and 4-H. For those youth that were involved in sports-only

(and not 4-H), a significant difference was found (at the .05 level). Youth that are involved in school sports programs report that they feel a higher level of pressure from their fathers than they do from their mothers.

Activity Involvement	Parental Role	N	Mean	SE Mean Sq	SD Means	St Score (z)
4-H Only 4-H Scores	Maternal	14	.48	.0127	.18	.79
	Paternal	14	.62	.0199		
Sports Only Sports Scores	Maternal	286	.61	.0011	.05	3.36
	Paternal	285	.79	.0017		
Both Sports & 4-H Sports Scores	Maternal	62	.66	.0047	.11	1.68
	Paternal	62	.86	.0083		
Both Sports & 4-H 4-H Scores	Maternal	59	.60	.0040	.09	.56
	Paternal	59	.65	.0047		

Table 4.18 Parental Pressure Comparison of 4-H and Sports Involvement

6. Is there a difference in the levels of support or pressure perceived by youth from their coaches and/or advisors for those involved in 4-H and/or sports?

Advisor and Coach summated variable scores are summarized in Table 4.19. The null hypothesis, that there is no statistical difference between how the level of support and pressure perceived from youth involved in 4-H versus sports, was evaluated. The summated scores for advisor support and coach support were compared with a means test and z-score to evaluate differences with data listed in Table 4.19. No significant difference was found between advisor and coach support in this study (as the z-score did not reach the 1.96 level necessary to rule out the null hypothesis). When comparing advisor and coach pressure, a significant difference was found when running the means test and comparing means with a z-score. With a z-score of 2.00 it was found that there is a significant difference between advisor and coach pressure. Youth report in this study that they feel more pressure from their school sports coaches than they do from their 4-H club advisors.

Adult Influence	N	Mean	SE Mean Sq	SD Means	St Score (z)
Advisor Support	76	2.39	.0089	.36	.26
Coach Support	346	2.49	.0015		
Advisor Pressure	76	.58	.0044	.32	2.00
Coach Pressure	346	1.23	.0014		

Table 4.19 Advisor and Coach Pressure and Support Comparison of 4-H and/or Sports Involvement

7. Is there a difference between how children of parents who are alumni of 4-H or sports perceive parental support or pressure of their involvement in 4-H or school sports from those children of parents who are not alumni of the respective activity?

The null hypothesis for this research question was: there is no statistical difference between how children of parents who are alumni of 4-H or sports perceive parental support or pressure of their involvement in 4-H or school sports from those children of parents who are not alumni of the respective activity. When evaluating this question, the maternal pressure and maternal support summated scales were used with results reported in Table 4.20 for 4-H

and sports involvement respectively. The responses for maternal pressure, maternal support, paternal pressure and paternal support for sports and 4-H were split into two groups within each activity (parents that were alumni compared to those whose parents were not alumni of that activity). When comparing youth whose mothers are alumni of school sports programs to those whose mothers were not alumni of school sports, the z-score of difference was found to be 2.16 (Table 4.20). Youth whose mothers were in sports in school reported higher levels of maternal pressure when compared to youth whose mothers were not involved in sports. The null hypothesis was able to be ruled out, there is a statistical difference between the groups. There was not a significant difference found within 4-H maternal pressure, 4-H maternal support, and school sports maternal support when evaluating maternal alumni status.

Activity	Maternal Influence	Alumni Status	N	Mean	SE Means Sq	SD Means	St Score (z)
4-H	Maternal Support	Alumni	20	2.89	.0265	.12	1.57
		Non-Alumni	39	2.70	.0093		
	Maternal Pressure	Alumni	20	.54	.0105	.15	-.33
		Non-Alumni	39	.59	.0063		
Sports	Maternal Support	Alumni	189	2.69	.0027	.09	.58
		Non-Alumni	64	2.63	.0065		
	Maternal Pressure	Alumni	189	.72	.0018	.11	2.16
		Non-Alumni	64	.48	.0028		

Table 4.20 Mother's Alumni Status and Maternal Pressure and Support Differences of 4-H and Sports Involvement

To evaluate paternal influence on youth sports and 4-H involvement, the paternal pressure and support summated scales were evaluated. The results comparing paternal influence on the youth sport or 4-H activity choice are shared in Table 4.21. With the independent variable being father's alumni status in the respective activity and the dependent variable being paternal pressure and support summated scales, none of the components indicated a significant difference. When comparing youth whose fathers are alumni of school sports or 4-H, there was no significant difference in the levels of reported pressure and

support from fathers, as reported in Table 4.21. The null hypothesis could not be ruled out (there is no difference between the groups based on paternal alumni status).

Activity	Paternal Influence	Alumni Status	N	Mean	SE Means Sq	SD Means	St Score (z)
4-H	Paternal Support	Alumni	23	2.81	.0153	.16	1.06
		Non-Alumni	36	2.64	.0106		
	Paternal Pressure	Alumni	23	.77	.0073	.13	1.27
		Non-Alumni	36	.60	.0099		
Sports	Paternal Support	Alumni	248	2.73	.0019	.12	1.65
		Non-Alumni	40	2.53	.0126		
	Paternal Pressure	Alumni	248	.81	.0020	.13	-.25
		Non-Alumni	40	.85	.0150		

Table 4.21 Father's Alumni Status and Paternal Pressure and Support Differences of 4-H and Sports Involvement

8. Is there a relationship between the perceived support or pressure felt by teens involved in the 4-H or sports activity and their enjoyment of their sports or 4-H activity?

Summated scales were created describing 4-H and sports enjoyment (H41 and H42) and (S41 and S42) respectively. A Pearson R Correlation was run to determine if there was a correlation between levels of reported enjoyment with an activity and the scores for Paternal Support, Maternal Support, Paternal Pressure, Maternal Pressure, Advisor/Coach Support, and Advisor/Coach Pressure. Results for this correlation are listed in Table 4.22 (Correlation of 4-H Enjoyment and Support and Pressure of Significant Adults) and Table 4.23 (Correlation of 4-H Enjoyment and Support and Pressure of Significant Adults).

When evaluating the correlation of 4-H enjoyment and support and pressure of significant adults there were three statistically significant findings (noted on Table 4.22 with bold type). Advisor support for 4-H, paternal support for 4-H, and maternal support for 4-H were all found to be statistically correlated to 4-H enjoyment. The correlation between advisor support for 4-H and 4-H enjoyment was .39 ($p < .01$). The correlation between paternal support for 4-H and 4-H enjoyment was .36 ($p < .01$), and the correlation between maternal support for 4-H and 4-H enjoyment was .32 ($p < .01$). These correlations were found to be significant, but the rates are considered low by Bartz (1999). According to Bartz (1999), low correlations are .20 to .40, moderate correlations are .40 to .60, strong correlations are .60 to .80 and very high correlations are

.80 or higher. There was not a significant correlation found between advisor pressure for 4-H, paternal pressure for 4-H, and maternal pressure for 4-H, and 4-H enjoyment scores.

The researcher also chose to evaluate relationships between other variables exploring the nature of pressure and support of youth involvement in youth sports and 4-H. Although not related to the original research questions in this research study, there were some other significant correlations found in this analysis. Maternal pressure for 4-H and paternal pressure for 4-H were significantly correlated ($r=.84, p<.01$). Maternal support for 4-H and paternal support for 4-H were correlated ($r=.82, p<.01$).

