



## Athletes' Perceptions of Unsupportive Parental Behaviours in Competitive Female Youth Golf

Burke, S., Sharp, L.-A., Woods, D., & Paradis, K. (2023). Athletes' Perceptions of Unsupportive Parental Behaviours in Competitive Female Youth Golf. *Journal of Applied Sport Psychology*, 35(6), 960-982. Advance online publication. <https://doi.org/10.1080/10413200.2023.2166155>

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**Published in:**  
Journal of Applied Sport Psychology

**Publication Status:**  
Published online: 18/01/2023

**DOI:**  
[10.1080/10413200.2023.2166155](https://doi.org/10.1080/10413200.2023.2166155)

**Document Version**  
Author Accepted version

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**Athletes' Perceptions of Unsupportive Parental Behaviours in Competitive Female  
Youth Golf**

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1 Lay Summary: Female youth golfers' views of unsupportive parental behaviours in the  
2 specialising and investment stages of development were explored. Three higher order  
3 categories of unsupportive parental behaviours in competitive youth golf were identified:  
4 *Emotional Ill-Treatment; Physical Ill-Treatment; and Pressurizing Behaviour.*

5 Implications for Practice:

- 6 • Findings highlight the need for applied practitioners to work with sport  
7 organisations in developing and implementing holistic safeguarding cultures,  
8 to prevent child maltreatment in youth sport.
- 9 • Findings can be utilised by applied practitioners, governing bodies, and sport  
10 organisations to inform the content of future educational resources and  
11 programs for parents of youth golfers,

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1 historical scoping review pertaining to parenting in youth sport research. Findings revealed  
2 that early research (foundational period: 1968-1981) examined how parents influenced  
3 children's sport socialization (e.g., Greendorfer, 1977), and the impact of sport involvement  
4 on parent-child relationships (e.g., Gilliland & Tutko, 1978). The transitional period (1982-  
5 1998) continued to explore parent-athlete sport socialization, more specifically, the reciprocal  
6 influence of athletes and parents on sport socialization (Dorsch et al., 2021). However, during  
7 this period research also began to examine parental influence on children's outcomes in sport.  
8 Findings indicated the provision of parental support is associated with enhanced enjoyment,  
9 self-confidence, and perceived competence in youth athletes (Leff & Hoyle, 1995; Power &  
10 Woolger, 1994), while the provision of parental pressure is associated with youth sport  
11 dropout (Gould et al., 1985).

12         The contemporary period (1999-2020) continued to build upon earlier research and  
13 was characterised by qualitative investigations exploring parental involvement in youth sport  
14 (Dorsch et al., 2021). For example, Côté (1999) examined patterns of family dynamics  
15 throughout children's sport participation and detailed three stages of athlete development: the  
16 sampling, specialising, and investment years, which are consistent with both sport-specific  
17 and general theories of child and adolescent development (Côté & Vierimaa, 2014). The  
18 sampling years (~6-12 years) are characterised by children sampling a variety of different  
19 sports. Experiencing fun and enjoyment through sport takes priority during these years, as  
20 parents take on a leadership role and provide their children with opportunities to participate in  
21 sport (Côté, 1999). Specialising stage youth athletes (~12-15 years) participate in a limited  
22 number of sports and continue to develop their sport specific skills through practice. Parents  
23 become highly involved during this stage as athletes begin to compete, as they provide  
24 practical, emotional, and financial support (Côté, 1999). Investment stage athletes (~16-18  
25 years) are committed to becoming elite performers in one chosen sport. Parents continue to

1 be an important source of support during this stage, as they provide their child-athletes with  
2 critical support, particularly during challenging times (Côté, 1999). Previous research has  
3 proposed that as athletes move through the various stages of athlete development, their  
4 support needs change, and parents must therefore adapt their involvement accordingly  
5 (Harwood & Knight, 2015). As a result, researchers have suggested that future research  
6 examining parent involvement in youth sport should account for the development stage of  
7 athletes (Harwood & Knight, 2015). The specialising and investment stages of development  
8 represent a period in youth sport whereby parental involvement is high, as athletes compete  
9 (Côté, 1999). Therefore, continuing to further our understanding of athletes' perceptions of  
10 parental involvement during these years is important, to support improved parent engagement  
11 and positive experiences for parents and youth athletes within the youth sport environment.

12         With a view to develop an enhanced understanding parental support constructs,  
13 research began to explore athletes' perceptions of parental involvement and support in youth  
14 sport. Knight et al. (2010) examined junior tennis players' preferences for parental  
15 involvement at competitions. Results revealed that athletes appreciated parents commenting  
16 on effort and attitude, providing practical support, respecting tennis etiquette, and  
17 supplementing non-verbal behaviours with supporting comments. Similarly, Knight et al.  
18 (2016) examined elite youth canoeists' views of parental involvement. Results indicated that  
19 parental support included the provision of motivational and constructive evaluation,  
20 emphasising holistic development, and supporting the development of a growth mindset.

21         The majority of sport parents exhibit supportive behaviours (e.g., financial assistance;  
22 unconditional love) and contribute to positive experiences for youth athletes (Kidman et al.,  
23 1999). However, research has demonstrated that unsupportive parenting practices (e.g., high  
24 expectations, emphasis on performance outcomes, criticising the athlete) are evident in the  
25 youth sport environment, contributing to lower levels of enjoyment in sports and increased

1 levels of amotivation and anxiety (Bois et al., 2009; O'Rourke et al., 2011; Sánchez-Miguel  
2 et al., 2013). For example, research conducted by Gould et al. (2006) which explored  
3 coaches' views of parental involvement in junior tennis, revealed that 59% of parents were  
4 positively involved in their child-athletes sport, however, 36% were perceived as having a  
5 negative influence. Coaches disclosed negative parenting practices included over-  
6 emphasising performance outcomes, having high expectations, and criticising the athlete.  
7 Furthermore, observational research conducted by Holt et al. (2008) reported negative and  
8 derogatory comments accounted for approximately 15% of comments directed at athletes.

9         Research has also explored athletes' perceptions of unsupportive parenting practices  
10 in youth sport (e.g., Knight et al., 2011; Tamminen et al., 2017). For example, Knight et al.  
11 (2011) examined youth athletes' perceptions of parental involvement in teams sports. Results  
12 revealed that athletes did not appreciate parents placing an emphasis on performance  
13 outcomes, or arguing with sport officials. Similarly, Knight et al. (2010) revealed that parents  
14 exhibiting poor body language was perceived negatively by junior tennis players. Elliott and  
15 Drummond (2017) also explored parents and athletes' perceptions of parental verbal  
16 behaviour in junior Australian football. Findings illustrated that parental criticism, such as  
17 critical comments and swearing directed towards youth athletes was perceived negatively.

