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Parental Involvement and Children's Enjoyment in Sport

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This is the accepted version of this manuscript (accepted on 27<sup>th</sup> July 2020), which has been

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accepted for publication within Qualitative Research in Sport, Exercise and Health. The final

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version will be available from: <https://www.tandfonline.com/toc/rqrs21/current>.

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**Abstract**

The purpose of this study was two-fold: 1) to examine children's preferences for parental involvement that enhances their enjoyment in sport, and; 2) to identify the factors that facilitate or prevent parents from being involved in the ways preferred by children. Utilising an interpretive descriptive methodology, the study was conducted in two stages. First, focus groups with 31 children (8-12 years,  $M = 9.39$ ) involved in field hockey, football, golf, gymnastics, swimming, and tennis were conducted. Second, 26 parents participated in focus groups, during which they reviewed the results of stage one and explained whether they could or could not engage in the desired ways. Data were analysed using thematic analysis (Braun, Clarke, and Weate 2016). Overall, four preferences for parental involvement to enhance children's sporting enjoyment were developed: 1) show you care about your child's sport by facilitating and prioritising participation; 2) listen and learn from your child to ensure you can engage in informed conversations; 3) understand and support your child's pre, during, and post competition preferences; and 4) support and recognise your child beyond their sport. The extent to which parents were able to engage in the manner children preferred, was influenced by personal, social, and environmental/contextual considerations. The results illustrate the complexity of parental involvement in sport, and the importance of clubs and sports organisations understanding children's *and* parents' experiences when educating parents on appropriate involvement.

Keywords: Creative methods, interpretive description, parents, youth sport

37 Children's participation in sport is motivated by a variety of factors, not least  
38 enjoyment. In fact, enjoyment is often recognised as the main reason that children initiate and  
39 subsequently maintain sport involvement (Vissek et al. 2015). In contrast, when there is a lack  
40 of enjoyment, children often lose interest and drop out of sport or pursue other activities that  
41 they deem more enjoyable (Crane and Temple 2015). Given the significance of enjoyment on  
42 children's sport participation, there has long been interest in examining factors that may  
43 influence it (McCarthy, Jones, and Clark-Carter 2008). These factors are most notably  
44 identified within Scanlan and Lewthwaite's (1986) sport enjoyment model. Within this  
45 model, enjoyment is conceptualised across four quadrants, suggesting that sources of  
46 enjoyment can be intrinsic (e.g., excitement, personal accomplishment) or extrinsic (e.g.,  
47 winning, pleasing others), as well as achievement or non-achievement related in nature.

48 One of the extrinsic sources that influence children's sporting enjoyment is the  
49 involvement of parents. For example, positive parental support such as, the provision of  
50 praise and encouragement can increase children's overall enjoyment in sport (McCarthy,  
51 Jones, and Clark-Carter 2008). Conversely, parental pressure through directive behaviours  
52 such as criticism, has been associated with reduced enjoyment (Leff and Hoyle 1995).  
53 However, although it is tempting to conclude that certain parental behaviours will always  
54 increase enjoyment while others reduce it, parental involvement is far more complex than this  
55 (Charbonneau and Camiré 2019). In fact, it has been recognised that the same parental  
56 behaviours can lead to positive and/or detrimental outcomes for children (Dorsch, Smith, and  
57 Dotterer 2016). For instance, certain behaviours (e.g., involvement, provision of advice, help  
58 with skill acquisition, encouragement/push, and emotional support) may be positive during  
59 children's early engagement in sport, but subsequently lead to conflict with coaches and/or  
60 athletes (Lauer et al. 2010a). Thus, rather than certain parental behaviours being "good" or  
61 "bad" it appears that a key element of optimal parental involvement is the extent to which

62 parents match their involvement and behaviours to their children's preferences (Knight and  
63 Holt 2014).

64 To date, a handful of studies have been conducted to identify how athletes prefer their  
65 parents to be involved in their sport (Knight, Boden, and Holt 2010; Knight, Neely, and Holt  
66 2011; Omli and Weise-Bjornstal 2011). Taken together, these studies, have indicated that  
67 children's preferences for their parents' involvement are specific to the individuals concerned  
68 and may vary in relation to temporal factors such as before, during, and after competitions.  
69 Parents' knowledge of the sport and the relationship that exists between the parent and child  
70 may also influence children's preferences (Knight et al. 2016). Moreover, what children want  
71 from their parents and how they interpret their parents' comments and behaviours, may differ  
72 depending upon their performance or the outcome of the competition (e.g., Elliott and  
73 Drummond 2015; Tamminen, Poucher, and Povilaitis 2017).

74 The aforementioned studies have provided an interesting insight into what children  
75 want from their parents regarding their sporting lives. Nevertheless, there remains a need to  
76 explore the link between different parental behaviours and specific psychosocial outcomes,  
77 such as enjoyment (Harwood et al. 2019). Further, research examining athletes' preferences  
78 for parental involvement has generally focused upon adolescents rather than children (i.e.,  
79 individuals under the age of 12 years). Given the substantive influence parents have during  
80 childhood, exploring children's preferences for parental involvement seems pertinent. Thus,  
81 the first aim of this study was to examine children's preferences for parental involvement to  
82 enhance their enjoyment in sport.

83 However, although knowing what children want from parents is important and useful to  
84 help guide parents' involvement, parents can not always behave in the ways that children  
85 prefer (cf. Dorsch, Smith and McDonough 2009). For instance, drawing on Bronfenbrenner's  
86 bioecological model (1974, 2005), sport parenting researchers (e.g., Dorsch, Smith, and



112 investigation, while accounting for commonalities and individual variations (Thorne,  
113 Kirkham, and O'Flynn-Magee 2004). Further, ID utilises inductive analytical approaches,  
114 while operating within the methodological guidelines that stimulate a critical examination of  
115 a phenomenon that is in line with the specific disciplinary understandings of the intended  
116 application (Thorne 2016). Thus, ID is deemed to be particularly beneficial when research  
117 aspires to understand complex disciplinary questions and seeks to generate credible  
118 defensible new knowledge that will be relevant to applied practice context (Thorne 2016).  
119 Given the complexities of trying to understand both parents' and children's thoughts, and  
120 producing practical information for sports organisations, ID was deemed appropriate.

121         The philosophical framework of ID recognises that human experience is socially  
122 constructed and subjective, but also allows for shared realities (Thorne 2016). Aligned with  
123 this, the current study was approached through a constructivist perspective. Thus, it is  
124 acknowledged that multiple realities exist, and understanding is not attainable merely via  
125 empirical analysis, but through holistic inquiry. As such, this study does not claim to  
126 represent a definitive truth instead it aims to produce a "tentative truth claim" (Thorne,  
127 Kirkham, and O'Flynn-Magee 2004). The findings are intended to display naturalistic  
128 generalisability, meaning that the results may resonate with individuals who have had similar  
129 experiences, in this case parents with children involved in sport or children themselves  
130 (Smith 2018). Extensive interview quotes from the parents and children, as well as images  
131 produced by the child participants are included to provide insights into the experiential  
132 accounts of the participants to enable a reader to see connections between this study and their  
133 own experiences (Smith 2018).

### 134 **Participants**

135         Participants were recruited for two distinct stages of the study. For stage one, thirty-two  
136 children (9 boys and 23 girls) participated. They were selected based on maximum variation

137 sampling (Patton 2002) using the following criteria: (a) aged between 8-12 years; and (b)  
138 currently participating in an individual or team sport at any level. Child-participants were  
139 asked to identify their main or preferred sport, with six sports being identified, including field  
140 hockey ( $n=4$ ), football ( $n=4$ ), golf ( $n=4$ ), gymnastics ( $n=10$ ), swimming ( $n=7$ ), and tennis  
141 ( $n=3$ ). The children ranged in age from 8 to 11 years ( $M$  age =9.39,  $SD$  =.86), had been  
142 engaged in their self-declared "main" sport between 1 to 6 years ( $M$  duration of sport =3.28,  
143  $SD$  =1.30), trained for 1 to 22 hours per week ( $M$  =4.43,  $SD$  =5.84), and competed at  
144 club/grassroots level ( $n=25$ ) or county/regional level ( $n=7$ ) between 1 to 20 times per year ( $M$   
145 =11.57,  $SD$  =5.25). To align with ID, these criteria were selected to provide a  
146 comprehensive representation of children across a range of sports and levels to maximise  
147 opportunities to identify both commonalities and differences in preferences/experiences.