		4-H Enjoy	Advis Sup 4-H	Advis Press 4-H	Pat Sup 4-H	Pat Press 4-H	Mat Sup 4-H	Mat Press 4-H
4-H Enjoyment	Pearson Correlation	1	.39	-.25	.36	-.17	.32	-.11
	Significance (2-tailed)	–	.00	.03	.00	.16	.01	.36
	N	73	73	73	73	73	73	73
Advisor Support 4-H	Pearson Correlation	.39	1	.07	.48	-.07	.54	-.02
	Significance (2-tailed)	.00	-	.57	.00	.56	.00	.86
	N	73	76	76	76	76	76	76
Advisor Pressure 4-H	Pearson Correlation	-.25	.07	1	.03	.60	-.03	.67
	Significance (2-tailed)	.03	.57	-	.83	.00	.80	.00
	N	73	76	76	76	76	76	76
Paternal Support 4-H	Pearson Correlation	.36	.48	.03	1	-.06	.82	-.03
	Significance (2-tailed)	.00	.00	.83	-	.61	.00	.81
	N	73	76	76	76	76	76	76
Paternal Pressure 4-H	Pearson Correlation	-.17	-.07	.60	-.06	1	-.14	.84
	Significance (2-tailed)	.16	.60	.00	.61	-	.22	.00
	N	73	76	76	76	76	76	76
Maternal Support 4-H	Pearson Correlation	.32	.54	-.03	.82	-.14	1	-.05
	Significance (2-tailed)	.01	.00	.80	.00	.22	-	.69
	N	73	76	76	76	76	76	76
Maternal Pressure 4-H	Pearson Correlation	-.11	-.02	.67	-.03	.84	-.05	1
	Significance (2-tailed)	.36	.86	.00	.81	.00	.69	-
	N	73	76	76	76	76	76	76

Table 4.22 Correlation of 4-H Enjoyment and Support and Pressure of Significant Adults

When evaluating the correlation of sports enjoyment and support and pressure of significant adults there were three statistically significant findings. Coach support for sports, paternal support for sports, and maternal support for sports were all found to be statistically correlated to sports enjoyment (noted on Table 4.23 with bold type). The correlation between coach support for sports and sports enjoyment was .33 ($p < .01$). The correlation between paternal support for sports and sports enjoyment was .29 ($p < .01$), and the correlation between maternal support for sports and sports enjoyment was .31 ($p < .01$). These correlations were found to be significant, but the rates are considered low (according to Bartz, 1999). There was not a significant correlation found between coach pressure for sports, paternal pressure for sports, and maternal pressure for sports, and sports enjoyment scores.

		Sport Enjoy	Coach Supp Sport	Coach Press Sport	Pat Supp Sport	Pat Press Sport	Mat Supp Sport	Mat Press Sport
Sports Enjoyment	Pearson Correlation	1	.33	-.09	.29	-.05	.31	-.05
	Significance (2-tailed)	_	.00	.12	.00	.40	.00	.36
	N	335	335	335	333	333	334	335
Coach Support Sports	Pearson Correlation	.33	1	-.42	.55	-.20	.57	-.13
	Significance (2-tailed)	.00	-	.00	.00	.00	.00	.02
	N	335	347	347	345	345	346	347
Coach Pressure Sports	Pearson Correlation	-.09	-.42	1	-.17	.52	-.19	.54
	Significance (2-tailed)	.12	.00	-	.00	.00	.00	.00
	N	335	347	347	345	345	346	347
Paternal Support Sports	Pearson Correlation	.29	.55	-.17	1	-.29	.71	-.22
	Significance (2-tailed)	.00	.00	.00	-	.00	.00	.00
	N	333	345	345	347	345	344	345
Paternal Pressure Sports	Pearson Correlation	-.05	-.20	.52	-.29	1	-.19	-.29
	Significance (2-tailed)	.40	.00	.00	.00	-	.00	.00
	N	333	345	345	345	346	344	345
Maternal Support Sports	Pearson Correlation	.31	.57	-.19	.71	-.19	1	-.19
	Significance (2-tailed)	.00	.00	.01	.00	.00	-	.00
	N	334	346	346	344	344	345	344
Maternal Pressure Sports	Pearson Correlation	-.05	-.123	.54	-.22	.69	-.18	1
	Significance (2-tailed)	.362	.02	.00	.00	.00	.00	-
	N	335	347	347	345	345	346	345

Table 4.23 Correlation of Sports Enjoyment and Support and Pressure of Significant Adults

9. Is there a relationship between the perceived parental support or pressure felt by teens involved in the 4-H or sports activity and the number of siblings in their family?

To evaluate this question a Pearson R Correlation was run to determine the association between family size (number of siblings) and the level of support or pressure perceived by children involved in 4-H or school sports. When evaluating the relationship between number of siblings in the family and parental support and pressure (within 4-H) there was not a significant relationship found, as reported in Table 4.24. When evaluating the relationship between the number of siblings in the family and the parental support and pressure (within school sports) there was a very low (according to Bartz, 1999), but significant correlation found (Table 4.25). Number of siblings in the family and maternal support for sports had a correlation of $-.11$ (at the .04 significance level). This significant finding is noted on Table 4.25 with bold type. Youth with larger families indicate they feel lower levels of maternal support for school sports when compared to their peers with smaller families. There was not a significant relationship found between family size and maternal pressure, paternal support, or paternal pressure.

		Number of Siblings in Family
Number of Siblings in Family	Pearson Correlation	1
	Significance (2-tailed)	-
	N	413
Paternal Support 4-H	Pearson Correlation	.05
	Significance (2-tailed)	.69
	N	73
Paternal Pressure 4-H	Pearson Correlation	-.06
	Significance (2-tailed)	.60
	N	73
Maternal Support 4-H	Pearson Correlation	.03
	Significance (2-tailed)	.78
	N	73
Maternal Pressure 4-H	Pearson Correlation	.03
	Significance (2-tailed)	.79
	N	73

Table 4.24 Correlation of Family Size and 4-H Parental Support and Pressure

		Number of Siblings in Family
Number of Siblings in Family	Pearson Correlation	1
	Significance (2-tailed)	-
	N	413
Paternal Support Sports	Pearson Correlation	-.10
	Significance (2-tailed)	.07
	N	330
Paternal Pressure Sports	Pearson Correlation	-.01
	Significance (2-tailed)	.84
	N	330
Maternal Support Sports	Pearson Correlation	-.11
	Significance (2-tailed)	.04
	N	331
Maternal Pressure Sports	Pearson Correlation	.00
	Significance (2-tailed)	.98
	N	332

Table 4.25 Correlation of Family Size and Sports Parental Support and Pressure

10. Is there a relationship between the perceived support or pressure felt by teens involved in the 4-H or sports activity and the likelihood of their continued involvement in sports or 4-H competitive events?

To evaluate this question a Kendall's tau b Correlation was run to measure the association between the summated parental, coach, and advisor support and pressure scores and likelihood of continued involvement (question 37 on each section of the survey). There were several statistically significant (although low) correlations found in this analysis (Tables 4.26 and 4.27).

When analyzing the likely continued involvement of 4-H youth, advisor pressure for 4-H, paternal pressure for 4-H, and maternal pressure for 4-H all had low, negative, statistically significant correlations (noted on Table 4.26 with bold type). The correlation between advisor pressure for 4-H and likely continued involvement in 4-H was $-.35$ ($p < .01$). The correlation between paternal pressure for 4-H and likely continued involvement in 4-H was $-.30$ ($p < .01$). A correlation of $-.25$ ($p < .01$) was found between maternal pressure for 4-H and likely continued involvement in 4-H. There was no correlation found between likely continued involvement in 4-H and the following variables: advisor support for 4-H, maternal support for 4-H, and paternal support for 4-H.

When analyzing the likely continued involvement of sports youth, coach support for sports, coach pressure for sports, paternal support for sports, maternal support for sports, and maternal pressure for sports all had low or very low, statistically significant correlations (noted on Table 4.27 with bold type). The

correlation between coach support for sports and likely continued involvement in sports was .22 ($p < .01$). The correlation between coach pressure for sports and likely continued involvement was $-.12$ ($p < .01$). The correlation between paternal support for sports and likely continued involvement in sports was $.18$ ($p < .01$). A correlation of $.18$ ($p < .01$) was found between maternal support for sports and likely continued involvement in sports. There was no correlation found between likely continued involvement in sports and paternal pressure for sports and maternal pressure for sports.

