

Changing Role of a Parent in Sport

Development Stage

Parent role concerned with child's socialisation into the sport

Specialising Stage

The specialising stage of development is where the player starts to invest more time into one sport (Cote, 1999). **The specialising stage is the main focus as parental influence is most relevant.**

Investment Stage

When a player enters the investment stage, the parental role reduces as the coach and other team mates have more of an influence (Carr, 2009).

Parents and Sport

Parents act as:

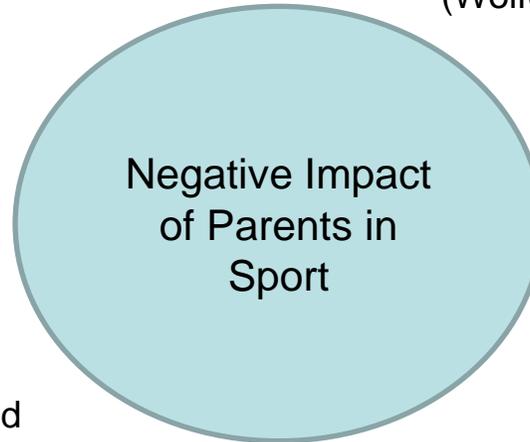
1. **Provider** (of opportunities, finance and travel);
2. **Interpreter** (emotionally dealing and reacting with the sporting experience);
3. **Role model** (Fredrick & Eccles, 2004).

These interactions and experiences influence a child's self perception, values, beliefs and motivations in the sporting context.

Negative Impact of Parents

Continued parent criticism is linked to athlete burnout and ultimately player drop out (Coakley, 1992; Raedeke & Smith, 2001).

An over expectation and pressure to win from parents may lead to player anxiety (Wolfenden & Holt, 2005).



A child's level of perceived ability and competence is directly related to the amount of parental encouragement received (Brustad, 1993b).

Youth athletes often cite family as the biggest stressor they have.

What Youth Athletes want from their Parents

- Be supportive and comment on effort and attitude rather than technical and tactical comments.
- Provide practical advice
- Do not draw attention to themselves and to comply with the etiquette of the club.
- Parents verbal and non verbal communication are matched together

(Knight, Boden, Holt, 2010).

Scenario's

- Busy Schedule with competitions and school
- Been selected to travel abroad for the first time
- Help your child prepare for National tournaments/Selections
- Your child feels like they have underperformed
- Your child comes home from training not happy

Summary - What can I do as a parent?

- After playing, ask about their experiences rather than the result.
- Provide honest feedback on performance and behaviours demonstrated
- Listen to your child
- Encourage your child to take responsibilities for their own preparations.
- Be prepared to let your child make mistakes and learn
- Prompt about key dates and processes but let your child take ownership over these