148       Thereafter, twenty-six parents (10 fathers and 16 mothers) were recruited for stage two  
149 of the study. The parents were selected based on the following criteria: (a) were a parent of a  
150 child aged between 8-12 years; and (b) had at least one child involved in one of the sports  
151 clubs included in stage one. The parents had children involved in field hockey ( $n=5$ ), football  
152 ( $n=2$ ), golf ( $n=2$ ), gymnastics ( $n=10$ ), swimming ( $n=3$ ), and tennis ( $n=4$ ). Two were single  
153 parents, four were parent-coaches, and five had playing experience in their child's sport (the  
154 highest level reached in the sport was University). In total, from the child and parent  
155 participants, 16 were familial dyads (e.g., a/both parents and a/multiple child from the same  
156 family participated). These dyads provided insights into a reciprocal relationship, though, the  
157 focus of the study was to understand children's and parents' perceptions, rather than  
158 interactions within relationships.

### 159 **Procedure**

160       Following receipt of ethical approval, consent to approach local clubs was obtained  
161 from six national governing bodies. The first author then attended training sessions for each

162 of these sports to disseminate information sheets and talk to parents regarding their and their  
163 child's participation in the study. Parents were asked to contact the researcher directly if they  
164 were willing for either their child or themselves to participate in the study. Assent was also  
165 obtained from children following receipt of parental consent. The first author liaised with  
166 each of the parents to organise a convenient time for the children and/or parent focus groups.

### 167 **Data Collection**

168 Focus groups were used for data collection due to their unique ability to generate rich  
169 information based on the synergy of a group discussions (Rabiee 2004). In addition, focus  
170 groups can encourage participation from people who are less inclined to be interviewed  
171 individually, which was considered important given the age of the children in stage one  
172 (Owen 2001). The opportunity for participants to share individual experiences and highlight  
173 agreement or disagreement with others also aligns with the philosophical underpinnings of  
174 ID, which appreciates experiences from the perspective of others, while acknowledging the  
175 cultural and social factors that may have shaped opposing perspectives (Thorne 2016).

176 **Stage one.** Nine focus groups were conducted with children assembled as such: field  
177 hockey ( $n=4$ ), football group 1 ( $n=2$  boys), football group 2 ( $n=2$ ), golf ( $n=4$ ), gymnastics  
178 group 1 ( $n=6$ ), gymnastics group 2 ( $n=3$ ), swimming group 1 ( $n=4$ ), swimming group 2  
179 ( $n=3$ ), and tennis ( $n=4$ ). Unfortunately, six participants who had initially agreed to take part,  
180 were unable to attend the focus groups due to logistical reasons and other participant  
181 commitments. This led to particularly small numbers in the football focus groups.

182 Each focus group began with general questions that sought to create rapport with the  
183 participants. These questions were focused on children's sport, things they enjoyed about  
184 their sport and the things they found challenging, for example, "what are the main things you  
185 like about your sport or enjoy about your sport?". The children then discussed more specific  
186 questions regarding parental involvement in sport, for example, "what do your parents do to



187 help you in your sport participation?”, before being split into pairs for a creative arts-based  
188 activity.

189 Art-based methods pertain to the utilisation of art in qualitative inquiry for the purpose  
190 of generating, communicating and/or interpreting information (McMahon, MacDonald, and  
191 Owton 2017). Such an approach includes various artistic mediums such as, drawings, craft  
192 making, collages and others, which are used as tools to collect, produce, and analyse data  
193 (McMahon, MacDonald, and Owton 2017). Within the current study, children were asked to  
194 create an A3 poster to illustrate “how parents can help them enjoy their sport?”. Specifically,  
195 they were provided with marker pens, crayons, glue, scissors, painting materials and pictures  
196 from magazines and newspapers, and were given creative freedom to use the materials to  
197 develop their poster. This activity was selected to provide children with a fun way to think  
198 about the study topic, to further develop rapport, and to give children who might be less  
199 confident communicating verbally, an opportunity to share their ideas (Punch 2002). This  
200 arts-based method was selected to provide a unique insight into children’s preferences for  
201 their parents’ involvement, because, by permitting participants to “speak” through visual  
202 methods, their voices could be represented beyond the conventional use of quotations within  
203 text (Tisdall, Davis, and Gallagher 2009). In addition, it enabled the participants to creatively  
204 express their experiences and was selected due to the potential to capture alternative types of  
205 vocabularies and grammar that is not always able to be expressed through oral interviews  
206 (Busanich, McGannon, and Schinke 2016).

207 Previous research has utilised arts-based methods in a sport context (e.g., Blodgett et al.  
208 2013), although, this approach is relatively unexplored within youth sport research  
209 (Gravestock 2010). Indeed, to the best of the authors’ knowledge, this is the first study in the  
210 youth sport parenting literature to utilise such an approach. Adopting such an approach was  
211 useful because it was enjoyable for participants, minimised power inequalities between the

212 researcher and the children, and generated different ideas than those previously identified in  
213 sport parenting research. In addition, it alleviated children from feeling the need to respond  
214 rapidly, while providing them with control over their self-expression (Fargas-Malet et al.  
215 2010).

216       Once participants had completed their A3 poster they were then asked to share their  
217 poster with the group and explain the meaning of the contents. When there were less than  
218 four participants in a focus group, participants worked together and presented their poster  
219 back to the researcher. After this activity, and building on the previous discussions, main  
220 questions relating to parental involvement at training, competitions, and home, were then  
221 asked. Finally, participants were asked to summarise the best things their parents could do to  
222 enhance their sport enjoyment. On average the focus groups in stage one were approximately  
223 55.34 minutes ( $SD= 5.90$ ), ranging from 53.53-65.57 minutes.

224       **Stage two.** After all the stage one transcripts had been analysed, stage 2 commenced.  
225 Each focus group began with introductory questions that focused on the characteristics of  
226 being a parent of a child involved in sport, before moving onto discussions regarding the  
227 individual challenges and benefits of being a parent in sport. Thereafter, the main questions  
228 explored parents' perceptions of the preferred types of parental involvement identified by the  
229 children. Specifically, parents were asked to identify any barriers and facilitators which they  
230 thought would prevent/enable them to provide the preferred parental involvement. In order to  
231 protect confidentiality A3 posters were not shown to parents.

### 232 **Data Analysis**

233       Thorne (2016) suggests that any data analysis techniques can be applied in ID studies,  
234 as long as they align with the phenomenon being investigated. Consequently, data were  
235 analysed based on Braun, Clarke, and Weate (2016) reflective approach to thematic analysis.  
236 This approach was considered appropriate because it is theoretically flexible and can be used

237 within different theoretical frameworks to address different types of research questions. The  
238 A3 posters were not analysed in their own right, instead they were used alongside children's  
239 verbal comments to allow for deeper contextual understanding.

240 The audio files from each focus group were transcribed verbatim as soon as possible  
241 after every focus group. To ensure confidentiality, all identifiable information was removed,  
242 and participants were allocated pseudonyms. The first phase of analysis then involved the  
243 lead researcher becoming immersed and familiar with the data by reading the individual  
244 transcripts repeatedly and searching for meanings and patterns. Then initial codes were  
245 produced across the entirety of the data set for each stage, with the purpose of answering the  
246 research question. Specifically, each transcript from the focus groups were read repeatedly  
247 and the researcher used the opportunity to highlight items of potential interest and notes were  
248 made in the margins as memory aids and triggers to be used in the coding process.

249 The next phase involved systematically examining the collated data and filtering  
250 through the codes in order to establish relationships between codes and develop potential  
251 themes according to that relationship. For example, statements which related to parents  
252 providing children with help in relation to skills training, were coded under technical advice.  
253 These codes were then rearranged into main themes and sub themes dependent on their  
254 association to form a set of candidate themes. Next, the candidate themes were closely  
255 scrutinised to ensure they accurately represented the coded extracts. For example, candidate  
256 themes were reviewed, and considerations were made to see if they formed a coherent pattern  
257 in line with the research question. Similar/related themes were collapsed into one, such as  
258 children's desires for physical and psychological support, which were combined as both  
259 related to children's desires for parental support. Finally, definitive and informative names  
260 were then developed for each theme and sub themes, and to tell a complete story, the  
261 interconnections between all the themes were identified. During this process the lead

262 researcher summarised each theme in a few sentences and reviewed each theme to ensure the  
263 core issues within the themes related to the overall research question, with no overlap.