		Likely Continued Involve. 4-H
Likely Continued Involve. 4-H	Kendall's tau b Correlation	1
	Significance (2-tailed)	-
	N	76
Advisor Support 4-H	Kendall's tau b Correlation	.14
	Significance (2-tailed)	.14
	N	76
Advisor Pressure 4-H	Kendall's tau b Correlation	-.35
	Significance (2-tailed)	.00
	N	76
Paternal Support 4-H	Kendall's tau b Correlation	.11
	Significance (2-tailed)	.25
	N	76
Paternal Pressure 4-H	Kendall's tau b Correlation	-.30
	Significance (2-tailed)	.00
	N	76
Maternal Support 4-H	Kendall's tau b Correlation	.07
	Significance (2-tailed)	.44
	N	76
Maternal Pressure 4-H	Correlation	-.25
	Significance (2-tailed)	.01
	N	76

Table 4.26 Correlation Between Significant Adult Pressure and Support and Likely Continued Involvement in 4-H

		Likely Continued Involve. Sports
Likely Continued Involve. Sports	Kendall's tau b Correlation	1
	Significance (2-tailed)	-
	N	344
Coach Support Sports	Kendall's tau b Correlation	.22
	Significance (2-tailed)	.00
	N	344
Coach Pressure Sports	Kendall's tau b Correlation	-.12
	Significance (2-tailed)	.01
	N	344
Paternal Support Sports	Kendall's tau b Correlation	.18
	Significance (2-tailed)	.00
	N	342
Paternal Pressure Sports	Kendall's tau b Correlation	.03
	Significance (2-tailed)	.47
	N	342
Maternal Support Sports	Kendall's tau b Correlation	.18
	Significance (2-tailed)	.00
	N	343
Maternal Pressure Sports	Kendall's tau b Correlation	-.02
	Significance (2-tailed)	.59
	N	344

Table 4.27 Correlation Between Significant Adult Pressure and Support and Likely Continued Involvement in Sports

Chapter 5

DISCUSSIONS, IMPLICATIONS, RECOMMENDATIONS

School sports programs reach millions of youth across the United States. According to the National Federation of State High School Associations website, there are over six million high school-aged youth involved in school sports programs. The National 4-H Council website statistics indicate over six million youth in grades K-12 are involved in 4-H activities. Not only do these extracurricular activity choices involve a large number of youth across the country, but they also usually feature a significant parental or other adult involvement.

The nature of adult influence in 4-H youth activities has not been compared to youth sports programs. The aim of this research is to provide a comparison of parental and coach/advisor support and pressure difference between 4-H and school sports. To accomplish this goal, the research involved the development of a written Likert-style survey instrument administered to eighth and ninth graders at three western-Ohio school systems.

Methodology

A descriptive and correlation study was conducted to assess youth perceptions of parental, coach, and/or advisor support or pressure related to their involvement in school sports and/or 4-H club programs. Three cooperating schools were chosen by the researcher representing three different counties in western Ohio. A written survey was developed containing three sections (one for youth involved in school sports activities, one for youth involved in 4-H programs, and a section for all youth assessing demographic information). The two activity-related sections each contained 21 Likert-type questions with a five-point scale of: 0=Never, 1=Hardly Ever, 2=Sometimes, 3=Often, and 4=Always. The participants identified the level of agreement to a series of statements related to maternal, paternal, coach/advisor support or pressure. Sixteen likert-type questions were asked with a 5-point scale of: 0=Strongly Disagree, 1=Disagree, 2=Neutral, 3=Agree, and 4=Strongly Agree. Questions for this section asked youth to rate their agreement to statements on paternal, maternal, and coach/advisor support and pressure related to their 4-H and/or sports involvement. Three Likert-type questions were included with a scale of: 0=Very Displeased, 1=Displeased, 2=Neutral, 3=Pleased, and 4=Very Pleased. Youth rated their perception of maternal, paternal, coach/advisor pleasure with their performance in the respective activity (sports and/or 4-H). An additional Likert-type question asked respondents about their level of perceived fun with the respective activity. The Likert-type scale used for this question was: 0=No Fun

at All, 1=Little Fun, 2=About Half Fun, 3=Fun, and 4=Very Much Fun. Using a Likert-type scale of: 0=None, 1=A Little, 2=About Half, 3=A Lot, and 4=Very Much, youth were asked how much they liked the respective activity. A final question asked in each of the activity sections was an open-ended question to determine the reasons why youth take part in 4-H or school sports.

The demographic section of the instrument contained 22 questions with questions ranging from age and grade to years involvement in 4-H or sports to parental 4-H/sports alumni status.

This instrument was based on Scanlan & Lewthwaite's (1984, 1985, 1986) study of parental influence of youth sports. Designed originally for youth wrestlers, the instrument was completely revised to suit a variety of sports, to add comparison questions for 4-H-involved youth, and to obtain additional information useful for this study (such as specific demographic information).

The researcher arranged survey administration at each of the three participating schools on days that were suitable for the respective schools. Parental permission was required by Human Subjects Review to allow participation. Anonymity of participants and their specific responses was maintained during the study.

The reliability of this instrument was run for the summated scales created to assess support and pressure perceived by youth as well as enjoyment youth described from the activity. The reliability scores for the paternal sports pressure scale was .8122. The maternal sports pressure reliability coefficient was .7739.

Parental sports support reliability coefficients for youth involved in youth sports were lower for paternal and maternal subscales with coefficients of .7257 and .7409 respectively. Reliability scores for paternal and maternal pressure of 4-H involved youth were .6665 and .7104 respectively. The maternal 4-H support reliability coefficient was .5987 and paternal 4-H support reliability coefficient was .5731. The reliability scores for maternal 4-H support and paternal 4-H support were lower than the benchmark of .7. According to Kerlinger (1964), a homogeneous sample may cause a lower reliability score. The general population available, particularly those involved in 4-H in western Ohio, are very homogeneous.

Reliability scores were also computed for summated coach and advisor subscales for 4-H and sports pressure/support. Coach support and pressure reliability coefficients were .7369 and .7653. The reliability score for advisor pressure was .7741 and advisor support was .7607.

An activity enjoyment scale was created to summate two questions related to youth perceptions of their enjoyment of 4-H and/or school sports. The reliability score for 4-H Enjoyment was .9153. The reliability of the Sports Enjoyment Scale was found to be .8320.

Discussion of Findings

When evaluating the perception of parental support and pressure of youth involved in 4-H and school sports programs the results were very similar. On

average, youth report high levels of support and low levels of pressure while involved in these extracurricular activities. Previous research conducted on parental pressure of youth sports found positive parental relationships associated with sports involvement with low levels of pressure and high levels of support (Stein, et. al, 1999, Weiss & Hayashi, 1995). The findings in this research confirmed the findings of previous related research. Although this study is based on a limited sample and can not be generalized to a larger audience, it may offer some reassurance that youth generally have positive adult relationships associated with their involvement in 4-H clubs and youth sports.

Support & Pressure Perceptions of Youth Involved in 4-H

Before resting on the generally positive results, it is valuable to continue to critically evaluate youth programs to ensure that all youth are having the best experience possible. When exploring parental relationships associated with 4-H involvement, there were a few findings that may indicate additional attention is needed, particularly in these counties. First, when asked, "My Dad tries to make me feel good when I don't do well in 4-H competitive events", 9% of the youth indicated "never". Similarly when asked a similar question regarding their mothers, 8% of youth indicate that their mothers "never" make them feel good when they don't do well in 4-H competitive events. Another finding that may cause concern was in response to the statement: "I take part in 4-H because my Dad helps me with my projects." Fifteen youth (19.7%) indicated "strongly

disagree” and fourteen youth (18.4%) indicated “disagree”. When asked the same type question regarding their mothers, youth responded with similar responses. Seventeen youth (22.4%) responded “strongly disagree” and thirteen (17.1%) indicated “disagree.” Many 4-H professionals desire to have a family-focused 4-H program, encouraging parental support and involvement in the program. The 4-H program may want to further evaluate the nature of parent involvement in youth projects.