18         More recently, researchers have begun to conduct observational research of parent-  
19 child interactions during car journeys (e.g., Tamminen et al., 2022). For example, Thrower et  
20 al. (2022) examined parent-child interactions during the pre-competition car journey.  
21 Thirteen parent-child dyads were audio and video recorded during car journeys to  
22 competitions. Conversational analysis of the data revealed that interactions whereby parents  
23 positioned themselves as having authority over their children's tennis, and interactions  
24 whereby parents posed 'test' questions to their child-athletes were met with resisted or  
25 disengaged children. Conversely, interactions whereby parents posed 'wh- questions' that



1 provided authority to child-athletes produced more positive responses from children (e.g.,  
2 affiliative talk). This body of research has provided researchers and practitioners with  
3 insights into inappropriate parenting practices displayed in the youth sport environment.  
4 However, these data have been gleaned primarily from sports such as tennis and football  
5 (e.g., Knight et al., 2010; 2011). This is representative of the broader sport parenting  
6 literature, whereby research examining parental involvement in youth sport is dominated by  
7 investigations in sports such as tennis, soccer, and hockey (e.g., Bean et al., 2016; Holt et al.,  
8 2008). Additionally, although research examining parenting in youth sport has begun to  
9 emerge in Australia (e.g., Elliott et al., 2020), existing research examining parental  
10 involvement is populated by samples primarily recruited from the United States and the  
11 United Kingdom (Harwood & Knight, 2016). Knight (2019) has called on researchers to  
12 diversify their participant populations by stating “a major limitation of the current evidence  
13 base, particularly when considering application to or making recommendations to sport  
14 organizations, is the predominance of data on North American and UK samples, particularly  
15 with adolescents or their parents in football (soccer) and tennis’ (p. 256).

16         Within the sport parenting literature, youth golf is one sport which has received scant  
17 research attention. Similar to other youth sports, golf requires substantial time and financial  
18 investment by parents. However, youth golf also presents some unique characteristics. That  
19 is, youth golf is a self-paced sport, presenting youth athletes with a significant amount of free  
20 time during competition. Additionally, parents frequently spectate in close proximity, or  
21 uniquely may take on the role of caddy during competition. The close proximity of parents  
22 and idle time during competition presents opportunities for prolonged verbal and non-verbal  
23 communication between parent and youth athlete to occur. As such, the unique context  
24 presents parents with a significant opportunity to become heavily involved in the competitive  
25 youth golf environment. Furthermore, investigations examining the retention of females in

1 youth golf revealed supportive parental relationships contributed to continued participation,  
2 while unsupportive parental behaviours contributed to attrition of females in youth golf  
3 (Williams et al., 2013).

4 In a bid to diversify geographic samples and move beyond recruiting participants  
5 from sports such as tennis and soccer, ██████████ (under review) sought to advance a  
6 grounded theory of parental support through the examination of female youth athletes'  
7 perceptions of parental support within competitive youth golf. The grounded theory advanced  
8 identified that parental support was characterised by informational, emotional, instrumental,  
9 and autonomy support. However, athletes' perceptions of support within these categories  
10 varied, and were influenced by a multitude of factors, such as athlete, parent, and contextual  
11 characteristics. These findings have furthered the understanding of parental support in youth  
12 golf; however, it focused primarily on understanding perceptions of facilitative supportive  
13 behaviours. An examination of youth golfers' perceptions of maladaptive behaviour provides  
14 a logical avenue to continue to explore parental support in more diverse youth sport samples  
15 (Dorsch et al., 2019; 2021), while also exploring if the unique youth golf environment  
16 presents parent behavioural issues. Moreover, parent-education programs have emerged as an  
17 appropriate avenue to promote positive parent involvement in youth sport (see Burke et al.,  
18 2021). Exploring athletes' perceptions of maladaptive parent involvement may demonstrate  
19 the need for parent education initiatives specifically in youth golf, while also enabling future  
20 researchers and practitioners to tailor future parent support interventions, to target behaviours  
21 specific to the youth golf environment.

22 Therefore, the current study sought to examine perceptions of unsupportive parental  
23 behaviours, among female youth golfers in the specialising and investment stages of athlete  
24 development. Given the predominance of data from North America and the United Kingdom,  
25 the current research sought to examine unsupportive parental behaviour in a variety of

1 countries across three continents, namely North America, Europe, and Oceania (Australasia),  
2 in an effort to continue to diversify participant populations in the literature. Two research  
3 questions guided the research: (1) What are female youth athletes' perceptions of  
4 unsupportive parenting practices in the pre-, during-, and post-competition environment? and  
5 (2) What are female youth athletes' perceptions of the implications of parents displaying  
6 unsupportive parenting practices?

### 7 **Method**

8 The current research was conducted from a pragmatic philosophical position.  
9 Pragmatists propose that an individual's knowledge of the world is socially constructed and  
10 dependent on individual experiences and interactions. As such, pragmatists propose that  
11 individuals' knowledge of the world is unique, as it is formed through individual experiences,  
12 while also acknowledging that this knowledge is socially shared, as it comes from socially  
13 shared experiences (Morgan, 2014). When conducting research from a pragmatic  
14 philosophical position, the emphasis is placed on the research question, whereby the  
15 researcher adopts methods available to address the question (Creswell & Creswell, 2018).  
16 Therefore, the pragmatic approach to inquiry creates a process of planning that starts with the  
17 research question, leading to a research design, followed by a choice among available  
18 methods. As such, pragmatism treats research as a process that unites purposes and  
19 procedures (Morgan, 2014). Within the present investigation and in line with a pragmatic  
20 approach, the research questions were utilised to guide the research design. That is, a generic  
21 qualitative approach was adopted, as researchers have proposed that this inquiry is  
22 appropriate to address multiple different exploratory research questions (e.g., Kramers et al.,  
23 2022). Through this approach, the research team sought to develop an in-depth understanding  
24 of athletes' perceptions of unsupportive parenting practices across the competitive  
25 environment and identify athletes' views on the implications of parents' engaging in

1 unsupportive parental behaviours.