#### 264 **Methodological Rigour**

265 Sparkes and Smith (2009) argued that the quality or rigour of qualitative research  
266 should be assessed based on the extent to which it fulfils specific and relevant characterising  
267 traits of the chosen methodology. Aligned with this approach, appropriate evaluation  
268 guidelines for ID research were used to guide the methodological rigour of this study. These  
269 guidelines are focused upon epistemological integrity, representative credibility, interpretive  
270 authority, and moral defensibility (Thorne 2016).

271 *Epistemological integrity* emphasises epistemological consistency throughout the study.  
272 This was achieved by using focus groups and interpretive thematic analysis, underpinned by  
273 an ID methodology, to gain an understanding of each individual experiences and subjective  
274 truths. Commonalities and differences between participant's experiences are also presented  
275 throughout the results to align with a constructivist approach. *Representative credibility* was  
276 achieved by recruiting a heterogenous sample and thereby representation of multiple  
277 interpretations of perceptions and experiences throughout the study. The research process,  
278 including the research aim, the methods adopted, and the conclusions drawn, were also  
279 aligned with interpretive approaches, and in line with the study's intended claims.

280 Although data analysis was completed by the lead researcher, the research team  
281 regularly discussed emerging patterns, themes, and relationships in the data, which provided  
282 a sense of analytical balance. Specifically, a critical friend challenged the lead researcher's  
283 interpretations throughout the analytical process, thereby encouraging the production of  
284 findings that reflected the data gathered, and so engendered *interpretive authority*. Further, an  
285 audit trail was maintained of the data analysis process to ensure the lead researcher  
286 demonstrated the rationale behind his interpretations and knowledge claims. Finally, *moral*

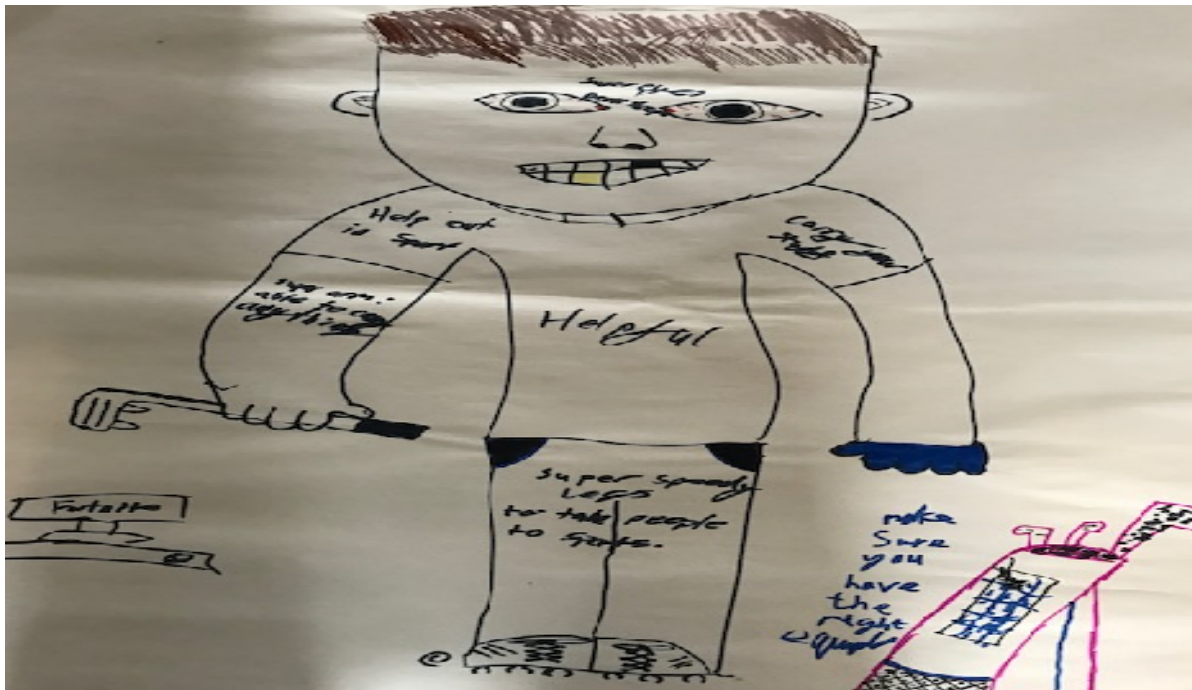
287 *defensiveness* was considered by establishing that the study (including its Method) addressed  
288 a pertinent gap in the literature, and offered applied findings that could be used to enhance  
289 parents and children's experiences within sport.

### 290 **Stage 1 Results**

291 All children involved in the study reported that parents impacted their enjoyment in  
292 sport and had specific preferences for how parents could enhance their enjoyment. These  
293 were: (a) show you care about your child's sport by facilitating and prioritising participation;  
294 (b) listen and learn from your child to ensure you can engage in informed conversations; (c)  
295 understand and support your child's pre, during, and post competition preferences; and (d)  
296 support and recognise your child beyond their sport.

#### 297 **Show You Care About Your Child's Sport by Facilitating and Prioritising Participation**

298 Children's participation in sport was very important to them and their enjoyment was  
299 enhanced if their parents demonstrated that they cared about their child's sport participation  
300 as well. Firstly, children felt their parents could demonstrate this by facilitating opportunities  
301 for sport participation. Specifically, children discussed the need for parents to provide the  
302 resources for them to take part, as Graham (football) said, "Well they pay for you to play  
303 football and they always help you and support you in everything you are doing." Children  
304 explained that as well as paying the required costs to enable their participation, their parents  
305 also needed to provide sport specific equipment, apparatus, and sporting kit. For instance,  
306 through the poster activity (Picture 1), Daniel (golfer) explained that his parents contributed  
307 to his sporting enjoyment by, "making sure you have the equipment you need when you  
308 play," while Hannah (a gymnast) explained, "I need loads of equipment to do it (gymnastics),  
309 like a trampoline and new mats and then I can keep practising."



310

311 *Picture 1.* Picture of desired parental involvement, golf group 1

312 Children also wanted their parents to provide them with as many opportunities to play  
313 and develop skills as possible. In particular, they wanted parents to help them access facilities  
314 outside of coaching/competition sessions. For example, Josh explained, his parents can help  
315 him enjoy golf by, “taking you out on the [golf] course the day before, to get you prepared.”  
316 If parents could also participate this was seen as particularly enjoyable, as Jamie shared:

317 Maybe go out, with like my dad...on a beach or a park, we'll take a football and he'll  
318 have a kick around with me, which I think is good and if we did it more often that  
319 would be a lot better...It's fun because he's very good at football, he can do a lot.

320 The second way parents could show they cared about their child's sport, and enhance  
321 enjoyment, was by prioritising their participation. Ash (football) explained, “what they  
322 [parents] should help you do, is like getting you to as many matches as possible and try and  
323 get you to your sport,” while Alisha (high level gymnast) explained, “Before competitions  
324 [parents] don't take you on holiday, don't book them because you won't be able to go to  
325 competition.” Beyond ensuring children had transport to enable them to attend training and

326 matches/competitions, it was particularly important to children that parents ensured they  
327 arrived on time. As Taylor (tennis) explained, it is important for parents to, “Drive to the  
328 right place and be early because you can’t be late.” For the children, such behaviours were  
329 important and helped them enjoy their sport because, by prioritising their participation,  
330 parents demonstrated that they understood and valued their sport participation. As Craig  
331 explained, “If they don’t really care about your sport it’s not like they are going to be  
332 bringing you to football and watching you if they didn’t care about it.”

### 333 **Listen and Learn from Your Child to Ensure You Can Engage in Informed Conversations**

334 Children explained that communication with parents was essential because it enabled  
335 them to share their sporting experiences with their parents. As Chelsea (hockey) explained,  
336 “it’s fun [when] they [parents] talk to you about it [sport].” Further, children liked it when  
337 their parents talked to them about their participation and subsequently gave them ownership  
338 over their involvement. For instance, during the focus group with the golfers, Eben identified  
339 that by talking to his parents he could ensure they supported him, “like not in a, ‘you’ve got  
340 to do it’, they make sure you *want* to do the sport?”. Similarly, on their poster (see Picture 2),  
341 Kerry and Jody (gymnastics) wrote under a heading of bad parental behaviour, “are your  
342 parents forcing you to do stuff?” When asked what they would prefer, the children indicated  
343 they preferred it when parents talked to them about activities they wanted to continue because  
344 it gave them a sense of control over their participation. This was particularly important for the  
345 children involved in higher-level sport (e.g., gymnastics and tennis) who often encountered  
346 periods of intensive or frequent training which resulted in them feeling tired and wanting a  
347 break. In such situations, the children explained they needed their parents to listen to them  
348 and understand what they were experiencing, and when, for instance, they might need a break  
349 to recover. As Andrew (Golf) said, “you’ll just get frustrated and tired and you’re just like, ‘I  
350 want to go to bed, I’m way too tired,’ that kind of feeling.”