When evaluating the 4-H club advisor relationship with 4-H club members, this research data may offer areas for improvement in advisor training. When asked “My advisor tries to make me feel good when I don’t do well in 4-H competitive events”, twelve youth (16.0%) responded with “never” and five youth (6.7%) selected “hardly ever.” When asked “I take part in 4-H because my advisor helps me with my projects”, 29 youth (38.2%) indicated “strongly disagree” and 15 youth responded with “disagree.” Advisors, in general, may need training in supporting 4-H members in activities and in project work. One of the trends, particularly in western Ohio, is that we have larger clubs than we had years ago. This may be spreading the availability of advisors too thin to provide the amount of support that the Ohio 4-H program would like.

Support & Pressure Perceptions of Youth Involved in Sports

A similar critique of adult influences of sport programs can be done. When asked, “My Dad tries to make me feel good when I don’t do well in

sports", 27 participants (7.9%) responded with "never" and 23 participants (6.7%) responded with "hardly ever." When asked "I take part in sports because my Dad helps me with my sport", 70 (20.5%) responded with "strongly disagree" and 75 (21.9%) responded with "disagree". An analysis of maternal support of sports found similar results. When asked, "My Mom tries to make me feel good when I don't do well in sports", 25 youth (7.2%) indicated "never" and 24 youth (7.0%) indicated "hardly ever". When asked, "I take part in sports because my Mom helps me with my sport", 103 (30.2%) replied with "strongly disagree" and 84 (24.6%) replied with "disagree." Youth participants in sports, in this study, indicate that some attention may be necessary by youth sports programmers to educate parents on supporting youth involvement in sports.

When analyzing pressure of youth sports, one question caused some concern on the behalf of the researcher. When asked, "My Dad thinks I should be able to do better in sports than I really can", 26 youth (7.6%) replied with "always" and 36 youth (10.5%) replied with "often". A sizeable number of youth are indicating excess pressure from fathers when they participate in school sports. Youth sports programs and those organizations that offer parent education programs may need to further explore this issue.

An analysis of coach support and pressure of sports-involved youth was also done. When asked, "My coach tries to make me feel good when I don't do well in sports", 28 participants (8.1%) responded with "never" and 42 participants (12.1%) responded with "hardly ever." When asked, "I take part in

sports because my coach helps me with my sport”, 45 (13.1%) indicated “strongly disagree” and 42 (12.2%) indicated “disagree.” When asked “My coach thinks I should be able to do better in sports than I really can”, 34 youth (9.9%) responded with “always” and 49 youth (14.2%) responded with “often.” The question, “My being good in sports is too important to my coach”, received 25 (7.3%) “strongly agree” responses and 55 (16.0%) “agree” responses. This research may indicate a need for additional training for youth sports coaches in the area of support and pressure of youth. A noticeable number of youth are indicating issues of higher pressure and lower support than what may be ideal in youth sport programs.

Support & Pressure Perception Comparison of 4-H and Sports Involved Youth

When comparing 4-H involvement support and pressure to sports involvement support and pressure there was not a significant difference between the levels of support or pressure found. For youth involved in sports, and not 4-H programs there was a difference found between paternal and maternal pressure. Youth involved in sports reported a higher level of pressure from their fathers than from their mothers ($z=3.36$ $p<.05$). However, there was not a statistically significant difference in the level of support between mothers and fathers. Although not a component of this research, Brown, et. al. (1989), found that youth report a stronger paternal influence on their participation in sports.

Youth may be responding to the additional level of pressure from fathers, influencing their continued involvement in sports. In analyzing the finding of greater paternal pressure than maternal pressure, a few hypothesis come to mind. First, the history of greater numbers of fathers having personal experience in sports (more are alumni than their mothers) and the old connection of sports as being a masculine-dominated activity may influence this trend. Fathers may still associate the family involvement in sports as an area that they provide leadership in, albeit one that may be perceived as pressure from their children.

When evaluating the status of parents as alumni of the respective activity, there was a difference found with mothers related to sports. Youth whose mothers are alumni of school sports programs reported higher levels of maternal pressure than those whose mothers were not alumni of school sports ($z=2.16$ $p<.05$). This difference may be explained by the relatively low levels of pressure that mothers provide for sport. When they have personal experience with sport, this difference may become much more apparent. Fathers who were alumni of sports were not found to provide more pressure than those who were not.

When evaluating the level of support or pressure perceived by youth from their 4-H club advisors and/or sports coaches, a difference was found. Youth involved in 4-H reported lower levels of pressure from 4-H club advisors than youth in sports reported from their coaches ($z=2.01$ $p<.05$). However, there was not a significant difference found between advisor and coach support

perceptions held by youth. The structure of the 4-H system may explain this difference. Many 4-H activities are focused on youth development and personal achievement rather than competition. This focus may be somewhat different than that of the school sports program that can sometimes be highly focused on the final score or win-loss record.

Relationship of Support and Pressure to 4-H and Sports Enjoyment

When evaluating the relationship of parental and/or advisor pressure and support to the 4-H enjoyment level reported by youth involved in 4-H, there were significant correlations found for advisor support ($r=.39, p<.05$), advisor pressure ($r=-.25, p<.05$), paternal support ($r=.36, p<.05$), and maternal support ($r=.32, p<.05$). Although it was not the intent of this study to explore correlation of maternal/paternal support and pressure, there was a significant correlation found between the perceived level of support and pressure reported by youth involved in 4-H. Maternal support and paternal support of 4-H were correlated ($r=.82, p<.05$). Maternal pressure and paternal pressure of 4-H were also correlated ($r=.84, p<.05$). This finding may suggest that parents are seen as a joint unit, providing consistent levels of support or pressure for their children. Parents may have developed similar value systems and a joint parenting system, causing a correlation in how their children perceive the level of support and pressure from them.

When evaluating the relationship of parental and/or coach pressure and support to the sports enjoyment level reported by youth involved in sports, there were significant correlations found for coach support ($r=.33, p<.05$), paternal support ($r=.29, p<.05$), and maternal support ($r=.31 p<.05$). These findings reinforce the work of Brustad (1988), Scanlan & Lewthwaite (1986) and Leff & Hoyle (1995) that found positive adult relations related to sports involvement is correlated to higher levels of youth sports enjoyment reported by youth participants. Although it was not the intent of this study to explore correlation of maternal/paternal support and pressure, there was a significant correlation between parents found on the perceived level of support and pressure reported by youth involved in sports. Maternal support and paternal support of sports were correlated ($r=.71 p<.05$). Maternal pressure and paternal pressure of 4-H were also correlated ($r=-.29 p<.05$). Again, parents may be acting in tandem with similar values and parenting styles. Their children are interpreting the level of pressure and support of sports involvement similarly, causing these factors to be correlated.

Relationship of Family Size and 4-H/Sports Support& Pressure Perceptions

The correlation of family size and parental support and pressure was also analyzed with this study. There was no significant correlation found between family size and parental pressure or support reported by youth involved in 4-H.

Youth involved in sports report a very low, but significant correlation between family size and sports maternal support ($r=-.11$ $p<.05$). Although this is a very small correlation, this may be explained by the time demands of a busy mother. A mother with a larger number of children active in sports may have demands that cause her children to perceive lower levels of support than those children whose mother has fewer children.