## 2 **Procedure**

3       Following institutional ethical approval, National Governing Golf Bodies (NGBs), in  
4 seven countries (Australia, Canada, England, Finland, Ireland, New Zealand, and Scotland)  
5 acted as gatekeepers in the recruitment of female youth golfers from their respective national  
6 and regional golf panels. High-Performance Directors from NGBs were contacted via email  
7 and provided with a research brief. NGBs who were in a position to act as gatekeepers, were  
8 provided with a recruitment pack (i.e., participant information sheet, parent consent form,  
9 player assent form), which was subsequently distributed to parents and youth athletes  
10 who met the sampling criteria via email. Youth athletes who wished to participate returned  
11 parental consent and player assent forms to their respective NGBs. The authors liaised with  
12 NGBs and parents to arrange an appropriate date and time for data collection.

13       In advance of participation, athletes completed a demographic questionnaire detailing  
14 athletes' age, sport participation, golf handicap, and World Amateur Golf Ranking (WAGR).  
15 This allowed the authors to appropriately categorise participants into the specialising and  
16 investment stages of development. Prior to the commencement of focus groups, participants  
17 were provided with a verbal explanation of the study, informed that their participation was  
18 voluntary, and that all information shared remained confidential. Given the age range of  
19 participations and the topics being discussed, the first author took time to promote a relaxed  
20 and informal environment, by informing participants that there were no right or wrong  
21 answers, emphasising the importance of their opinions, and embedding introductory  
22 questions within the interview guide.

## 23 **Participants**

24       Participants were purposefully sampled (Patton, 2015), a prominent sampling tool in  
25 qualitative research that allows for the inclusion of information rich participants, who are

1 knowledgeable regarding the topic of interest (Patton, 2015). The purposeful sampling  
2 criteria was based on sport (golf); gender (female athletes); and athlete development stage  
3 (specialising & investment stages).

4         The sample consisted of 61 female youth golfers recruited from Australia ( $n = 6$ ),  
5 Canada ( $n = 12$ ), England ( $n = 9$ ), Finland ( $n = 5$ ); Ireland ( $n = 11$ ), New Zealand ( $n = 8$ ), and  
6 Scotland ( $n = 10$ ). Specialising stage athletes ( $n = 27$ ) were aged between 11-16 years old  
7 ( $M = 13.33$  years;  $SD = 1.4$ ). Further, athletes in this stage participated in 1-5 sports ( $M = 2.4$ ;  
8  $SD = 1.02$ ) and possessed an average golf handicap of 8.3 ( $SD = 7.5$ ). No specialising stage  
9 athlete held a WAGR. Finally, specialising stage athletes spent an average of 7.8 hours  
10 practicing ( $SD = 7.4$ ) and 8.3 hours playing on course ( $SD = 4.3$ ) per week. Investment stage  
11 athletes ( $n = 34$ ) were aged between 14-19 years old ( $M = 16.7$  years;  $SD = 1.4$ ). Athletes in  
12 this stage participated in 1–4 sports ( $M = 1.4$ ;  $SD = 0.82$ ), however a noteworthy point is that  
13 all athletes revealed that golf was their main sport. Twenty-four investment stage athletes  
14 possessed a WAGR, ranging from 312–2541 ( $M = 1123$ ). These athletes possessed a WAGR  
15 for an average of 2.15 years and had an average golf handicap of +1.8 ( $SD = 2.2$ ). Athletes in  
16 the investment stage of their development spent an average of 17 hours practicing ( $SD =$   
17 7.20) and 9.8 hours playing ( $SD = 5.3$ ) per week.

## 18 **Data Collection**

19         Data were gathered using online synchronous focus group, utilising Microsoft Teams.  
20 This platform was chosen as participants are not required to purchase or install software and  
21 only invited parties can gain access to the virtual meeting room. Focus groups are particularly  
22 advantageous when exploring both shared and contested views on a particular topic (Braun et  
23 al., 2016). Furthermore, focus groups allow researchers to sample a greater breadth of  
24 individuals and gain a variety of perspectives and lived experiences (Patton, 2015). Lastly, it  
25 has been argued that adolescents and youth may be less willing to discuss sensitive topics

1 (e.g., unsupportive parental practices; Ennis & Chen, 2012). However, focus groups offer  
2 supportive peer environments which allow participants to feel more open and comfortable  
3 contributing to discussion (Ennis & Chen, 2012). This was particularly important, given the  
4 age of the recruited athletes and the topics being discussed.

5 Fourteen online focus groups were conducted with female youth golfers in the  
6 specialising ( $n = 6$ ) and investment ( $n = 8$ ) stages of athlete development. Focus groups were  
7 facilitated by the first author and ranged from 63-92 minutes ( $M = 78$  minutes). Gibson  
8 (2007) suggests optimal group size for focus groups with youth are 4-6 participants. Thus,  
9 focus groups in the current investigation were made up of 3-6 participants, for ease of  
10 facilitation with youth (Lobe et al., 2020) and in line with previous youth sport focus group  
11 research (Martin et al., 2011). The development of the interview guide was informed by  
12 previous interview guides employed in research examining athletes' perceptions of parental  
13 involvement in youth sport (e.g., Knight et al., 2010; 2011), and aligned to the aims and  
14 objectives of the current research. Two pilot focus groups were conducted with specialising  
15 and investment stage athletes, to ensure the appropriateness of the interview guide. No  
16 amendments were made to the interview guide following the completion of pilot focus  
17 groups, therefore participants who partook in the pilot focus groups were included in the final  
18 sample. Topics within the interview guide explored athletes' views of unsupportive parental  
19 behaviours across the competitive youth sport environment (i.e., pre-, during-, post-  
20 competition). Examples of questions within the interview guide included: (1) Is there  
21 anything you would like your parents to do differently before competitions?; and (2) When  
22 you have been at golf tournaments, have you ever seen examples of parents who were being  
23 unsupportive?

#### 24 **Data Analysis**

25 Focus groups were audio recorded and transcribed verbatim by the first author. To

1 ensure participant confidentiality and anonymity, personal identifying information was  
2 removed from transcripts and each participant was allocated a participant number. To  
3 develop an understanding of athletes' perceptions of unsupportive parental behaviours,  
4 reflexive thematic analysis was utilised (Braun & Clarke, 2018), a prominent analysis tool for  
5 analysing patterns in qualitative data (Braun et al., 2016; Braun & Clarke, 2021). Reflexive  
6 thematic analysis can be utilised to address a variety of different types of research questions,  
7 providing the researcher with a flexible but robust method of analysis (Braun et al., 2016).