351

352 *Picture 2. Picture of desired parental involvement, competitive level gymnastics group 1*

353 In addition, children also wanted their parents to learn about their sport or draw on their  
 354 own experiences of the sport so that they could engage in informed conversations. Such  
 355 informed conversations were seen as particularly enjoyable because, as Rachael (hockey)  
 356 stated, “If there [are] a few new things, they [parents] can talk about what you need to  
 357 improve on, what you did wrong.” However, if parents were misinformed or lacked  
 358 knowledge of their child’s sport, it could limit conversations and cause frustration, as Amelia  
 359 (gymnastics) illustrated, “They may not have a clue what you are doing in the training session  
 360 and they won’t understand. Then you’ll do something else and then have to explain it again,  
 361 then you’ve wasted your time trying to explain!” Further, children suggested that when  
 362 parents provided incorrect evaluations it was counterproductive because it gave them a false  
 363 sense of their ability. Consequently, from the children’s perspective if parents are approached  
 364 for technical advice or feedback, it was important to ensure they only engage in conversations  
 365 in which they are fully/appropriately informed.



**366 Understand and Support your Child's Pre, During, and Post Competition Preferences**

367 Adding to the importance of talking and listening to your child, the children further  
368 highlighted the importance of parents' understanding specifically, the competition experience  
369 and acting in a way that they found supportive before, during and after events. The children  
370 explained that competitions were enjoyable because they provided an opportunity for them to  
371 demonstrate the skills they had been learning. But they had individual physical and  
372 psychological needs and preferences that they wanted their parents to understand, to  
373 maximise opportunities for them to be successful and thus enjoy the competition. As Rachael  
374 (hockey) explained, when parents understand what you need, "it makes me happy because I  
375 know, I have got them behind me supporting me and helping me."

376 Being prepared for competitions was particularly important for children, "you've got to  
377 be prepared, you've got to get everything sorted for the day of competition" (Olivier; tennis).  
378 In particular, children wanted parents to help them prepare so they could perform at their  
379 best. For example, they wanted parents to prompt them to remember what to pack for their  
380 sport, as Lucas (golf) stated, "They [parents] can help you remember your stuff because I  
381 sometimes forget and I left all my balls at the house so I had to borrow some." Without their  
382 own equipment, the experience was less enjoyable because children did not feel comfortable.

383 A key part of physical preparation and recovery was related to nutrition, with the  
384 children placing great importance on their parents providing appropriate types and amounts  
385 of food before, during, and after training/competitions. For instance, Harrison (football)  
386 explained that before competitions parents should, "make sure you have a good breakfast,  
387 make sure you have a healthy meal before you go out." While Olivia thought a key role of  
388 parents is to, "make you food, because I'm always hungry when I get home." Ensuring  
389 appropriate timing of food to limit any impact on performance was deemed particularly

390 important as Tiffany (swimming) stressed that parents need to, “feed us nicely before we  
391 come here [...] you have to eat an hour before training otherwise you will sink.”

392 Receiving support and encouragement from parents was important. However what  
393 children perceived as appropriate varied considerably, and as such, it was important to them  
394 that parents understood their specific preferences and needs. For instance, before  
395 competitions some children preferred their parents to say nothing, whereas others such as  
396 Carla (swimmer) liked it when, “they [parents] give you a nice hug and they say good luck.”  
397 For most children, such as Chelsea (hockey), encouragement before competitions, “makes me  
398 feel less nervous,” and was particularly useful when it focused on effort and enjoyment. By  
399 focusing on effort rather than outcomes, children enjoyed competitions more because, as  
400 Maya (tennis) stated, “It makes me feel unpressured.”

401 Most of the children wanted their parents present during competitions, although  
402 preferences for vocal support or non-vocal support and encouragement differed. For instance,  
403 some children such as Karina (swimming) shared, “I’d just want them to be there but like  
404 silent,” while others, such as Remy (Hockey) said, “like cheer me on [...] if I was like scared,  
405 that would make me more happy.” Children who preferred silence felt their parents’  
406 attendance was sufficient to show support, and reassurance through a small hand gesture or  
407 eye contact was all they needed to boost their confidence. In contrast, those children who  
408 liked vocal support wanted to hear their parents on the sidelines for encouragement and to  
409 boost their confidence. Though, they wanted feedback to be provided in a sensitive manner.  
410 For instance, parents shouting after mistakes was seen as an additional pressure, as Jermaine  
411 (football) explained, “they [parents] are very passionate and they just want you to improve,  
412 but [...] it’s not very nice to hear them when they are shouting.” Further, if parents were too  
413 loud on the sidelines, it could embarrass and/or distract children. As Amiya and Alison  
414 (gymnasts) wrote on their picture (Picture 3), and Ash (football) explained, “sometimes I

415 want my mum to be quiet because [...] you are just about to do something and they shout,  
 416 then you look, and then the balls gone and that's quite annoying."



417  
 418 *Picture 3. Picture of desired parental involvement, community gymnastics group 3*

419 **Support and Recognise Your Child Beyond their Sport**

420 Finally, although the children placed great importance on their sport and they wanted  
 421 their parents to also see it as important and valuable, they did not want to be defined by their  
 422 sport. Rather, to ensure they continued enjoying their sport, children wanted their parents to  
 423 recognise that it was just one part of their life and they wanted to do “normal” things away  
 424 from their sport. Such activities ranged from reading to playing games and seeing friends, and  
 425 often engaging with technology, as Pete (football) said, parents should, “Let you go on you  
 426 Xbox.” Children enjoyed these activities and said they helped to them to relax and “feel like a  
 427 kid.” Further, children discussed a desire to disengage from sport once they were away from  
 428 that setting. As Jadene (gymnastics) said, outside of sport parents should, “just act normal,”  
 429 when asked to expand, another gymnast Elish said:

430 When I come out the gym, they [parents] are like, ‘what did you do in the gym blah  
 431 blah blah’ and then we will change the subject and then we won’t talk about it...that’s

432 how I like it because in gym, I do gym stuff and after I do gym...I talk about other  
433 things. My life doesn't revolve around gymnastics.

434 Interestingly, this point was raised by children involved in all standards of sport, not only  
435 those who were competing at a high level.

436 The children also wanted to have time with their family when they were not playing  
437 sport. For example, Jermaine (football) said, "Family time is really important...you can have  
438 family time with anything, you can go to the beach, swimming, bikes." The children  
439 particularly discussed how valuable the time spent with their family was, because it was good  
440 for their mood, as Pete (football) shared, "... if you don't spend time with your family, you're  
441 grumpy all the time." Children recognised that they and their parents had busy schedules, but  
442 that they enjoyed doing "fun stuff" with their families when they could because they were  
443 such an important part of their lives.

#### 444 **Stage 2 Results**

445 Parents identified a range of barriers and facilitators that may affect whether they could  
446 engage as desired by the children. In some instances, the same factor could be a facilitator for  
447 one parent (e.g., location of home or working hours), but a barrier for others. The facilitators  
448 and barriers were categorised within: (a) personal considerations; (b) social considerations;  
449 and (c) contextual/environmental considerations.

#### 450 **Personal Considerations**

451 Throughout discussions with parents it was evident that their personal circumstances  
452 differed and subsequently influenced their ability or desire to engage in the way children  
453 desired. Particularly, it was apparent that parents' work commitments and schedules, as well  
454 as their knowledge and experiences of sport could be both a barrier and facilitator to different  
455 types of engagement. In particular, it impacted on parents' ability to prioritise their children's

456 sporting participation, engage in informed conversations, and understand and attend to  
457 children's competition needs.