Relationship of Adult Support/Pressure to Likely Continued Involvement in 4-H and/or Sports

A final component of this research was an analysis of the relationship of support or pressure perceived by youth and their likely continued involvement with that particular activity. When evaluating the likelihood of their continued involvement in sports, there were multiple low or very low, yet significant correlations found for coach support ($r=.22$ $p<.01$), coach pressure ($r=-.12$ $p<.01$), paternal support ($r=.18$ $p<.01$), and maternal support ($r=.18$ $p<.01$). A similar analysis of likely continued involvement in 4-H found low correlations with advisor pressure ($r=-.35$ $p<.05$), paternal pressure ($r=-.30$ $p<.05$), and maternal pressure ($r=-.25$ $p<.05$). While none of these correlations were above the general benchmark of .6 or higher (Bartz, 1999), they indicate low, significant correlations.

Recommendations for Extension

Ohio 4-H has begun to work within the youth sports field with the development of new curriculum and program initiatives. In 2002 a new project book was developed "You're the Athlete" to address the needs of youth athletic development needs. In addition, OSU Extension is currently planning additional programming to meet the needs of youth sports coaches.

Although the findings of this research were relatively positive, indicating low levels of adult pressure and high levels of support for youth involved in 4-H and sports activities, youth educators should always look for ways to improve their programming efforts. The following recommendations are being made to Extension Organizations based on this research.

1. OSU Extension could address the training needs of youth sports coaches in various organizations. Many organizations work with young people in various capacities. Some of these organizations may lack the resources and staff to offer positive youth development training for their leaders (such as community sports leagues). Extension may be able to develop coaching guides for organizations offering competitive activities. These guides could educate coaches on their role in positive youth development.
2. OSU Extension could address the issue of parental pressure within youth extracurricular activities. The 4-H program is focused on family involvement. In most situations, a positive 4-H experience will include

substantial parental and advisor support. Positive school sports experiences also feature a significant level of adult support either as a coach and/or parent. Extension, 4-H could offer parent education programs for parents of young members featuring training on positive motivation and youth development. Extension, 4-H could serve as a leader in networking and re-sourcing other youth organizations (school sports), providing materials and training for families on positive youth development.

3. Work with school systems and other youth sports organizations to offer coach training focused on positive coach support and minimizing pressure for youth athletes. Coaches should also be trained in working with parents and developing positive parental support systems for young athletes.
4. Consider the development of additional parenting curriculum that targets the parent/child relationship in the competitive youth sports and other competitive youth development experiences. These resources may be valuable for various groups and agencies that work in educating parents.
5. Work with local schools to share the guiding principles of Ohio 4-H, the Eight Essential Elements. Local schools could use these guiding values as they structure school sports programs, train coaches, and work with parents within their athletic systems.

Recommendations for Further Research

1. Replication of this study with larger sample size to allow for a more equitable comparison between "4-H-only" and "sports-only" youth.
2. Replication of this study across a larger area (State of Ohio or National study). This study was limited to small geographic area of rural, western Ohio. Broadening the scope of the study may provide a different view of pressure and support of youth sports and 4-H. A comparison of results between rural and urban counties may offer a different dimension to this research, particularly counties that may offer more diversity in population.
3. Inclusion of gender as a variable to explore differences. This variable was not included in demographic variable. It would be valuable to explore the nature of any differences in support or pressure that females feel as compared to their male counterparts. Research has indicated differences in youth perceptions of gender roles related to sports (Koivula, 1999 & 2001, Brustad, 1996, Eccles & Harold, 1991, White, et. al, 1998, Barber, et. al. 1999, Lantz & Schroeder, 2000). Research has also found differences in the parental perceptions of children's ability within sports based on gender (Jacobs & Eccles, 1992, Brown, et. al, 1989).
4. Explore the model proposed by Stein et. al (1999) indicating a bell-shaped curvilinear description of parental involvement relationship to

sports enjoyment. He suggests that very low levels of parental support and interest in youth involvement will be associated with low levels of youth satisfaction with the sports experience. Moderate levels of parental support and interest (low enough to not be considered pressure) are associated with the highest levels of youth enjoyment. When parents become overly involved and interested, to the point of pressuring their child, the level of enjoyment drops. A study to determine if this relationship exists in the 4-H program and comparing it to youth sports would be valuable.

5. An additional area for further research would be adult perceptions of their support and pressure of children in youth sports and 4-H. A comparison between how adults rate how they support or pressure youth involved with youth and how the youth actually perceive the support or pressure may be valuable to youth programmers.

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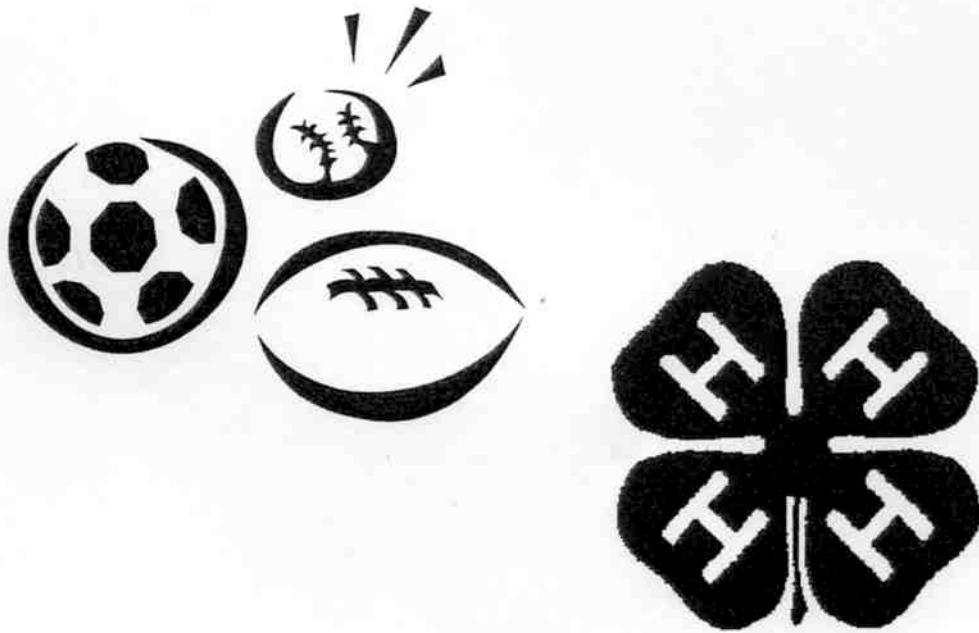
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APPENDIX A
SURVEY INSTRUMENT

Your Perceptions of Your Involvement in 4-H and/or School Sports Programs



Participation in this questionnaire is totally voluntary. You will be asked questions regarding your thoughts of your involvement in 4-H and/or School Sports Programs. If you were not involved in either activity last school year, please fill out the demographics questions only.

Section 1

If you were NOT involved in 4-H last school year, please advance to Section 2.

This section includes 43 questions regarding your involvement in 4-H activities. Circle the appropriate answer to each statement/question.