8         In line with Braun et al.'s (2018) phases of reflexive thematic analysis, the first author  
9 critically engaged with the data and achieved familiarisation by listening to audio recordings,  
10 transcribing data sets, readings transcripts, and taking notes of any questions and concepts  
11 that addressed the research question (Braun et al., 2016). During the second phase of analysis  
12 (i.e., coding), relevant segments of data were systematically identified line-by-line and  
13 assigned codes in NVivo. This continued until all relevant pieces of data were identified and  
14 labelled, and provided a rich and thorough representation of the data. Following, codes were  
15 reviewed to identify underpinning core concepts, and themes were developed to reflect  
16 patterns of shared meaning in the data (Braun & Clarke, 2018). For example, within the  
17 current data set, the codes verbal ill-treatment and support withdrawal created the higher-  
18 order theme of '*Emotional Ill-Treatment*'. During the data analysis phase, co-authors acted as  
19 critical friends. That is, the first author provided interpretations of the data, and co-authors  
20 provided regular critical feedback, explored alternative potential interpretations, and  
21 encouraged continuous reflection. The first author continually reviewed and reflected on the  
22 identified themes, ensuring that results accurately represented the data set. Following, themes  
23 were named, and definitions were developed. Braun et al. (2016) proposed that the final  
24 write-up phase is a critical component of the analytic process, which enables the researcher to  
25 test how well the themes work. In line with this, the final write-up phase began early in the

1 analysis, relevant data extracts which represented themes were selected and accompanied  
2 with analytic commentary.

### 3 **Quality Criteria**

4         The research team did not implement a predetermined or universal list of criteria to  
5 judge the quality of the presented research. Rather, the authors adopted a flexible list of  
6 criteria that can be added to, subtracted from, or modified, based on the specific research  
7 objectives (Sparkes & Smith, 2014). The criteria detailed below were selected based on the  
8 objectives of the current research and adopted methodological approach. The *worthiness of*  
9 *topic* is illustrated in the absence of research exploring parental involvement in youth golf, as  
10 elucidated within the introduction. In addition, the *impact* of the research is evidenced in the  
11 identification of parental ill-treatment in youth golf, and the need for governing bodies and  
12 sport organisations to invest in preventative measures targeting maltreatment in sport.  
13 Furthermore, the first author maintained a research notebook, to record thoughts and  
14 reflections on research activities, and promote *reflexivity*. Additionally, co-authors provided  
15 regular critical feedback during the process of developing themes and encouraged continuous  
16 reflection, a process Smith and McGannon (2018) previously termed ‘critical friends’. The  
17 purpose of critical friends is not to achieve agreement between researchers, but rather to  
18 encourage dialogue, reflexivity, and explore alternative interpretive possibilities. The diverse  
19 perspectives offered by critical friends are presented as an opportunity to challenge and  
20 develop researchers’ interpretations (Smith & McGannon, 2018). With regards to *rigour*,  
21 Braun et al. (2016) developed guidelines to help researchers conduct rigorous analysis when  
22 adopting reflexive thematic analysis. The authors considered these guidelines throughout the  
23 research process.

### 24 **Results**

25         The current findings represent female youth athletes’ perceptions of unsupportive



1 parental behaviours in competitive youth golf. Three higher-order categories of unsupportive  
2 parental behaviours which were common across athlete responses are discussed: *Emotional*  
3 *Ill-Treatment; Physical Ill-treatment; and Pressurizing Behaviour*. Although it was originally  
4 sought to examine perceptions of unsupportive parenting practices across athlete  
5 development stages, there was little evidence to suggest differences existed in athletes' views  
6 of unsupportive parental involvement across groups. [Insert Table 1 here]

### 7 **Emotional Ill-Treatment**

8 ***Verbal Ill-Treatment.*** Verbal ill-treatment included the provision of negative  
9 comments, shouting, and swearing at child-athletes. Athletes in the specialising and  
10 investment stages of development revealed verbal abuse during or following a poor  
11 performance was perceived as unsupportive parental behaviour. Specialising Athlete (SA) 21  
12 commented "I have seen parents who have yelled at their kids before for not playing well or  
13 not putting up a good round, they're sitting together, and the player is crying, and the parents  
14 are yelling at their kids". Similarly, SA18 revealed "I've seen parents swear at their kids,  
15 which is not good [be]cause it doesn't help them in any way. They start to panic and focus  
16 more on that than on their golf, trying to make sure their parents are happy".

17 Athletes revealed that verbal ill-treatment contributed to negative athlete emotions:

18 I've definitely seen a lot of players crying on the course because of their parents  
19 shouting at them. I remember this one time at a junior event when I was about 10 and  
20 I was playing with someone and her dad was just yelling at her the entire time and she  
21 was crying the entire time, which just makes me think about how much of a traumatic  
22 experience that must have been (Investment Athlete 29).

23 Further, athletes indicated that such parental behaviours may contribute to potential youth  
24 sport attrition or athletes questioning their participation:

25 I saw this dad having an absolute go at this little girl, I don't even know what for, but

1           we were like 6 years old or 7 years old... I'd just give up, I wouldn't want to put  
2           myself in a position where I'm going to get yelled at for having a bad game, that's just  
3           silly (IA34).

4           Similarly, SA21 revealed "I wouldn't want to play anymore, because why would I play when  
5           this is the result. If I'm just going to keep on being yelled at, then why would I continue?".

6           Finally, athletes in the current study suggested that verbal ill-treatment may create fear of  
7           failure among child-athletes. IA28 commented "I've definitely seen parents whose child  
8           hasn't played well, and they've been sitting crying their eyes out because their mum or dad  
9           has been yelling at them... you'd be so scared of playing bad".

10           *Support Withdrawal.* Emotional ill-treatment also included parents withdrawing  
11           support from child-athletes, during or following a poor performance. Within the current  
12           investigation, support withdrawal was characterised by parents withdrawing their presence  
13           during a below standard performance, or parents denying conversation with athletes. Similar  
14           to verbal ill-treatment, specialising and investment stage female youth golfers perceived this  
15           as unsupportive, IA3 stated "I've seen a few times where a parent will get so worked up,  
16           they care about their child doing well, that they'll kind of storm off the course or leave the  
17           hole". Similarly, SA27 revealed:

18           Say I got a bogey, my dad just walks off the course or goes to the next hole and I  
19           don't see him for a few holes because he's upset and he wants to take a breather, that  
20           makes me feel really sad inside because I know after the round, he's probably going  
21           to get upset at me.