458       As discussed, children wanted their parents to prioritise their sport participation.  
459 Unfortunately, some parents work schedules such as Darren [Football] were fixed, "my work  
460 is more of a clock in clock out, so I don't have flexibility," therefore they had limited time to  
461 engage in their child's participation. This impacted on the amount of sporting opportunities  
462 they could facilitate as well as the number of competitions they could attend. As Trevor (golf)  
463 simply explained, "it's time, it's the logistics really, I'm working and trying to fit it in  
464 [child's participation] is difficult." Consequently, if parents could not attend children's  
465 training or competitions it was challenging for them to learn about and subsequently fulfil  
466 their child's pre, during, and post-competition needs or to learn about the sport and engage in  
467 informed conversations.

468       In contrast, however, a number of parents indicated that they had flexible work  
469 schedules or large amounts of holiday and as a result could spend substantial time within  
470 their child's sporting environment and/or learning about their child's sport. As Joseph, a  
471 teacher, (gymnastics) said, "Yes mine [work schedule] is totally fixed, but I do benefit from  
472 the amount I do get off in school holidays you know, because like if anything comes up in the  
473 school holidays, I can cover". Furthermore, due to having a flexible schedule, Danielle  
474 (tennis) explained, "I've had to take up tennis lessons so that I can, warm up with her,  
475 because I'm useless, I haven't got a clue, so that's helped a bit, because I know a bit more."  
476 As a result of spending time in the environment, these parents felt they would be better  
477 equipped to engage with their child regarding their sport.

478       Beyond time commitments, previous sporting knowledge and experience influenced the  
479 extent in which parents were able to engage in the ways their child desired. For example,  
480 many parents had been involved in sport for an extended period of time as coaches or as sport

481 parents. These parents had gained knowledge which they believed would help them fulfil  
482 their child's preferences, as Eliza (hockey) explained, she found it easy to talk to her daughter  
483 about hockey because, "I played all the way through school and then I played in my first year  
484 in university, but then I got involved in the rugby, so I shelved hockey." Similarly, when it  
485 came to understanding and supporting their child during competitions, parents with more  
486 experience and knowledge felt more confident in providing their children with psychological  
487 encouragement prior to competitions, as Rhonda (tennis) said, "Yea I tell him to concentrate  
488 if he's about to play a match, you can feel the crowd. I just say "keep your eyes on the court."  
489 In contrast, parents with less experience in their child's sport often had limited knowledge,  
490 experience or interest and consequently indicated that they may struggle to fulfil their child's  
491 competitive preferences because, as Donna (tennis) said, "I find it quite hard the right things  
492 to say to encourage her a lot of the time, because I don't know much about the sport."

493 Similarly, Tony (gymnastics) shared his struggles of providing feedback after competitions:

494 I don't fully understand the sport...[so] on a competition day it's like that was good and  
495 I think yea, you didn't fall off or anything like that. ... I can never do what these  
496 children do, it's not even on my radar ... I can't judge against what I've done or what  
497 somebody else has done. I haven't a clue!

498 Moreover, parents without sporting knowledge often did not know what opportunities to  
499 provide to their children, as mentioned by (Danielle, Tennis):

500 The hardest thing is making the right, decisions because I feel I'm in the dark a bit and  
501 sometimes, I pick the wrong tournament or go somewhere and I don't quite know, if it's  
502 the right one to go to or the right level and there is a lot of jargon a lot of different grades  
503 and rankings and you don't quite know at first what it all means

504 **Social considerations**

505 Beyond individual factors, parents' access to social support and their family structure  
506 were also highlighted as key considerations with regards to meeting children's needs. For  
507 instance, the number of parents, siblings within a family, access to extended family, as well  
508 as relationships with other parents, were all seen to influence parents' ability to support their  
509 child's participation.

510 Many parents had more than one child, often involved in different sports, and as a  
511 consequence, parents indicated that providing their children with opportunities to participate  
512 or attend all required sessions, could be challenging. As Silva (hockey) explained, "... having  
513 three children, just makes it that much more of a logistical planning exercise in terms of how  
514 we are getting each child to what they need to do." Kirsty (gymnastics) similarly shared:

515 I've got three children, one trains twenty plus hours a week, another [...] three times a  
516 week and also does trampolining. My third daughter, she also does trampolining and  
517 netball. So, it is a juggling act, it's a massive commitment.

518 However, some parents explained that all their children were involved in the same sport  
519 and consequently, it was not so challenging to facilitate and prioritise their children's  
520 participation. For example, Zoe (gymnastics) explained:

521 That is the advantage of having 3 who have engaged with gymnastics...I don't have  
522 that logistical issue...because 1 of them has to be in football or a different place. So, I  
523 am here in the same place all the time, six days a week, but it is the one place.

524 Moreover, because they spent so much time in that one sport with their various children, they  
525 felt better placed to meet their children's needs and engage in informed conversations.

526 Parents in single parent households or those with a limited wider support network  
527 described challenges associated with enabling their child to be physically prepared for  
528 training and competitions, ensuring they arrived on time, or prioritising their child's sport. As  
529 Carla (swimming) stated, "I find it a bit more difficult...because I'm a single parent... it's just

530 hectic.” For single parents, finding time to facilitate activities outside of sport (which was  
531 desired by children) was particularly “difficult, you’re in a routine, you’ve got [sibling]...we  
532 run around and have got the routine that we have and we just try for the best” (Carla;  
533 swimming). Meanwhile, parents who were part of two parent families indicated that being  
534 able to share responsibilities with their partner would enable them to meet many of the  
535 children’s preferences. For example, Silvia (hockey) said, “we are quite lucky because I tend  
536 to say right, I’ll sort the hockey out and my husband does the child care. How single parents  
537 do it I’m not really sure.” Similarly, Tara explained how she was able to facilitate both of her  
538 children’s sport participation, “Mostly myself but my partner obviously he is going to be over  
539 picking up the trampolining one tonight, because I’m here doing the gymnastics”.

540 Beyond the social support parents had from their partners, some parents explained they  
541 were able to draw on social support from other family members or other sport parents, which  
542 would help them to facilitate their children’s participation and provide social opportunities  
543 for their child beyond their sport. Parents highlighted the benefits of frequent communication  
544 and sharing responsibilities (e.g., transporting children to and from practice) with other  
545 parents, as Natasha (swimming) explained:

546 It’s good because we are all together. We message a lot, so say we are stuck in traffic;  
547 “please grab Joanna till I finish,” that happens quite often. We share lifts and so we  
548 work together to make it happen.

549 By developing relationships with other parents, children had additional opportunities to  
550 socialise and have a “normal” life outside of their sport, as Kirsty (gymnastics) mentioned:

551 It’s because the girls train so much, you know the other girl’s schedules so you know  
552 when you can actually fit in some play time as well. It’s like okay you are training  
553 with Cleo today so you know, Cleo will come over before gym, on Saturday.

#### 554 **Contextual and Environmental Considerations**



555           Given the diverse range of sports included in the study, there were substantial  
556 differences in terms of children's' performance levels, where they trained and competed, as  
557 well as, the frequency of their training sessions and competitions. In addition, there were  
558 different expectations for children, depending upon their sport. As a result, various contextual  
559 and environmental factors such as, where parents lived relative to their child's training venue,  
560 and the nature of their child's sport, influenced how parents could support their child.

561           As indicated, children wanted their parents to learn about their sport and talk to them  
562 about it. However, in certain sports, namely the higher-level gymnastics club, parents were  
563 restricted from watching their children practice, which prevented them from knowing what  
564 children were learning or how they were performing. Consequently, parents indicated that it  
565 would be challenging to provide appropriate feedback or engage in the informed  
566 conversations that their children wanted. Greg (gymnastics) explained, "To be honest I think  
567 that the communication could be a little bit better between coaches and parents because it's  
568 very much left in gym. So, we walk away not knowing anything about it [gymnastics]." This  
569 issue was exacerbated for parents who did not have a background in the sport.

570           Children also discussed a preference for certain types of encouragement and support at  
571 competitions, however the etiquette and environment of different sports influenced whether  
572 parents could provide their desired support from the sidelines. For instance, Danielle (tennis)  
573 explained, that in line with tennis convention, "I don't think it's appropriate to cheer, in a  
574 way, you give like a nice clap and say 'come on, well done,' but discreetly." Similarly,  
575 Trevor (golf) discussed, "It's [golf] not really a spectator sport, it's a child with his clubs  
576 playing the course." Thus, although some children involved in these sports wanted their  
577 parents to cheer them on, the etiquette of the sport prevented such involvement. In contrast,  
578 for other sports, such cheering from the sidelines was encouraged so it was easier for these  
579 parents to engage as their children wanted. As Kirsty (swimming) explained, "I think the girls

580 are now encouraged to cheer for each other as well, ...they're there to support each other and  
581 so you can feed off them cheering really.”