Sample Question

Statement	Never	Hardly Ever	Some-times	Often	Always
Example I get at-least 7 hours of sleep each night.	0	1	2	3	4

Statement	Never	Hardly Ever	Some-times	Often	Always
1. My dad is ashamed of me when I don't perform well in 4-H competitive events	0	1	2	3	4
2. My dad gets upset with me when I don't perform well in 4-H competitive events.	0	1	2	3	4
3. My mom is ashamed of me when I don't perform well in 4-H competitive events.	0	1	2	3	4
4. My mom gets upset with me when I don't perform well in 4-H competitive events.	0	1	2	3	4
5. My advisor is ashamed of me when I don't perform well in 4-H competitive events.	0	1	2	3	4
6. My advisor gets upset with me when I don't perform well in 4-H competitive events.	0	1	2	3	4
7. My dad tries to make me feel good when I don't do well in 4-H competitive events.	0	1	2	3	4
8. My mom tries to make me feel good when I don't do well in 4-H competitive events.	0	1	2	3	4
9. My advisor tries to make me feel good when I don't do well in 4-H competitive events.	0	1	2	3	4

Statement	Never	Hardly Ever	Some-times	Often	Always
10. My dad thinks I should be able to do better in 4-H competitive events than I really can.	0	1	2	3	4
11. My mom thinks I should be able to do better in 4-H competitive events than I really can.	0	1	2	3	4
12. My advisor thinks I should be able to do better in 4-H competitive events than I really can.	0	1	2	3	4
13. My dad is pleased with how I do in 4-H competitive events.	0	1	2	3	4
14. My dad is proud of me—even when I don't do well in 4-H competitive events.	0	1	2	3	4
15. My mom is pleased with how I do in 4-H competitive events.	0	1	2	3	4
16. My mom is proud of me—even when I don't do well in 4-H competitive events.	0	1	2	3	4
17. My advisor is pleased with how I do in 4-H competitive events.	0	1	2	3	4
18. My advisor is proud of me—even when I don't do well in 4-H competitive events.	0	1	2	3	4
19. I am nervous about 4-H competitive events because of my dad.	0	1	2	3	4
20. I am nervous about 4-H competitive events because of my mom.	0	1	2	3	4
21. I am nervous about 4-H competitive events because of my advisor.	0	1	2	3	4

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
22. My being good in 4-H competitive events is too important to my dad.	0	1	2	3	4
23. My being good in 4-H competitive events is too important to my mom.	0	1	2	3	4
24. My being good in 4-H competitive events is too important to my advisor.	0	1	2	3	4
25. No matter how well I do in 4-H competitive events, my dad doesn't think it is good enough.	0	1	2	3	4
26. No matter how well I do in 4-H competitive events, my mom doesn't think it is good enough.	0	1	2	3	4
27. No matter how well I do in 4-H competitive events, my advisor doesn't think it is good enough.	0	1	2	3	4
28. I take part in 4-H because my dad and I have fun going to the meetings/ events together.	0	1	2	3	4
29. I take part in 4-H because my mom and I have fun going to the meetings/events together.	0	1	2	3	4
30. I take part in 4-H because my advisor and I have fun going to the meetings/events together.	0	1	2	3	4
31. I take part in 4-H because my dad helps me with my projects.	0	1	2	3	4
32. I take part in 4-H because my mom helps me with my projects.	0	1	2	3	4
33. I take part in 4-H because my advisor helps me with my projects.	0	1	2	3	4
34. I take part in 4-H because I feel that I have to do this to please my dad.	0	1	2	3	4
35. I take part in 4-H because I feel that I have to do this to please my mom.	0	1	2	3	4
36. I take part in 4-H because I feel that I have to do this to please my advisor.	0	1	2	3	4
37. I will continue to take part in 4-H activities.	0	1	2	3	4

Question	Very Displeased	Displeased	Neutral	Pleased	Very Pleased
38. How pleased do you think your dad is with the way you are doing with 4-H this year?	0	1	2	3	4
39. How pleased do you think your mom is with the way you are doing with 4-H this year?	0	1	2	3	4
40. How pleased do you think your advisor is with the way you are doing with 4-H this year?	0	1	2	3	4

Question	No Fun at All	Little Fun	About Half Fun	Fun	Very Much Fun
41. How much fun did you have with 4-H this year?	0	1	2	3	4

Question	None	A Little	About Half	A Lot	Very Much
42. How much do you like 4-H?	0	1	2	3	4

Question	List Reasons Here:
43. Why do you participate in 4-H competitive events?	

Section 2

If you were not involved in a school sports program last year, please go to Section 3.

This section includes 43 questions regarding your involvement in school sports programs. Circle the appropriate answer to each statement/question.

Sample Question

Statement	Never	Hardly Ever	Some-times	Often	Always
Example I get at-least 7 hours of sleep each night.	0	1	2	3	4

Statement	Never	Hardly Ever	Some-times	Often	Usually
1. My dad is ashamed of me when I don't perform well in sports.	0	1	2	3	4
2. My dad gets upset with me when I don't perform well in sports.	0	1	2	3	4
3. My mom is ashamed of me when I don't perform well in sports.	0	1	2	3	4
4. My mom gets upset with me when I don't perform well in sports.	0	1	2	3	4
5. My coach is ashamed of me when I don't perform well in sports.	0	1	2	3	4
6. My coach gets upset with me when I don't perform well in sports.	0	1	2	3	4
7. My dad tries to make me feel good when I don't do well in sports.	0	1	2	3	4
8. My mom tries to make me feel good when I don't do well in sports.	0	1	2	3	4
9. My coach tries to make me feel good when I don't do well in sports.	0	1	2	3	4

Statement	Never	Hardly Ever	Some-times	Often	Always
10. My dad thinks I should be able to do better in sports than I really can.	0	1	2	3	4
11. My mom thinks I should be able to do better in sports than I really can.	0	1	2	3	4
12. My coach thinks I should be able to do better in sports than I really can.	0	1	2	3	4
13. My dad is pleased with how I do in sports.	0	1	2	3	4
14. My dad is proud of me—even when I don't do well in sports.	0	1	2	3	4
15. My mom is pleased with how I do in sports.	0	1	2	3	4
16. My mom is proud of me—even when I don't do well in sports.	0	1	2	3	4
17. My coach is pleased with how I do in sports.	0	1	2	3	4
18. My coach is proud of me—even when I don't do well in sports.	0	1	2	3	4
19. I am nervous about sports because of my dad.	0	1	2	3	4
20. I am nervous about sports because of my mom.	0	1	2	3	4
21. I am nervous about sports because of my coach.	0	1	2	3	4

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
22. My being good in sports is too important to my dad.	0	1	2	3	4
23. My being good in sports is too important to my mom.	0	1	2	3	4
24. My being good in sports is too important to my coach.	0	1	2	3	4
25. No matter how well I do in sports, my dad doesn't think it is good enough.	0	1	2	3	4
26. No matter how well I do in sports, my mom doesn't think it is good enough.	0	1	2	3	4
27. No matter how well I do in sports, my coach doesn't think it is good enough.	0	1	2	3	4
28. I take part in sports because my dad and I have fun going to the practices/games together.	0	1	2	3	4
29. I take part in sports because my mom and I have fun going to the practices/games together.	0	1	2	3	4
30. I take part in sports because my coach and I have fun going to the practices/games together.	0	1	2	3	4
31. I take part in sports because my dad helps me with my sport.	0	1	2	3	4
32. I take part in sports because my mom helps me with my sport.	0	1	2	3	4
33. I take part in sports because my coach helps me with my sport.	0	1	2	3	4
34. I take part in sports because I feel that I have to do this to please my dad.	0	1	2	3	4
35. I take part in sports because I feel that I have to do this to please my mom.	0	1	2	3	4
36. I take part in sports because I feel that I have to do this to please my coach.	0	1	2	3	4
37. I will continue to take part in school sport activities.	0	1	2	3	4

Question	Very Displeased	Displeased	Neutral	Pleased	Very Pleased
38. How pleased do you think your dad is with the way you are doing with your sport this year?	0	1	2	3	4
39. How pleased do you think your mom is with the way you are doing with your sport this year?	0	1	2	3	4
40. How pleased do you think your coach is with the way you are doing with your sport this year?	0	1	2	3	4

Question	No Fun at All	Little Fun	About Half Fun	Fun	Very Much Fun
41. How much fun did you have with your sport this year?	0	1	2	3	4

Question	None	A Little	About Half	A Lot	Very Much
42. How much do you like your sport?	0	1	2	3	4

Question	List Reasons Here:
43. Why do you participate in sport(s)?	

Section 3

Circle the appropriate answer to each statement/question.