22           A further example of support withdrawal included parents denying conversation with athletes  
23           following a poor round. IA15 stated:

24           I was at a competition with a friend of mine... she was leading the competition and  
25           did not win in the end, she did not play good on the last day... and her dad ended up

1 not speaking to us for the rest of the trip, I thought that was pretty harsh.

2 The withdrawal of parental support during or following a poor performance demonstrated an  
3 absence of unconditional parental support, an important aspect of sport parenting. Instead,  
4 this behaviour illustrated to athletes that the support they receive is contingent on how they  
5 perform:

6 I don't think I would be happy because they [parents] are there when I am playing  
7 well but not when I am playing bad, which obviously is not what you want, because  
8 you want them there the whole time (IA3).

9 Similarly, IA15 revealed how she would have felt had she experienced this behaviour:

10 You could see how disappointed he [father] was, it meant a lot to him, and we were  
11 15, so we were really young... I would have felt like such a disappointment and just  
12 not being enough. Back at home I feel like however I play I'm always welcomed back  
13 home always, I'm always enough, whatever I score.

14 Further, athletes indicated that parents withdrawing support during a poor performance can  
15 be a significant source of distraction. For example, SA26 stated "it [support withdrawal]  
16 takes your mind off what you're doing... and now you're not focused on your golf, you're  
17 focused on what they're thinking and what they're feeling about the bogey you just got".

18 Although support withdrawal during or following a poor performance was perceived by  
19 athletes as unsupportive parental behaviour, the presented quotes and results also illustrate  
20 the emotional demands placed on parents during competition.

### 21 **Physical III-Treatment**

22 *Physical Contact.* Physical contact included throwing objects at or striking athletes.

23 Investment stage athletes discussed witnessing parents making physical contact with child-  
24 athletes. Unsurprisingly, this behaviour was perceived as unsupportive and typically occurred  
25 during or following a poor performance:

1           Some parents just go nuts, it's not good. I've witnessed a few parents hitting their  
2           children during the round or after the round... it definitely makes me appreciate how  
3           my parents treat me towards my golf... no matter how I play, they're not going to  
4           treat me differently (IA33).

5   Similarly, IA16 stated:

6           She hit two bad tee shots and we were on the first fairway and her dad threw a  
7           Bushnell [distance measuring device] at her, like straight at her and I was like that is  
8           just not helpful to anyone. I just thought that was an extremely or very unsupportive  
9           person to have with her because that was not going to help her at all.

10   Similar to verbal ill-treatment, athletes revealed parents making physical contact with athletes  
11   can contribute to negative athlete emotions, "I've seen a lot of kids cry while playing golf,  
12   they cry during rounds if they start playing bad because they know what's going to happen  
13   next" (IA30). Further, results from the current study indicated that physical ill-treatment may  
14   also contribute to maladaptive athlete outcomes, such as athletic cheating and inappropriate  
15   amounts of practice:

16           I've seen that so much on the golf course, they would hit their head, or they would hit  
17           them with a golf club... I think because of that [witnessing abuse], that indirect  
18           trauma I tried to practice harder... it develops methods of cheating because if you  
19           start playing bad you're going to do whatever it costs for you not to get told off by  
20           them... it reaches a certain point where you're so desperate to do whatever you can,  
21           whatever it takes, like cheating... because I've come from a Korean background, it's  
22           just everywhere around me... it's such an unspoken area of the game and nobody  
23           wants to talk about it, but it's quite important.

24   Lastly, IA30 suggested physical ill-treatment displayed by parents can also contribute to  
25   parent-child relationship issues, "You despise your parents... I think you develop trust issues

1 as well... even if it was once or twice, the people you trust the most hitting you, that isn't  
2 easy to take... it really sticks with you forever".

3 ***Punitive Behaviour.*** Physical ill-treatment also included punitive behaviours, which  
4 included parents punishing their child-athletes by physical exertion, following a poor  
5 performance. Athletes again perceived this behaviour as unsupportive. IA33 stated "I know  
6 one girl, every bogey she had in her round that was one mile she had to run home, so like she  
7 would have five bogeys and she would have to run like five miles home". Results revealed  
8 such punitive behaviours may create feelings of worry amongst athletes and have negative  
9 implications for athlete enjoyment. IA33 stated "you can't really enjoy golf if you are just  
10 worried about if you play bad. What are my parents going to think, or what is going to  
11 happen... you can't enjoy something if you're just worried about the consequences".

## 12 **Pressurising Behaviour**

13 ***Negative Body Language & Facial Expressions.*** Pressurising parental behaviour  
14 within the youth sport context included displaying negative body language and facial  
15 expressions during a poor performance. For example, SA2 stated "when I miss a putt she will  
16 turn away". Similarly, SA25 revealed:

17 You just see the facial expressions on their face and it's just like they're kind of  
18 down. I get that parents, when we play quite bad, they feel quite sad as well... I know  
19 it's hard but they kind of need to be the bigger person and they need to be like 'okay  
20 you got this'... it's something simple but it helps a lot.

21 Results revealed that parents displaying negative body language during a poor performance  
22 placed athletes under greater pressure to perform; for example SA2 stated "I feel like 'I have  
23 sort of let my mum down there a bit' so sometimes I have to put pressure on myself to  
24 perform on the next hole". Results also indicated that parents displaying negative body  
25 language during a poor performance can be a major source of distraction for athletes:

1 I like my dad caddying for me, but sometimes when I'm not playing well, I can see  
2 that his body language does change a little bit and that's something I don't like, it's  
3 kind of obvious with him. It affects me when his body language changes... it makes it  
4 a little bit harder to just focus on the next hole, on what's in front of me and the next  
5 shot because I'm thinking of what I did wrong, so yeah, it's a little bit hard (IA29).

6 ***Pressure to Practice & Perform.*** Pressurising parenting behaviours also included  
7 pushing children to engage in practice and pressurising child-athletes to perform, by placing  
8 and emphasis on performance outcomes and placing high expectations upon athletes:  
9 Nowadays my dad doesn't push me to practice which is pretty good... I appreciate  
10 that he cares that I need to do stuff to accomplish things, but if someone pushes me to  
11 do anything then I feel like it doesn't come from me and then the practicing is a waste  
12 of time... sometimes it isn't good when someone says to you 'shouldn't you be  
13 practicing?', I don't like it because I start to feel pushed (IA12).