582 Parents of children involved in higher-level/more competitive sports, such as  
583 gymnastics and tennis, also indicated that because they were involved in large volumes of  
584 training, the time available for other activities was limited. Kaitlyn (gymnastics) shared,  
585 “Sometimes it's just playing with school friends because they miss out on so much, they miss  
586 out on parties because they have training.” The challenge of finding time for activities outside  
587 of sport was exacerbated during intense training blocks, which often aligned with school  
588 holidays, as Neil (gymnastics) explained, “the time they could be with their friends is school  
589 holidays, [when] they're out and about playing. But that is during the time when they have all  
590 their camps and the intense training.” Further, most parents explained that even when there  
591 were social opportunities available, their children were often too exhausted from training and  
592 competitions to attend. As a result, to alleviate tiredness, parents often did not encourage their  
593 children to participate in the types of activities a “normal kid” might do.

594 However, other parents were fortunate because their child's sport was not overly  
595 demanding, their child had friends in the same sport, and parents lived close to facilities. All  
596 of which enabled them to facilitate more sporting opportunities for children with their friends.  
597 For example, in the focus group with football parents Clive said, “we live quite near to a park  
598 [...] so I take them there [...] for a kick around because it is quite contained [...] we are quite  
599 lucky because of where we are based,” Other parents reported encountering challenges as a  
600 result of where they lived, as Greg (gymnastics) shared:

601 Yeah, that is the hard bit [social opportunities] you find, because I don't live locally so  
602 you do find it difficult some nights when they get given homework say on a Tuesday and  
603 you know you are not going to be walking in till 20.30 quarter to 9 and they've got a  
604 piece of homework to hand in the following day.

605 Consequently, as a result of living a substantial distance away from the training venue, parents  
606 felt unable to facilitate opportunities for their child outside of their sport.

607 **Discussion**

608 The purpose of the current study was to first, examine children's preferences for  
609 parental involvement that enhanced their enjoyment in sport, and second, to identify the  
610 factors that would facilitate or prevent parents from being involved in the ways preferred by  
611 children. Overall, the findings suggest that parents can influence children's enjoyment of  
612 their sporting experience through their behaviours displayed at home, in relation to training,  
613 and at competitions. Specifically, it was apparent that parents' active engagement with their  
614 child to understand their unique needs, experiences, and interests, both within and beyond  
615 sport, were important to maximise enjoyment. Interestingly, although this is one of the first  
616 studies examining children's (aged 8-12 years) preferences for parental involvement, many of  
617 the preferences and subsequent requirements of parents were similar to those identified by  
618 adolescent athletes (Knight et al. 2010, 2011; Omli and Weiss-Bjornstal 2011). Such  
619 similarities across the age groups point to certain actions from parents that may be useful  
620 throughout children's sporting journeys. Namely, it appears beneficial for parents to  
621 communicate frequently with their child regarding their involvement and actively seek to  
622 learn about their child's sport and their child's experience.

623 Secondly, the findings indicate that a variety of factors affect the extent to which  
624 parents are able to engage in the manner suggested/desired by children. To the authors'  
625 knowledge, this is the first study that has sought to examine explicitly, what may enable or  
626 prevent parents from engaging in the specific ways that children want. Therefore, by  
627 combining both children's desires with parents' realities, the results of this study indicate a  
628 layer of complexity to sport parenting. In line with the Bioecological Model (Bronfenbrenner  
629 1974), parents' abilities to engage in the ways children wanted was influenced by a range of

630 personal, social, and environmental/contextual factors. Thus although the children's  
631 preferences for parental involvement are understandable and consistent with previous  
632 findings (e.g., Knight et al. 2010, 2011) this study has demonstrated that some parents are  
633 unable to meet those preferences. Particularly, single parents, those lacking family support,  
634 families with multiple children, those working flexible hours, parents lacking knowledge of  
635 sport, and those living a substantial distance from training/competition venues may encounter  
636 specific barriers. As such, when seeking to optimise parental involvement in sport, it cannot  
637 be the case that parents are simply told what they should or should not be doing, based on  
638 children's (or others' such as coaches, NGBs) perspectives. Rather, there is the need to  
639 consider the support parents may need to fulfil the behaviours being asked of them.

640       The findings indicate that children want their parents to facilitate sporting opportunities  
641 and prioritise participation to demonstrate that they care about their sport. Hence, as  
642 identified consistently throughout the sport parenting literature, the children in the current  
643 study highlighted the need for parents to provide tangible support to facilitate their sport  
644 engagement. However, providing opportunities for children is not always easy for parents,  
645 and is dependent on factors such as their support network, work commitments, and/or where  
646 they lived. Such challenges have been reported as sources of parental stress in sport (e.g.,  
647 Harwood and Knight 2009) and shown to influence the experience of both parents and their  
648 children (e.g., Kay 2000; Wiersma and Fifer 2008). Given the societal desire to encourage  
649 more children to be physically active and engage in sport, it is important to recognise the  
650 differing abilities of parents to provide sporting opportunities and facilitate strategies to  
651 overcome such challenges. Within the current study parents indicated that, whatever their  
652 family/work context, they often drew heavily on support from others to be able to provide  
653 opportunities. Thus, it may be beneficial for coaches, clubs, and sports organisations to

654 enhance parents' access to social support by, for instance, developing parent networks. This  
655 should enable more parents to provide their children with enjoyable sporting opportunities.

656 Beyond facilitating engagement in sport, children wanted to be able to talk about their  
657 sport with their parents, and to do this, parents needed appropriate knowledge and  
658 understanding. This finding corresponds with recent research which suggested that children  
659 and parents can enjoy engaging in conversations in the car journey home after sporting events  
660 if they are conducted in appropriate ways (Elliott and Drummond 2015; Tamminen, Poucher,  
661 and Povilaitis 2017). The current study extends such findings by highlighting the importance  
662 of such conversations beyond the car ride home, and into the training and home environment.

663 Nevertheless, there was also the need for time away from such conversations, as sport  
664 was not children's only interest. Clearly, parents who had previously engaged in the sport  
665 their child was involved, had sufficient knowledge to talk to their child. Though, there is a  
666 need to ensure conversations are focused on the child's experience, rather than their own, and  
667 that sport was kept in perspective. Unfortunately, many of the parents in the current study did  
668 not have experience of their child's sport. Recognising their lack of knowledge was impeding  
669 their ability to be involved in their child's sport appropriately, many parents in the current  
670 study attempted to learn about their child's sport. However, and again aligned with previous  
671 literature, it seems that accessing the useful information was not straightforward within  
672 certain sports (Knight and Holt 2013), due to, for instance, viewing restrictions. Given the  
673 importance children placed on their parents having sufficient sporting knowledge, it would be  
674 advantageous for sports organisations to increase the accessibility of appropriate information  
675 for parents, that includes access to training, or regular update on training plans/progress.

676 The need for parents to have access to information from sports organisations is further  
677 strengthened when reflecting on children's preference for their parent to provide advice or  
678 feedback, which is appropriately informed. A desire for appropriate technical advice from

679 parents has been recognised previously as a preferred behaviour among adolescents (Elliot  
680 and Drummond 2015; Knight, Boden, and Holt 2010). Consistent with this research, the  
681 children in the current study found it particularly frustrating when parents lacked knowledge,  
682 for it limited the amount of assistance their parents could provide, and at times, resulted in  
683 incorrect feedback or evaluation of the performance. Moreover, it appeared to result in  
684 parents engaging in ways that were less than preferable at competitions. This issue of parents  
685 providing technical advice is a contentious one within youth sport, with many coaches  
686 indicating that parents should not interfere with this aspect of the child's sporting experience.  
687 However, and as indicated within this study, a blanket ban on parents providing children with  
688 technical feedback (which is often advocated in social media and by sports organisations) is  
689 not desired by children themselves. Moreover, given the central role parents play in their  
690 children's lives, and the frequency of communication between parents and children, it is  
691 highly likely they will discuss sporting performances and development. Thus, rather than  
692 suggest that parents should not provide feedback for their child, it may be more beneficial if  
693 coaches/clubs/organisations "upskilled" parents to ensure that when they do talk with their  
694 child, they can do so with sufficient knowledge (Harwood et al. 2019).