Question			
A. What grade are you in?	8	9	Other
B. What is your age?	Under 11	12	13
	14	15	Over 15
C. Are you currently a 4-H member?	Yes	No	
D. If you are currently a 4-H member, how many years have you been involved in 4-H, including this year?	1 Year	2 Years	3 Years
	4 Years	5 Years	6 or More Years
E. What 4-H projects have you been involved in during the past year? List here:			
F. If you are not currently a 4-H member, were you in the past?	Yes	No	
G. Was your mother a member of 4-H?	Yes	No	Don't Know
H. Is your mother your 4-H advisor?	Yes	No	
I. Was your father a member of 4-H?	Yes	No	Don't Know
J. Is your father your 4-H advisor?	Yes	No	
K. Are you currently involved in school sports?	Yes	No	
L. Are you currently involved in any non-school sports (such as through Parks & Rec., AAU, YMCA, etc.)?	Yes	No	
M. If you are currently involved in sports, how many years have you been involved in sports, including this year?	1 Year	2 Years	3 Years
	4 Years	5 Years	6 or More Years
N. What sport(s) were you involved in during the past year? List here:			
O. If you are currently not involved in school sports, were you involved in the past?	Yes	No	
P. Was your mother involved in school sports when she was in school?	Yes	No	Don't Know
Q. Is your mother your school sports coach?	Yes	No	
R. Was your father involved in school sports when he was in school?	Yes	No	Don't Know
S. Is your father your school sports coach?	Yes	No	

Question			
T. What is your race?	1 White/ Caucasian	2 Hispanic/Latin American	3 African- American
	4 Asian-American	5 American Indian	6 Other
U. How many siblings are in your family (brothers, sisters, stepsisters, stepbrothers) Please fill in number:			
V. What is the marital status of your parents?	1 Married & Living Together	2 Married & Separated	3 Divorced
	4 Widowed	5 Never Married	6 Other

This survey is complete. Thank you for your help!

APPENDIX B

BEHAVIORAL AND SOCIAL SCIENCES INSTITUTIONAL REVIEW BOARD REVIEW



**BEHAVIORAL AND SOCIAL SCIENCES
INSTITUTIONAL REVIEW BOARD (IRB)**
The Ohio State University

Office of Responsible Research Practices
1960 Kenny Rd., Columbus, Ohio 43210-1063
Phone: 614-292-6950 FAX: 614-688-0366

EXPEDITED REVIEW DATE OF REVIEW: May 18, 2003

RESEARCH PROTOCOL

2003B0124 Youth Perceptions of Parental, Coach and 4-H Club Advisor Support and Pressure related to their involvement in school sports and 4-H clubs, Jones, Jo M., Human & Comm Res Dev

The protocol was unanimously APPROVED WITH THE FOLLOWING CONDITIONS by means of expedited review (category 7) on May 18, 2003:

was presented for review by the Behavioral and Social Sciences IRB to ensure proper protection of the rights and welfare of the individuals involved with consideration of the methods used to obtain informed consent and the justification of risks in terms of potential benefits to be gained, the IRB action was:

- | | |
|--|--------------------------------------|
| <input type="checkbox"/> APPROVED | <input type="checkbox"/> DEFERRED |
| <input checked="" type="checkbox"/> APPROVED WITH CONDITIONS * | <input type="checkbox"/> DISAPPROVED |
| <input type="checkbox"/> NO REVIEW NECESSARY | |

*** Research cannot begin until conditions have been met.**

*** CONDITIONS/COMMENTS:**

1. Provide a copy of letters of support to conduct the research from all schools to the IRB when they are available. The letters cannot be E-mails. They must be signed letters, preferably on school letterhead.
2. The letter to parents and the consent form (on OSU letterhead) should each contain contact information for Dr. Jones, the PI of the study.

If you agree to the above conditions, PLEASE SIGN THIS DOCUMENT IN THE SPACE PROVIDED BELOW AND RETURN THE DOCUMENT WITH ANY ADDITIONAL INFORMATION REQUESTED to the Behavioral and Social Sciences Institutional Review Board, 310 Research Foundation, 1960 Kenny Road, Columbus, OH 43210-1063 within three weeks of the date shown at the top of the form. Upon such compliance, the approval form will be mailed to you.

Date:

June 3, 2003 _____
June 3, 2003 _____
 Signature of principal investigator and all co-investigators

APPENDIX C

CORRESPONDENCE – CRESTVIEW PERMISSION



CRESTVIEW JR./SR. HIGH SCHOOL

MICHAEL L. BIRO—PRINCIPAL

DAVE BOWEN— ASSISTANT PRINCIPAL/ATHLETIC ADMINISTRATOR

DIANE WEBB—GUIDANCE COUNSELOR

DAVE SPRINGER—GUIDANCE COUNSELOR

531 E. TULLY • CONVOY, OHIO 45832 • 419-749-9100

September 10, 2003

The Ohio State University

To Whom It May Concern:

I am writing this letter in support of the research project of Greg Homan. The students in my school, grades 8 and 9, were offered the opportunity to participate in his research project and the majority of students did. As the administrator, I believe in and appreciate the efforts the county Extension office give towards our school and we try to work as closely with them as we can.

Again, I am in full support of this project and look forward to Mr. Homan's findings.

Sincerely,

A handwritten signature in cursive script that reads "Michael L. Biro".

Michael L. Biro
Principal

APPENDIX D

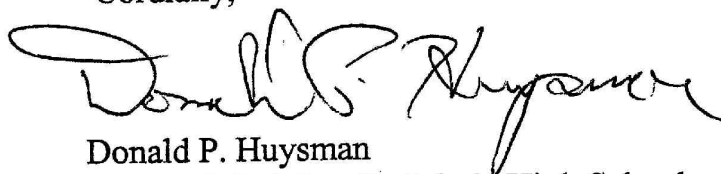
CORRESPONDENCE – DELPHOS ST JOHN PERMISSION

Delphos St. John's High School
515 E. Second Street
Delphos, Ohio 45833
(419)692-5371

November 21, 2003

Greg Homan had my approval to work with students at Delphos St. John's High School. If Greg needs to do any further work on his research project he has my permission to continue working with my students.

Cordially,

A handwritten signature in black ink, appearing to read "Donald P. Huysman". The signature is fluid and cursive, with a large initial "D" and "H".

Donald P. Huysman
Principal, Delphos St. John's High School
515 E. Second St.
Delphos, Ohio 45833

APPENDIX E

CORRESPONDENCE – COLDWATER PERMISSION



Coldwater Exempted Village Schools

310 North Second Street
Coldwater, Mercer County,
Ohio 45828-1242

November 24, 2003

Mr. Greg Homan
OSU Extension Office
1055 S. Washington Street
Van Wert, Ohio 45891

Dear Mr. Homan

I want to express my appreciation in your selection of our freshmen students to be involved in your research project. I would like to have the opportunity to review the results of your project as I found the topic very interesting. I have always been a firm believer in the positive impact extra-curricular activities can have on youth regardless of school or non-school sponsorship.

The administration of the survey to our students was handled very smoothly and it did not require a large segment of class instructional time. Best wishes in the continuation of your studies and the completion of your education.

Respectfully

A handwritten signature in cursive script that reads "Steve Keller".

Steve Keller
Principal

Excellence In Education
An Equal Opportunity Employer

APPENDIX F
PARENT LETTER



Van Wert County
1055 South Washington Street
Fairgrounds
Van Wert, Ohio 45891

Phone 419-238-1214
Fax 419-238-3276

September, 2003

Dear Crestview 8th/9th Grade Parent,

I am writing to let you know about a study I will be conducting to find out what youth think about their involvement in 4-H and school sports programs. This study will be done in collaboration with Dr. Jo Jones at The Ohio State University and will involve a short survey questionnaire.