14 Pressurising parenting behaviours also included pressure to perform, conveying high  
15 expectations of athletes, and placing an emphasis on performance outcomes. This behaviour  
16 was perceived as unsupportive amongst athletes in both the specialising and investment  
17 stages of development. SA27 commented:

18 I've seen parents before the round, they kind of give more pressure to their kids. I'm  
19 sure they don't do it purposely and they want the best for their kids. But I would see  
20 them kind of giving the pressure like 'you better play good' or you know 'play good  
21 today and you'll be fine' or 'win the tournament'... it just makes me feel sad that the  
22 parents are kind of pressurising them instead of helping them.

23 ***Making Negative Comparisons.*** Athletes in the specialising and investment stages of  
24 development revealed that parents making negative and unwanted comparisons with fellow  
25 competitors was a pressurising and unsupportive parental practice. For example, SA27

1 commented:

2 The number one thing that I hate that my dad does, is when he compares me to other  
3 players. He'll be like 'this girl hits it 10 yards further than you and she'll be able to  
4 get on in two on the par five's'. I just hate that so much...he doesn't even realise that  
5 it hurts me, and it hurts my feelings, especially with putting 'well this person will  
6 make all these putts and they're going to shoot a 67 and so you have to do really good  
7 or else they're going to beat you'.

8 SA27 indicated that being compared to fellow competitors creates feelings of inadequacy:

9 It makes me feel really bad, I think he thinks that it's a positive 'oh if I compare her to  
10 other players then she'll get motivation' but I find it the opposite. I find that really  
11 rude and what if he thinks that they are better than me and I'm not good enough.

12 ***Displaying Frustration & Anger.*** Athletes across both development stages revealed  
13 that parents displaying frustration and anger following a poor performance was a pressurising  
14 parental behaviour, and was consequently perceived as unsupportive. SA12 commented:

15 If the girl had a bad round or a bad hole, you see parents getting thick [frustrated], but  
16 there's no point in getting thick because the round is over... if they are going to get  
17 thick at her every time what is the point in her to keep on going?... there are better  
18 ways to deal with the situation, than losing it... every parent wants their child to do  
19 well, that's natural but if it's not their day, it's not their day, that's not their fault.

20 Similarly, SA27 revealed:

21 Even though she [fellow competitor] shot three under which is really good, her dad  
22 started getting really mad at her... behind the scenes at the car, because she three  
23 putted on the last hole. I find that almost dumb because you know kids aren't robots  
24 and even though she three putted she still shot really good and you should be really  
25 proud of your daughter.

1 Further athletes also revealed that parents displaying frustration and anger during a poor  
2 performance is unsupportive. IA16 stated:

3       If I could see that my dad was getting really annoyed that I was playing badly, that did  
4       not help me one bit... that is something that I hated, when my parents weren't happy  
5       when I was playing bad, because when I'm playing bad I'm not happy, so having  
6       someone that wasn't helping me get back on the right track wasn't very helpful.

7       Athletes revealed that parents displaying frustration and anger during or following a  
8       poor performance can be an additional source of stress; for example IA20 stated "it would  
9       make me stressed even more on the course if I knew I was playing bad and it wasn't going to  
10      be good, it would make it worse because I'd be more stressed about what's going to happen  
11      after my round". Similarly, IA21 commented "you'd be like 'oh no I just had a double bogey,  
12      what will they say'. You'd stress about that instead of 'I had a double bogey, like go make  
13      birdie on the next hole'. Further, athletes also indicated that such behaviour may have  
14      negative implications for athlete enjoyment and continued participation. SA27 stated:

15       It would make me feel really upset and I'd almost quit golf because that is just like  
16       extreme, it would just make the sport unfun and I know every time I would play and  
17       make a mistake he would get mad at me and that would just make me feel like I'm  
18       trapped and I would just not want to do it anymore.

19      Similarly, SA14 discussed how such parental behaviour can increase pressure to perform  
20      amongst athletes:

21       It would not be a good three or four hour journey home... if my dad was doing that  
22       every time I played bad I wouldn't even want to go and play the competition because  
23       I know if I play bad that's literally going to be the atmosphere on the way home. It  
24       puts pressure on you to play well as well.





1 *Practice & Perform, Making Negative Comparisons, Displaying Frustration & Anger, &*  
2 *Unsolicited Interference*). These findings also provide rich details of female youth golfers'  
3 views on the impact of these parenting practices.

4 Stirling et al. (2011) have previously defined abuse in sport as a “pattern of physical,  
5 sexual, emotional, or negligent ill-treatment by a person in a caregiver capacity (e.g., parent,  
6 coach) resulting in actual or potential harm to the athlete” (p. 385). Results from the current  
7 study revealed that emotional ill-treatment, namely verbal ill-treatment and support  
8 withdrawal, were perceived as unsupportive parental behaviours in youth golf. Additionally,  
9 athletes also discussed physical ill-treatment evident in the youth sport environment. It is  
10 important to highlight that athletes within the current investigation did not reveal that they  
11 had personally experienced physical ill-treatment, but rather they witnessed it. Physical ill-  
12 treatment consisted of both physical contact, whereby parents struck or threw object at their  
13 child athletes, and punitive behaviour, following a poor performance. It is important to  
14 acknowledge that behaviours consistent with emotional and physical ill-treatment represent  
15 isolated incidents of abusive behaviours, rather than patterns. However, these perceptions of  
16 both emotional and physical ill-treatment still bear a strong resemblance to Stirling’s (2009)  
17 conceptual framework of maltreatment in sport. That is, Stirling (2009) characterised  
18 emotional abuse by verbal abuse, for example shouting, and non-verbal abuse, such as  
19 intentional denial of support. Similarly, physical abuse was characterised by physical contact,  
20 such as striking, and non-contact physical abuse, such as forced physical exertion.  
21 Furthermore, within the current investigation, athletes revealed that the provision of  
22 emotional and physical ill-treatment contributed to maladaptive athlete outcomes, such as  
23 negative athlete emotions (e.g., crying), potential youth sport attrition, and fear of failure,  
24 highlighting that these behaviours may have harmful effects on child-athletes, consistent with  
25 the definition of abuse put forward by Stirling (2009). These findings indicate that behaviours

1 consistent with emotional and physical abuse may occur in the youth golf environment.