695         Although children spent considerable time discussing preferences for parental  
696 involvement relative to their sport, they also wanted parents to recognise them as children  
697 beyond their sport. Children wanted parents to allow them to switch off from their sport and  
698 at times, limit conversations related to their sport. This finding corresponds with research by  
699 Knight et al. (2016) with elite junior slalom canoeists, which suggested that athletes preferred  
700 it when parents did not solely focus on their sport when at home, and away from their sport.  
701 The recognition of children beyond their sport aligns with calls to ensure that athletes are  
702 provided with various opportunities to develop a multidimensional identity given the range of  
703 negative consequences that can arise from having a unidimensional sporting identity (e.g.,

704 burnout and issues with transitions). Unfortunately, despite this desire for recognition beyond  
705 their sport, parents highlighted that as a result of their children's intensive schedules, as well  
706 as their own work commitments and locality, this was not always easy to achieve. Although  
707 the conversation pertaining to age-appropriate amounts of training/competition, is beyond the  
708 scope of this paper, recognising the impact this has on allowing children to "just be kids" is  
709 important. If sports are going to implement intensive training/competition schedules at a  
710 young age ensuring that they at least integrate social and family opportunities within their  
711 sporting provision is evidently, advantageous.

### 712 **Limitations and future research directions**

713 This study utilised a two-stage process including a creative method to enhance the  
714 quality of the data collected from children. It is, to the authors' knowledge, the first study, to  
715 have adopted such an approach and consequently been able to clearly highlight the  
716 complexity of this area. Nevertheless, there are certain limitations to this study that should be  
717 considered when applying these findings or seeking to extend them. Firstly, data were  
718 collected through one-off focus groups, so participants were not provided with an opportunity  
719 to reflect on what they have shared or expand on previous answers. The findings may also  
720 only represent one point in the season. The young age of the participants in stage one, at  
721 times, also resulted in limited depth to their responses. Children were given the opportunity to  
722 freely express their experiences within the art project - which is a highly recommended way  
723 of engaging children to elicit pertinent information, nevertheless, having multiple  
724 opportunities to obtain information would have been useful. Follow up individual interviews  
725 with the parents may also have been useful, because their responses were more complex and  
726 further interviews may have enabled the researcher to refine the findings further, while also  
727 allowing the parents to disclose information they may not have felt comfortable sharing

728 within a group setting. Finally, a few parents were coaches, and as such, their experiences  
729 differed from others, meaning the dynamics of their role warrant future consideration.

730 **Conclusion**

731 Overall, the present study highlights the range of ways in which parents can impact  
732 children's enjoyment in youth sport, through their involvement both within and beyond sport  
733 settings. Further, it illustrates the complexity of parental involvement in sport and the  
734 importance of understanding parents' experiences when providing guidance for parents,  
735 regarding how they should be involved in their child's sport. As the findings of this study  
736 demonstrate, it is important to recognise that not all children and parents are the same; rather  
737 children have different preferences regarding their parents' involvement, and parents will  
738 face different challenges when supporting their children in sport. Thus, it would be beneficial  
739 for parents and children to regularly engage in conversations regarding parental involvement,  
740 so that children can tell their parents what they would like, but then parents can explain why  
741 this may not always be possible. The findings also highlight the importance of clubs and  
742 sports organisations drawing on both children's and parents' perspectives when developing  
743 parent education or support programmes. This will ensure that any suggestions provided to  
744 parents to enhance their involvement, are feasible and effectively optimise children's  
745 enjoyment of their sport.