I will be sampling all 8th and 9th grade youth in the Convoy-Crestview, Coldwater Exempted Village, and Delphos St. John's Schools. These youth are being asked to complete a 10 minute survey to provide information about their perceptions of their involvement in extracurricular activities such as 4-H or school sports. Those that are not involved in 4-H or sports will have a shortened survey asking basic demographic questions.

I will be administering the survey at Crestview Schools on October 17th.

Your child's information will remain confidential. All results will be reported on a group basis only. I will destroy surveys after information is compiled.

Ohio State University Extension will use the results of this study to plan future 4-H programs for local youth and also to provide information for school coaches as they work with youth in organized sports programs.

Participation in this survey is voluntary. If your son or daughter has permission to take part please return one copy of the consent form by October 17th. If you have any questions about this study, feel free to call Greg Homan at 419-238-1214 or Dr. Jo Jones at 614-784-8002.

Sincerely,

Greg Homan
County Extension Agent, 4-H Youth Dev.
Ohio State University Extension

Dr. Jo Jones
Human & Comm. Resource. Dev
Ohio State University

The Ohio State University, the United States Department of Agriculture, and Van Wert County Commissioners Cooperating

APPENDIX G
CONSENT FORM



Van Wert County
1055 South Washington Street
Fairgrounds
Van Wert, Ohio 45891

Phone 419-238-1214
Fax 419-238-3276

CONSENT FOR PARTICIPATION IN SOCIAL AND BEHAVIORAL RESEARCH

Study: Youth Perceptions of Youth Sports and 4-H Involvement.

Principal Investigator: Dr. Jo Jones with Greg Homan

I consent to my child's participation in research being conducted by Dr. Jo Jones and Greg Homan of The Ohio State University.

The investigator(s) has explained the purpose of the study, the procedures that will be followed, and the amount of time it will take. I understand the possible benefits, if any, of my child's participation.

I know that my child can choose not to participate without penalty to my child. If I agree to allow my child to participate, my child can withdraw from the study at any time, and there will be no penalty.

I have had a chance to ask questions and to obtain answers to my questions. I can contact Dr. Jo Jones at 614-784-8002 or Greg Homan at 419-238-1214. If I have questions about my rights as a research participant, I can call the Office of Research Risks Protection at (614) 688-4792.

I have read this form or I have had it read to me. I sign it freely and voluntarily. A copy has been given to me.

Your Child's Name: _____

Date: _____

Signed: _____
(Child)

Signed: Greg Homan
(Researcher)

Signed: _____
(Parent or Guardian)

Note: One copy is for your use. Please return the other copy to school for participation in the survey. Thank you.

APPENDIX H
CORRESPONDENCE – SCANLAN PERMISSION

Gregor Homan

From: Scanlan, Tara [Scanlan@psych.ucla.edu]
Sent: Tuesday, August 20, 2002 1:24 PM
To: Gregor G. Homan
Subject: RE: Research Permission

Sure Greg. You have my permission.
Cheers,
Tara Scanlan

-----Original Message-----

From: Gregor G. Homan
Sent: Thu 8/15/2002 8:25 AM
To: Scanlan, Tara
Cc:
Subject: Research Permission

Dr. Scanlan,

First, I will offer a very short introduction. My name is Greg Homan, I am a Phd student at Ohio State University. I have been researching parental/youth interaction within extracurricular activity. I currently work for Ohio State University Extension as a County 4-H Youth Development Agent. I would like to combine both fields into a study comparing parent-youth interaction between those youth involved in after-school sports programs to 4-H involvement.

I have found your research to be very related. Would you be willing to allow me to adapt your "Factors of Adult Influences Scale" (1984)? I will certainly provide all proper citation to your work.

Any feedback that you would provide would be appreciated.

Thank you for your consideration,

Greg Homan

7/6/2004

APPENDIX I
VALIDITY PANEL

VALIDITY PANEL

Rhonda Williams
Extension Educator & Director
Ohio State University Extension
Darke County

Peggy Kelly
Extension Educator & Director
Ohio State University Extension
Miami County

Mike Biro
Principal
Crestview Schools
Convoy, Ohio

Brent Norris
Athletic Director
Delphos St. John School
Delphos, Ohio

APPENDIX J
SURVEY ADMINISTRATION DIRECTIONS

Survey Administration Directions

This research is being conducted at three school systems: Coldwater Exempted Village, Convoy-Crestview, and Delphos St. Johns School. The target group is all seventh and eighth graders in the participating schools. Coldwater and Crestview will both be administered during the homeroom period of the schools, the very first session of the day. Delphos St. Johns will allow me to administer the survey during the seventh and eighth grade Language Arts class period. Only youth with signed parental consent forms and that offer their personal willingness to take part will be included in the study.

Directions

- 1) Introduce my name and the purpose of the study: to learn more about the thoughts and feelings that young people have about their involvement in school sports or 4-H activities.

- 2) Explain that all seventh and eighth graders with signed parental consent forms that are also willing to take part are all asked to take part. If at any time an eligible student wishes to discontinue involvement, they may and will not suffer any penalty.
- 4) There are three sections to this survey that takes approximately 15 minutes to complete. Section one is for those that are current 4-H members. Those that are currently signed up as a member of a local 4-H club are asked to complete Section one. People that are not currently in 4-H are asked to advance to Section two. Section two asks questions about involvement in school sports programs. Any youth that was involved in any organized school sports program over the past year is asked to complete this section. If you were/are not involved in a school sport this year, you are asked to skip Section two. All youth are asked to complete Section three. This group of questions focuses primarily on demographics or facts about you such as age, gender and number of brothers and sisters.
- 5) This survey will ask you to answer questions about your father, mother, coach and advisor. Father, in this study, means the male person that you identify as the father figure in your life. This may or

may not be your birth father. Mother is defined in a similar way: the person that you identify as the mother figure in your life. If you are in multiple sports activities, your coach is defined as the coach for the sport that you are most active in. If you are in multiple 4-H clubs, advisor will mean the key advisor for the club that you are most active in. If you do not have a mother or father figure in your life you are asked to leave the questions asking about mother or father blank.

- 6) There are several types of questions on this survey. First, there are some frequency questions that ask you how often you feel a certain way. An example may be: "I get at-least seven hours of sleep each night." Responses for this question include Never, Hardly Ever, Sometimes, Often, and Always. You are asked to circle the most appropriate answer. Please only circle one response.

- 7) There are also questions based on how much you agree with a statement. These questions offer responses including: Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree. Please select one response to each question by circling the most appropriate answer.

- 8) A third type of question asks you to rate how pleased your parents or leaders are with how you are doing with 4-H or sports this year. Again, select the response that you feel is most correct.
- 9) The fourth question style asks how much fun you had with either 4-H or sports this year. This is ranked from 0-4. 0 is described as "No Fun at All", 1 is "Little Fun", 2 is "About Half Fun", 3 is "Fun" and 4 is described as "Very Much Fun". Please select the best answer.
- 10) The next type of question asks "How much do you like 4-H or sports?" These are ranked from 0-4 or from "None" to "Very Much". Circle the most correct answer according to you.
- 11) The last question that you will find on Section one (4-H section) and Section two (Sports section) is "Why do you participate in 4-H" for the first section and "Why do you participate in Sports" for the second section. In this area you are asked to simply write the reasons that you think are right.
- 12) The last section, or section three, is for everyone to fill out. This asks the demographic questions. You will find questions such as age, grade, gender and other types of questions. Please circle the correct

answer. There are a couple of fill-in questions asking what 4-H project you have taken (if you are in 4-H) and what sports you are involved in (if you are in sports).

13) If you have any questions while completing the survey, please notify me and I will do my best to help you.

14) If you have problems reading the questions, please let me know so that I can help you.

15) If at any time you do not wish to continue with the survey you may stop.

16) Please turn the survey into me when you are finished.

17) I appreciate your help.