2         The perception of verbal ill-treatment as an unsupportive parenting practice is  
3 consistent with previous research. For example, Gould et al. (2006) examined coaches'  
4 perceptions of parental involvement in youth tennis. Results revealed 36% of parents  
5 displayed negative behaviours that consequently hindered athlete development. Similar to the  
6 findings in the current investigation, coaches revealed negative parental behaviours included  
7 criticising the athlete (Gould et al., 2006). Further, observational research conducted by Holt  
8 et al. (2008) which sought to examine parental comments in youth soccer revealed that  
9 negative and derogatory comments accounted for 15% of all comments made by parents.  
10 Although previous investigations examining parental involvement in youth  
11 sport have discussed unsupportive parental behaviours, such as negative and derogatory  
12 comments, the literature does not link these behaviours to emotional abuse, despite strong  
13 resemblances. However, it is important to acknowledge that previous research has  
14 demonstrated that parents rationalise verbal abuse, based on the belief that such feedback  
15 leads to subsequent athletic performance (Elliott & Drummond, 2017). Therefore, although  
16 such behaviours risk negative athlete outcomes, these behaviours are sometimes displayed by  
17 parents with good intentions, demonstrating further the intricate nature of parent-athlete  
18 relationships. Although research pertaining to parenting in youth sport has moved away from  
19 prescribing lists of do's and don'ts, perhaps continuing to provide parents with information  
20 regarding manifestations and consequences of verbal abuse is appropriate.

21         Although behaviours consistent with verbal abuse have been previously discussed  
22 within sport parenting literature (e.g., Holt et al., 2008), physical abuse displayed by parents  
23 towards their child-athletes has not been commonly reported. Fortier et al. (2020) revealed  
24 that there has been a great deal of research detailing sexual abuse in youth sport, however  
25 physical maltreatment of youth athletes is understudied. Although it is important to

1 acknowledge that the majority of sport parents are positively involved in youth sport (Holt et  
2 al., 2008), results from the current investigation suggest that physical ill-treatment is present  
3 within the youth golf environment.

4         The findings of the current research reinforce the importance of transparent reporting  
5 mechanisms for allegations of abuse in youth sport and continued stakeholder education (i.e.,  
6 parents, coaches, officials) regarding recording and reporting procedures. Examining  
7 guidance on responding to concerns of abuse in the sport environment, the NSPCC propose  
8 that any behaviours consistent with emotional, physical, or sexual abuse (e.g., hitting,  
9 criticism, support withdrawal) should be recorded and reported to appropriate agencies and  
10 welfare officers for monitoring and further investigation (see Child Protection in Sport Unit).  
11 Moreover, previous research has revealed that fear of false allegations of abuse often prevent  
12 reporting (Brackenridge et al., 2005). Taken together, the findings highlight the need for  
13 continued stakeholder education regarding manifestations of physical, psychological, and  
14 sexual abuse in youth sport, to enhance parents' awareness of behaviours that constitute child  
15 abuse and practices that hold the potential to develop into child maltreatment in youth sport.  
16 Fortier et al. (2020) proposed that calling out behaviours consistent with child maltreatment  
17 in sport, is an important step in breaking down "the wall of silence" around child abuse.  
18 Furthermore, research has demonstrated that organisational cultures within sport have the  
19 ability to either facilitate or prohibit child maltreatment in sport (Brackenridge et al., 2012).  
20 Owusu-Sekyere et al. (2022) proposed that the adoption of holistic safeguarding cultures,  
21 underpinned by safety management systems (e.g., safeguarding policy; training), stakeholder  
22 engagement, and leadership commitment provide a logical avenue for sport organisations to  
23 prevent child maltreatment in sport.

24         Findings from the present investigation also revealed pressurizing behaviours  
25 displayed by parents in the youth golf environment. For example, negative body language

1 and facial expressions, and placing an emphasis on performance were perceived as  
2 unsupportive parental behaviours, often resulting in increased feelings of pressure to perform.  
3 These findings align with research conducted by Knight et al. (2010), which examined junior  
4 tennis players' preferences for parental support. Results revealed that athletes perceived  
5 negative body language (e.g., posture) as unsupportive, demonstrating that athletes also  
6 attended to their parents' subtle non-verbal behaviours. Additionally, parents focusing on  
7 performance outcomes was perceived negatively by athletes (Knight et al., 2010). These  
8 findings are also consistent with research recently conducted by [REDACTED] (under review)  
9 which examined female youth golfers' perceptions of supportive parental behaviours. Results  
10 indicated that parents exhibiting positive body language, facial expressions, and hand  
11 gestures were appreciated, irrespective of performance. Further, [REDACTED] (under review)  
12 revealed in contrast to other sports, youth golf culture and etiquette prohibits parental  
13 cheering, often resulting in parents displaying their thoughts and feelings through body  
14 language and facial expressions. As such, they proposed parents exhibiting non-verbal  
15 behaviours appears to be more pertinent within the youth golf environment ([REDACTED]  
16 under review). However, results from the present study highlight that despite parental  
17 cheering being prohibited, parents continue to display negative body language and facial  
18 expressions which are perceived to be unsupportive by their child-athletes. This raises  
19 questions about the efficacy of restrictive measures (i.e., banning parental verbal comments)  
20 implemented in youth sport environments. Kwon et al. (2020) have previously stated how  
21 restrictive measures are often inappropriate, as they may unintentionally eliminate positive  
22 comments provided by parents. However, findings of the current investigation indicate that  
23 although such restrictive measures may limit negative verbal comments, they do not  
24 eliminate the presence of negative body language and facial expressions amongst parents.  
25 Perhaps a more effective measure may include helping parents regulate emotions during

1 competitions, in place of implementing such restrictive measures.

2         Although results from the present study revealed unsupportive parental behaviours in  
3 the youth golf environment, previous research has indicated that the majority of parents are  
4 involved in their child-athletes' sport in a positive way (Gould et al., 2006). Recent sport  
5 parenting literature has adopted a parent-focused approach, which has sought to examine the  
6 experiences of sport parents (e.g., Eckart et al., 2021; Harwood & Knight, 2009; Thrower et  
7 al., 2016). This body of literature demonstrated that parents experience a range of  
8 competitive, developmental, and organisational stressors pertaining to the youth sport  
9 environment (Harwood & Knight, 2009; Thrower et al., 2016). This literature examining  
10 sport parents' experiences and stressors may indicate the prevalence of unsupportive parental  
11 behaviours in the youth golf environment are not a reflection of sport parents, but the  
12 stressors and demands they experience.

13         Within the current study, maladaptive parent behaviours appeared to be more  
14 prevalent in the competitive environment, in contrast to other youth sport contexts. Knight  
15 and Holt (2013) have previously stated that competitions are often emotionally charged  
16 environments, which may explain why parents exhibit such behaviours. Research conducted  
17 by Holt et al. (2008) revealed that parents' comments made at youth soccer competitions  
18 were influenced by the emotional intensity of games, more specifically the number and  
19 breadth of comments increased as the emotional intensity rose.