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882

Supplementary material



883

884 Picture of desired parental involvement, swimming group 1



885

886 Picture of desired parental involvement, swimming group 2

PARENTAL INVOLVEMENT AND CHILDREN'S ENJOYMENT



887

888 Picture of desired parental involvement, swimming group 3



889

890 Picture of desired parental involvement, swimming group 4

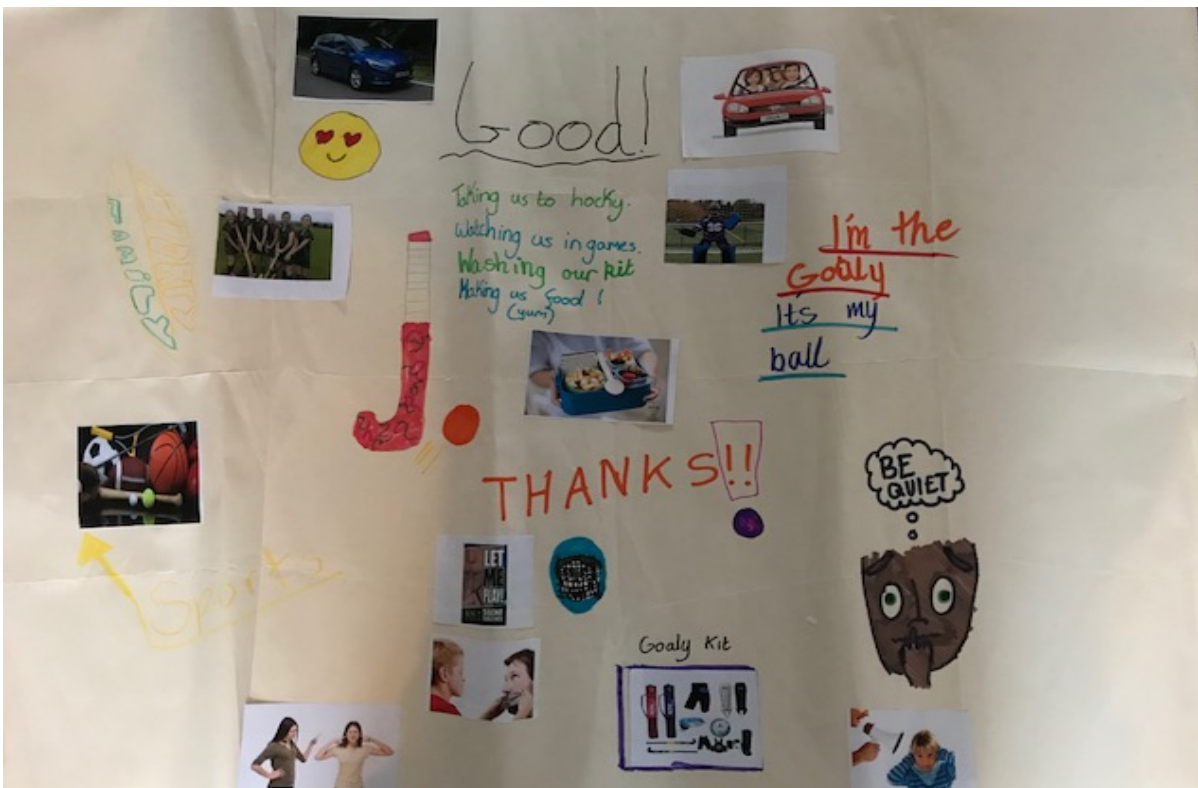


PARENTAL INVOLVEMENT AND CHILDREN'S ENJOYMENT



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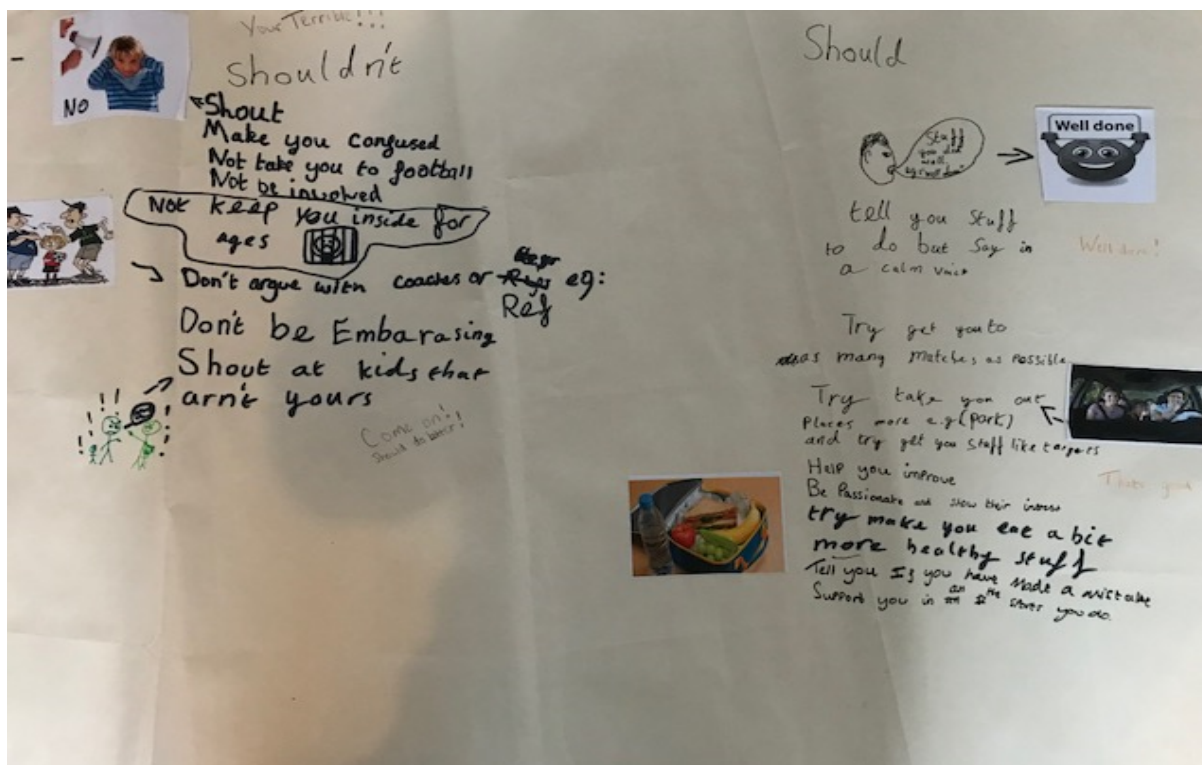
892 Picture of desired parental involvement, football group 1



893

894 Picture of desired parental involvement, hockey group 1

PARENTAL INVOLVEMENT AND CHILDREN'S ENJOYMENT



895

896 Picture of desired parental involvement, hockey group 3



897

898 Picture of desired parental involvement, hockey group 4

PARENTAL INVOLVEMENT AND CHILDREN'S ENJOYMENT



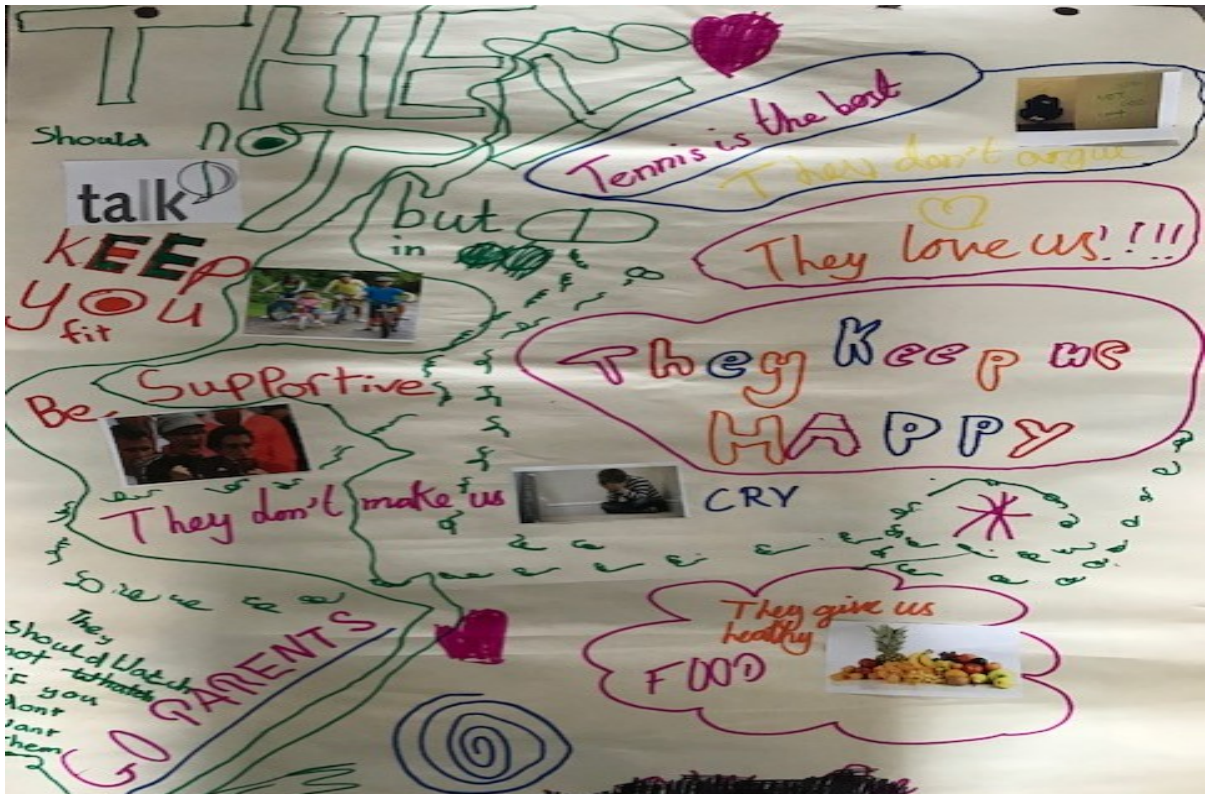
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900 Picture of desired parental involvement, community level gymnastics group 2



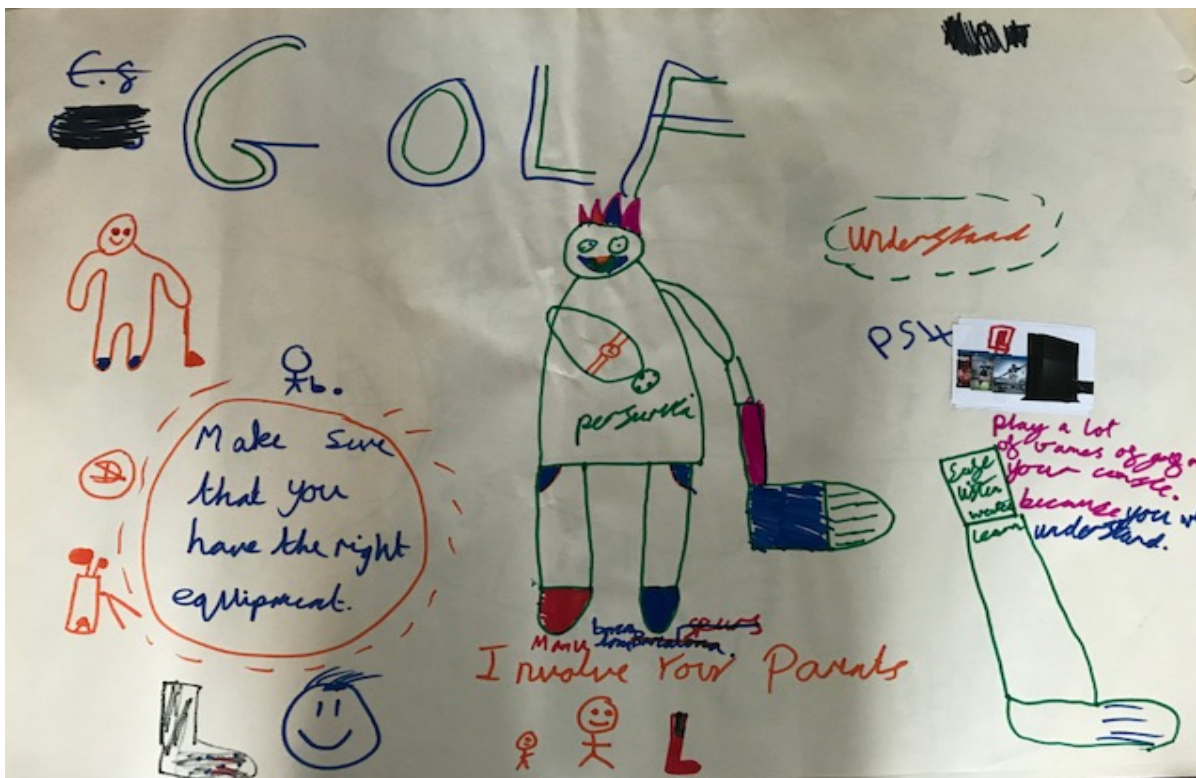
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902 Picture of desired parental involvement, community level gymnastics group 4



903

904 Picture of desired parental involvement, tennis group 2



905

906 Picture of desired parental involvement, golf group 2