20         Taken together, these findings demonstrate the need to continue to explore  
21 opportunities to support sport parents (e.g., Kwon et al., 2020) and further reinforces the need  
22 to provide strategies that aid parents in managing the emotional demands of competition.  
23 However, Knight (2019) stated that there is a dearth of research investigating why different  
24 parents display certain behaviours at youth sport competitions. Developing an in-depth  
25 understanding of why parents engage in certain ways may contribute to the effectiveness of

1 future parent support strategies (Knight, 2019). Further, Ross et al. (2015) examined coaches'  
2 perceptions of the efficacy of parent-education in youth sport. Results revealed that parent  
3 education approaches need to be more thorough in addressing the elements that influence  
4 parent behaviour. Research has demonstrated that parents are sometimes unaware of how to  
5 optimally support their child-athletes (Harwood & Knight, 2009a; 2009b). In such instances,  
6 providing parents with information on positive parental involvement is appropriate. However,  
7 it is unlikely that parents perceive the provision of physical abuse as supportive (Knight &  
8 Newport, 2017). Despite this, results from the current investigation indicate that such  
9 behaviours are present in the youth golf environment, suggesting that parents may struggle to  
10 regulate emotions and behaviours. Research has recently identified the various demands sport  
11 parents' experience, however, an explicit examination of elements that influence parent  
12 behaviour, and the thoughts, emotions, and situations parents experience that result in the  
13 prevalence of these maladaptive behaviours, may allow researchers and practitioners to be  
14 better placed to provide more targeted interventions and coping mechanisms. In addition to  
15 parent support strategies, Knight (2019) suggests a move away from professionalised,  
16 outcome-focused youth sport environments may help alleviate stressors experienced by  
17 sport parents and as a result, reduce unsupportive parenting practices.

### 18 **Applied Implications**

19 Findings of the current research revealed the presence of both physical and emotional  
20 ill-treatment in youth golf. These findings may be used to inform policy with reference to the  
21 safeguarding of children and young people in sport. Specifically, findings offer NGBs, sport  
22 organisations, and safeguarding officers with important insights into parental behaviours in  
23 youth golf that possess the potential to develop into child maltreatment in sport. At present,  
24 the youth sport landscape maintains a reactive approach to child abuse in sport, addressing  
25 maltreatment following its occurrence. Moving forward it is critical that sport organisations

1 make greater efforts to prevent potential maltreatment (Kerr et al., 2020). The findings of the  
2 current investigation provide NGBs and sport organisations in golf with a strong rationale for  
3 investing in educational initiatives and holistic safeguarding cultures, as preventative  
4 measures towards child abuse. That is, the findings reinforce the need for sport bodies to  
5 provide continued parent (and stakeholder) education regarding manifestations and  
6 consequences of abuse in youth sport and important information pertaining to recording and  
7 reporting procedures. Through providing such education, youth sport stakeholders will be  
8 better placed to recognise, record, and report behaviours consistent with abuse. Moreover,  
9 given the findings of the current research, governing bodies and sport organisations may also  
10 benefit from conducting audits of safeguarding cultures, whereby existing policies and  
11 procedures are reviewed, and holistic safeguarding cultures, which consist of transparent  
12 reporting policies and procedures, and continued stakeholder education, training, and  
13 engagement; (Owusu-Sekyere et al., 2022) are implemented to adopt a preventative approach  
14 to child maltreatment in youth sport.

15 Furthermore, researchers have recently begun developing and implementing parent-  
16 education programs in youth sport (see Burke et al., 2021 for a review). Given the findings of  
17 the current research, which indicate that parents struggle to regulate emotions in competitive  
18 youth sport environments, providing parents with emotion regulation strategies in future  
19 parent support programs may provide a logical avenue to support sport parents and promote  
20 more positive experiences for parents and youth athletes, within the youth sport environment.  
21 Although previous researchers have suggested the implementation of emotion regulation for  
22 parents (e.g., Harwood & Knight, 2009b), evaluating the impact of such strategies in future  
23 parent support initiatives is required.

#### 24 **Limitations**

25 Although results from the current study have furthered the understanding of



1 unsupportive parental behaviours in youth golf, there are some limitations which warrant  
2 discussion. The present study failed to consider parents' perceptions of unsupportive parental  
3 behaviours. Research has demonstrated that parents perceive their involvement differently to  
4 their child-athletes (Kanters et al., 2008). Sampling parents who have displayed maladaptive  
5 behaviour in youth sport in order to examine their perceptions of unsupportive behaviours,  
6 and also factors that lead to the occurrence of maladaptive behaviours provides a fruitful  
7 avenue for future research. However, it is important to acknowledge that the recruitment of  
8 this demographic may prove challenging.

### 9 **Conclusion**

10 The present research sought to examine female youth golfers' perceptions of  
11 unsupportive parenting practices in youth golf. Results revealed that athletes perceived the  
12 provision of emotional and physical ill-treatment, and pressurising behaviours (e.g., negative  
13 body language) as unsupportive. From a theoretical perspective, this research builds on [REDACTED]  
14 [REDACTED] (under review) grounded theory of parental support in youth golf, by identifying  
15 perceptions of unsupportive parental behaviours. The presence of unsupportive parental  
16 behaviours within the youth golf environment further reinforces the need to continue to  
17 explore opportunities and strategies to help support sport parents. In particular, examining  
18 parents' perception of contexts and emotions that lends themselves to maladaptive behaviours  
19 may allow researchers and practitioners to provide targeted support, in an effort to promote  
20 more enjoyable youth sport experiences for parents and child-athletes.

### 21 **Data Availability Statement**

22 Due to the nature of this research, participants of this study did not agree for their data to be  
23 shared publicly, so supporting data is not available.

24

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**Table 1***Identified Themes & Sub-Themes from Thematic Analysis*

Themes	Sub-Themes
Emotional Ill-Treatment	<ul style="list-style-type: none"><li>• Verbal Ill-Treatment</li><li>• Support Withdrawal</li></ul>
Physical Ill-Treatment	<ul style="list-style-type: none"><li>• Physical Contact</li><li>• Punitive Behaviours</li></ul>
Pressurizing Behaviour	<ul style="list-style-type: none"><li>• Negative Body Language &amp; Facial Expressions</li><li>• Pressure to Practice and Perform</li><li>• Making Negative Comparisons</li><li>• Displaying Frustration &amp; Anger</li><li>• Unsolicited Interference.</li></ul>